



INDEPENDENCE HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (02M544)
ADDRESS: 850 TENTH AVENUE, NEW YORK, NY 10019
TELEPHONE: (212) 262-8067
FAX: (212) 262-8110

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
 CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: M544 **SCHOOL NAME:** Independence HS

SCHOOL ADDRESS: 850 Tenth Avenue, New York, NY 10019

SCHOOL TELEPHONE: (212) 262-8067 **FAX:** (212) 262-8110

SCHOOL CONTACT PERSON: Ron Smolkin **EMAIL ADDRESS:** rsmolki@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mike McPherrin

PRINCIPAL: Ron Smolkin

UFT CHAPTER LEADER: Mike McPherrin

PARENTS' ASSOCIATION PRESIDENT: Ana Marrero (sole member at this writing)

STUDENT REPRESENTATIVE:
(Required for high schools) TBD September 22, 2010

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** _____

NETWORK LEADER: Sumita Kaufhold

SUPERINTENDENT: Elaine Gorman

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Ron Smolkin	*Principal or Designee	
Mike McPherrin	*UFT Chapter Chairperson or Designee	
Alexandra Zevin	*PA/PTA President or Designated Co-President	
TBD	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Christine Nicholson	DC 37 Representative, if applicable	
TBD	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Evelyn Rogers	CBO Representative, if applicable	
Ana Marrero	Member/	
	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.

Our school is not a first high school experience for our students. Independence High School is a multi-sited alternative high school which serves the needs of approximately 434 young adults in the 10th-12th grades, ages 16-21, seeking a second or third chance to earn a high school diploma. We offer two communities set in Manhattan: Clinton (in a shared space with the High School for Environmental Studies), and the West Village, shared with City as School).

Through strong pupil personnel services and interventions, students become focused upon academic pursuits and are empowered to realize their goals. Our school year is set up by two semesters with four marking periods each term. Coursework is developed by our teaching staff in collaboration with the New York State Regents standards that our students must achieve for the 21st century. Teachers develop courses based upon state standards, student needs, student interests, and individual areas of expertise. Interdisciplinary courses are developed with the visual and dramatic arts. Textbooks and resources are chosen according to the same criteria. Our teachers follow curriculum that is State approved and is endorsed and provided by the district-level instructional specialists. Our school is evaluated by alternative indicators submitted to the state. Teachers actively integrate technology into the classroom with their instructional plans and attention is paid to our students' multiple learning styles.

Special Education students are integrated into our general education population with appropriate support services as indicated on IEPs to meet the New Continuum. English Language Learners (14 students) receive support in Literacy Skills in a diffused model. Focus is given to the four (4) modalities of reading, writing, listening, and speaking. Each site provides instruction in English, Social Studies, Math, Science, Technology, Foreign Language, and the Arts.

We encourage interdisciplinary courses with the arts, as we believe the arts make the curriculum become alive. We have strong collaboration with The YWCA: a five-year, \$750,000 Grant that includes programs in all disciplines, from Arts to physical education and social skills development.

Academic intervention services include: extended school hours (PM School) twice weekly, for one-on-one tutoring, instructional enrichment, credit accumulation and Regents preparation. In 2010 we expanded our academic intervention services to include NOVA NET, an online credit recovery and accumulation resource, which allows students make up or accrue credit at their own pace, using technology with which they are especially comfortable. In 2010-11 we hired a bi-lingual guidance counselor to better serve our Hispanic community which makes up approximately half of our student population. Student support services are offered through individual and group counseling. Teachers are available throughout the day for one-on-one tutoring, as well as guidance counselors.

We've improved parent participation through our annual Awards Ceremony for academic achievement and improved performance. Through questionnaires and conversations with our parent coordinator, workshop themes were designed to meet the needs and requests of our parent constituency. Our PTA, as well as our School Leadership Team, has helped with decision making to develop a better transfer school.

Goal setting is an integral part of our school-wide culture: school-wide, by individual students, teachers and departments. We are commencing the third year of a year program to structure our instructional program with a common instructional language and set of learning strategies. Our Inquiry Team will continue its focus on the development of learning and comprehension strategies, curriculum-wide.

Professional development focuses on student learning, case conferencing, motivational strategies, inquiry-based learning and individual learning styles.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS) (See DOE Website On-line)

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:	Independence HS – See DOE Website for 02M544 – “Statistics”				
District:	2	DBN #:	02M544	School BEDS Code:	310200011544

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 checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0							
Kindergarten	0	0							
Grade 1	0	0		Student Stability: % of Enrollment					
Grade 2	0	0		(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0			40.7	55.6			
Grade 4	0	0							
Grade 5	0	0		Poverty Rate: % of Enrollment					
Grade 6	0	0		(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0			66.9	67.4	69.8		
Grade 8	0	0							
Grade 9	0	0		Students in Temporary Housing: Total Number					
Grade 10	158	154	122	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	74	81	147		1	8			
Grade 12	184	179	168						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	416	414	437		6	5	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	0	Principal Suspensions	1	1	0		
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	2	3	1		
Number all others	37	32	45						
<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	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	18	28	29	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	0	(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	32	27	19
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	13	14	14
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	3	3
	110	107	105				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.0	0.7	0.0	Percent more than two years teaching in this school	81.3	100.0	84.0
Black or African American	42.1	38.6	39.3	Percent more than five years teaching anywhere	53.1	70.4	90.0
Hispanic or Latino	50.5	55.3	56.4				
Asian or Native Hawaiian/Other Pacific Isl.	2.9	2.9	2.1	Percent Masters Degree or higher	91.0	89.0	95.0
White	4.6	2.2	2.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	93.6	100.0S
Multi-racial							
Male	52.4	45.2	44.8				
Female	47.6	54.8	55.2				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" 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:	x
	Science:		Grad. Rate:	x

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				✓	✓	x	34
Ethnicity							
American Indian or Alaska Native				-	-		
Black or African American				✓	x		
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				4	3	0	

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 – (See Attachments from DOE Website)

Progress Report Results – 2008-09		Quality Review Results – 2008-09 N/A	
Overall Letter Grade	C	Overall Evaluation:	
Overall Score	52.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	13.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	10.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	23.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5.0	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?
-

What student performance trends can you identify?

As a transfer school, we take in older students who have failed to thrive or perform to minimum academic and attendance standards in their prior school(s). External influences such as unstable family lives, pregnancies, substance abuse, undocumented emotional instabilities, all contribute to an ever-variable performance record. Trends are difficult to document because our population demographics change by semester. Circumstances influencing student performance are equally variable and volatile. With increased competition to meet register numbers, we are taking in more Level One students, who are both academically and emotionally difficult to track improvement prior to aging out. We continue to track Level 3 (65-84) Math and English Regents Performance throughout the academic year. In 2010-11, we will continue to place emphasis on improved Regents readiness, more focus on differentiated classroom instruction and expand our Inquiry project to improve comprehension strategies to more students at both campuses. We are also paying closer attention to improving student attendance and performance during the first two daily class periods, which traditionally have lowest numbers.

What have been the greatest accomplishments over the last couple of years?

Our greatest achievement is our affective role, a high degree of home contact, personal one-on-one (nearly daily) counseling and accommodation to meet students' emotional needs that in turn affect their academic performance. We have scored particularly well in this area with students and parents on our School Environmental Survey. We have a robust after school (PM) program and a recently instituted \$750K grant from the YWCA (over five years) to provide both academic and social enrichment activities every weekday. Our greatest achievement in 2009-10 has been the successful implementation of the second year of our Instructional Program and tangibly improved performance in writing and comprehension skills of students through our Inquiry Team. We made considerable progress improving the structure of our Global History classes with more rigorous Regents-based assessments throughout the school year, helping to prepare students for their most challenging Regents exam. We have also taken steps to identify student learning styles through our first annual Learning Styles Survey, the results of which are distributed to teachers as an aid to customizing or differentiating instruction in the classroom. Finally, we are more focused on our ELL student needs and teachers collaborate with our ELL specialist to help align instruction with students' instructional needs in order to yield for optimal performance.

What are the most significant aids or barriers to the school's continuous improvement?

Student attendance continues to be a priority in addition to more aggressive efforts at encouraging students to stay in school and perform at higher academic levels. We are still dissatisfied with any continued lack of motivation to come to school as evidenced by increased cutting attempts, absenteeism and an outright refusal or inability to achieve self-awareness of their obligation to attend school and complete their work. Informal polling of our students has also revealed that personal and family finances, particularly in today's failed economy impact attendance; students opting to work or cover for siblings when parents cannot risk taking time off from their much needed jobs. The aid to improvement in this area is our continued personal outreach (by the entire staff) which includes not simply one-on-one counseling, but also incorporating school citizenship assemblies and group focus on social and ethical issues that affect their performance.

SECTION V: ANNUAL SCHOOL GOALS

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

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

<p>Goal #1:</p>	<p>Increase writing scores on the US History, Global and ELA essay portion of the Regents to improve graduation rates and increase the amount of Regents level diplomas as stated in the Progress Report. In addition, the goal meets Quality Review Statements #3, 3.3 and Quality Review Statements #5, 5.1, 5.3, 5.4, and 5.5.</p>
<p>Measurable Objective:</p>	<p>Objective #1 – Using the writing rubric created last year by the inquiry team, evaluate writing samples from all three classes to increase writing scores to a level 3 or 4. Objective #2 – Create a writing class using a collaborative team teaching model with identified students who have scored a level 1 or 2 on essays assigned in any of the three classes.</p>
<p>Action Plan:</p>	<p>Objective #1 – Create a writing class that meets twice a week after school (3:10-3:55PM) during the months of November and December 2010. Objective #2 - Create a system of identifying students who score a level 1 or 2 on the US History, Global, or ELA essay portion of the Regents. Collaboration with all teachers to provide sample work, receive feedback and implement effective strategies identified in the writing class.</p>
<p>Evidence:</p>	<p>Objective #1 - Improve scores to a level 3 or 4 by all students participating in the program. Objective #2 - Improved collaboration by all US History, Global and ELA teachers by coordinating case study meetings, sharing strategies and student feedback. Monitor improved writing scores on the Regents exam with the overall passing rate on each test.</p>

<p>Goal #2:</p>	<p>Increase credit accumulation each semester for students attending Independence High School as stated in the Progress Report.</p>
<p>Measurable Objective:</p>	<p>Objective #1 - Improve the screening of students' transcripts in order to identify courses eligible for recovery. This will be measured by the number of students identified to be eligible for NovaNet, Independent studies, number of credits awarded upon admission. Objective #2 – Increase the number of NovaNet classes, course availability, and design recovery courses that will meet the students' academic goals and provide flexibility in instruction. This can be measured by the number of classes offered, number of students on NovaNet or independent packages, and the variety of course offerings in order to meet the academic requirements for our students.</p>
<p>Action Plan:</p>	<p>Objective #1 –Train counselors on the courses available on NovaNet and Independent packages. Re-train counselors on reviewing transcripts, course offerings by the DOE in traditional HS, and courses offered out of state. Objective #2 - Schedule NovaNet as a class within the school schedule and train teachers on how to use the program. Create collaborative efforts among teachers in order to continuously create new and dynamic courses on NovaNet that meet NYS Standards and are engaging for students.</p>
<p>Evidence:</p>	<p>Objective #1 – Schedule workshops on transcript evaluations to maintain counselors current and monitor the number of students who are scheduled for NovaNet and independent packages. In addition, train teachers and GC on the program and how it works. Objective #2 - Create class schedules that includes these classes and create a system of eligibility for them. A grading policy, for example, that will facilitate the eligibility process of students who can take recovery courses. A school wide procedure for eligibility and grading, increase in credits accumulated, and a larger number of seniors will be the final product.</p>

Goal #3:	This goal relates to “What the school needs to do to improve” section of the 2009-2010 Quality Review: “Spread more widely the practice of looking at student work and classroom-level data so that all teacher teams are engaged in a collaborative inquiry process that enables staff to collectively evaluate the effectiveness of instruction and curriculum.”
Measurable Objective:	Increase the number of teacher teams at the West End Campus from the 2009-2010 configuration of one 5-member instructional team to a minimum of 4 to 5 teacher/school leader teams encompassing the entire teacher body at the West End Campus. Each team will design an inquiry question for 2010-2011.
Action Plan:	<ul style="list-style-type: none"> • Meet with instructional team to analyze QR, ARIS, and Progress Report • Each instructional team member will also serve on different cohort teams in order to share and develop instructional strategies. • Create survey with types of teams needed to improve instruction at Independence High School • Plan workshop for selection of teacher and inquiry teams • Create calendar of meeting times for teams
Evidence:	<ul style="list-style-type: none"> • Teacher Teams will meet monthly • 100% of teachers will be member of an inquiry or teacher team • Each team will take on a inquiry focus or question based upon Quality Review, Progress Report, NCLB, or ARIS data

Goal #4:	This goal relates to point 2 of the 2009-2010 Quality Review. Establish cohort teams in order to gather data, use the information to focus on the academic progress of students, create targeted interventions as needed and align instruction for goal setting.
Measurable Objective:	Utilize the Progress to Graduation Tracker (PTGT) in ARIS to assist with cohort manageability. Establish a team to work with these students (will include guidance counselor). By the end of the year, at least 75% of all cohort K “Almost-On-Track” students will be on track to graduate.
Action Plan:	<ol style="list-style-type: none"> 1. Each cohort team will consist of one member from the Instructional Team. 2. Identify all students by cohort. 3. Identify sub groups of each cohort (On Track, Almost-On-Track and Off Track). 4. Looking at “Almost-On-Track” students, the team will identify the major areas that are holding these students back from being on track to graduate (i.e. failed regents, failed classes) then create a target group from that group with common academic challenges pertaining to the IHS instructional framework. 5. The target group will become such based on the criteria set forth by the team (attendance, missing credits, regents). For this narrow group of students, the team will develop instructional intervention strategies. 6. Cohort target group will then be divided among staff members on the team. Each team member will have less than four students for whom s/he is the point person. Each point person will have a portfolio for each of her/his students. Each portfolio will include such data as the student’s transcript, attendance reports, cut reports (if applicable), report cards, meeting log, action plan (created by point person and student). 7. Students will be scheduled for tutoring. 8. Parents will be contacted and informed of initiative for the purpose of home support. 9. Mid-way through each marking period, classroom teachers will be asked to provide point person(s) and parents with a progress report for each student.
Evidence:	<ol style="list-style-type: none"> 1. PTGT indicates students in each cohort and whether they are on, off or almost on track to graduate. 2. List of students per cohort broken down into a smaller list of those almost on track to graduate. 3. List of students who meet the criteria required in order to be in the target group.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): 1. Teachers' and Students' Goals

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In compliance with item 4 of our [draft] Quality Review “Areas of Improvement,” this goal is to create and implement a series of school-wide SMART <i>learning</i> Goals from teachers, (both individually and by department) and students; to set and meet goals that assure learning objectives are articulated and follow-up is performed by Administration throughout the school year.</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"> • Staff PD to review how to create Smart Goals • Create lesson plans for students addressing individual SMART goals • Creating Rubrics and Checklists to measure progress and results on both student and teacher levels • Establish follow-up procedures at mid-term, end-term (both fall and spring semesters)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Incorporate goals review at monthly departmental and staff meetings
<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"> • Monthly review of goals with students and staff based upon criteria set through Rubrics and Checklists. • Final review written by Department Reps to be submitted to AP and summary by AP that tracks goals completed, in progress, not met.

SECTION VI: ACTION PLAN

plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): 2. Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Provide attendance and academic interventions for all students who fail one or two classes in period 1 and 2 after each marking period.</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"> ♦ An HSST report will be printed which identifies students who failed one or two classes in the first 2 periods of the day due to absences. ♦ Students will be referred to the Guidance Counselor and Assistant Principal for attendance and academic interventions. Parents will be notified of the students’ poor performance in these classes due to attendance. ♦ This practice will occur after each marking period in order to develop awareness that attendance has a direct affect on students’ grades and foster a sense of responsibility in the student towards the grade earned in each marking period.
<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>Since attendance has a direct impact on students passing their classes and the first two periods of the day has the highest rate of absenteeism from students, the effort will require the guidance counselor and the assistant principal to allocate the time during the day to meet with students and communicate with parents.</p> <p>The fiscal cost may require additional mailing cost and per session in order to meet the expected number of participants.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Interim process will be determined after the second marking period and beyond. The attendance and student grades should improve in the first two periods of the school day. In addition, students would recognize that their actions are causing them to repeat a class, not earn credit, or not graduate.</p>

SECTION VI: ACTION PLAN

plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): 3. Instructional Framework

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>In compliance with QR recommendation for improvement: Spread more widely the practice of looking at student work and classroom-level data so that all teacher teams are engaged in a collaborative inquiry process that enables staff to collectively evaluate the effectiveness of instructional strategies and curriculum decisions.</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>Incorporate the school-wide Inquiry Team program into each individual department’s data collection and analysis activity. Each department will act as a team focusing on an inquiry process that analyzes student work to determine effectiveness of the curriculum and instructional strategies, adjusting the curriculum where appropriate.</p>
<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>Implement this year’s Instructional Team as a per session activity with one department teacher and supervisor: Department teams will meet every third Monday from 3:07.5 to 3:45 PM. The Instructional Team will meet every 4th Thursday from 3:15 to 5:15 PM and will include one teacher from each core content area and supervisor. This will be the 3rd year of a three-year program; the IT will provide the Departmental components with researched data and leadership.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Within first month of the fall term, students will be given a test (“Performance Series” from Acuity) to set benchmarks for performance for each of our three MPs.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
9				Global + US				
10	1	4	-	8 + 10 = 18	95	N/A	95	95
11	8	7	3	12 + 10 = 22	94	N/A	94	94
12	9	17	15	33 + 27 = 60	116	N/A	116	116
	18	28	18	53 + 47 = 100	305		305	305

***At this initial draft writing, these numbers are based upon June 2010 register and Regents results. They will change in fall 2011 when approximately 125 new students are enrolled.**

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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:	AIS Delivered: Tutoring Periods (2:30 – 3:07.5 PM), PM School Program; Tutoring is in small group format; 20 max PM School students per class; Includes individual needs assessment and instruction; YWCA Enrichment Program and “Catch-Up Academy” twice weekly.
Mathematics:	AIS Delivered: Tutoring Periods (2:30 – 3:07.5 PM), PM School Program; Tutoring is in small group format; 20 max PM School students per class; Includes individual needs assessment and instruction; YWCA Enrichment Program and “Catch-Up Academy” twice weekly.
Science:	AIS Delivered: Tutoring Periods (2:30 – 3:07.5 PM), PM School Program; Tutoring is in small group format; 20 max PM School students per class; Includes individual needs assessment and instruction; YWCA Enrichment Program and “Catch-Up Academy” twice weekly.
Social Studies:	AIS Delivered: Tutoring Periods (2:30 – 3:07.5 PM), PM School Program; Tutoring is in small group format; 20 max PM School students per class; Includes individual needs assessment and instruction; YWCA Enrichment Program and “Catch-Up Academy” twice weekly.
At-risk Services Provided by the Guidance Counselor:	AIS Delivered: Tutoring Periods (2:30 – 3:07.5 PM), PM School Program; Guidance Counselor is always available during these periods. Services also available as needed during school hours; includes counseling, public and private social service referrals, family services protection, drug rehabilitation programs.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	AIS Delivered: Tutoring Periods (2:30 – 3:07.5 PM), PM School Program; Guidance Counselor is always available during these periods. Services also available as needed during school hours; includes counseling, public and private social service referrals, family services protection, drug rehabilitation programs, LYFE referrals.
At-risk Health-related Services:	Observance of International AIDS Day; free contraceptives available to students who do not opt out; emergency services available as required. Health education classes are part of our regular curriculum. We also screen all students for immunization, vision and TB.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 10, 11, 12 Number of Students to be Served: Approx. 14 LEP Approx. 400 Non-LEP

Number of Teachers 23 Other Staff (Specify) 3 Guidance Counselors; 1 Social Worker; 1 Grade Advisor

School Building Instructional Program/Professional Development Overview

Our vision is to improve instruction through collaboration and to serve as a non-judgmental sounding board for improving learning. Our school is embarking on the third year of a three year plan to create, develop and implement a school-wide instructional framework that includes the development of a common language of instruction, featuring explicit, direct instruction of seven comprehension strategies, identified by our Instructional Team during the 2008-2009 school year. In addition to direct instruction of the comprehension strategies, the school's instructional framework includes differentiated instruction with an emphasis on Level 1 and 2, Special Education, General Education, at-risk and ESL students.

Each year, the Inquiry Team at Independence HS identifies a particular academic skill that our students could benefit from and improve their performance. The IT uses data collected through the ARIS program to determine which academic skill to address. We plan to expand our 2009-10 focus on improving the writing skills of our students. In collaboration with the ELA department and other teachers, the IT designs a series of activities and skill building exercises that are integrated into the ELA curriculum. In addition to the standard ELA coursework, students work on exercises designed to help them become better writers. The skills learned in this program help our students improve their grades in all of their classes as well as on Regents examinations. The IT works to create innovative and differentiated instructional strategies to target needed skills in order to help our students develop those skills they need to succeed.

Section II. Title III, Part A LEP Program Narrative

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

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

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

SEE NEXT PAGE FOR SCHOOL LAP NARRATIVE

Children First Network

Independence High School

*850 Tenth Avenue
New York, New York, 10019
Tel: (212) 262-8067*

*Ron Smolkin, Principal
Patricia Drew, Assistant Principal-West End Campus
Stacey Batista, Assistant Principal, West End Campus
Esteban Colon, Assistant Principal, Village Campus*

Language Allocation Policy ("LAP")
2010-11

TEAM

Administrators

- Elaine Gorman -- Superintendent
- Ron Smolkin, Principal
- Patricia Drew, Assistant Principal
- Esteban Colon, Assistant Principal
- Stacey Batista, Assistant Principal

Teachers & Guidance Counselors

LAP Aim and Standards Compliance

The aim of Independence High School's Language Allocation Policy is to support English Language Learners academically and culturally as they acquire English proficiency in reading, writing, thinking, and speaking. Spanish is the home language of ELLs at Independence High School. The program of study is aligned with New York State English Language Arts and ESL Learning Standards and New York City Performance Standards in ESL and English Language Arts.

The trend in Independence High School's ELL program is for a rigorous and consistent freestanding ESL model, as all of our students read and write in English on or above a 7th grade level upon commencing their studies at the school.

ELL Demographics

Independence High School offers a freestanding ESL push-in program in which all materials and instruction are provided in English. **As of this writing (June 29, 2010), based upon ATS Report RDGS: 21 or 7% of the school's 305 students on register are ELLs:**

- **4 Sophomores**
- **5 Juniors**
- **12 Seniors**
- **3 (14% of all ELL) Special Education**

Section III. Title III Budget

School: 02M544 Independence High School

BEDS Code: 310200011544

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

All our students are proficient in both spoken and written English at least on a 7th grade level. During orientation, and for all new rolling admissions, our Parent Coordinator conducts and collects a school-wide native language survey that indicates all languages spoken by our students and the primary language spoken in the home. Because we know that nearly half our student population is Hispanic, all school announcements and communications that (PTA Meetings, Special Events, Lunch Forms, etc.) are sent to the homes are issued in both English and Spanish, as well as other languages spoken at home. We utilize translation services provided by the District and the DOE for all city-wide communications. Individual communications are translated by either our in-house Parent Coordinator or the District office for assistance.

a. Maintenance of Essential Information:

- i. "Blue Cards" are reviewed and updated at the beginning of each term. Information includes home-language.**
- ii. ATS – data – including RHLA and RLER Reports**

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.

All communications with parents are transmitted through PTA and SLT meetings, special letters from administration, parent-teacher night conferences and on case-by case as determined necessary by faculty or guidance.

Additional Resources that we access include: See next page.

- a. Over-the-phone Translation Services -- <http://schools.nyc.gov/Offices/Translation/PhoneInterpretationServices/Default.htm>
Over-the-phone interpretation services are available to all Department of Education personnel that come into contact with limited-English-proficient parents. This service offers the ability to communicate with a parent with the assistance of an**

interpreter on the phone. This service is useful for overcoming language barriers when contacting a child's household, or for unexpected visits from parents who cannot communicate proficiently in English.

b. Our school also access resources (as needed) from the Department of Education Website:

<http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>

c. Our staff is encouraged to contact the DOE Translation and Interpretation Unit when faced with any translation or oral interpretation needs we cannot immediately solve in-house: (Fax) (718) 752-7390; (Phone) (718) 752-7373; (Email)

translations@schools.nyc.gov.

d. We maintain and distribute special announcements and all boiler-plate DOE documents in translated formats including, for example:

- i. School Discipline Code
- ii. Bill of Parents Rights and Responsibilities
- iii. Cover letters to Report Cards and Parent Surveys

Part B: Strategies and Activities N/A (See above)

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.

See Part A-Section 1

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.

See Part A-Section 1

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>.

See Part A-Section 1

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:	292,853	118,850	411,703
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,929	1,189	4,118
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	14,643	*	
4. Enter the anticipated 10% set-aside for Professional Development:	29,286	*	

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

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

SCHOOL PARENTAL INVOLVEMENT POLICY:

I. General Expectations

Independence High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Independence High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
2. Independence High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
3. Independence High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
4. Independence High School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)
5. Independence High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
6. Independence High School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by including these activities in all SLT and PTA meetings and through regular newsletters which we plan to implement.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: regular contact with parents through regularly scheduled PTA and School Leadership Team meetings with members,
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: N/A

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Newsletters, Minutes of PTA and SLT Meetings.

III. Discretionary School Parental Involvement Policy Components

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

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

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by our School Wide Program Proposal. This policy was adopted by the Independence High School on April 26, 2006 and will be in effect for the period of three years. The school will distribute this policy to all parents of participating Title I, Part A children on or before the first PTA Meeting and Orientation of each semester of the school year.

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

SCHOOL PARENT COMPACT

Independence High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2006-07.

Required School-Parent Compact Provisions

School Responsibilities

Independence High School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as described in our SWP proposal of April 26, 2006.**
- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held: Parent Teacher Conferences will be held one school-day afternoon and one evening session during each semester. Additionally, parents may consult with faculty, guidance and administration at both Orientation and by appointment.**
- 3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: Regularly scheduled report cards and during PTA Meetings or by special appointment.**
- 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: During open school nights, PTA Meetings and by requesting appointments. Additionally, faculty members are expected to proactively reach out to parents of students who are not performing at minimally passing levels.**

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Such involvement will be part of the first PTA and SLT agendas for the school year, confirmed by minutes and reported in newsletter to all parents.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

- Responding promptly to school requests for special conferences or intervention to assist students not performing up to expectations or minimum passing requirements.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

[Describe the ways in which students will support their academic achievement, such as:

- Attend school every scheduled school day, unless I am sick or have a written parental excuse.
- Not cut classes.
- Use the school library for help on homework and to borrow books; I will also return books on time.
- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Participate in at least one extra curricular activity sponsored by the school.
- Participate in the school’s career planning program, including preparing a Resume.
- Participate in the school’s Research Report writing project by writing at least one researched and documented paper during the school year.

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

(Please note that signatures are not required)

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 school report card and Quality Review on DOE Web Page.**

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. **We offer PM School, Summer School and starting in 2010: On-line Nova Net On-line instructional modules available during 1st and 2nd periods and after school.**
 - o Help provide an enriched and accelerated curriculum. **YWCA 5-Year \$750K "21st Century Grant" as well as collaborative associations with CBS news.**
 - o Meet the educational needs of historically underserved populations. **This is our entire school population** 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. **This year we will specifically elicit student goals by term and will evaluate them at both mid-term and end-of-term through individual counseling and classroom lessons.**
 - o Are consistent with and are designed to implement State and local improvement, if any. **We are specifically addressing all areas marked in need of improvement in both our Progress Report and our Quality Review. We are specifically setting up systems to track data by 4 and 6 year (state and city) graduating cohorts and incorporating differential instruction strategies to meet those needs.**

3. Instruction by highly qualified staff.

We have a 100% highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
We provide extensive PD during each DOE PD Day; every month we hold departmental PD and program development meetings and sharing of best practices. We include updates regarding Data Collection, Assessment Tools, etc.
5. Strategies to attract high-quality highly qualified teachers to high-need schools. **N/A**
6. Strategies to increase parental involvement through means such as family literacy services.
In 2010/11 we have a completely new School Leadership and PTA team focused on increasing parent and teacher collaborative participation, including an expanded role of our YWCA 21st Century Grant to include family outreach for various support services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. **N/A**
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. **We will strengthen the systems for organizing and analyzing formative assessment data within and across classes such that teachers have the information needed to more consistently tailor assignments to the range of student abilities.**
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.
We assess students three 3 times a term through Progress Reports, special Regents Review classes prior to the tests, students are scheduled to take individual tutoring and provided with PM school opportunities, we also conduct "Acuity" assessments in Math and ELA to determine student readiness for Regents exams. Additionally, we have added on-line technology-based assessment and instructional Nova Net modules and we also are expanding our Inquiry Team projects to include a larger sampling of student participants.
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. **Our Guidance Counselors and Social Worker meet with students, assess their personal circumstances, social and academic needs and provide assistance on a virtually daily basis.**

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the

IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			29,848	x	Pgs. 36-37
Title I, Part A (ARRA)	Federal			x			
Title II, Part A	Federal			x			
Title III, Part A	Federal			x			
Title IV	Federal			x			
IDEA	Federal			x			
Tax Levy	Local	x			61,015	x	Pg. 21 Acad. Interv. Svcs.

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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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. **These implementation strategies are discussed throughout this document, including Appendices 2 and 4.**

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 N/A

- 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.

High School Math Improvement (all students)

High School Graduation (Year 1): Basic – all students as per State Report Card

- 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.

Activity to Address SINI Status	P	C	F	Dates of Activity
1) Mid-winter Credit Recovery Program (February break)	✓			2/21 – 2/25
2) Spring Break Credit Recovery Program (Spring Break)	✓			4/18 – 4/26
3) June Credit Recovery Program	✓			June 2011
4) Saturday Credit Recovery Academy	✓			3/5, 3/12, 3/19, 3/26, 4/2, 4/9, 4/30, 5/7, 5/14, 5/21
5) Summer Academy	✓			7/1 – 8/19
6) Purchase of five (5) additional State-approved NovaNET annual licenses (online credit recovery program)	✓			Ongoing

School Under Registration Review (SURR)

7) After-school Math Regents Preparation and Global Regents Preparation	✓		6/1, 6/2, 6/3, 6/6, 6/7, 6/8
8) Purchase of Regents Preparation Guides for all subject areas.	✓		Spring 2011
9) NovaNET online credit recovery materials (ink cartridges, paper, flash drives, etc.)	✓		Spring 2011

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.
 - 10%:
 - Professional literature: *Understanding by Design* workbook and textbook
 - Ongoing
 - Common Core Standards Workshops
 - Use of AUSSIE Consultants for professional development

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
 - Network achievement manager
 - Mid-year reorganization to include more effective scheduling/programming for faculty (i.e., common planning time across all disciplines)
 - Instructional Team unpacking Common Core Standards

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.

Letters were backpacked in Spanish and English and principal presentation.

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:	Independence High School						
District:	2	DBN:	02M544	School		310200011544	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 4	0	0	0		40.7	55.6	62.3
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 8	0	0	0		66.9	69.8	79.1
Grade 9	0	0	0				
Grade 10	154	122	120				
Grade 11	81	147	100	(As of June 30)	2007-08	2008-09	2009-10
Grade 12	179	168	203		1	8	6
Ungraded	0	0	0				
Total	414	437	423	(As of October 31)	2007-08	2008-09	2009-10
					6	5	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	1	1	6
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	2	3	14
Number all others	32	45	55				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	32	27	35
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	14	12
# receiving ESL services only	28	29	TBD				
# ELLs with IEPs	0	3	TBD				

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

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	1	1	3

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
	110	107	271	% fully licensed & permanently assigned to this school	100.0	100.0	95.7
				% more than 2 years teaching in this school	81.3	100.0	77.1
				% more than 5 years teaching anywhere	53.1	70.4	91.4
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	91.0	89.0	88.6
American Indian or Alaska Native	0.7	0.2	0.0		100.0	93.6	92.4
Black or African American	38.6	38.9	33.8				
Hispanic or Latino	55.3	54.0	58.9				
Asian or Native Hawaiian/Other Pacific	2.9	3.7	4.0				
White	2.2	2.3	2.6				
Male	45.2	50.1	47.3				
Female	54.8	49.9	52.7				

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	

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:	X
Science:		Graduation Rate:	X

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	X	34
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				v	X	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial				-	-	
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
Student groups making				4	3	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	55.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	15	Quality Statement 2: Plan and Set Goals	UPF
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	9.2	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	31.1		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

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

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES 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 CFN108	District 02	School Number 544	School Name Independence HS
Principal Ron Smolkin		Assistant Principal Patricia Drew	
Coach		Coach	
Teacher/Subject Area Maxine Borowitz ELA/ESL		Guidance Counselor Dr. Cruz	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Mery Lawrence	
Related Service Provider Dr. Cruz		Other	
Network Leader Sumita Kaufold		Other	

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

C. School Demographics

Total Number of Students in School	412	Total Number of ELLs	21
		ELLs as Share of Total Student Population (%)	5.10%

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.

ELL students are identified at intake through an interview and the home language survey. If necessary, students are administered the LAB-R exam. Our school offers a free standing ESL program. ELL students are then programmed for beginner, intermediate, or advanced level instruction. Parents information is disseminated through letters home and during parent meetings led by the parent coordinator. Program selection also occurs during the orientation process. Letters are translated into students' home language for parents. Over the past seven years parents have selected the free-standing ESL model offered at Independence High 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>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained											1	1	1	3
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	1	1	1	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	5
SIFE	0	ELLs receiving service 4-6 years	7
		Special Education	1
		Long-Term (completed 6 years)	9

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)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	5			7			9		1	21
Total	5	0	0	7	0	0	9	0	1	21

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

C. Home Language Breakdown and ELL Programs

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

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

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

	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											2	2	13	17
Chinese														0
Russian														0
Bengali											1			1
Urdu														0
Arabic														0
Haitian													2	2
French												1		1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	3	3	15	21

Part IV: ELL Programming

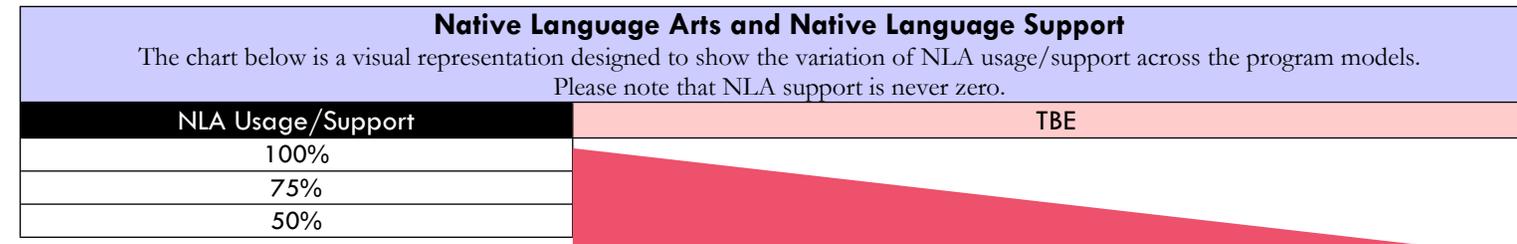
A. Programming and Scheduling Information

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

Instruction is delivered through departmentalized stand alone classes. Mixed grade students are schedule by proficiency levels. Intermediate students receive 360 minutes per week of Intermediate instruction. Advance students receive 180 minutes per week of ESL instruction and and 180 per week of ELA instruction. One ELA/ESL teacher teachers ESL students in a freestanding class in English through whole class and differentiated instruction. The ESL instructor used various comprehension strategies(direct explicit instruction in summarizing, sequencing, understanding charts and graph, etc.) to make the content comprehensible. All ELLs, including those who have received proficient status, are targeted to receive additional instruction during winter and spring academies and tutoring during the school day. ELL special needs students are also scheduled for resource room services.

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

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



25%	Dual Language		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
TIME			

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?

Targeted intervention of ELLs in subject areas includes parent notification and tutoring during the school day. ELLs also participate in winter and spring academies. ELLs are allowed extended access to tutoring and winter and spring academies! ELLs are allowed to participate in all school programs including winter and spring academies, afterschool and summer school. Funding is provided for translation dictionaries, Rosetta Stone, and electronic dictionaries. As an alternative school, students attend mixed level classes. We offer rolling admissions. During the intake and orientation process where students are introduced to the parent coordinator, ELL teacher and bilingual guidance counselor who help students transition into the program by holding presentations and Q&A sessions.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Teachers receive PD at the school and district level three times a year on both of the Chancellor's Conference Days and during spring reorganization. The primary ESL teachers has been trained at Bank Street's BETLA's program. School-based PD focuses on specific strategies for ELLs including logographs and vocabulary development.

E. Parental Involvement

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

Parents are introduced to the ELL program at Independence during orientation and at ongoing parent meetings. The YWCA is housed at Independence and all parents are invited to YWCA programs, workshops, and orientations. The needs of parents are addressed primarily at PA meetings where they are surveyed and asked about their needs. Parents are most interested in college and career options for their students.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)											2		8	10
Advanced (A)											1	2	7	10
Total	0	0	0	0	0	0	0	0	0	0	3	2	15	20

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

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	11		6	
Math <u>algebra</u>	10		6	
Math <u>geometry</u>	2		2	
Biology				
Chemistry				
Earth Science	2		0	
Living Environment				
Physics				
Global History and Geography	13		3	
US History and Government	9		2	
Foreign Language				
Other <u>Spanish</u>	6		6	
Other <u>French</u>	1		1	
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

All incoming students are giving a math, reading and writing assessment upon entry. Teachers use this data to plan curriculum and to check the progress of students. The ESL teacher also views NYSESLAT data early in the term. She distributes students' ESL status to all teachers. ESLs at Independence most often test Advanced or Proficient in Listening/Speaking. They tend to struggle more with Reading/Writing. PD at Independence focuses on strategies for increasing comprehension. The school has developed the following 7 core comprehension strategies to increase comprehension: Summarizing, Charts and Graphs, Drawing Conclusions, Making Predictions, Sequencing and Previewing Texts. As a result, ELLs move from Intermediate to Advance in a term.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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