



COLLEGE ACADEMY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (06M462)

ADDRESS: 549 AUDUBON AVENUE, NEW YORK, NY 10040

TELEPHONE: (212) 927-1841

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 06M462 **SCHOOL NAME:** HS International Business and Finance

SCHOOL ADDRESS: 549 Audubon Avenue, New York, NY 10040

SCHOOL TELEPHONE: 212-927-1841 **FAX:** 212-927-2388

SCHOOL CONTACT PERSON: _____ **EMAIL ADDRESS:** _____

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Junior Millier, IA

UFT CHAPTER LEADER: Stacey Ba

PARENTS' ASSOCIATION PRESIDENT: _____

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 06 **CHILDREN FIRST NETWORK (CFN):** 107

NETWORK LEADER: Nancy Scala

SUPERINTENDENT: Geraldine Taylor-Brown

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
	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

College Academy is located in the Washington Heights section of Manhattan. This predominately Latino community is comprised mainly of immigrants from the Dominican Republic. For a majority of people who reside within this community, English is a second language. This is also reflected in the population of the school wherein a majority of the students are from the community. As such, the school's population is 90 percent Hispanic, 7 percent Black, 1% White, and 1% Asian. Of the 675 students currently enrolled in the school, 79% percent qualify for the free federal lunch program. Our students are heterogeneously grouped within each grade and are supported by a pedagogical staff of 49 teachers, 96 percent of who are fully licensed and permanently assigned to the school. Also, 57 percent of the teachers have been teaching for more than five years and 93 percent of them hold, or are working towards a Master's degree.

College Academy has a self-contained diploma bound and a non-diploma bound program. There are two groups of non-diploma bound students (Basic II): one bilingual and one monolingual. These two programs are designed for students whose reading and mathematics skills are at or below the third grade level, and performance falls within the deficient range of intelligence. These students participate in the Alternate Assessment Data portfolio. They receive extra support through the 90-minute Balanced Literacy Block and all academic intervention support (AIS) programs.

The Special Education Teacher Support Services (SETSS) Program is campus wide in terms of students and teachers. These students as well as the self-contained population receive support through the 90-minute Balanced Literacy block and the 90-minute Balanced Mathematics block, after-school tutoring, and Saturday classes. Special Education students also have access to all general education AIS programs.

In response to at-risk students who are in danger of not meeting standards and who have not met state standards, the school has developed the following AIS programs: After-School Tutoring, Homework Helper, Saturday School, Clinic Referrals, Telephone and Letter notification, Parent Workshop and Conferences.

Special programs are provided to enhance students' learning about the world of business and to support in class instruction: Peer Educators/Peer Leaders, Teacher Assistant Program, DOWS: Dominicans on Wall Street, Dominican Roundtable, College Now, Model United Nations, Junior Achievement of New York, Global Ambassadors Program, Minds Matters of NYC Inc., Community Activism Program, The school has ongoing partnerships with: Isabella Geriatric Center, Junior Achievement of New York, Inc., Banco Popular, JP Morgan Chase.

Finally, the school has placed a special emphasis on preparing students for the New York State Mandated Regents Examinations. Over the course of the eight years that the school has been in existence, there has been a steady increase in the number of students' graduating with Regents Diplomas.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

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

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

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
Male								
Female								

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

The 2008-2009 Annual School Report indicates that 93% of the students were of Hispanic descent, 6% were of African-American descent, while Caucasians and others comprised of 1.1% of the school's population. The figures have remained relatively the same since 2007-2008 when approximately 93 percent of the schools population was identified as Hispanic. This year the school's ethnicity report indicates that indicate 90% of the current students are of Hispanic descent, 7% are of African- American descent, and approximately 1% are White, Native American, and Asian. In 2008-2009 the gender distribution is 57% male and 43% female. For 2007-2008, the distribution remains largely the same: 56.5% male and 43.5% female. There has been a slight change in the number of students who qualify for the Reduced Lunch Program. While the data for 2007-2008 shows that 76% of the students qualify for the Federal Lunch Program, this year 79% qualify.

School Attendance is important for student success to achieve academically, socially, and emotionally. To this end, the school has continued its focus in this area. According to the 2008-2009 Annual School Report, the school's attendance rate in 2009 was 87.5 percent. This year, the attendance rate has hovered at approximately 88 percent. Despite the fact that the school is close to meeting the NY State standard of 92% attendance rate, the school has implemented several measures to improve in this area. Along with the work of the attendance teacher the following measures have been instituted:

- Phone calls during and after school
- Parent conferences to deal with absences and lateness
- Letters home
- Guidance Intervention
- Motivational strategies such as theatrical presentations, multicultural events and motivational speakers.

Data derived from the 2008-2009 Annual School Report and from the school's scholarship report indicate that the students at College Academy have made great strides in meeting the New York State and City performance standards.

COHORT 2008-2009, total # 275

	65-100	64-55	Failure Rate
English	79%	13%	8%
Integ. Algebra	69%	13%	18%
Global	65%	19%	16%
US History	76%	14%	10%
Liv. Environment	65%	17%	18%

COHORT 2007-2008, total # 116

	65-100	64-55	Failure Rate
English	76%	14%	10%
Math A	78%	15%	7%
Global	58%	19%	23%
US History	76%	14%	10%
Liv. Environment	61%	19%	20%

COHORT 2006-2007, total # 124

	65-100	64-55	Failure Rate
English	66%	17%	17%
Math A	65%	21%	14%
Global	42%	20%	33%
US History	67%	20%	13%
Liv. Environment	64%	19%	17%

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 1 - To increase number of students passing the Regents in all academic subjects
The passing rate for English, Global, US History, Integrated Algebra, and Living Environment will increase by 2% as measured from the June 2010 Regents in the content areas of students scoring at or above Level 3 (65-84) by June 2011.

Goal 2 - Student Support Services

By June 2010, the 4-year graduation rate will increase by 2% as measured in comparison to the June 2010 graduation rate.

Goal 3 – Academic Intervention Services

By June 2011, the enrollment and attendance in after-school AIS programs will increase by 2%. This will be measured on a monthly and annual basis as compared to the 2009-2010 figures.

Goal 4- Parental Involvement

To increase parental involvement through professional development, school activities, school functions, and school meetings by a minimum of 2% by June 2011 as measured in comparison to 2009-2010 parental involvement figures.

SECTION VI: ACTION PLAN

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

**To increase number of students
passing the Regents in all academic
subjects**

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>The passing rate for English, Global, US History, Integrated Algebra, and Living Environment will increase by 2% as measured from the June 2010 Regents in the content areas of students scoring at or above Level 3 (65-84) by June 2011</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>To provide academically rigorous programs in all content areas that will enable all students to meet and exceed State and City performance standards in all academic subjects.</p> <ul style="list-style-type: none"> • Assess needs of the students at the start of the school year, and provide AIS services through theme courses, and enroll students in double period classes. • Literacy is used in the 9th grade; balanced literacy/workshop model approaches used in the other classrooms. • Have unit, mid-term, and end-term exams replicate Regents including method of grading (rubrics) • Enroll students in theme-based courses that complement all academic subjects, such as creative writing, journalism, Film Class, Model United Nations, and AP classes. • Continue to use the balanced literacy/workshop model approach • Review curriculum and criteria for grading with a rubric with all teachers; require teachers to use rubrics when grading essays, research reports, book reports, oral presentations, portfolios, etc.; educate students about the rubrics; and have students develop rubrics for the grading of specific assignments. • Continue to provide professional development activities for the teachers to help develop Regents prep programs to provide students with additional support.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Resources: Regional District personnel, UFT Teacher Center Specialist, Principal, Assistant Principal, librarians, workshops, university/college, partnerships</p> <p>Cost: \$250,000</p> <p>Source: Tax Levy, Reimbursable funds, NYSTL</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Passing Regents rates will increase by 2% for those students scoring at or above level 3 (65-84). This assessment will occur January 2011 and June 2011. • Student scholarship, improved student reading and writing skills when comparing initial tests/pre-writing samples with post-writing tests. • The results on exams that focus on listening and note taking skills improve. • Improved performance on the ELA Regents and NYSESLAT • Results on uniform exams • Observations; walkthroughs; Learning Walks

Subject/Area (where relevant): Student Support Services

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the 4-year graduation rate will increase by 2% as measured in comparison to the June 2010 graduation rate.</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"> • Through the support of the guidance counselors, support staff (Assistant Principals, Attendance Teacher, Deans, Family Paraprofessional, Parent Coordinator, School-Aides, etc.), and teaching staff students will complete their high school graduation requirements and pass their Regents within 4 years. • The guidance counselors will meet with all their students on a weekly basis, and conducts monthly group meetings to review students’ academic progress. Guidance Counselors will identify students who have exhibited at-risk behavior, such as, habitual tardiness, excessive absenteeism, patterns of cutting, and lack of credit accumulation, where they will schedule meetings with parents, schedule small group guidance sessions, and hold individualized guidance sessions. • Arrange for case conferences and include parent(s)/guardian(s), student, dean and teachers in these conferences. • Allocation of funds to allow for tutoring services (during/after school and Saturdays). • AP reviews attendance procedures with attendance team; hold regularly scheduled attendance meetings • Review the Attendance Plan with staff and revise when applicable. • Continue meeting with Inquiry Team members on a weekly basis. • Cluster Meetings will continue to meet across content areas bi-monthly where all teachers, including ESL and Special Education teachers, meet and discuss student progress. • Continue to provide entire staff with basic behaviors that signify at-risk behavior. Establish procedures to be followed, such as, parental notification (telephone calls, letters, case conferences, and home visits), guidance counselor intervention and counseling, and referrals to NY Presbyterian Health Clinic and Community Based Organizations for counseling services. • Continue early morning, early evening, and Saturday morning telephone outreach program. • Schedule assemblies for all grades.
<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>Resources: Principal, assistant principal, guidance counselors, teachers, attendance team, family assistants, school aides, conflict mediator, NY Presbyterian Health Clinic, Community Based Organizations</p> <p>Cost: \$120,000</p> <p>Source: Tax levy, Reimbursable funds, Contract for Excellence</p>

Indicators of Interim Progress and/or Accomplishment

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

- Attendance will increase by 2% in comparison to 2009-2010 attendance figures. Assessments will be made on a monthly, semester, and annual basis.
- Decrease in cutting; improvement in academic grades, at least a 2% increase in passing per semester as compared to previous school year. Such progress will be reflected on the scholarship report (ARIS).
- Decrease in disciplinary problems.

Subject/Area (where relevant): Academic Intervention Services

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the enrollment and attendance in after-school AIS programs will increase by 2%. This will be measured on a monthly and annual basis as compared to the 2009-2010 figures.</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"> • Based on teacher referral, student report card, Regent scores, dean/guidance intervention students will be grouped for after-school and Saturday School programs based on their needs. Students will be placed in after-school tutoring classes, homework help, credit recovery classes (PLATO), and Regents Prep classes. Guidance counselors will review exam results with each student and his/her parent/guardian, provide individualized counseling to encourage enrollment in the programs, and schedule outreach activities with the parents to ensure the success of the programs. We will offer snacks/lunch and if needed metro cards will be given to the students who enroll in the Saturday School program. • We hired the Working Playground Organization (Urban Arts) to work with students inside the Social Studies and English classes to promote a higher attendance rate and increase the scholarship rate. • Continue to foster and promote the Peer Educators/Leaders and Teacher Assistant Program to our 11th and 12th grade students. • Offer College Now and other college classes to students. • Student Community Outreach programs to homeless shelters and elementary schools to increase and promote literacy. • Have Extend the hours of the library; encourage teachers to include visits to the library during the after-school and Saturday school programs.
<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>Resources: Principal, Assistant Principal, guidance counselors, teachers, support staff</p> <p>Cost: \$75,000</p> <p>Source: Tax Levy, Contract for Excellence, Reimbursable funds, NYSTL</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • The 2% increase in attendance since the last academic year will result in improved semester grades, and increase in the number of students passing their core curriculum classes and accumulating credits. • 5% increase in the number of ELL students scoring into a higher level of the NYSESLAT score. • 1% increase in student passing rate in Regents exams.

Subject/Area (where relevant): Parental Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase parental involvement through professional development, school activities, school functions, and school meetings by a minimum of 2% by June 2011 as measured in comparison to 2009-2010 parental involvement figures.</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"> • For the 2008-2009 school year parent will have an opportunity to chaperone school trips and events, attend Parent Association and School Leadership Team meetings. Metro cards will be offered to any parent that is in need of transportation assistance. We will compare the parental attendance rate from the previous school year. So far, there has been an increase in participants from the previous school year. • Parents will complete interest surveys to determine topics for meetings that are relevant to their needs, and will encourage parents to facilitate and participate in meetings. • Parent Coordinator, Parents Association and the School Leadership Team, through monthly meetings actively foster parental involvement in the educational process on an ongoing basis by learning and reviewing their child’s academic progress through ARIS. • Provide yearly workshops based on the parent/family needs, which will increase student scholarship. • Support all initiatives of the Parent Association. • Update database for mailing lists. Include parents in mailings, such as, the school newspaper, student publications, and newsletters. Have mailings translated into Spanish.
<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>Resources: Principal, assistant principals, parent coordinator, guidance counselors, teachers, parents, students, Regional Parents Association liaison, Community Based Organizations, Attendance Team, and family assistants</p> <p>Cost: \$6,485</p> <p>Source: Tax-levy, Reimbursable funds</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • A 2% increase in number of parents who regularly and actively participate in Parents’ Association meetings and other school activities. • To increase parental involvement with student academic scholarship and behavioral issues by 2% as measured by the participation in teacher/guidance conferences to promote greater student achievement.

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	130	120	73	65	25	4	5	0
10	153	110	55	120	10	3	6	2
11	78	37	38	97	20	1	2	2
12	73	8	14	44	44	1	0	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: After-School Tutoring, Homework Help, PLATO Credit Recovery	After-School Tutoring, Homework Help, PLATO Credit Recovery. Assess student needs and provide appropriate services to the at-risk students to help raise their grades, Regents scores, and improve on attendance. Program will include visits to the library, field trips that are relevant to the subject/curriculum. Provide necessary textbooks and materials for these specific services. Keep record of student progress and attendance in all after-school activities, including Saturday School.
Mathematics:	Saturday School, PLATO Credit Recovery, After-School Tutoring, Saturday School. At-risk students will receive double block of instruction Monday through Friday, after-school tutoring will be mandated 3 days a week for 1 period, and students will be encouraged to attend Saturday School from 9:00 a.m. – 12:00 p.m.
Science:	Saturday School, PLATO Credit Recovery, After-School Tutoring, Saturday School. At-risk students will receive double block of instruction Monday through Friday, after-school tutoring will be mandated 3 days a week for 1 period, and students will be encouraged to attend Saturday School from 9:00 a.m. – 12:00 p.m.
Social Studies:	Work with the Working Playground Organization on the collaboration with film and history during class and after-school. Identify at-risk students and provide services such as individual tutoring, homework help, and assist students to improve in writing DBQ and thematic essay review.
At-risk Services Provided by the Guidance Counselor:	Guidance counselors will meet 2-3 times a week, individually and with small groups, after school for 1 hour for counseling. They will schedule outreach activities with parents and students to ensure success in their academic studies. Guidance counselors will meet on a weekly basis with their students’ teachers and discuss student progress and strategies to help achieve success in the classroom.
At-risk Services Provided by the School Psychologist:	Counseling and one-on-one therapy,
At-risk Services Provided by the Social Worker: Counseling	Based on the students’ IEP, students will receive counseling services with their social worker 1 – 2 days a week during their lunch period.
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

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

School: **06M462 Title III Approved**

BEDS Code: 310600011462

Title III LEP Program

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

Form TIII – A (1)(a)

Grade Level(s) **9-12** Number of Students to be Served: **224** LEP **0** Non-LEP

Number of Teachers **6 Sat School/20 PD Title III** Other Staff (Specify) **N/A**

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

Our school register indicates 669 students with students 224 ELL. The school is 33% ELL. According to our NYSESLAT scores, we have varied levels of English proficiency ranging from Beginning, Intermediate, and a large percentage of Transitional. Our instructional and supplemental activities will facilitate the purpose of providing our LEP students with the appropriate instruction to meet the requirements for the New York State Performance Standards, the New York State Regents Exams and obtain a New York City High School Diploma as well as prepare them to succeed in college.

Clearly, our mission is to continue to reflect and seek even more opportunities to grow our program and empower our ELLs further. We are proud to state that of the 241 ELLs who were NYSESLAT tested in the Spring of 2007, our students are striving for and achieving 65+ on the following Regents examinations: tenth grade 29 Living Environment, 24 Math A, 1 Global Studies and 2 ELA; eleventh grade 30 Living Environment, 30 Math A, 14 Global Studies, 11 ELA; and twelfth grade 12 Living Environment, 13 Math A, 5 Global Studies, 4 U.S. History and 4 ELA.

1. Program/Activity: Regents Bound Instructional Programs / Saturday Instructional Programs

Rationale: All ELLs and former ELLs will be provided with regents-bound instructional programs primarily in bilingual Mathematics (Pre-algebra, Algebra, Geometry), bilingual Science (Living Environment, Earth Science, Chemistry), bilingual Social Studies (Global Studies) and English Language Arts for ESL to increase the number of students passing these exams and increase the students’ reading, writing, and critical thinking skills in the content areas.

Number of Students: Students in grades 9 – 12 who are current of former ELL’s will attend Saturday programs in content areas specific to student’s individual content area needs in order to support NYS Regents examination success. Saturday program classes average 15-20 students in each content area for each of the two 90-minute segments from 9:00 a.m. – 12:00 p.m. The weekly average for attendance is bilingual sciences 80 students, bilingual mathematics 40 students, and 10 ESL English.

Approach: Balanced Literacy Workshop Model instruction

Frequency/Duration: Saturdays – 9:00 a.m. -12:00 p.m. *October, November, December, January, February, April, May, June*

Service Providers/Teachers: One ESL certified/licensed teachers and five bilingual dual certified and licensed, experienced, and highly qualified full-time educators will provide instruction covering all content areas for which ELL and former ELL students need supports. All teachers are employed with our school during the regular high school hours; therefore, they are well-versed in the high expectations for instruction in these academic intervention service programs. Furthermore, by utilizing the excellent services of our regular faculty, these teachers are familiar with the details of each student’s academic challenge and needs.

Measurement/Assessment Indicators and Outcome: Student Attendance, Scholarship Reports, an increase in the number of students passing N.Y. State Regents Exams and an increase the students’ reading, writing, and critical thinking skills in the content areas.

Student Needs: Students require extra support in helping them unpack terminology, analyze tasks, and manipulate concepts that are prevalent on the Regents Exams (in content areas, such as Mathematics, Sciences, and Social Studies.)

Materials Use and Application for Title III students: Students will use all math and science materials below for the duration of the Saturday school sessions. Materials match the content and skill needs of the bilingual Title III ESL students. Materials needed are based on the school’s history of Saturday school program which students attend in sequence every Saturday. Therefore, the Title III Saturday school teachers use supplemental texts (list is attached) and Math and Science manipulative materials that they do not have during the regular school day classes (listing attached).

Professional Development

Our high school is comprised of highly qualified, experienced, and teachers with less than five years teaching experience. In order to provide our ELLs with quality instruction and access to higher learning our teachers will need continual professional development in ESL methodology and the Balanced Literacy Approach. All teachers work an 8 hour day comprised of 5 instructional periods, 1 preparation period, 1 lunch period, and 1 circular 6R professional period (in dean’s office or attendance office). Therefore, meetings to check the status of ELL’s and former ELL’s or meeting to discuss general practices to improve ELL and former ELL students growth need to take place either before a teacher’s work day begins (teacher shift 8:55a.m.- 3:41 p.m. meeting period 1 or 8:00 until 8:55 a.m.) or after the teacher’s work day ends (teacher shift 8:00 a.m. – 2:50 p.m. meeting period 9 or until 3:40 p.m.)

1. Activity: ELL Weekly Professional Development/ At-risk student discussions for Title III students:

(ELL/ Bilingual Content Area partner meetings/groups for the above mentioned teachers who may need to schedule their weekly meeting with the Assistant Principal as well as one of their colleagues)

Rationale: All teachers meet either weekly or bi-weekly for the specific purpose of discussing scholarship, behavior, growth, concerns or other issues of the ELL’s, former ELL’s or Special Needs inclusion ELL’s in the teacher’s specific classes.

of ELL students will learn ESL methodology Balanced Literacy strategies to improve instruction and student learning and instill these daily rituals, practices and routines into their daily lesson plans.

Approach: Balanced Literacy Workshop Model instruction. Subjects of these discussions meetings include: initial semester diagnostics, communication with parents, conferencing with students during class, differentiation of instruction, identification of individual student's abilities in modalities (speaking/ listening/ reading/writing/pronunciation), use of NYSESLAT or Acuity data for the purpose differentiation, variation of assessments for individual students, modifications in assessments for special needs students who are ELL's, building of students skills in individual students, behavior and academic maturity of students, and other topics that teachers are free to suggest as they see fit in their daily contact with these Title III students.

Frequency/Duration: Once, after school, bimonthly, September through June

Number of teachers: 20 (individual meetings) 4 ESL certified, 3 NLA certified, 5 bilingual certified, and 8 content certified teachers who instruct former ELL's (these meetings include a certified ELL teacher).

Measurement/Assessment Indicators: Daily instruction that best meets the needs of individual Title III children. (Additional measures might include: Informal and Formal Supervisory Observations, Walk-Throughs, Intervisitations between colleagues to see best practices)

Form TIII – A (1)(b)

School: 06M462
Title III LEP Program

BEDS Code: 310600011462

School Building Budget Summary

Allocation Amount: 38,800					
Professional salaries Per session	(\$23,248.74) or 60%	1 ESL and 4 Bilingual Ed teachers to support ELL students during Saturday school or after school enrichment program. 5 Teachers X 3 Hours X 27 Saturdays = 405 teacher hours x \$49.89 = \$20,205.45			
		Professional Development: 4 ESL Teachers, 5 Bilingual teachers, 3 Special Education Bilingual Teachers: 12 Teachers X 5 one hour sessions X 61 Hours X \$49.89= \$3,043.29			
Supplies and materials -	(\$9479.00) or 30%	TITLE	Price	#	Total
		SPAN SI UNIT: OPERATIONS W/FRACTIONS 02C	7.47	35	261.45
		SPANISH SI UNIT:NUMB THEORY&FRAC CONC 02	7.47	35	261.45
		SPANISH SI UNIT: DECIMALS 02C	7.47	35	261.45
		SPANISH SI UNIT: WHOLE NUMBERS 02C	7.47	35	261.45
		ALGEBRA I SPANISHSKILLSINTERVKIT TRK 04C	418.47	1	418.47
		SPANISH SI UNIT: PRE-ALGEBRA BASICS 02C	7.47	35	261.45
		SPANISH SI UNIT: MEASUREMENT 02C	7.47	35	261.45
		SPAN SI UNIT:RATIO, PROP & PERCENT 02C	7.47	35	261.45
		SPANISH SI UNIT: GEOMETRY 02C	7.47	35	261.45
		BIOLOGY SE 2004- ESL Biology	49.99	30	1499.7
		BIOLOGY RESOURCES OVERHEADS ESL	24.99	2	49.98
		BIOLOGY AUDIOCASSETTES 2004 ESL Biology	109.99	2	219.98
		BIOLOGY WKBK 2004 ESL Biology	19.99	35	699.65
		BIOLOGY TE 2004 ESL Biology	69.99	1	69.99
		Daily Warm Ups – General Science	23.15	2	46.3
		Sparkle stars	7.69	2	15.38
		Encyclopedia of Science Blackline Masters	23.15	2	46.3
Science Content Picture Dictionary	15.63	1	15.63		
Totally Gross: The Game of Science	29.61	2	59.22		

	Pipe cleaners	4.15	1	4.15
	Glue, white	2.95	10	29.5
	Demonstration a Day – Biology	41.85	1	41.85
	The Cartoon Guide to Genetics	22.65	1	22.65
	The Miracle of Life	26.25	2	52.5
	The Body's Defenses Against Disease Video	49.95	1	49.95
	Earth Science in Action: Fossil Fuels	42.00	1	42
	Alternate Energies Video	50.00	1	50
	The Cartoon Guide to the Environment	22.65	1	22.65
	The Garbage Story: Dealing with Solid Waste Disposal	59.95	1	59.95
	National Geographic Videos: Incredible Human	20.55	1	20.55
	National Geographic Videos: Rain Forest	20.55	1	20.55
	National Geographic Videos: US Endangered Species	20.55	1	20.55
	National Geographic Videos: Clone	20.55	1	20.55
	McGraw Hill Science Activities	21.30	1	21.3
	When do fish sleep?	17.30	1	17.3
	Do penguins have knees?	17.30	1	17.3
	Scientific Method DVD	86.95	1	86.95
	Fossil Assortment	41.85	1	41.85
	Recycling Clever Catch Ball	11.50	2	23
	Predator – the food chain game	16.25	1	16.25
	Daily Warm Ups – Biology	23.65	3	70.95
	Mechanical Smoker	80.00	1	80
	Smoker's lung	129.00	1	129
	Occluded Artery	92.50	1	92.5
	Dog Tapeworm	7.50	2	15
	Modeling with DNA Jewelery Kit	38.99	10	389.9
	Mitosis Manipulative Model	16.99	4	67.96
	Bio-membrane model	72.49	1	72.49
	Magna-Cell magnetic model	48.99	2	97.98
	Gel electrophoresis model	32.75	1	32.75
	Adapting to the World	59.95	1	59.95

	Zebra Mussels study kit	45.50	1	45.5
	Butterfly life history set	6.95	1	6.95
	Blood and Guts: A working guide to your own insides	20.00	1	20
	General Animal Display Set	239.00	1	239
	Calf brain	24.75	1	24.75
	pig heart	6.75	1	6.75
	Diagnosis: You are the doctor activity guide	54.99	1	54.99
	Biological Experiments and activities integrating math	58.50	1	58.5
	Little Finger Maze Set Lab	18.95	3	56.85
	Magnetic Blood types made easy manipulatives	47.90	2	95.8
	Energy Resource Game	9.99	1	9.99
	Food chains and trophic levels magnetic board manipulatives	69.99	2	139.98
	Krill – A whale of a game	16.45	1	16.45
	Into the forest food chain game	19.95	1	19.95
	Onto the desert game	21.30	1	21.3
	Glo Germ	19.95	2	39.9
	Carnivorous Creations	26.95	1	26.95
	Cuaderno de vocabulario y destrezas Algebra 2	4.47	60	268.2
	Cuaderno de vocabulario y destrezas Geometria	4.47	60	268.2
	Cuaderno de practica Geometria	4.47	60	268.2
	Recursos para la evaluacion Algebra 2	34.47	1	34.47
	Recursos para la evaluacion Geometria	34.47	1	34.47
	Seismograph Model	34.99	1	34.99
	Erupting volcano model	32.99	1	32.99
	anemometer	56.99	1	56.99
	Weather kit	149.99	1	149.99
	Natural disaster posters set	8.99	1	8.99
	GeoSafari Motorized Solar System and Planetarium	44.99	1	44.99
	Washington School Sets	39.99	1	39.99
	Classroom Mineral Collection	59.99	1	59.99
	Cross Section Earth Model	14.99	1	14.99
	Premium Fossil set	44.99	1	44.99
	weather center	39.99	1	39.99

		Vega 600 Telescope	94.99	1	94.99
		Indoor Outdoor Thermometer	21.99	1	21.99
		Solar System Games	28.99	1	28.99
		Planet Quest Game	24.99	1	24.99
					9479.03
TOTAL	\$32,677				

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.

We have surveyed parents and used the Home Language Survey information to assess our parents' needs. Over 93% of our parents speak Spanish as their native language. All letters mailed to the homes are written in both English and Spanish by the Parent Coordinator, and we use the phone master to relay messages in Spanish. We have two full-time Bilingual Guidance Counselors who provide translational services to the students and parents

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.

In order for us to communicate with our parents and school community, we have determined that we need to have everything translated into Spanish. Currently our school is employed with staff members that speak, read, and write Spanish fluently; including the Principal, Assistant Principal of Mathematics, Guidance Counselor, Parent Coordinator, Spanish and Content Teachers, and Family Paraprofessionals, as well as School Aides.

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.

We currently have a gifted Parent Coordinator who is able to provide written translation services for all official correspondence coming from our school. Once translations of documents have been completed they are kept on file for future use. New correspondence is translated on an as needed basis. Teachers and staff members are compensated for extra time for translation services.

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.

Our school staff is able to provide oral interpretation services. We have a full-time school aide and the guidance office to provide on call translation for parents. Our parent coordinator is bilingual and we have bilingual deans and a bilingual guidance counselor.

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>.

We provide our parents with written (in Spanish) notification of the translation and oral interpretation services which we provide at our school. Parents are also kept informed through PTA meetings and other events which keep communication channels open for parents.

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:	\$651,549	\$98,560	\$750,109
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,485.00	\$986	\$7471
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$32,577	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$65,155	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 81.9%
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.

Our school is providing tuition reimbursement for teachers to become highly qualified, professional development, and summer institute programs.

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

See pages 10-11 of the CEP.

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.

- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

See pages 15-20 of the CEP.

3. Instruction by highly qualified staff.

- Ongoing site-based professional development support for all teachers through Subject area Team Meetings and the UFT Center.
- Integrate ELL content literacy strategies across the content areas including:
 - The writing process Read Aloud/ Think Aloud Graphic Organizers
- Ongoing support from the Assistant Principals of ELA and Math
 - Assistant Principals will demonstrate effective strategies
 - Assistant Principals will support teachers to develop effective classroom management skills.
 - Assistant Principals will work with teachers in lesson planning and other instructional procedures
 - Assistant Principals will conduct professional development for teachers in the Balanced Literacy Program and Balanced Mathematics Prentice Hall Program
- Mentoring of new and inexperienced teachers
- Create study groups in each content area:
 - To develop lessons that will focus on critical thinking skills
 - To develop lessons and unit plans that will utilize the Understanding By Design model
 - Develop interdisciplinary curricula between English and Social Studies, Science and Mathematics

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.

- On-site professional development via Subject Area Team Meetings, faculty conferences and the UFT Center in areas such as:
 - Integrating technology in subject area classes using content based CDs and computer software to enhance student learning via Smart Boards, LCD Projectors, and mobile computers
 - Integrating content literacy across the curricula
 - Classroom management skills d.
- Providing mentoring and coaching for teachers
- Instructional Strategies
 - Lesson Planning
- Providing on-site as well as off-site professional development activities
- Providing teachers with the opportunities to observe their colleagues

- Providing opportunities for teachers to plan and facilitate professional development activities within the school

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

- Develop consistent and clear expectations and guidelines
- Pay for their Masters program through Title I (5% funds)
- Provide ongoing Professional Development to address their needs in areas of difficulties
- Promote a safe learning environment
- Make resources available to teachers
- Supportive administration

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

The Parent Coordinator will organize a network among interested parents to address the needs of the community and the academic success of the student body. Monthly parental meetings will be conducted to address pertinent issues, such as student attendance, scholarship reports, Regents Exams, and the appropriate social behavior in a high school. The Parents Coordinator will assist in calling homes in order to increase student attendance and communicate with parents in their native language.

The following community organizations will further foster parental involvement:

- CUNY (College Now): training sessions for teachers and college preparatory classes for students.
- Isabella Geriatric: internships for students and assist students in job placement.
- JP Morgan Chase, Citibank, Smith Barney, NY Stock Exchange, and Dominicans on Wall Street (DOWS): provide internships for students and future job placements.
- Columbia Presbyterian: summer internships for juniors and seniors.

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

N/A

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

Teachers are involved in the school Inquiry Team meetings, Cluster meetings, and Departmental meetings. Teachers will focus and discuss methods on improving student achievement, through the analysis of student work, progress in the classroom, cross curriculum evaluation, reviewing student through the use of ARIS.

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.

In the school semester of 2008-2009, students have an option to participate in the Peer Educator's Program and Teacher Assistant Program that matched up our top 12th grade students with our 9th grade students. The program was implemented during the 9th grade students' ELA and ESL classes, as well as the 9th grade Algebra classes. The program's mission is to actively promote student relationships and community-wide leadership on healthy and safe lifestyle decisions concerning alcohol abuse, tobacco use, illegal drug use, unhealthy sexual practices, abstinence, conflict resolution, and other high-risk behaviors. Peer education is a powerful tool that is able to effect changes in knowledge, attitudes, beliefs, and behaviors at the individual level.

The Assistant Principal of ELA, two teachers and the Principal train the 12th graders to plan units on these crucial issues using literature and non-fiction articles to examine actions and consequences, write lesson plans using the Workshop Model, and assess student work and student attitude on a weekly basis. We plan to continue to train and support this endeavor for the up-coming school semester.

In addition to this program, teachers and administrators will also work closely to strengthen our understanding of exactly what works, when and for whom and assist students to take on the challenges in their academic and social lives. To help struggling students achieve academic achievement, our school provide our struggling students with the following:

- Direct, explicit instruction
- Effective instructional principles embedded in content which includes all subject area teachers providing instruction and practice in reading and writing skills specific to their subject area
- Motivation and self-directed learning, which includes building motivation to learn and providing students with the appropriate scaffolds needed to attain mastery in subject area classes and prepare them to meet the challenges of world
- Text-based collaborative learning, which involves students interacting with one another around a variety of diverse and varied texts e. Strategic tutoring, which provides students with intense individualized reading, writing, and content instruction as needed
- Extended time for literacy and Regents-based courses such as Global History and U.S. History; Mathematics and English Language
- Arts
- A technology component, which includes technology as a tool for and a topic of instruction
- Ongoing formative assessments of students, which is informal, often daily assessment of how students are progressing under current instructional practices
- Ongoing summative assessment of students and programs, which is formal and provides data that are reported for accountability and research purposes
- Professional development that is both long term and ongoing
- Teacher teams, which are interdisciplinary teams that meet periodically to discuss students and align instruction

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 High School for International Business and Finance thematic instruction program draws additional strength from its partnerships with

Dominicans on Wall Street (DOWS), Junior Achievement of New York, Inc., Isabella Geriatric Center, JP Morgan Chase, Banco Popular.

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	✓			\$651,549	✓	28-32
Title I, Part A (ARRA)	Federal	✓			\$98,560	✓	28-32
Title II, Part A	Federal			✓	0		
Title III, Part A	Federal	✓			\$37,260	✓	22
Title IV	Federal			✓	0		
IDEA	Federal	✓			\$86,461	✓	20-21, 28-32
Tax Levy	Local	✓			\$3,492,075	✓	13-18

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.

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

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	High School for International Business and Finance					
District:	6	DBN:	06M462	School		310600011462

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		88.1	89.9	88.9
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	164	135	131				
Grade 10	200	175	159				
Grade 11	149	157	167				
Grade 12	137	157	149				
Ungraded	28	42	38				
Total	678	666	644				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	93.6	92.2	91.8

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	79.1	91.6	92.3

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	25	20

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	54	52	15

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	37	47	45	Principal Suspensions	49	61	28
# in Collaborative Team Teaching (CTT) Classes	0	2	0	Superintendent Suspensions	7	7	2
Number all others	44	39	53				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	252	249	TBD	Number of Teachers	46	44	40
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	17	18	17
# receiving ESL services only	0	2	TBD	Number of Educational Paraprofessionals	0	0	2
# ELLs with IEPs	8	54	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	13	5	51	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	61.7	84.4	90.0
				% more than 5 years teaching anywhere	44.7	44.4	62.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	96.0	97.5
American Indian or Alaska Native	0.4	0.6	0.2	% core classes taught by "highly qualified" teachers	81.9	81.6	82.4
Black or African American	7.7	7.4	5.6				
Hispanic or Latino	90.4	89.9	90.7				
Asian or Native Hawaiian/Other Pacific	0.4	0.6	0.3				
White	1.0	1.1	1.4				
Male	57.2	58.1	60.1				
Female	42.8	41.9	39.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	74
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:				NR
Overall Score:	87.6	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	11.7	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	20.5	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	47.9					
<i>(Comprises 60% of the</i>						
Additional Credit:	7.5					

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

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

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

Title I Parent Involvement Policy and Parent-School Compact for The College Academy (06M462)⁴

Section I: Title I Parent Involvement Policy

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

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

This template was designed by the Office of School Improvement in collaboration with the New York State Education Department, Office of School Improvement and Community Services (NYC) and the Office for Family Engagement and Advocacy. This template is aligned to fully comply with the parent involvement requirements as outlined in Title I, Part A, Section 1118 of the No Child Left Behind (NCLB) Act.

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a ⁵dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

The College Academy will further encourage school-level parental involvement by:

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

- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- *[add other activities, if applicable]*

Section II: School-Parent Compact

The College Academy, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. the College Academy staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- *[add other activities, if applicable]*

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)

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

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and

- always try my best to learn

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

This Parent Involvement Policy was updated on _____.

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

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

**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 CFN107	District 6	School Number 462	School Name College Academy
Principal Junior Miller, Acting Principa		Assistant Principal Carol Smith	
Coach N/A		Coach N/A	
Teacher/Subject Area Stacey Ba/ESL		Guidance Counselor Vilma Hurtado	
Teacher/Subject Area Reina Arroyo/Science		Parent Camilla Reyes	
Teacher/Subject Area Jose Castillo/Math		Parent Coordinator Minerva Santiago	
Related Service Provider type here		Other type here	
Network Leader Nancy Scalia		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	4	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	3
Number of Content Area Teachers with Bilingual Extensions	5	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	650	Total Number of ELLs	235	ELLs as Share of Total Student Population (%)	36.15%
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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. ELL's promoted from NYCDOE/NYS middle schools:

From the beginning of school during the annual orientation session, the educational team listed above speaks with the incoming students explaining an overview of our school if the student is already in the NYCDOE system and has already chosen our school for their middle school-to-high school transition. Specifically, our Acting Principal and Assistant Principal of Language Arts inform all parents of the program choices, via NYCDOE parental brochures and program choice descriptions. These sessions are presented in English and Spanish, the home language of students. Additionally all information for parents is presented in English and Spanish. There were no non Spanish home language students in our school's in-take list this year. The Principal, Assistant Principal of Language Arts, Guidance Counselor, and Parent Coordinator are among the school representatives present at the session to both present information at the session and answer individual questions for parents or community members. Although the school's Acting Principal is not bilingual in the home language of our student population, translation is always provided via the Parent Coordinator or a NYCDOE translator. The school's Assistant Principal of Language Arts hold New York State Licensure in Teaching English as a Second Language in addition to other licenses. Students' records from middle schools are obtained. Using these records, to ensure HLIS, Parent Survey, Parental Choice forms, middle school grade cards, NYS exam scores, and NYSESLAT scores, a specific and individual daily program is created for each student.

ELL's admitted to the school from July through September:

For students who entered over-the-counter in September and October this year, the Acting Principal conducts individual parental interviews which begin with the HLIS, Parental Survey, NYS Program choice description, Program Choice form and SIFE questionnaire if applicable. These interviews are translated by the Parent Coordinator or the Family Paraprofessional who is permanently assigned to the Principal's office. The documents given to parents during these in-take interviews are provided in English and Spanish, with one exception this year of a student whose in-take information was translated to Arabic for his father. This father communicated in English, but bilingual English-Arabic materials were still provided. For over-the-counter students, once all questions are answered, parents are given the Entitlement Letter or appropriate Non Entitlement Letter, and Placement Letter. These are the official designation letters and completion of these determines if our bilingual program is the program choice for their child.

ELL's admitted to the school from September through the end of the school year:

This same process will be followed for parents of children who enter the school later during the school year. Students who enter the school system during the school year for the first time or who transfer to the school are orientated individually about our school community. The Acting Principal or permanent Principal will personally meet and interview every parent and child, discussing extensively the school's culture, philosophy, academic and social expectations for students and curricular and extra-curricular opportunities for every student. During the school year, the Principal himself/herself will conduct the interviews which include the HLIS, Parent Survey, NYS Program descriptions, Parental Choice forms, and SIFE questionnaire if applicable. These meetings will be conducted in the native language of parents, which has been predominately Spanish. However, translation services for other language groups will be obtained using the NYCDOE translation services. The Assistant Principal of Language Arts will meet the parents and children to welcome them to the school and begin to process the student's status in the NYC school system. Then, the Parent Coordinator will join the individual meetings with parents of students who are entering the United States and New York City Public Schools for the first time. At this time the Assistant Principal and Parent Coordinator will convey the details of the NYC school system and all educational opportunities to the family. Further, the parents will be shown the parent orientation video in their native language. After which time, the parents will ask any questions they may have. The Assistant Principal and Parent Coordinator will guide the parents through all of the paperwork Entitlement Letter or appropriate Non Entitlement Letter, and Placement Letter to enroll a student. All questions about program options will be clarified at that time. This meeting and the information will be provided to the parents in their native language. At the same time, these children of parents who have confirmed they are first time entries into New York State Department of Education will be given the LAB-R examination and the examination in their native language, which has again been Spanish in our school's experience. Both assessments will be reviewed and rated by the Assistant Principal of Language Arts. At that point the student's abilities in all modalities in both languages will be determined. Like all students new to New York, these ELL's will then have a set score against which we may measure all future growth or needs. On the other hand, students who are transfers or returns to New York City Department of Education are processed and the school's guidance counseling team will process student's information from previous NYCDOE school, or communicate with the school to obtain the appropriate documents, exam scores and parental choice/program letters from that institution. As with any other transfer students, if the documentation was not completed or produced by the school, our institution will document this situation. The parent's program choice and examination scores will be reviewed by the committee and the student's academic programming is matched to these abilities. This information and a recommendation for services from our school are conveyed to the parents, in their native language.

NYSESLAT:

Students entering New York State for the first time ultimately become part of our school's ELL population and participate in the New York State Examination Second Language Assessment Test in the spring of every school year. In the meantime, these student's LAB-R, Spanish LAB, and regular classroom assessments are used to measure their development or identify their needs. All ELL students take the NYSESLAT which is coordinated and supervised by the Assistant Principal of Language Arts. All ESL and bilingual content teachers have received training in interpreting and using the NYSESLAT proficiency results in planning and implementing instruction. Furthermore, there is consistent and frequent communication between the ESL and Native Language Arts (NLA) teachers of these students. These dialogues often include use of NYSESLAT and other data about students language proficiencies, comparing development or needs between English and Spanish. For our three ESL students, two Arabic and one Bengali, the ESL teachers use NYSESLAT and related proficiency measures regularly and meet in grade level team meetings as well as inquiry team meetings to discuss these specific students. For all ELL's NYSESLAT modality information is an important factor, added to all teachers' feedback, in determining an individualized plan to move bilingual students through the 60-40, 50-50, 25-75 process toward target language.

2. To reiterate the cycle mentioned above, once students are admitted to our school using any of the scenarios in question one, all parents or legal guardians are given specific NYCDOE materials to inform their decision about program choice. These support materials are in both English and an appropriate home language and include: NYCDOE Parent Brochure, NYC Guide to Public Schools, NYCDOE Special Programs description, and NYS parent video. Based on the parent's choice, a possible program is then created in collaboration with the Assistant Principal of Organization who supervises programming and guidance counseling. All documentation, new or existing, is housed in the student's school file in the guidance/parent coordinator office in the school. Student's whose parents have chosen to enroll them in our school, then receive an orientation and assistance in acclimating to the school and campus. Student's academic information, testing results, and educational background is then given to the classroom teachers in order to ensure the student's successful assimilation into our school's culture. All parents or guardians have their initial in-take meeting, watch the parent video, and receive program choice documentation on the exact day of entry into our school. This is also the same day that students take the LAB-R or Spanish LAB as appropriate. Those exams are rated by the Assistant Principal. That same initial day, the parent or guardian receives a Program Placement letter and a Title III letter.

3. All information for students and parents is accounted for, recorded and filed on the same day as acceptance into the school, for over-the-counter or mid-year in-take students. For ELL promoted from NYS middle schools, the same information is secured from middle schools or missing documentation request process begins with middle schools during the orientation in June or August every year. Based on the immediacy of this document collection, the 'return' rate for materials is 100%, as no parents or guardians have ever refused to complete this.

4. After program choice is determined, students are placed in individualized programs based on any of the following data that may be available for a student: LAB-R, Spanish LAB, NYSESLAT, and regular classroom assessments. Every semester ELL's are reassessed and their placement is evaluated by the full educational team (lead by the Assistant Principal of Language Arts): Assistant Principals of Supervision, ESL and native language trts teachers, bilingual content teachers, bilingual guidance counselors, the students themselves and of course the parents or guardians. This on-going placement dialogue often includes the ELA or monolingual content teachers of the students who are progressing in the 72-25 portion of Transitional Bilingual Education. These placement/promotion dialogues often include use of NYSESLAT and other standardized exams or other data about students language proficiencies, comparing development or needs between English and Spanish. For our three ESL students, two Arabic and one Bengali, the ESL teachers use NYSESLAT and related proficiency measures regularly and meet in grade level team meetings as well as inquiry team meetings to discuss these specific students. For all ELL's NYSESLAT modality information is an important factor, added to all teachers' feedback, in determining an individualized plan to move bilingual students through the 60-40, 50-50, 25-75 process toward target language. Students' placement, movement, entitlement or non entitlement for instruction is communicated with parents regularly via in-person conferences, phone consultations, and formal documentation sent by mail.

5. The trend in Parent Choice is the same as the previous years, Transitional Bilingual Education - Spanish. This year there was only one student exception, the Arabic student whose father did not want him to leave the neighborhood. Therefore, he chose to enter his son in our school as the only ESL student in a Transitional Bilingual Spanish 9th grade cohort. We have 71 TBE Spanish 9th grade students, with 19 of those being over-the-counter admits after the first day of school in September. All of the parents/guardians chose TBE Spanish as their program selection.

Since the school's inception, the trend in program choice based on the parent survey has been a 100% choice for participation in the ESL classes in the Transitional Bilingual program offered by the school. The exceptions to this specific program choice have been single numbers. For example, one student whose parents designated Bengali on the HLIS chose to enroll their son knowing he would have Free-standing ESL with content classes in English. They determined this level was their preference. Based on his aptitude in English during middle school he had been following this type of Free-standing ESL model successfully. Our school is proud to have established a

thorough program for ELL's that will ensure their complete academic success in all content areas. This is achieved by providing students with the specific and appropriate level of target language instruction, which range from new entry classes to intermediate, advanced and transitional levels of English. Classroom are designed with the ideal learning environment for students: class size as minimal as possible never passing 20 at lower levels and never passing 25 at higher levels; knowledgeable, practiced, quality instructors with experience in second language acquisition instruction and experience as second language learners themselves in languages other than English; methods of instruction commensurate with not only Balanced Literacy instruction, but also fundamental to any second language acquisition and appropriate for acquisition of all BICS and CALP for students. This includes instruction that addresses students' needs in all modalities daily and appeals to every learning style among students. By the extensive use of modeling the students receive the tools necessary to have a successful academic career in our school until they graduate. As a result of this focus on students as individuals that we have fostered great success in students from all skill levels and educational backgrounds who have joined our school community. All programs and instructional decisions are in complete alignment with the requests and interests of parents. This offering included block scheduling. Based on the progress and success of students in the ESL and bilingual classes, the school will continue to offer this programming. As stated above, the format of student programs has involved providing multiple levels of instruction, class sizes conducive to individualized and differentiated instruction, appropriate and engaging materials and supports, and clear, high expectations leading toward transition into monolingual English instruction then ultimately graduation from our school.

6. The program offered, Transitional Bilingual Educaiton - Spanish, is 100% in alignment with the choices, demands, and support of the parents/guardians who apply for our school.

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>										71	61	52	48	232
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										1	2			3
Push-In														0
Total	0	0	0	0	0	0	0	0	0	72	63	52	48	235

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	235	Newcomers (ELLs receiving service 0-3 years)	101	Special Education	52
SIFE	96	ELLs receiving service 4-6 years	71	Long-Term (completed 6 years)	63

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	98	57	6	71	32	10	63	4	36	232
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	3	3	0	0	0	0	0	0	0	3
Total	101	60	6	71	32	10	63	4	36	235

Number of ELLs in a TBE program who are in alternate placement: 0

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										71	61	52	48	232
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	71	61	52	48	232								

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

Part IV: ELL Programming

ELL	EP																				
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A. Programming and Scheduling Information

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

1.a. Our school utilizes block instruction in ESL, and departmentalized bilingual content classes. There are only three students who participate in freestanding ESL, with immersion in English language content classes.

1.b. We follow block instruction for all students including Transitional Bilingual Education ELL students. The classes are organized in homogeneous English proficiency levels. Our school register indicates 650 students with 235 ELL's. Therefore the school is 36% current ELL's, predominately Spanish and Dominican. In our Transitional Bilingual model the students receive ESL instruction in self-contained ESL classrooms. Instruction is delivered in English in ESL classrooms and Spanish in bilingual content classrooms. The general model for programming students from the beginning through their transition to English target language is attached. These 'strands' indicate a general goal of moving students from 60-40, 50-50, 25-74 into target language. All instruction follows the school's approach of Literacy Workshop Model, with ESL and English classes receiving 90 minutes of blocked instruction daily. Furthermore, we pride ourselves on being nine years into application of Nancie Atwell's Reading and Writing Workshops while using the Principles of Learning established by the University of Pittsburgh. Melding these three approaches to secondary education and language learners has proven highly successful for our students. Our school offers a Transitional Bilingual Education program which includes the following courses: English (L or E), Spanish-Native Language Arts (FS), Math (ME, MB, MG), Science (SL, SE, SC), and Social Studies (H). Below is the general chart used to guide students through their transition from bilingual Spanish to English. General guidelines for student programming are based on the following grid attachment 2. The example of one student whose HLIS indicated Bengali with a Parental Choice of Free-standing ESL, was given an individual program (Attachment 3). With the exception of this one student, other students' programs begin with the general blocked strands (Attachment 4). However, the final programs are determined each year for each individual student. Tremendous effort is put into assessing each individual student's development at the beginning of each school year in a diagnostic, at the semester break in January, and at the end of each instructional year in June. These classroom assessments coupled with standardized testing scores may indicate that a student is ready for a tailored program and not these general blocked strands. Thus, the entire educational community from Principal to student continually reviews, discusses, and determines placement in appropriate classes.

In a small school with limited classroom facilities creating blocked strands proves challenging. In spite of the logistical difficulties of balancing classroom usage, availability of teachers, and class size, we have managed to arrange blocked strands for ESL students based on their proficiency levels in English. So, we have managed to arrange specific and appropriate levels of ESL block instruction for students while still having the ability to differ their content instruction when necessary. Therefore, students who require intermediate level ESL instruction will receive this class together then move to separate content classes which maybe bilingual algebra (9th grade) or bilingual geometry (11th grade).

2. Time in classes is regimented through set and annualized programming for all students in the school. Students are mandated to receive a

program for their individual skill level, specifically: beginners 540 minutes, 360 minutes for intermediate students, and 180 minutes of ESL and ELA transitional instruction for advanced students. After reflection and discussion, it was unanimously determined that we should offer our students more than the mandated number of minutes/periods of instruction. This means that students at the entry, beginning level receive 15 periods of ESL instruction per week as well as a minimum of 5 periods of Native Language Arts instruction and their content classes in native language. The intermediate students receive 10 periods of ESL instruction with 5 periods of Native Language instruction and their content classes in native language. Finally, the advanced students receive their instruction in ESL and ELA with the same fundamental methodologies

As stated previously, we believe the composition and size of the classes for our ELL students, specifically beginning levels, is of great importance and has had a direct correlation with these students continued progress. Therefore, the class sizes are at not more than 15 for beginners and not more than 25 for intermediate and advanced students. We are steadfast in our maintenance of these conditions for classroom instruction for students who need services and support as a result of their NYSESLAT assessment. This is only reinforced by our findings that of the students taking the NYSESLAT last year, many students advanced significantly in all skill areas, with the most prominent progression specifically in both speaking and reading. We firmly believe this is a result of the instructional emphasis on whole class reading, individual reading libraries at all levels, reading resources and their open availability and variety for all levels of students, read alouds and modeled reading by teachers, explicit instruction in reading strategies, scaffolding of reading texts at a progression of difficulty level ($i+1$), and an overall school culture of literacy and reading modeled by all faculty and students as is evident in the bulletin boards in classrooms and hallways. For students whose level has maintained, we have formed an action plan to saturate these students with language models and practice, specifically reading and writing. And, we have conferenced with them and their parents to affirm a commitment to active participation in our many AIS programs specifically for ELLs. To this end, we have designed after school tutoring and Saturday school classes specifically for ELLs and with yet more texts and resources, including technology CALL(Computer Aided Language Learning) software. Thus, we have personalized the instructional efforts aimed at these ELL students and heightened their interest in education.

ESL is delivered in individualized, painstakingly programmed classes for each skill level of student. Again, we are firm in our commitment of having levels of instruction from beginning to intermediate and advanced. We utilize diagnostics at the beginning of placement and throughout to determine any adjustments in programming for students. Regardless of a student's particular level or teacher, the instruction is absolutely delivered in a literacy block of engagement, direct teaching points, interactive workshops, sharing and reflection, and product production predominately writing. Beyond that academic rigor is of the essence in every classroom. Our curriculum maps for each skill level of ESL ensures that the explicit ESL instruction in each program is clear, organized and effectively reaching the ESL and ELA standards. ESL classes with the instruction from licensed, experienced and certified ESL teachers in every classroom. These students are further supported by the implementation of AIS specifically for their needs after school daily and on Saturdays. These students are targeted for support in all of these content areas. These students will also receive peer mentoring from successful seniors to model skills and behaviors for their high school career.

3. Content instruction is as individualized for our students as their ESL programming. Based on a student's individual skills entering or based on their development throughout high school, students are given a program of content classes that meet their transitional needs. Regardless of any student's stage in transitioning to English language classrooms, every student receives content instruction from highly qualified content area professionals. If a student is attending the bilingual version of a content class, that student will receive instruction from a highly qualified and experienced teacher with a bilingual extension. Many of these deeply committed professionals have years of experience giving their time to teach in the Saturday AIS classes. Therefore, we can ensure all students that every academic experience at our school has only the best bilingual and monolingual pedagogues implementing instruction. Although impossible to measure, perhaps the most significant element of support for our ELL and former ELL students is the quality of our faculty. During our time in the Empowerment Zone we have been able to make informed decisions and scrutinize the candidates for any of our job openings. To that end, we have placed in every classroom a highly qualified, well educated, proven through experience teacher. Furthermore, 100% of the teachers in our school have learned a second language themselves, often to fluency level. Therefore, in addition to their formal qualifications in supporting ELL's these teachers can empathize with second language learners and their families. This deep sense of respect for the difficulty of second language acquisition adds an element of quality to each class.

4. Differentiation of instruction and individualized instruction are the key to the success of all ELL's in our school. In a small school with limited classroom facilities creating blocked strands proves challenging. In spite of the logistical difficulties of balancing classroom usage, availability of teachers, and class size, we have managed to arrange blocked strands for ELL students based on their proficiency levels in English. So, we have managed to arrange specific and appropriate levels of ESL block instruction for students while still having the ability to differ their content instruction when necessary. Therefore, students who require intermediate level ESL instruction will receive this class together then move to separate content classes which maybe bilingual algebra (9th grade) or bilingual geometry (11th grade).

4.a. SIFE (students with interrupted formal education) students have been identified at the student's point of admission or re-entry into the school. These students are monitored throughout their educational career at our school. Furthermore, based on staffing, the school provides complete ESL instruction for two periods per day and one class of native language arts support, all of this in addition to bilingual content

area classes. These students are further supported by the implementation of AIS (Academic Intervention Services) specifically for their needs. These are held on Saturdays. These students are targeted for support in all of these content areas. These students will also receive peer mentoring from successful seniors to model skills and behaviors for their high school career.

4.b. Students who have received services for fewer than three years receive placement testing to determine specific ESL classes that correspond to the skill level of the student. Furthermore, based on staffing, the school provides complete ESL instruction for two periods per day and one class of native language arts support, all of this in addition to bilingual content area classes. These students are further supported by the implementation of AIS specifically for their needs. These are held on Saturdays. These students are targeted for support in all content areas.

4.c. Students who have receives services for between four and six years are assessed frequently and programmed into courses based on their individual abilities. The focus of instruction for these student's programs is ESL proficiency level. All other classes are scheduled based on accurate and focused ESL instruction. Choice of language for content instruction depends on each individual student's needs. The frequent assessments given to students in all classes are the source of determining the pace at which a student can move through their transition to English language content classes. Students with four to six years of service are supported with AIS programs on Saturdays.

4.d. Long-term ELL's receive services via the same instructional model as all ELL's with additional supports. This includes an individual analysis of these students' NYSESLAT proficiencies, their in-class development, and their performance for any standardized NYS tests in content areas. This information is analyzed by the Assistant Principal of Language Arts, all of the student's teachers, Assistant Principals of other content areas, and the guidance counselors, then each student is given a program which will support development in all needs areas. This included instruction in native language or target language and an emphasis on AIS programs at the school, both after school and on Saturday.

4.e. ELL's with special needs are identified based on their evaluation performed by the Assistant Principal of Special Education and the subsequent I.E.P. (individualized educational plan). They receive full services based on their Individual Educational Plan. This includes participation in all AIS programs and AIS programs which specifically following their IEP. Students who are transitioning into general education English classes from ESL are ensured complete and appropriate academic supports through differentiated instruction and workshop model instruction in all language arts classes. Quality and format of instruction remains the same for these students, as our school adheres to literacy strategies in best teacher practices. This includes maintaining a literacy block of instruction in English Language Arts for all students in grades 9 – 11 in ELA. Teacher training and professional development continue to focus on fundamental elements of language acquisition in addition to a emphasis on students' active engagement during all segments of a lesson and one or several products. This is evident in the thematic units that teachers have prepared as directed by the Language Arts Curriculum Maps. These maps were created with sections to support teacher preparation and lesson applications that adhere to New York State Standards for ESL and ELA. Further, these curriculum maps ensure standards, products and components of learning happen for all students in every class at a specific level. Teachers refer to the curriculum maps in planning, assessing, reflecting and assuring the optimal and appropriate use of our texts and resources. Elements of the curriculum maps that guide instruction for ELLs and focus on their abilities as measured by the NYSESLAT are: Standards, Texts, Novels, Additional Texts and Resources, Reading Strategies, Critical Thinking Foci, Writing Samples, Mini-Lessons, Writing Skills, Reading Skills, Vocabulary Skills, Conventions and Mechanics Skills, Note-taking Skills, Inter-disciplinary Content Infusion and Thematic Units, and Student Portfolio Samples.

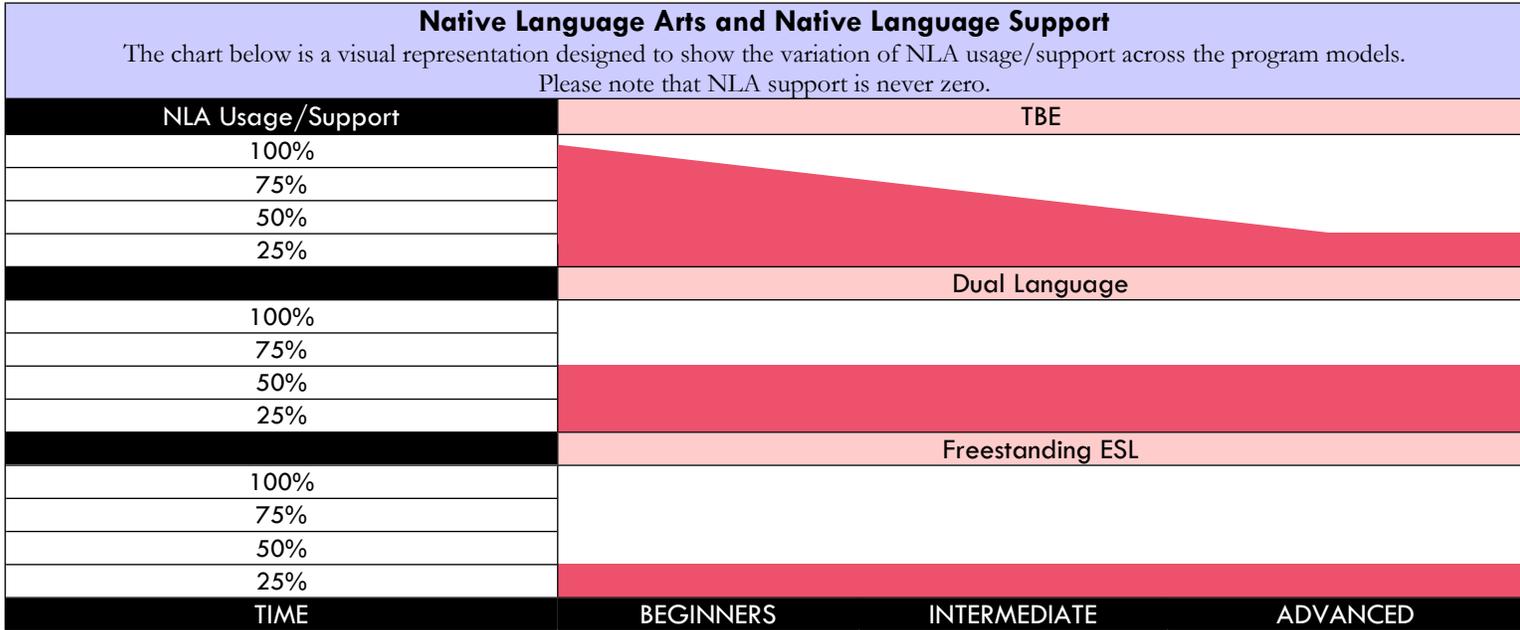
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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



B. Programming and Scheduling Information--Continued

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

B

5. Intervention services for ELL's in each content area are established to support each student's needs. This included factoring in a student's NYSESLAT proficiencies, their stage in the bilingual transition from native language to target language, and the input of teachers from each specific content area and each level of content. Therefore, students have instruction in the math, science, or history class that has the appropriate 9th, 10th, 11th, or 12th grade content and instruction in either Spanish or English based on their transitioning stage of language acquisition. Further interventions in these regular school-day classes include class sizes that are as small as possible, instruction by fully licensed and experienced pedagogues in every content, methodologies that support development and provide interventions, resources that are effective and engaging, and possible push-in of peer mentors who are former ELL's who are highly successful in a content area and are trained and participating in our mentoring program. After school supports in content areas are offered to students for the purpose of even smaller group instruction as well as credit recovery. Finally, the school is proud to have a highly successful and well-attended Saturday school program. The success of this program is built around the number of bilingual and monolingual instructors who participate from all content areas; thus, offering students a consistent and high quality tutorial.
6. ELL's who reach proficiency still receive the individualized programming and analysis of development that all ELL's have. This focus on students as individuals continues until any child graduates. Therefore, the former ELL's are still placed in classes chosen by the Assistant Principals, the classroom teachers, and the guidance counselors. This hinges on awareness of class size, time of day for specific content areas, expertise of certain monolingual teachers, and other students in a class. Obviously, the continued assessment accommodations for these former ELL's are always adhered to in any testing situation. And finally, in our small school community, the communication between a former ELL's current monolingual teacher and the team of ESL/bilingual teachers provided continued insight into the development and needs of those former ELL students.
7. During the upcoming school year, we are embarking on a new support for ELL's and former ELL's. This year marks a transition for our native language and foreign language Spanish classes. We have shifted our programming of foreign language Spanish classes to all 9th grade students. This was a logistical impossibility in previous years. What this shift has allowed is the identification of student skills for former ELL's coming from our middle schools. These students are divided into 'heritage' and 'foreign' classrooms for Spanish language instruction that is more specific to student development. This undertaking was specifically designed to create not just equal, but exceptional academic opportunity to all ELL's and former ELL's. That means that former ELL's may have specialized development of native language from 9th grade forward. This measured, continued development of their native language skill obviously will support their development in target language, but also build their capacity toward participating in the schools two choices of College Board Advanced Placement Spanish classes. In the summer of 2009, one of our Spanish teachers participated in training for Spanish Language and Composition. She began this class in 2009-2010 with the Spanish bilingual students to their great success. This program now joins the existing and highly successful Spanish Language Literature and Composition course that our school has had since its inception. In essence, what the College Academy has planned and is now achieving is two college courses for ELL bilingual and former ELL's that will allow these students to earn college credit and bridge their entry into post-secondary study.
8. This year we will not discontinued any programs or support services for our ELL students.
9. ELL's and former ELL's are offered equal and sometimes above peer-level access to education. ELL's and former ELL's attend classes that meet their required number of hours of both ELA/ESL and native language supports. In these classes they work with highly qualified and experienced faculty. The materials in these classes matches equally the curriculum taught to ELL's peer group in monolingual classes. Thus, students are brought to success in target language while not losing content growth, especially in English. In content classes, students attend their appropriate TBE class which is taught by a fully licensed, qualified and experienced staff member. ELL's and former ELL's attend the same after school tutorials that are offered and our school's highly successful Saturday program. In addition, the ELL's and former ELL's have the opportunity to participate in two different types of Spanish Advanced Placement classes; we have only one English Literature option.

Therefore, our school is very aware of creating equal if not better opportunity for ELL's and former ELL's. It is important to note that these Spanish courses have historically been composed of ELL's and former ELL's; other students were not excluded they simply did not have the skill level. The English Literature Advanced Placement course has always consisted of students who earn the grades and recommendations to attend the course. Historically, this has included high level ELL's and former ELL's. This year we have 8 current ELL's and 7 former ELL's in this class that totals 27 students. We are very proud of the ELL's and former ELL's in their participation in all Advanced Placement courses.

10. Our school's entire faculty participates in the choice of materials for ELL's and ELL subgroups. This has been the key to student engagement for our students. These materials include the frequent use of our school's computer lab and the two mobile laptop carts in classrooms. Students are proficient in all the basic software of Microsoft Office, with regular demands for typed reports and powerpoint presentations. Furthermore, teacher have been instrumental in the on-going selection of classroom libraries for all levels and subgroups of students. A particular breakthrough was a few years ago when we began to work very closely with Globe Fearon publishers and utilized Penguin readers for our foundation levels of ELL, SIFE ELL's and special education ELL's.

11. Spanish, native language arts, is provided through a thought-out and well-planned TBE program. Although we have a general four year plan guide for development, students are ultimately programmed and progress based on teacher feedback. Thus, students advance at their individual rates, often exceeding that general plan guideline. Furthermore, as stated earlier ELL's and former ELL's have great opportunity to work toward the goal of two college level Spanish classes.

12. We pay particular attention to tailoring all supports, activities, and materials to the age level and proficiency of ELL's and former ELL's. As stated above, this effort was helped greatly by the use of Globe Fearon adaptations of many core high school materials. Teachers continually make ELL's and former ELL's aware that the work produced and materials used are equivalent in content to their ELA peers. This not only builds confidence in ELL's, but also supports their engagement in learning.

13. Newly enrolled, ELL's who arrive before the beginning of the school year participate in the annual orientation. These sessions and materials are provided in native language for both students and parents. Furthermore, if students enroll during summer school, we encourage them to attend our school's summer sessions. This Bridge program historically has helped support students. Students who enroll after the beginning of the school year receive an equivalent orientation by meeting with individual members of the faculty and support staff. The additional support for these later enrolled students is that they are programmed into a track of students and partnered with another student to help the acclimation process. We have found this to be highly successful. Obviously, our counselors continue to monitor student' process of adjustment to the school and the country. Teachers are the key to observing students as they acclimate. With our departmental bi-weekly conferences in all content areas we are able to discuss these students individually and monitor their adjustments. Finally, we all communicate with the parent or guardian of these newly enrolled students.

14. As mentioned earlier, we offer native language equivalents of all content courses and electives. Beyond that, ELL's and former ELL's have the opportunity to attend college level courses in Spanish here and with the College Now program at City College. Based on the financial limitations and budget to maintain faculty for predominately core classes, the College Now program has become a wonderful and highly-utilized program with a variety of electives for our students.

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.

D

1. For the 2010-2011 school year, we will be conducting numerous 50-minute professional development sessions that will address the needs of our ELL's, former ELL's and all other subgroups of these students. This is a continuation of pedagogical development and discussion with

the existing, experienced, and successful pedagogues in our school. The three teachers joining our school this year for the first time have begun the usual orientation as well as the beginning of the professional development topics that all teachers followed to arrive at the top quality of instruction they now have. The two English language arts instructors were chosen from the range of applicants not only because of their exceptional qualifications and experience as ELA teachers, but also based on their training, experience and success as ESL/EFL instructors in the past. This staffing preference helps ensure that the former ELL's and transitioning ELL's receive the supports in instruction that they require.

Our school will continue its successful practice of: Subject Area Team Meetings monthly, weekly study groups, bi-weekly individual supervisor/teacher meetings, inter-visitations, and additional development opportunities. All of these will be conducted throughout the school year to address the issues and development of quality instruction to meet the needs of the English Language Learner. These meetings include all content area educators. In addition, teachers will continue the firmly established practice of inter-visitations between levels and contents.

2. During all of the above-mentioned professional development, communications the entire educational community of our school discusses the needs of students transitioning from middle school to high school. Specific to ELL's in this transition, our school offers a summer bridge program staffed by trained, experienced teachers from our school. Our school, including teachers, provides 9th grade students with orientation and on-going counseling sessions/assemblies given by guidance counselors, administrators, and other community-based support organizations. These sessions and the session materials are tailored to be in English and in Spanish for bilingual students. Arabic, in the past Bengali, written materials were given to appropriate students during these sessions. In addition to these initial and on-going sessions, teachers of 9th grade/transitioning students participate in regular professional development meetings. These meetings include training and supports for awareness of ELL's and former ELL's needs. The teachers of these transitioning students also participate in grade level teams, and other inquiry teams to discuss strategies and individual plans for each student.

3. All staff at The College Academy have completed and exceeded the 7.5 minimum ELL training hours. In fact, our transitional bilingual program the ESL teachers continue to participate in Q-TEL and OELL offerings. In our transitional bilingual program, the content teachers have all completed their bilingual extensions within the past two years. Therefore, their pedagogical strategies remain current and effective. Of course, we will continue to monitor the OELL offerings and support teacher participation in those throughout the year.

E. Parental Involvement

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

E.

1. Again this year, we are communicating with and including parents in all educational decisions for their ELL or former ELL children. We notify parents of student placement and the various programs available. Parents were given the Entitlement Letter, Non-Entitlement Letter, Placement Letter, and Continued Entitlement Transition Letter. The parents also viewed the Orientation Video for Parents of English Language Learners. Correspondence and informational material is available to parents in their native language. Parents are also provided with interpreters for all parent meetings. As in the past, we will continue to focus on the following topics as we meet with parents:

- Graduation Requirements
- Interpreting Their Child's Academic Progress and Report Card
- College Opportunities and Availability of Financial Aid
- The Importance of Discipline and Attendance
- Utilizing Guidance Services to provide counseling.

Furthermore, the school utilizes the services of the Bilingual Parent Coordinator that provides our parents with outreach and strategies to raise an academically successful child.

2. Our school partners with the Harlem Center for Education; school representative is Mr. Mario Morales. We continue this highly successful partnership. Mr. Morales has a proven record of well-received communication and success among the parents in our community. He provides bilingual materials and speaks with parents in Spanish as needed. His supports are essential to the inclusion of ELL's and former ELL's in the successful completion of high academic standards for high school graduation and entrance into a college.

3. Parental needs are determined based on feedback collection during; monthly parental meetings, individual parental guidance conferences, parental meetings with the parent coordinator, parental meetings with the assistant principals, parent meetings with teachers, parent communications via phone calls, parent communication via email, the annual parental survey, and parental issues conveyed through students. The sources of feedback listed are frequent and successful in providing a clear picture of what parents/guardians desire for their children. These activities and any materials discussed or used during these activities are provided in either English or Spanish as requested. The two exceptions are Bengali and Arabic materials.

4. All of the activities listed above meet the needs of the parents as measured by the parents' satisfaction given in feedback during these

activities as well as in the parental survey.

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)										28	23	10	3	64
Intermediate(I)										20	30	23	26	99
Advanced (A)										14	14	14	12	54
Total	0	0	0	0	0	0	0	0	0	62	67	47	41	217

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										19	9	6	0
	I										14	13	10	6
	A										8	17	13	16
	P										23	15	20	19
READING/ WRITING	B										24	10	10	3
	I										24	30	26	25
	A										16	14	13	11
	P										0	0	1	2

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	132		128	
Math	44	70	54	28
Math	30	9	24	7
Biology				
Chemistry				
Earth Science	22	13	25	11
Living Environment	21	54	48	36
Physics				
Global History and Geography	33	37	36	20
US History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Government				
Foreign Language	127		125	
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.

1. As a high school, the 'early literacy' equivalent for our students is based on a student's adolescent language development in native language and target language prior to entering high school. For students who transition from middle school to our high school, we utilize the existing data on students (NYSESLAT, 4th grade or 8th grade scores, LAB-R scores) in addition to utilizing our own specialized placement level diagnostic. This document is an additional tool developed specifically for students at the College Academy by the Assistant Principal of Language Arts and the ESL teachers. Likewise, the College Academy native language teachers have developed a diagnostic to determine specific placement in Spanish classes. Therefore, we believe the successful individualization of programming for students is a partnership of the existing NYS data as well as a school diagnostic. This has been highly successful in tailoring program levels for students. For new entries into New York, the school uses the LAB-R, Spanish LAB, and the school's two diagnostics. This information has proven effective in giving the

2. The data indicates that student development is consistent with common research; listening and speaking develop first and at a higher rate than reading and writing proficiencies. This is clear as we analyze the data and see that in 9th grade 23 students reached proficiency in

Additional Information

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

Paste additional information here

more fundamental level than peers who are in ELA classes.

3. Based on the LAB-R and NYSESLAT data for individual students, all instruction is individualized for each student. Specific students follow the school's establish grid of 60-40/50-50/72-25 transition at their individual rate. This practice will continue using the information gathered about modalities on the NYSESLAT along with the input of teachers. The instructional techniques and instructional materials will also follow the successful pattern of the past.

4.a. In our transitional bilingual program the ELL's and former ELL's are continuing the pattern of previous years. Data indicates that the students are progressing in skill level as they progress through grade levels. Students who are earlier in the transition process based either on their level as a beginner and a 9th or 10th grade student, fared better on standardized tests that were taken in native language. The example of this is seen in exam results such as the living environment, 9th grade science exam, and the global studies exam, 10th grade history exam.

The exception to this rate is the challenge of students who arrive in the country and at our school later in their academic career but still have entry level needs. However, with all students success is ensured by our focus on clear, direct and appropriate instruction daily. All students learn the target language in a structured, balanced literacy classroom. Thus, students receive direct instruction as well as ample opportunity for engagement and interaction with peers. All instruction leads to student production of products and projects rooted firmly in the ESL Standards and ELA Standards for NYS. This philosophy of education and method of instruction extends into the content area, bilingual classrooms as well. Specifically, based on a students test results that student may receive mathematics, science, and social studies which all utilize the same format of direct teaching points followed by student application and engagement then student writing and product

Part VI: LAP Assurances

mathematics blocks of instruction were implemented, student achievement soared for all children, especially ELL's. Thus, unlike this community's former school design and failure has completely turned as our Regents scores for English and Mathematics encompass achievement for all

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

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

	Network Leader		
	Other		