



CITY-AS-SCHOOL, HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 02M560
ADDRESS: 16 CLARKSON STREET, NYC, NY 10014
TELEPHONE: 212-337-6800
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M560 **SCHOOL NAME:** CITY-AS-SCHOOL HS

SCHOOL ADDRESS: 16 CLARKSON STREET, NYC, NY 10014

SCHOOL TELEPHONE: 212-337-6800 **FAX:** 212-337-6875

SCHOOL CONTACT PERSON: Alan Cheng **EMAIL ADDRESS:** Acheng3@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Raymond Green

PRINCIPAL: Alan Cheng

UFT CHAPTER LEADER: Vincent Davi

PARENTS' ASSOCIATION PRESIDENT: Marsha Gaillard

STUDENT REPRESENTATIVE:
(Required for high schools) Gabriel Ramos

DISTRICT AND NETWORK INFORMATION

DISTRICT: 2 **CHILDREN FIRST NETWORK (CFN):** 107

NETWORK LEADER: Nancy Scala

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
Alan Cheng	*Principal or Designee	**
Vincent Davi	*UFT Chapter Chairperson or Designee	**
Marsha Gaillard	*PA/PTA President or Designated Co-President	**
N/A	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Robert Carter	DC 37 Representative, if applicable	**
Gabriel Ramos Carmen Hall	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	**
N/A	CBO Representative, if applicable	
Stephen Keopp	Parent	**
Sylvia Pimentel	Parent	**
Nicole Huber	Parent	**
	Member/	

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

* Core (mandatory) SLT members.

** Signature on file at school

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.

NARRATIVE DESCRIPTION OF CITY AS SCHOOL

Created in 1972, City As School (CAS) was established as a learning environment that would encompass the breadth of New York City's political, cultural, social and economic opportunities. Specifically, it was to be an educational institution that would cut across, and unite, the diverse cultural and political groups that make up New York's citizenry.

The opportunity to experience education within the real world of work offers students a new perspective and permits them to form dynamic relationships with advisors who serve as supervisors and work-site colleagues. The strength of student relationships with work mentors and a caring staff in an environment rich with opportunities for "learning by doing", is at the heart of CAS's continuing success. CAS students learn to "network;" students, supervisors, colleagues and teachers all aid in the creation of environments that enrich and educate. Internships often lead to opportunities for employment both before and after high school. Student-centered, experiential learning provides the framework for meeting the needs of students, encouraging creative sensibilities and discovering individual strengths.

The CAS Student Population

CAS is an independent, diploma-granting, alternative high school. Students come from every social stratum and ethnic group in New York City. Students entering CAS have generally found the traditional high school setting uninteresting, threatening or unrelated to their present or future plans. Ours is an inclusive model that offers an enormous spectrum of individuals –general education students, students with disabilities, students of limited English proficiency, students with poor academic track records – the same breadth of opportunity. All CAS students are helped and encouraged to create their own individual curricula comprised of learning sites in the community, classroom-based work and college studies.

The City-As-School Internship/Resource Experience

The CAS approach offers a comprehensive model for bringing students into the changing world of work. Typically, CAS students follow programs that place them at resource sites 16 to 32 hours a week for an eight-week cycle in a four-cycle school year. These experiences are integrated with in-house classes, a required weekly seminar that supports the field experience, and the opportunity for concurrent enrollment in optional college courses. CAS students go out into the world, meet deadlines and work as part of real-life teams. They see the application of skills that they have learned and are able to distill the skills that they need.

In-House Subject Classes

- CAS provides in-house subject classes, a full range of guidance services, services to students with special needs, and a full inclusion program
- *CAS students may devise a program comprised of any combination of CAS's offerings*
- *CAS has a Credit/No-Credit evaluation system*

CAS maintains and develops strong relationships with area colleges and universities. CAS students can register for classes at John Jay College, Long Island University, New School, and Eugene Lang College. CAS students have shown an 85% pass rate in college level classes.

As an active member of the Performance Standards Consortium, CAS is collaborating with other high schools on the creation and implementation of authentic assessment tools.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

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

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

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

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

The school on a whole has viewed credit earning for disaggregate groups and analyzed trends. There had been no clear subgroups which performed less than any other. On a whole, males were initially less successful than females. But the gap narrowed after approximately one semester at City As. Of interest, our small special education group of students scored on a par in graduation rates with the general education students.

Our greatest achievement has been the reconnection of students to education. As a transfer school, our entire population consists of students who have not been successful at other educational settings. Through our high interest internship program, which puts the students in real world settings, students develop a confidence and maturity they may have been lacking. Then there is our strong advisory program which provides an almost familial base of support for student success. Students feel nurtured and cared: this translates into increased attendance and credit earning.

Many students, unfortunately come to City As School, close to 21 years of age. They are defacto over-aged and under-credited. The result is there is not enough time to bridge the trust and reconnection process before they age out of the NYC DOE system. We are trying to develop a more high speed track of extended day, credit recovery accompanied with career counseling to address this group.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal 1: Improve the understanding of student skills and needs through diagnostic tools and formative assessments. Through the development of more formalized assessments, students' academic and emotional needs will be identified upon entry to the school, providing for immediate intervention.

- Incoming students will take a diagnostic which will focus on specific skill areas necessary for graduation.
- A psychological profile will be used to identify emotional support needed for success, leading to earlier guidance intervention
- Formative assessments will document progress to mastery of the skills identified in the original diagnostic.
- These will be measured by an increase in credit earning, successful completion of the writing component at internships, and the completion of the graduation portfolio.

Goal 2: The development of regular and relevant professional development that meets the needs of students and staff. Allowing for professionals to participate in internal and external PDs will in turn lead to more effective teaching and learning skills to meet the needs of the students.

- Staff-wide professional development will increase in frequency to twice a month.
- Satisfaction surveys will be administered at the end of each quarter.
- As part of the teacher goal-setting process, there will be collegial meetings to define PD needs and plan to achieve.
- Teachers will be sent to appropriate outside PDs who then turn-key the learned techniques to increase internal capacity.
- As patterns of student needs develop and are recognized, PDs will be held to provide tools for teachers in addressing these needs.
- Staff will be made consistently aware of PD opportunities made available through the Network and DOE interventionists.

Goal 3: In accordance with our concept of student choice in their own program planning, the school will develop an additional 50 internship placements. This will provide for increased choices and variety of external learning sites.

- Based upon an analysis of incoming and current student needs, internship teachers will be assigned to develop internships in those credit areas.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The development of robust and relevant professional development that meets the needs of students and staff. Allowing for professionals to participate in internal and external PDs will in turn lead to more effective teaching and learning skills to meet the needs of the students.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>A) As part of the teacher goal-setting process, there will be collegial meetings to define PD needs and plan to achieve. B) Teachers will be sent to appropriate outside PDs who then turn-key the learned techniques to increase internal capacity. C) As patterns of student needs develop and are recognized, PDs will be held to provide tools for teachers in addressing these needs. D) Staff will be made consistently aware of PD opportunities made available through the Network and DOE interventionists.</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>	<ul style="list-style-type: none"> • Title 1 funds will be used to pay for outside PD opportunities and to pay PD consultants. • PD opportunities will be incorporated into regular PD days, bi-weekly afterschool sessions, and onsite/offsite at the request of teachers
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>We will be having bimonthly PD sessions with all staff members. After each cycle teachers will fill out self evaluations of the professional development workshop experience.</p>

All Subject Areas

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In accordance with our concept of student choice in their own program planning, the school will develop an additional 50 internship placements. This will provide for increased choices and variety of external learning sites.</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>A. Based upon an analysis of incoming and current student needs, internship teachers will be assigned to develop internships in those credit areas. B. Each internship teacher will develop at least 5 internships each to reach the minimal goal of 50 additional external learning experiences.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>The development of new internships is inclusive of the internship teachers' job responsibilities. TL funds will be used, when necessary, to pay for per-session if teachers are using time outside of the regular school hours to visit and set up these internships.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Every first Monday of the month, the Coordinator of the Department will inform the Principal of all new internships that have been developed by each internship teacher.</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								
10								
11								
12	43	N/A - Graduation Portfolio	N/A - Graduation Portfolio	N/A - Graduation Portfolio	12	8	15	683

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Small group instruction in preparation for the ELA, during the regular school hours. After school classes and one-on-one tutoring has been made available 2 days a week in all three sites.
Mathematics:	We belong to the Consortium and help our students graduate using Performance Based Assessments in place of the Regents Exams.
Science:	We belong to the Consortium and help our students graduate using Performance Based Assessments in place of the Regents Exams.
Social Studies:	We belong to the Consortium and help our students graduate using Performance Based Assessments in place of the Regents Exams.
At-risk Services Provided by the Guidance Counselor:	One-on-one contact is made available for the student throughout the day and after school and counselors have been incorporated into each seminar. Small group instruction has also been implemented into the regular school schedule.
At-risk Services Provided by the School Psychologist:	One-on-one contact is made available for the student throughout the day and after school and the psychologist has been incorporated into each seminar.
At-risk Services Provided by the Social Worker:	One-on-one contact is made available for the student throughout the day and after school and social workers have been incorporated into each seminar.
At-risk Health-related Services:	The implementation of the AIDS curriculum throughout the entire school. The availability of condoms and health-related information and referrals through the Health Resource Room.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

Section III. Title III Budget

School: _____ **BEDS Code:** _____

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Upon intake, students receive a questionnaire from the Parent Coordinator requesting parents' preferred language of communication. Thereafter, all communication with parents is in their language of priority.

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

There have not been any difficulties in communicating with parents in their language of preference. Native foreign language speakers on staff assist with the translation of material that is sent to parents and with verbal communication with parents.

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.

Written translation services are provided by in-house school staff. In recent years, we have not been presented with the need to use outside translation services, however, if in our assessing the request of our students' parents, the need to use outside translation services is found, we will use the services provided by DOE and be sure to provide all materials in a timely fashion for translation.

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.

Oral interpretation services are provided by school staff. On occasions where we have parents in attendance, such as Open School Conferences, Parents' Association, SLT, etc., we have staff members who are native foreign language speakers present. We also provide parents with a translator, if necessary, when communicating with school staff on occasions other than those planned.

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>.

Parents are provided with translators, as needed. If we are not able to provide a translator on-site, we will contact the perspective department at DOE to provide translation services to our parents

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$422,702	\$422,702
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$4,227	\$4,227
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Department of Education of the City of New York
CITY-AS-SCHOOL HIGH SCHOOL
Alan Cheng, Principal**

SCHOOL PARENTAL INVOLVEMENT POLICY PART I GENERAL EXPECTATIONS

City-As-School High School agrees to implement the following statutory requirements:

1. The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
2. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 1111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
3. The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
4. The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:
 - a. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - i. that parents play an integral role in assisting their child’s learning;
 - ii. that parents are encouraged to be actively involved in their child’s education at school;
 - iii. that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - iv. the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. City-As-School High School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:
 - a. Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings
2. City-As-School High School will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:
 - a. Parents will be interviewed as part of the school’s Quality Review

- b. Parent surveys will be a vital part of the School's Progress Report process
- 3. City-As-School High School will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - a. An evaluation will be conducted at 2 spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security.
- 4. City-As-School High School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph
 - i. the State's academic content standards;
 - ii. the State's student academic achievement standards;
 - iii. the State's and local academic assessments including alternate assessments;
 - iv. the requirements of Title I, Part A
 - v. how to monitor their child's progress and how to work with educators.
 - vi. The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - 1. providing Parent workshops and courses dealing with computer training
 - 2. Special meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners
 - vii. The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:
 - 1. Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.
 - 2. Teachers will have daily access to phone messenger automated system to allow teachers to communicate with parents in a regular and easy manner
 - viii. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities that support parents in more fully participating in the education of their children by:
 - 1. Involving parents in the regular activities of the school
 - 2. Involving parents in the Student of the Month breakfast assemblies
 - ix. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including

alternative formats upon request, and to the extent practical, in a language to parent can understand:

1. school letters are translated and ELL students are provided with native language letters of school events
2. Translation services information are posted in the school lobby in the appropriate native languages

Part III DISCRETIONARY SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS

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

Other activities may include:

- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conference at school; This is accomplished by offering guidance services to parents during evening hours.

PART IV ADOPTION

Department of Education of the City of New York
CITY-AS-SCHOOL HIGH SCHOOL

Alan Cheng, Principal

This policy was adopted by City-As-School High School on 10/09/2010 and will be in effect for the period of 2010-11. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 30, 2010.

(Signature of Principal)

(Date)

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Department of Education of the City of New York
CITY-AS-SCHOOL HIGH SCHOOL
Alan Cheng, Principal

Title I School-Parent Compact

City-As-School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

LIST ACTIONS

1. *City-As-School* will take the following actions to involve parents in the process of school review and improvement under Section 116
 - o Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - i. Convene an annual meeting for parents of participating Title I students, for the purpose of explaining the program offerings.
 - ii. Parents will be asked to volunteer to serve on a committee that will meet during the school year to help plan and review Title I programs.
 - iii. Provide parents with the opportunity to meet with Title I funded guidance councilors' and faculty to familiarize parents with the academic expectations and supports available to students, and make parents aware of the role parents must play in having children achieve proficiency levels.
 - iv. Jointly develop, with parents, a parent involvement plan that outlines how parents, staff, and students will share ideas, and outline responsibilities which will enable participating Title I students to achieve higher standards. This will be reviewed regularly at PTA and SLT meetings.
2. *City-As-School* will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs
3. *City-As-School* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
4. *City-As-School* will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
 - o The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - i. The State's academic content standards;
 - ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments;
 - iv. The requirements of Title I, Part A;
 - v. How to monitor their child's progress; and

- vi. How to work with educators.
- o *City-As-School* will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
 - i. *Distributing course outlines, etc. to familiarize parents with academic requirements.*
 - ii. *Evening workshops conducted by teachers and other staff as well as community based organizations.*
- o *City-As-School* will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
 - i. *Workshops will be conducted in conjunction with regularly scheduled professional development.*
- o *City-As-School* will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities which encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
 - i. *Having the Parent Coordinator serve as a resource for contacting these activities.*
- o *City-As-School* will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - i. *Translate all mailings as necessary.*
 - ii. *Identify preferred method of communication for parents and maintain up-to-date e-mail, postal, and phone information.*
 - iii. *Develop a uniform format for all mailings.*

Adoption

This policy will be adopted by *City-As-School* after modifications have been included after meeting with the School Leadership Team and will be in effect for the period of two years. The school will distribute this policy to all parents of participating Title I Part A children on or before October 30, 2010 in future years and soon after its adoption this year.

Principal’s Signature: _____

Date: _____ 10/09/10 _____

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

See Section IV, page 13.

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

English Language Arts Regents Preparation

All students at CAS must take the ELA Regents exam in order to graduate. Many of our students come to CAS without passing scores on the exam. We analyze the scores of all of our students each semester and place them into appropriate courses. Students who have passed the exam are encouraged to take English elective courses. Those who have not yet taken the exam are placed into ELA prep courses and those who have taken the test and have not passed are placed in special ELA courses with extended instruction during and after school hours. These students are also supported with additional mentoring services after school. Our English teachers also meet together weekly to discuss teaching strategies and content.

Research Paper Preparation

As a NYS Consortium school, our students are required to present a graduation portfolio. One element of this portfolio that we are examining in depth this year is the research paper. We planned meetings to help clarify the requirements of the paper, examine strategies to help students initiate authentic papers, developed specific courses to prepare students, and allocated time in the student schedule for internship coordinators to work specifically with their students on the research paper. We are also working across departments to engage internships coordinators and content area specialists to ensure research papers are substantial and connected to their internship.

Extended Time

This year we have also been able to implement extended day classes in our most needed subject areas of math, English, science and economics. These courses are offered after school and allow students to receive both remediation and acceleration. In conjunction with these courses

we are offering academic and counseling drop-in sessions four afternoons a week and on Saturdays.

3. Instruction by highly qualified staff.

All of our core courses are taught 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.

This year we are implementing biweekly professional learning community groups to engage in professional discussions about teaching and learning. These workshops allow teachers to exchange ideas within subject area teams and across disciplines. The topics of these workshops are teacher generated and the workshops themselves are teacher facilitated. These workshops are in addition to the case conferencing about students mentioned later in question 9.

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

We are fortunate to have a very experienced and stable staff of highly qualified teachers. The little turnover we do have is primarily due to retirement. We have a working relationship with Teachers College and New York University to recruit student teachers and a mentoring program in place for them. When the need arises we will hire the best student teachers out of that pool that fit the needs and culture of our school.

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

See Appendix II

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

N/A

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

We are continuing to review the results of the ELA exams and identify the skills that students need to achieve greater success on the ELA. We will also look at the number of students who produce satisfactory portfolio products, and identify the areas of their English work that need strengthening. This, in turn, will be shared with teachers to review their own curriculum so that they can align their curriculum with the Standards, along with the identified weaknesses. The continuous use of the Rubric put out by the New York Performance Standards Consortium will allow for teachers to continue evaluating their own class curriculums and for further addressing the needs of the students as well as better alignment with the State Standards.

We are supporting parts of the ELA through our school-wide curriculum in all academic areas, incorporating elements of the exam, such as note taking, research writing and listening skills into our regular teaching strategies. Teachers are provided with ELA material in all ranges, making it adequate to meet the needs of all learners. Teachers provide written outlines of all class lessons

and their alignment with the State Standards. This is verified by our high graduation rates on our alternative cohort, and supported by findings in our quality review.

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.

Our courses are taught in eight week blocks. We get together during the third and sixth weeks of each of those blocks as an entire staff to have student progress reviews. In these case conferences, subject area teachers, guidance counselors and internship coordinators engage each other in review student progress. We identify students who are struggling and come up with strategies to provide timely academic assistant to those students. These are followed up by mid-cycle progress reports and conference calls with parents. In addition, our teachers meet weekly within their departments to talk about identification and remediation strategies. Students identified are given extra advisory support and are given after school and Saturday school tutoring and school staff.

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.

Coordination of services and programs are done at bi-weekly school-wide cabinet meetings where we gather the coordinators of the guidance, advisory and internship coordinators. These decisions are reviewed with the school leadership team consisting of students, parents and teachers. Every effort is made to ensure that we are providing a comprehensive result to best meet the needs of our students.

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

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

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

0

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

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	High School M560 - City As School					
District:	2	DBN:	02M560	School		310200011560

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 4	0	0	0		64.4	62.5	61.3
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 8	0	0	0		26.2	48.1	50.0
Grade 9	0	0	0				
Grade 10	155	184	46				
Grade 11	253	312	259	(As of June 30)	2007-08	2008-09	2009-10
Grade 12	312	232	376		0	0	0
Ungraded	0	0	0				
Total	720	728	681	(As of October 31)	2007-08	2008-09	2009-10
					4	2	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	1
Number all others	98	70	74				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	44	44	46
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	21	21	15
# receiving ESL services only	5	12	TBD				
# ELLs with IEPs	1	2	TBD				

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

(As of October 31)	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	1	1	7

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	275	211	458	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	82.2	95.5	84.8
				% more than 5 years teaching anywhere	68.9	68.2	80.4
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	96.0	98.0	97.8
American Indian or Alaska Native	0.6	0.4	1.2		89.7	89.3	100.0
Black or African American	39.7	37.0	34.4				
Hispanic or Latino	40.6	39.6	40.1				
Asian or Native Hawaiian/Other Pacific	4.4	5.5	5.4				
White	14.3	17.3	18.8				
Male	49.4	47.8	45.5				
Female	50.6	52.2	54.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v		X	48
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	WD
Overall Score:	63.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	8.3	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	15.9	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	31.8		
<i>(Comprises 60% of the</i>			
Additional Credit:	7.5		

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 107	District 02	School Number 560	School Name City-As-School HS
Principal Alan Y. Cheng		Assistant Principal Joselyn Peña	
Coach type here		Coach type here	
Teacher/Subject Area Victoria Wallace, ELL		Guidance Counselor Maria Millan, Bilingual SW	
Teacher/Subject Area Jeanne Lanson, ELL		Parent type here	
Teacher/Subject Area Paula Presutti, Special Ed		Parent Coordinator Fran Nicosia	
Related Service Provider Maria Millan		Other type here	
Network Leader Nancy Scala		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	657	Total Number of ELLs	15	ELLs as Share of Total Student Population (%)	2.20%
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Part II: ELL Identification Process

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

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

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

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

As a transfer high school, most students entering City-As-School have already been identified as ELL students. Upon intake, the Admissions Coordinators at the 3 sites identify the ELL students by reviewing their transcripts, during their interview, and/or in evaluating their writing test given during this time. The AP will also run an RLER report on a weekly basis to identify any additional ELL students who have been admitted into the school. Once a student is identified, or suspected of possibly being an ELL student, they are immediately referred to the AP who will review the student's records for the Home Language Identification Survey. If there is not a Home Language Identification Survey on file, the AP will refer the student to the ELL teacher responsible for conducting the initial screening, and if necessary, administer the Home Language Identification Survey and LAB-R. The AP will also access an RNMR report on ATS to determine the already identified ELL students' level of proficiency. If the student is in need of ELL services based on the testing results, the student is immediately programmed for the necessary minimum amount of time required. The AP will also access an RNMR report on ATS to determine the already identified ELL students' level of proficiency and program those students for the minimum amount of time required. Once a student is identified as an ELL student, or a student who may need ELL services, the process of testing and placement is completed within 10 days.

Victoria Wallace, certified ESL teacher, has been identified as the pedagogue responsible for conducting the initial screening and administration of the Home Language Identification Survey and the LAB-R. If the native language is not one spoken by Ms. Wallace, she will seek the assistance of a staff member who speaks the native language.

Once ELL students are identified, the ELL teachers are provided with the students' LAB-R and NYSESLAT Exam History Reports. This allows for the ELL teachers to determine the students' level of proficiency and necessary minimum amount of time for related services. Any student who is suspected of needing ELL services but has not yet been officially identified is issued a Home Language Survey for parents to fill out.

The assessment test for ELL students (NYSESLAT) is administered according to state timelines during the month of either March or April. This exam is used to assess the ELL students' performance and allows our school to better program for the students' needs during the upcoming school year. Additionally, the school uses these exam results as it reflects and plans for improvement regarding our ELL program. Preparing for this exam is done both as part of the regularly scheduled ELL program, as well as during the before and after school tutorial modules.

Once a student has been identified as an ELL student, he/she is automatically assigned to one of the ELL teachers as his/her advisor. The advisor takes on the role of communicating with the student, addressing the student's needs, and reaching out to the family. When students are first admitted to the school, they are given a questionnaire for their parents/caretakers to fill out regarding their preferred language of communication. This information is provided to the advisors by the Parent Coordinator. From this information, the ELL teachers reach out to the parents/caretakers of the ELL students to explain the program choices available to their child. If they are unable to reach the parent, the Parent Coordinator or staff member who speaks the native language reaches out to the parent/legal guardian. It is expected that the Parent Coordinator will have made some contact with the family within the first 2 weeks of student identification. Parents are encouraged to reach out to the Advisors/ELL teachers at any time concerning their children's academic needs and/or concerns, particularly with their struggles as an ELL student.

The Parent Coordinator is responsible for the distribution of entitlement letters and Parent Survey. They are distributed during New Parent Orientation, at which time parents of all new students are required to attend. Those parents who do not attend are reached out to by the Parent Coordinator and Support Staff to discuss the distributions that will be mailed to them. After approximately 3 weeks, the Parent Coordinator provides lists of those students whose parents have not returned the distributions to the advisors. The advisors/support staff reach out to the families to remind them of the return of the forms as well as to address any issues they may have. Our ELL teachers are an essential part of communicating with the parents of the identified ELL students. They review the parent survey and program selection form during the student's first interview. At the New Parent Orientation, the ELL program, LAP policy and the orientation materials found in the EPIC School Kit are also presented to the parents and students. This includes viewing the video. The conference discusses the varying types of services provided to ELL students and their families. Parents are given the choice that best serves their child's need. This is reinforced in the form of letters that are provided to each parent of an incoming student. Letters are provided to parents in their native language as well. If necessary or requested, a one-on-one interview with the ELL teacher and native language translator is scheduled to assure both parent and student comprehension. This admissions conference also provides an opportunity to disseminate copies of the Language Allocation Policy to all our ELL families. This information is also provided to parents

during the first Parent Association meeting of each semester and speaks about methodologies used to assist children in English learning classrooms.

Over the past few years, of those parents who return the Parent Survey and Program Selection form, they have selected Free-Standing English as a Second Language programs for their children.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained											1	4	10	15
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	1	4	10	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	1
SIFE		ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	11

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	1			4			10			15

Total	1	0	0	4	0	0	10	0	0	15
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish												2	8	10
Chinese														0
Russian											1			1
Bengali												1		1
Urdu														0
Arabic														0
Haitian													1	1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian													1	1
Other													1	1
TOTAL	0	0	0	0	0	0	0	0	0	0	1	3	11	15

Part IV: ELL Programming

A. Programming and Scheduling Information

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

As a transfer school, we have never had a SIFE level student apply to City-As-School and we have never encountered newcomers, or students who have not completed a minimum of 2 years at another high school.

As the ELL population has grown over the past few years, the pull-out model has been changed to self-contained classes. As is the practice of the school on a whole, the classes are ungraded and mixed proficiency levels. The mandated number of instructional minutes is determined by the results of students' last LAB-R/NYSESLAT scores on record. Those students who score at the Advanced level are officially provided with a minimum of 180 minutes of instruction per week. Those students who score at the Intermediate level are officially provided with a minimum of 360 minutes of instruction and those students who score at the Beginning level are officially provided with a minimum of 540 minutes per week.

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

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

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

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

Native Language Arts and Native Language Support

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



50%			
25%			
		Dual Language	
100%			
75%			
50%			
25%			
		Freestanding ESL	
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

The program of study is aligned with New York State's ELL and ELA curriculum and reflects the state's learning standards through instructional practices and proper use of acceptable learning materials such as texts. We currently have 2 certified ELL teachers and 13 identified ELL students. Our ELL students also enjoy student centered learning approach, the ability to complete many class requirements using a research based "presentation" method. This allows them to collaborate and produce a presentation or project that reflects the material being learned in each academic class. Computers in the library and an extensive computer lab allow our ELL students to access the internet and produce work that is professional and research-based. Our history indicates that all ELL students who graduate earn a regular NYS Regents diploma.

All support and instructional programs available for ELL students and Special Needs students are available for students identified as both

ELL and Special Needs. Within this program, parents, guidance counselors, related service providers, ESL teachers and Special Education teachers collaboratively work toward providing the identified student with the instruction and educational support necessary to be successful within the ESL and Regents curricula. Some strategies include academic intervention services, one-on-one tutoring, counseling and collaborations among all content teachers.

Our ELL teachers not only provide professional development in best practice ELL methodologies but also works collaboratively with each of the content area teachers on lesson development and assessment materials. This collaboration assists our ELL group as a whole but more importantly initiates discussion and support for students individually. All instruction is provided in English.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

We focus some of our yearly professional development for all staff on best practiced ELL strategies and methodologies. The PD is provided via in-house conferences and outside opportunities available for the ELL teachers. The minimum 7.5 hours of ELL training for all staff is provided through these conferences. Aside from scheduled PD, ELL teachers make themselves available to meet with other teachers regarding best practices Cross-curricula.

E. Parental Involvement

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

A group of students are presently working on developing a school newsletter. This newsletter will be translated into the preferred languages requested by the parents of the students. The newsletter will provide parents, students and staff with pertinent school information, volunteer opportunities, dates of parent meetings, dates of after school activities and will highlight student achievement. The Parent Coordinator holds monthly parent meetings with translators present, and all school letters will be made assessable to the parents in preferred languages. Our ELL teachers are an essential part of our school's admission team and are immediately referred any students who are ELL identified. Common practice throughout the school includes reaching out to parents to identify their concerns and needs as a parent of an ELL student.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

Beginner(B)															0
Intermediate(I)												2	5	7	
Advanced (A)											1	2	5	8	
Total	0	0	0	0	0	0	0	0	0	0	1	4	10	15	

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

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

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

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	15		9	
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

A review of the data on patterns indicates that most of our ELL students have achieved a high proficiency rate, with many having just about completed preparation. However, we are fully aware that our students are more deficient in the areas of reading and writing. Therefore, it is necessary that our instructional planning and focus promote activities that are active and engaging for all students, and are based on promoting Reading comprehension and writing skills. In addition, our students graduate through a Portfolio Assessment – we are exempt from all Regents except the ELA. ELL students complete the pieces of the Portfolio the same as any other City-As-School student. 9 of the 15 identified ELL students took and passed the ELA Regents.

Additional Information

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

City-As-School High School is pleased to present a comprehensive approach to our English Language Learning program. Through early identification of students, collaborative planning and preparation, guidance support services, content area courses infused with ESL methodologies and parent involvement, our school is working diligently on assisting all students as they progress toward completion of their high school diploma requirements. Each component of our school, (Parents, Students, Faculty and the School Leadership Team) is involved in the development, implementation, and assessment of City as School's ELL program. We are committed to providing quality instruction to all our students.

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 02M560

All Title I SWP 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:		\$422,700	\$422,700
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$4,227	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school

and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

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

3. Instruction by highly qualified staff.

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

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

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

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

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

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

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

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

Explanation/Background:

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

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

code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal	✓			\$418,473	✓	28-30
Title II, Part A	Federal						

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.

Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	✓			\$3,182,564	✓	