



HIGH SCHOOL FOR DUAL LANGUAGE & ASIAN STUDIES

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 02M545
ADDRESS: 350 GRAND STREET, FIFTH FLOOR
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M545 **SCHOOL NAME:** High School for
Dual Language & Asian Studies

SCHOOL ADDRESS: 350 Grand Street, Fifth Floor New York, New York 10002

SCHOOL TELEPHONE: 212.475.4097 **FAX:** 212.674.1392

SCHOOL CONTACT PERSON: Li Yan **EMAIL ADDRESS:** lyan@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Miriam Uzzan

PRINCIPAL: Li Yan

UFT CHAPTER LEADER: Christopher Fuchs

PARENTS' ASSOCIATION PRESIDENT: Avron Pierre

STUDENT REPRESENTATIVE: Sandy Chen
(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** 201

NETWORK LEADER: Gerard Beirne

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

The High School for Dual Language and Asian Studies is a four year comprehensive high school with the mission of having students who are English proficient or Mandarin proficient, when they enter the school in 9th grade, become proficient in both languages by the time they graduate. The school is in its eighth year and about to graduate its fifth class. Students study or English per day in addition to a very rigorous academic program that includes AP Calculus, Physics, AP Chinese, AP Biology, AP Chemistry, AP English and college classes in psychology, speech, computer programming and introduction to Cyber Security.

The student passing rate on the Regents is over 90% in all subject areas including 100% in Chemistry and Physics, except for English – which is over 80%. This is especially impressive considering that 95% of the students who took the ELA Regents are new immigrants and have learned English in less than four years. We expect a four year graduation rate of more than 95% with over 35% of the graduates receiving a high honors Regents diploma.

To date the students have received offers of \$4,000,000 in scholarships and financial aid each year, including \$4000 Lotto Scholarship, \$5000 UFT Scholarship, \$174,000 Valone Scholarship, and \$8,000 NY State Regents Scholarships. College acceptances for the Class of 2010 included Adelphi University, Alfred University, Boston University, Cornell University, , Hofstra University, Manhattan College, Marist College, Northeastern University, Polytechnic University, Smith College, Syracuse University, University of Rochester, Albany and Buffalo Honors, Binghamton, College of Environmental Science & Forestry Honors, New Paltz, Oneonta, Oswego, Stony Brook Honors, Baruch, Brooklyn College, CCNY Honors, Hunter Honors and Queens College.

The after school and Saturday programs include instructional tutoring as well as a variety of clubs, PSAL sports, swimming, SAT prep, college prep, drama and playwriting, dancing, tae kwon do, community service activities as well as trips to visit colleges. The school was listed as one of the top 100 schools in US News and World Report for the past two years. The new immigrant students participate in classes during the Saturday program that gives them additional opportunities to improve their English skills.

In seven years, Dual Language has established a safe, comfortable and culturally rich environment where students are eager to attend school and stay late to participate in activities daily. The attendance was 97% last year and the graduation rate was 95%. There is an atmosphere of mutual respect and trust between students and faculty. We offer students a myriad of after school and Saturday programs to meet their needs and interests. The faculty of caring and gifted adults helps provide students with the necessary support to achieve. Teachers are offered opportunities to explore different strategies with students as well as to grow academically at staff development workshops.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	High School for Dual Language & Asian Studies				
District:	02	DBN #:	M545	School BEDS Code:	310200011545

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input 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	0		94.3%	95.9%	97.6%		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		97.61%	97.62%	96.3%		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		82%	86%	91%		
Grade 8	0	0	0						
Grade 9	92	88	117	Students in Temporary Housing: Total Number					
Grade 10	58	88	94	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	71	42	62		0	0	1		
Grade 12	71	76	51						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	292	294	324		17	13	17		
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	0	0	0		
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	0		
Number all others	0	3	5						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	183	185	176	Early College HS Participants	0	0	0
# in Dual Lang. Programs	183	185	176				
# receiving ESL services only	0	0	0	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	1	1	(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	26	29	30
				Number of Administrators and Other Professionals	4	4	4
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	0	0	0
(As of October 31)	2007-08	2008-09	2009-10				
				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%	0.3%	0%	Percent more than two years teaching in this school	88.0	90.0	
Black or African American	4.4%	5.8%	6%	Percent more than five years teaching anywhere	40.0	44.4	
Hispanic or Latino	5.1%	5.1%	5%				
Asian or Native Hawaiian/Other Pacific Isl.	88%	86.7%	87%	Percent Masters Degree or higher	100.0	96.0	
White	2.4%	1.7%	2%	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.9	94.2	
Multi-racial							
Male	51.7	52.0	55.6				
Female	48.3	48.0	44.4				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes No

If yes, area(s) of SURR identification: _____

Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

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

<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>	<u>Category (Check <input checked="" type="checkbox"/>)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	<input checked="" type="checkbox"/>		
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 (<input checked="" type="checkbox"/>)		Secondary Level (<input checked="" type="checkbox"/>)		
	ELA:		ELA:	<input checked="" type="checkbox"/>	91%
	Math:		Math:	<input checked="" type="checkbox"/>	96%
	Science:		Grad. Rate:	<input checked="" type="checkbox"/>	94%

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				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Ethnicity							
American Indian or Alaska Native							
Black or African American				—	—		
Hispanic or Latino				—	—		
Asian or Native Hawaiian/Other Pacific Islander				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
White				—	—		
Multiracial				—	—		
Other Groups							
Students with Disabilities							
Limited English Proficient				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Economically Disadvantaged				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Student groups making AYP in each subject				<input checked="" type="checkbox"/> 4 of 4	<input checked="" type="checkbox"/> 4 of 4	<input checked="" type="checkbox"/> 1 of 1	

Key: AYP Status

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Last QR 2007-2008
Overall Score	75.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	23.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	40.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2	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?
-

At HSDLAS we use both hard and soft data to review programs and student achievement. We look at test scores, attendance rates for staff and students, cutting reports and mark analysis reports. The following reports are included in our needs assessment:

- Annual school report card
- School cohort data
- NYSESLAT Exams
- Regents and PSAT and SAT exams including item skills analyses
- Student transcripts
- Teacher- developed tests
- Student progress and report cards
- LAB-R Results
- Cumulative records

Teachers also meet informally during the day to share information about students in order to find ways to help improve student achievement so it is possible to act quickly upon upon assessments of student issues. Teachers can meet with the administration or guidance department and express concerns or needs for their students. (e.g. when 9th grade English proficient students were having problems they participated in a focus group with one of the guidance counselors – she continues working with them to develop better study skills). Based on class attendance reports and report card grades, the 9th grade English and Chinese classes were made smaller and the students are now taught by different teachers for each of their 2 periods in order to address different learning styles. Reports regarding student grades are shared at cabinet, department and faculty meetings. We constantly monitor student progress and change classes based on student needs. Data and student needs drive programming (we offered resource style classes for four students and even for 1 student)

We are having difficulties finding testing materials that are more appropriate for our ESL population. Many of the tests have little meaning for newly arrived ESL students because they do not have enough English to actually measuring their achievement. We have participated in an ELL Think Tank with faculty from New York University, the Department of Education and other schools with similar concerns in order to address these issues.

We feel that our goals should focus on the following:

- Emphasize language learning across all curriculum areas
- Increase social and academic support services for all students
- Increase sharing of effective teaching practices
- Identify and nurture partnerships with outside organizations
- Provide support for at-risk, ELL and low-achieving students
- Modify ELL program based on NYSESLAT exam and offered listening and speaking classes to meet student needs.
- Integrate grammar lessons into curriculum based on teacher assessment of student writing
- Realign Chinese curriculum to match with ESL curriculum and include native language arts which improves language acquisition
- Planning to add additional classes and programs that prepare the students for college including AP classes in Global and English and an IB degree program.
- English and ESL classes are planned based on report card grades, NYSESLAT and Regents results, and teacher assessments

We are proud of the following accomplishments:

- Classes with CPC, Museum of Television and Radio, College Now are developed to fulfill graduation requirements as well as student interest.
- Tutoring, PM school and Saturday institute give additional academic support for students
- Dedicated professionals teach the students
- Strong guidance program
- Willingness to quickly act on data and adapt program to meet student needs
- Offer more ESL or English classes than mandated to help students
- Consistently expand relationships with current partners and build new relationships
- We offer college and career counseling
- A for 3 years on Progress Report, well developed for 2 years on Quality Review
- Number of graduates accepted to college and college retention rates and academic success of those students

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. Increase by 1%, the percentage of students in lowest third earning 10+ credits in their first and second years of school by June, 2011.
2. Increase by 5%, the number of parents attending PA meetings by June, 2012.
3. Increase use of dual language instruction from 3 to 6 classes in 11th and 12th grades by June, 2011.

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): Credit Accumulation

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase by 1%, the percentage of students in lowest third earning 10+ credits by June, 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>9th and 10th grade students in the lowest third of the class. Ninth and tenth grade teachers will meet by grade levels and department levels to case conference for students who have failed classes. They will try to determine in which areas students need help. They will try to determine if students are having a particular issue in a subject area or if it relates to their learning style and share best practices when students are finding success in some classes. Departments will develop questionnaires and assessment tools to help students understand where they are having problems so they can articulate these. Teachers will attend workshops on differentiated instruction. The guidance counselor and dean are working with staff to develop a plan to improve student attendance and decrease lateness.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Resources : Use of Acuity, Aris, ATS Reports Budget: Per session, PD workshops Staff: Teachers and administration will look at data analysis, review value of credit accumulation, grade level meetings, Schedule: identify students at the end of each marking period, monthly curriculum committee meetings</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Student passing rates will improve on report cards. Students will be able to check off mastery of skills on assessments developed by teachers.</p>

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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Parental Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase by 5% the number of parents attending PA meeting by June, 2012.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Parent association officers will work with parent coordinator on a newsletter in Chinese and English with information provided by staff about programs. A form letter will be developed to help teachers report more frequently to parents about student progress with positive as well as negative feedback. We will try to offer more workshops that will encourage parents to come to the school more frequently.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources: Parent Association officers, parent coordinator, newsletter, parent meetings Budget: Mailings, website, meetings Timeline: Parent teacher conferences, opportunities for celebrating success with parents</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Increased number of parents attending monthly meetings and participating in school events will indicate improvement. Parents will be provided with surveys at meetings to see if they feel more included and have a better understanding of the school.</p>

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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant):

Dual Language Instruction in Math, Science, Social Studies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase use of dual language instruction from 3 to 6 in 11th and 12th grades by June, 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The science department is currently using the dual language instructional approach with 11th and 12th grade students. We will also utilize this method in the math and Social Studies departments, we have bilingual staff in all these departments. They will work with the ESL and Chinese departments to coordinate the use of academic language across the curriculum to help reinforce student learning. We will begin implementation in the Spring, 2010 semester.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Budget: Per session, coverage for teachers visiting other schools, teacher planning time, PD days Staff: Bilingual teachers, team teaching Schedule: Chemistry will expand next Spring Semester, US History, Economics, Calculus and Pre-Calculus classes will be added Spring Semester</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Students will be programmed in the above mentioned 6 classes. The teachers will conduct the class in 2 languages. By the end of June, they will take their exams in 2 languages.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: Double period ELA for EP Students Double period ESL and 1 single period ELA for 9th, 10th, 11th grade Ells Pm School and writing workshop</p>	<p>9th Grade English proficient students are programmed for a double period of English with reduced class size of 20 or less to ensure they get enough personal attention. Teachers use a variety of instruction strategies including small group, peer tutoring, one to one and pairs during the school day and after. ELL students in 9th, 10th, 11th grade have 1 additional class above the requirements by the state to help support them and prepare for standardized tests. PM school also provides tutoring and additional help for students to improve reading and writing skills. Classroom teachers, tutors from NYU and peer tutors from HSDLAS and Stuyvesant HS provide tutoring help for students daily. Writing workshop after school</p>
<p>Mathematics: PM School After School Tutoring – NYU and peer tutors</p>	<p>PM school to make up missed credits meets 2 times per week for total of 4 hours. After school tutoring by teachers as well as peer group tutoring and tutors from NYU provide additional help for students.</p>
<p>Science: PM School Extra Labs Regents Prep Class</p>	<p>PM school meets 2 times per week for total of 4 hours provides opportunities for students to makeup missed classes and labs. Peer tutoring and NYU tutors provide extra support for students as needed.</p>
<p>Social Studies: PM School Regents Prep Class</p>	<p>PM School meets 2 times per week for total of 4 hours to provide opportunities for students to make up missed classes. Regents prep and tutoring by NYU and peer tutors provide students with extra help as needed.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Guidance conference for students who do not meet promotion criteria and their parents Individual counseling during school hours Group counseling during lunch periods Crisis intervention for students in need of other services</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>N/A</p>
<p>At-risk Health-related Services:</p>	<p>N/A</p>

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

NCLB/SED requirement for all schools

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

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

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

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District ESO 6; District 2	School HS Dual Language & Asian Studies
Principal Li Yan	Assistant Principal Miriam Uzzan
Coach Ken Ellis	Coach Xiao Jian Zhang
Teacher/Subject Area Yi Yi Wu	Guidance Counselor Lai Man
Teacher/Subject Area Xiao Dong Niu	Parent Maureen Hickey
Teacher/Subject Area Christopher Fuchs	Parent Coordinator Wing Ying Lau
Related Service Provider	SAF Scott Hughes
Network Leader Karen Ditolla	Other Meesun John

B. Teacher Qualifications

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

Number of Certified ESL Teachers	9	Number of Certified Bilingual Teachers	4	Number of Certified NLA/FL Teachers	2
Number of Content Area Teachers with Bilingual Extensions	3	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	321	Total Number of ELLs	175	ELLs as Share of Total Student Population (%)	54.52%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
Students are interviewed by the bilingual guidance counselor; the home language identification survey is completed in English and Chinese. Students are then given the Lab-R. The ESL department administers the NYSESLAT exam annually to all students.
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.
The bilingual parent coordinator and bilingual guidance counselor and speak with the parents when the students initially come to the school. There is monthly follow-up with letters home and newsletters in both languages so parents have all the information. There is a monthly parent conference where all information is given in both languages.
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].)
Information is sent home to parents in both languages. There is information available in the guidance office. There are monthly parent meetings with information in both languages. Before students come to the school, feeder schools bring groups of students and parents on tours where the information is given to them and told to them in both languages.
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.
Students are placed in classes based on their previous scores on NYSESLAT, teachers, guidance, parents and administration meet to re-evaluate the proper placement of students. Each student is assigned a faculty member as an advisor and they communicate monthly with the parents in the native language, many of the teachers are bilingual but the parent coordinator and school aides act as translators when needed.
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.)
Since we are a dual language school, the parents who send their students here are looking for this model.
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.
Yes

Part III: ELL Demographics

A. ELL Programs

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	175	Newcomers (ELLs receiving service 0-3 years)	113	Special Education	1
SIFE	36	ELLs receiving service 4-6 years	55	Long-Term (completed 6 years)	7

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	113	8	0	55	5	1	7	7	0	175
Total	113	8	0	55	5	1	7	7	0	175

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	0	0	0	0	0
Chinese	48	53	46	27	174
Russian	0	0	0	0	0
Bengali	0	0	0	0	0
Urdu	0	0	0	0	0
Arabic	0	0	0	0	0
Haitian Creole	0	0	0	0	0
French	0	0	0	0	0
Korean	1	0	0	0	1
Punjabi	0	0	0	0	0
Polish	0	0	0	0	0
Albanian	0	0	0	0	0
Yiddish	0	0	0	0	0
Other	0	0	0	0	0
TOTAL	49	53	46	27	175

Dual Language (ELLs/EPs)										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	0	0	0	3	0	2	0	0	0	5
Chinese	48	43	53	19	46	11	27	22	174	95
Russian	0	0	0	0	0	0	0	0	0	0
Korean	1	0	0	0	0	0	0	0	1	0
Haitian Creole	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	23	0	12	0	9	0	2	0	46
TOTAL	49	66	53	34	46	22	27	24	175	146

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 321 Number of third language speakers: 6

Ethnic breakdown of EPs (Number)

African-American: 19

Asian: 108

Hispanic/Latino: 11

Native American: 0

White (Non-Hispanic/Latino): 5

Other: 1

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	0	0	0	0	0
Chinese	48	53	46	27	174
Russian	0	0	0	0	0
Bengali	0	0	0	0	0
Urdu	0	0	0	0	0
Arabic	0	0	0	0	0
Haitian Creole	0	0	0	0	0
French	0	0	0	0	0
Korean	1	0	0	0	1
Punjabi	0	0	0	0	0
Polish	0	0	0	0	0
Albanian	0	0	0	0	0
Other	0	0	0	0	0
TOTAL	49	53	46	27	175

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)?

We used self-contained ESL classes; however, all teachers collaborate on instruction across the curriculum. The subject teachers meet with the ESL teachers to plan acquisition of subject specific language. One of our goals has been to increase the use of Chinese for the English dominant students in the subject areas.

- 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])? ESL classes are ungraded but homogeneous.

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)?

The students take a minimum of the mandated ESL class hours based on their scores on the NYSESLAT exam. Most students have one double period and an additional single period class for additional support in acquiring language, they also take at least 45 minutes of native language arts. We often give students who have tested as proficient although they are still struggling an ESL class in addition to their English Language Arts class to help them with the transition.

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Programming and Scheduling Information

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.
All beginner students at Dual Language are scheduled for 3 ESL classes to fulfill the mandate of 540 minutes per week. The intermediate students are also scheduled for 3 ESL classes to fulfill the required 360 minutes per week and the advanced students are scheduled for 2 ESL classes and 1 ELA class to fulfill the mandated 180 minutes per week. Students are also matched with buddies and proficient students continue with a double period of ELA instruction. All teachers at Dual Language are also trained to be aware of the additional needs of ELL students because of the school population and the mission of helping students to become proficient in 2 languages. Language classes in English and Chinese include the four components of language acquisition - listening, speaking, reading and writing.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
SIFE students are given additional help with literacy issues and tutoring with the teacher and NYU students. There is also a Saturday program with additional support.
 - 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.
We test the students who have not been tested for initial placement and then may change their program based on teacher evaluation. We give students a buddy to work with them. We also have a Saturday program for newcomer students.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
Students with 4 to 6 years or more are given additional help with tutoring and extra classes as needed. We have America Reads tutors that help in the classroom and after school or during student's free periods.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
Students with 4 to 6 years or more are given additional help with tutoring and extra classes as needed. We have America Reads tutors that help in the classroom and after school or during student's free periods.
 - e. Describe your plan for ELLs identified as having special needs.
We have a bilingual special education teacher and ELLs with special needs are given additional support as required in the resource room. We also provide tutoring and extra help in the classroom and after school.

Programming and Scheduling Information--Continued

1. 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.

Social and academic support services are provided by community based organizations, including Immigrant Social Services, the Chinese American Planning Council, and Asian Americans for Equality. There is also a formal link with New York University to serve as a site for the university to place student teachers and observers in English Education and English as a Second Language. We work with the Borough of Manhattan Community College to offer an after school academic support program that includes writing classes and tutoring.

Trends, statistics, and other relevant instructional data are shared regularly among teachers, administrators, support staff and families at our faculty, professional development, Pupil Personnel Team, and Cabinet meetings. Individual action plans resulting from these meetings are developed by staff members and administrators in a collaborative manner and are all focused on its respective instructional impact. The literacy coach, assistant principal and principal work with the teachers to assure that the needs of the ELL student needs are being met. The classes utilize the "Vision" textbook as well as a variety of materials in different genres in the classroom including novels, poetry, fiction and non-fiction, memoir, newspapers and student writing.

2. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
All ELLs continue to have 1 ESL class in addition to their regular English classes even after they have shown proficiency on the NYSESLAT and passed the ELA Regents.
3. What new programs or improvements will be considered for the upcoming school year?
We are considering adding AP History and AP Literature. We are considering offering single periods of Chinese to the EP students. We are also trying one period of peer tutoring which will give the students more opportunities to practice the language.
4. What programs/services for ELLs will be discontinued and why?
We are not planning to discontinue any programs.

Programming and Scheduling Information--Continued

5. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All students are able to sign-up for after school programs that are mostly sponsored by CPC and also taught by many of the HDLAS teachers. There is homework help daily for all students and is offered in both languages. There are classes for writing, tae kwan do, cooking, harmonica, and different types of dance. On Saturday there is a SAT Prep class for the 11th grade students, ESL classes for parents and students as well as swimming and physical education. Students can volunteer with NY Cares for two service projects per month.

6. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The textbook used for ESL classes is visions, this is supplemented with technology, teacher materials, novels and plays including workshops with Classic Theater Company and American Globe theater as well as an annual performance at the school of a Shakespeare play, trips to see performances and visit museums as well as job-shadowing days with different corporations sponsored by Junior Achievement and NY Cares.

7. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

In the TBE model, native language is used to keep students on track in the content areas while learning English. The use of the students' native language will gradually phase out as the students proficiency level of English improves. In addition to the native language used in content area classes, students in TBE programs also receive one forty-five minute period instruction in native language arts to meet the Part 154 requirement. Native Language Arts is offered to all English Language Learners and Chinese as a Foreign Language is offered to all English Proficient students.

8. Do required services support, and resources correspond to, ELLs' ages and grade levels?

Yes

9. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Newly arrived students participate in a summer institute which includes trips to become familiar with the city and then doing projects and writing to describe their experience.

10. What language electives are offered to ELLs?

Chinese is the only other language offered at our school.

Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
9th grade about 25% target language for EPs, and 60% for ELLs
10th grade about 35% target language for EPS and 60% ELLS
11th grade about 35%target language for EPS and 60% ELLs
12th grade about 35% target language for EPS and 60% ELLs
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
English and Chinese are taught separately. Other subjects are integrated with increasing frequency as students gain mastery of their second language.
3. How is language separated for instruction (time, subject, teacher, theme)?
In a dual language setting, language allocation is based on student's language proficiency level. We start from a 90-10 model and adjust as student's English or Chinese proficiency level improves. (Eg. 80-20, 70-30, etc)
4. What Dual Language model is used (side-by-side, self-contained, other)?
See above.
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
Emergent literacy is taught simultaneously.

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.)
There are 2 meetings per month by dept and by grade level for the entire staff to assess the progress of students and study ways to improve their education. The Chinese and ESL departments are both working on curriculum mapping projects this year. The science, math and social studies departments are working on using more Chinese in the classroom.

New teachers are given mentors as well as working with the AUSSIE consultant, several of the more experience teachers work with student teachers which is another opportunity for them to look at their own best practices and learn from their students as well.

We plan trips to visit other schools to benefit from best practices.
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
During subject area meetings and grade meetings teachers discuss issues and how to resolve them. Teachers have visited feeder schools and talked with the middle school teachers to find out more about where the students were coming from.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. ESL teachers and the administration meet with other teachers to provide support and understanding of how to help their ELL students. ESL teachers work with subject teacher to plan curriculum for addressing vocabulary, reading and writing issues to support ELL students.

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
The Annual School Report and other relevant information/documents are distributed to all parents throughout the year. All correspondents and documents are available in both English and Chinese. In addition, individual student report cards are distributed six times a year to students and mailed home to parents. Parents are always invited and welcomed to participated in parent meetings, join the School Leadership Team and to maintain regular communication with guidance and teaching staff via telephone or email with regard to their children's academic progress.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The school partners with CPC to address parent needs. Guest speakers come from banks and colleges to talk about applying for college and financial aid. Speakers have come to parent meetings from agencies that provide health and other insurance. The parent coordinator develops workshops for the parent meetings that will help them. The guidance counselor helps with services that the parents need including outside counseling when necessary. We also have Saturday ESL classes for the parents.
3. How do you evaluate the needs of the parents?
Parent needs are evaluated at the monthly parent association meetings as well as feedback from parents, teachers, students and the parent coordinator. Each faculty member has 10 students they advise and give monthly feedback to parents and they also advise the school of parent responses.
4. How do your parental involvement activities address the needs of the parents?
We try to have activities that will help the parents to help their children and ask parents what they would like to get more information about. We also try to provide activities based on issues that arise. We also try to invite parents to celebrate their children's success at events like the annual awards presentation.

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL
Beginner(B)	12	3	1	0	16
Intermediate(I)	19	37	31	9	96
Advanced (A)	18	13	14	18	63
Total	49	53	46	27	175

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	6	3	0	0
	I	13	25	32	9
	A	11	15	12	15
	P	8	2	0	2
READING/WRITING	B	3	4	0	0
	I	11	36	24	7
	A	7	5	10	11
	P	7	0	10	8

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	24	0	18	0
Math A	0	0	0	0
Math B	19	0	17	0
Sequential Mathematics I	0	0	0	0
Sequential Mathematics II	0	0	0	0
Sequential Mathematics III	0	0	0	0
Biology	0	0	0	0
Chemistry	30	0	30	0
Earth Science	34		31	
Living Environment	51		48	
Physics	0	0	0	0
Global History and Geography	55		52	
US History and Government	25		22	
Foreign Language	58	0	58	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	4	15	27	95	18	27	19	22

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

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The majority of students are in the intermediate or advanced level across all grades for listening and speaking. For reading and writing more students are in the intermediate level. The smaller amounts of students in 11th and 12th grade indicate that many students have tested out of the program.
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
The double period classes are more comprehensive, while the single period classes usually focus on specific areas of need. We use test results and teacher input to decide what the focus for each of the single period classes should be in order to help the students most effectively. The teachers also meet regularly to make adjustments when necessary.
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
Students are taking the test in English and the passing rate is 90% and above in most subject areas. The performance is lowest in English - 75% passing rate.
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
Results are being used to determine curriculum for the ESL classes and how to provide support in the subject area classes. It also determines the focus for the single period class.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
Based on the assessment students especially need help in writing.

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

4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
Students are assessed by teacher made tests and teacher evaluations as well as the Regents and AP exams.
 - b. What is the level of language proficiency in the second (target) language for EPs?
The proficiency level varies but seems to be improving.
 - c. How are EPs performing on State and City Assessments?
The majority of students are passing their exams.
5. Describe how you evaluate the success of your programs for ELLs.
We look at passing rates for classes, standardized tests, college acceptances and teacher evaluations. We follow students after graduation to see how they are performing in college and evaluate whether what we need to improve to make the college transition more successful for future students.

Part VI: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Miriam Uzzan	Assistant Principal		
Wing Ying Lau	Parent Coordinator		
Christopher Fuchs	ESL Teacher		
Maureen Hickey	Parent		
Yi Yi Wu	Teacher/Subject Area		
Xiao Dong Niu	Teacher/Subject Area		
Ken Ellis	Coach		
Xao Jian Zhasng	Coach		
Lai Y Man	Guidance Counselor		
Scott Hughes	School Achievement Facilitator		
Karen Ditolla	Network Leader		
Meesun John	Other		
	Other		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Rev. 10/7/09

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

The school provides 2 ESL classes on Saturdays. One class is for beginner students and one for intermediate students to help them with language acquisition. Classes include exposure to American culture through reading, film, and music. Students meet for 3 hours per week from October through mid June. English classes for parents are provided at the same time to increase opportunities for students to practice their language skills at home.

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.

ESL Teachers meet 2X per month to discuss curriculum and case conference about students. We have also formed partnerships with the New Museum to help with curriculum development and differentiating instruction. Teachers are continuing to add materials to ARIS from last year's curriculum mapping project.

ESL teachers are continuing their intervisitations within the school and to other schools.

Section III. Title III Budget

School: High School for Dual Language & Asian Studies

BEDS Code: 311200011545

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	\$16864	Teacher per session 3 Teachers @ \$47.35/hour x 5 Hours/day 236.75 x 10 Sessions x 2 Terms
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$6476	P Card for Admission to Cultural and Historical sites. Supplies for end of class project based on class lectures and class trips.
Educational Software (Object Code 199)		
Travel		
Other	\$2718	ESL Parent Classes, Admission to Educational Sites for Cultural and Historical Understanding of New York City where parents can utilize the language.
TOTAL	\$26060	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
The mission of our school is to have all of our students become proficient in English and Mandarin by the time they graduate. We expect to take 50% of students who are English dominant and 50% who are Mandarin dominant. All written materials are provided in English and Mandarin. The principal, school secretary, guidance counselor, school aides, several teachers and the parent coordinator are all bilingual and translate any materials the school provides that are not received in both languages. We also have all families complete a home language survey when the students first come to our school. At the parent meetings, orientations and school visits before students choose to attend HSDLAS, this information is given to the parents.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
In addition to the LEP students, many of our English proficient students come from homes where their parents' dominant language is Chinese and many of them need translation services. We can provide this with our bilingual staff.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. Bilingual staff in the school will provide translation for any materials distributed to parents. Many of these materials are available on the DOE website in Chinese.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers. The guidance counselor, parent coordinator, principal and several teachers are bilingual and translate for parents on the phone and during meetings. We also offer classes for the parents to learn English on Saturdays. We have some students whose parents speak Spanish and 3 teachers, students as well as the parent coordinator from one of the other schools in the building.

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>.
When students enter the school, they are given a Home Language Survey to complete. School provides translation of any materials sent home to families in both Chinese and English and any other language that is indicated on the survey. Parents are advised that any school materials are available in their language and interpreters are also available. Bilingual faculty members attend meetings with parents to provide translations when necessary.

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:	\$278005	\$81167	\$359172
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2780	\$812	\$3592
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$13900	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$27800	*	

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

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

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

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

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

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

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

Section I: Title I Parent Involvement Policy

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

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

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

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

- Ⓢ actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Ⓢ ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Ⓢ maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- Ⓢ conduct parent workshops with topics that may include: parenting skills; understanding educational accountability, grade-level curriculum, and assessment expectations; literacy; accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Ⓢ provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report);
- Ⓢ host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Ⓢ translate all critical school documents and correspondence, as well as calls home, and provide interpretation during meetings and events as needed; and
- Ⓢ support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association, and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

The High School for Dual Language & Asian Studies will further encourage school-level parental involvement by:

- Ⓢ holding an annual Parent Curriculum Conference;
- Ⓢ hosting educational family events/activities during Open School Night and throughout the school year;
- Ⓢ encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association, and Title I Parent Advisory Council;

- Ⓢ establishing a collection of instructional materials for parents;
- Ⓢ hosting events to support parents/guardians, grandparents and foster parents asserting leadership in education for their children;
- Ⓢ encouraging more parents to become school volunteers, especially for field classes;
- Ⓢ providing written and verbal and where possible online progress reports that are periodically given to keep parents informed of their children's progress; and
- Ⓢ developing and distributing a school newsletter, the Harbor Current, or web publication designed to keep parents informed about school activities and student progress.

Section II: School-Parent Compact

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

School Responsibilities:

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

- Ⓢ using academic learning time efficiently;
- Ⓢ respecting cultural, racial and ethnic differences;
- Ⓢ implementing a curriculum aligned to State Standards;
- Ⓢ offering high quality instruction in all content areas and in field experiences
- Ⓢ providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- Ⓢ ensuring that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively;
- Ⓢ notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- Ⓢ arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- Ⓢ planning activities for parents during the school year when possible.

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

- Ⓢ monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ⓢ ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Ⓢ check and assist my child in completing homework tasks, when necessary; read to my child and/or discuss what my child is reading each day;
- Ⓢ set limits to the amount of time my child watches television or plays video games;
- Ⓢ promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Ⓢ encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Ⓢ volunteer in my child's school or assist from my home as time permits; and
- Ⓢ participate, as appropriate, in the decisions relating to my child's education. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the

Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams); and
- share responsibility for the improved academic achievement of my child.

Student Responsibilities:

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

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.
Teacher assessments and uniform assessments are used to determine individual needs of students and discussed at faculty meetings, department meetings and guidance meetings. All teachers have access to their students on ARIS including their advisory students. Students are given additional help by teachers within the classroom as well as outside the classroom including tutoring by teachers and peers. There is daily homework help provided by Chinese Planning Council for students to improve their understanding of each subject area. Advisory teachers gather information from subject teachers to share with the parents and the students and to find additional ways to help them reach the standards.

2. Schoolwide reform strategies that:

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

Homework help and tutoring is provided daily for all students. There are also classes for writing, drama, art, music, Tae Kwon Do, physical education and dance offered after school. Students also participate in Upward bound to receive additional support and help.

We offer Saturday classes for English as a second language and physical education as well as free small group tutoring for pre-SAT prep (to improve critical reading skills), SAT prep and College Prep (to help students complete their college applications, essays and financial aid). Volunteers from New York Cares work with the students and Kaplan provides the materials for the SAT Prep Class.

We offer PM school and summer institutes for students to recover credits. Students can also apply for classes at Smith College, Princeton and to study abroad in China to take advanced credits. Several of our students participate in the Harlem Children's Society program working on research projects with scientists in various locations throughout the city.

Students have an opportunity to take AP classes in English, Chinese, Chemistry, Biology, Physics and Calculus. They can take College Preview courses at New York University with college students. They can also get college credit when they take College Now classes at BMCC, Hunter or Baruch.

We have 1 full time bilingual guidance counselor, a part time guidance counselor and a part time college counselor to offer students support. They meet with students to offer them counseling as well as help them understand what they need to graduate and get into college. Every faculty member acts has a group of 11 students that they advise and meet with as a group and individually.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
N/A
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.
We have Saturday ESL classes for parents.
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.
Teacher assessments, periodic assessments and regents are all used to determine student needs. Teachers recommendations help determine which level of English and Chinese as well as science and math classes students should be placed in based on how to best serve them.
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.
Student achievement is discussed at faculty meetings, department meetings and grade meetings. Teachers also talk to each other about their mutual students in the shared teachers' room. Any issues for individual students are brought to the administration in order to provide additional help as needed including change of program, additional classes, tutoring help.
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.
N/A

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	✓			\$278005	✓	13
Title I, Part A (ARRA)	Federal	✓			\$81167	✓	13
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			\$26060	✓	19
Title IV	Federal			✓			
IDEA	Federal		✓				
Tax Levy	Local	✓			\$2027797	✓	13

¹ **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.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

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

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

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

³ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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