



CASCADES HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 01M650

ADDRESS: 198 FORSYTH STREET NEW YORK, N.Y. 10002

TELEPHONE: 646 654-1261

FAX: 646 654-1742

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 650 **SCHOOL NAME:** Cascades High School

SCHOOL ADDRESS: 198 Forsyth Street New York, New York 10002

SCHOOL TELEPHONE: 646 654-1261 **FAX:** 646 654-1742

SCHOOL CONTACT PERSON: Paul Rotondo **EMAIL ADDRESS:** Protond@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Erin Duffy

PRINCIPAL: Paul Rotondo

UFT CHAPTER LEADER: Cynthia Jung

PARENTS' ASSOCIATION PRESIDENT: Karen Cox – Griffin

STUDENT REPRESENTATIVE:
(Required for high schools) Jomo Rose

DISTRICT AND NETWORK INFORMATION

DISTRICT: 01 **CHILDREN FIRST NETWORK (CFN):** 108

NETWORK LEADER: Sumita Kaufhold

SUPERINTENDENT: Elaine Gorman

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Paul Rotondo	*Principal or Designee	<i>Paul Rotondo</i>
Cynthia Jung	*UFT Chapter Chairperson or Designee	<i>Cynthia Jung</i>
Karen Griffin	*PA/PTA President or Designated Co-President	<i>Karen Griffin</i>
Adrienne Cheverez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	<i>Adrienne Cheverez</i>
Jie Li	DC 37 Representative, if applicable	<i>Jie Li</i>
Chelsea Soto	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	<i>Chelsea Soto</i>
Jomo Rose		<i>Jomo Rose</i>
Nadine Evans	CBO Representative, if applicable	<i>Nadine Evans</i>
Erin Duffy	Member/ Teacher	<i>Erin Duffy</i>
Claire Sheehan	Member/ Teacher	<i>Claire Sheehan</i>
Luis Lugo	Member/ Parent	<i>Luis Lugo</i>
Trina Barr	Member/ Parent	<i>Trina Barr</i>
Juliet Johnson	Member/ Parent	<i>Juliet Johnson</i>
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Cascades High School was established in 1999 as an Alternative, Transfer high school for “at risk” students between the ages of 17 and 20 who have at least 15 credits. It is located on the third and fourth floor of a building situated on the Lower East Side of Manhattan adjacent to the Chinatown community. Our diverse student body is drawn from students who have chosen to attend Cascades High School after having experienced difficulty adjusting to the traditional learning environment found in many large New York City Comprehensive High Schools. The shared commonality for all of our students is that they are over age and under-credited and want to complete requirements for a high school diploma.

The student body is served by 22 professionals and support staff, including one (1) principal, (1) assistant principal, (13) teachers, one (1) guidance counselor, two (2) secretaries, (1) computer technician and three (3) school aides. Of the 13 teachers on staff, 86% have more than 5 years teaching experience, and 81.8% hold a Masters Degree. None of the teachers is in their first year of teaching.

Cascades has been approved to offer a multiple session school day which allows us to add additional course offerings through a zero period class. This extends our minimum school day to six hours and fifty minutes and will allow students to schedule up to nine classes each semester.

SWP – TITLE I and Conceptual Consolidation of Funding Sources

Cascades High School is an approved Title I School Wide Program (SWP) and as such, we offer a wide range of support for all our staff and students. Based on a comprehensive needs assessment regarding student achievement and state standards, Cascades plans to implement school wide reform strategies designed to provide all students with additional support to meet State standards for graduation. The use of Title I SWP funding will be aligned with guidelines as to provide the following, 10% for “push-in / pull-out” teacher services, 5% to support the highly qualified teachers program insuring all fully licensed teachers are serving students. Additionally, one percent (1%) of the funds will provide for parent support while 80% will be used for direct student support services.

These funds will be co-mingled with Tax Levy funding and Title I ARRA funding to provide direct support services to all our at risk students. These funds will allow for instructional initiatives such as the following:

- Smaller than City Average class sizes
- Professional Development and support of a highly qualified instructional assistant principal
- Courses that integrate counseling and at risk counseling for all students

Using our consolidated funds allows our school to take the neediest students; those identified as over age and under credited, or at risk of dropping out of high school, and upgrading an entire educational

program so that we can improve the academic achievement of all our students. Since each of our transfer students has experienced the “Lowest Achieving” category in prior school(s) we are comfortable to note that each of our efforts is designed to affect change among the neediest of students. Through the use of IDEA funding we can provide this supportive education to those students who are identified as having a learning disability and ensure that our educational programs meet the individual need of each learner.

English Language Arts

Current strategies at Cascades for improving instruction and student performance in English language arts (ELA) have been initiated through the use of the school’s Inquiry Team. These efforts are extensive and have been on-going. Efforts include offering double period instruction in ELA for Regents courses (English 5 and 6). Additionally, eleventh and twelfth grade students identified as at-risk of failing the Regents are provided with Academic Intervention Services. These services are scheduled as part of both regular school pull-out classes and after-school skills and Regents preparation workshops. All teachers, including teachers of both English as a Second Language (ESL) and Special Education students receive monthly in-school professional development to support them in incorporating comprehension strategies into their daily lesson plans.

Mathematics

Currently strategies for improving instruction and student performance in mathematics include professional development dedicated toward teaching Integrated Algebra and Geometry. We will once again use the part-time services of a Mathematics Coach to assist both students in need and teacher professional development. Cascades will continue to utilize the Prentice Hall Math curriculum while planning for future changes in coursework. By using a push-in Math Coach, Cascades provides additional instructional time for students who have not yet taken or been unsuccessful in passing the Mathematics Regents examination.

Science

The purpose and focus of science education at Cascades High School is to provide an intensive standards-based instructional program with academic intervention services that will provide our students with necessary skills and support in adapting to an increasingly complex scientific and technological world. Students are given opportunities to model scientists’ methods of investigation through a minimum of 1200 minutes of “hands-on” laboratory experiences, which incorporate scientific thinking processes. Courses include Living Environment, Chemistry, Earth Science, Forensic Science and Introduction to Anatomy and Physiology.

Social Studies

Cascades High School will continue to provide an intensive standards-based instructional program with academic intervention services in social studies that will provide our students with the necessary skills and support to achieve responsible citizenship. Students are given opportunities to investigate historical concepts through research projects. Courses include Global, United States History and Government, Economics and Financial Literacy.

Instructional Technology

Technology will continue to be infused into all curricular areas through the use of both in-class computers as well as mobile laptop computer labs. Students will have multiple opportunities to use technology to demonstrate and support their learning. A school web-page exists which provides students and parents with school and class information. Our technology plan to provide more computer availability for both instruction and student use will continue in the current school year.

Physical Education

A physical education program is offered to all Cascades High School students. General physical education classes will be supported with additional opportunities for students to become involved in team sports. Cascades High School is committed to exploring multiple methods of delivering physical education credit through classes that meet student interest. We are planning to begin offering Physical Education through classes that include weight-training and physical fitness. To support additional physical education opportunities, Cascades has leased the use of afterschool space at the Chinatown YMCA.

Academic Intervention Services

Academic intervention services are provided to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, attendance and social studies. Although the intensity of services provided vary, based on the individual needs of students, all students deemed to be at-risk, including students in special education and English language learners, will receive appropriately targeted services.

Special Needs

It is the goal of Cascades High School to provide all Special Needs students with Individual Education Plans (IEPs) access to a program of study, which follows the New York State Standards and law. Cascades High School offers Special Education Teacher Support Services (SETSS) to students whose IEPs specify this as an appropriate service. We also incorporate Transitional services within weekly small group meetings and individual counseling sessions.

English Language Learners

Cascades High School has a free-standing English as a Second Language (ESL) program for English Language Learners (ELLs). Students are placed in appropriate level classes based on their New York State English as a Second Language / Language Assessment Battery –R (NYSESLAT/LAB-R) score. Students identified as advanced (A) receive 1 period of ESL and 1 period of ELA per day. Students with level (I) English proficiency receive 2 periods of ESL per day. Students with level (B) English proficiency receive 3 periods of ESL per day. The ELL department works closely with the English department to ensure that our ELL students are familiar with the scope, content and format of the English Language Arts Regents Examination.

Professional Development

Professional development is coordinated by a professional development team, which includes the principal, assistant principal, United Federation of Teacher's (UFT) chapter leader, and teachers, who work together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, and assessing teachers' needs for professional development. The team meets regularly to reflect and refine school-based practices and update the professional development plans.

Parent Involvement

Cascades High School recognizes that parent involvement is crucial to the success of our students. Accordingly, we will continue to develop and strengthen relationships between the school and parents through our parent coordinator as well as through increased outreach from teachers, the college advisor and support staff. We have been and will continue to orient parents to our school during the admissions process. During the upcoming school year, Cascades will offer parent workshops both during and after-school hours. Some parental involvement opportunities will be funded through the use of Title I SWP monies.

Arts

Our Arts education program is provided to students through both an electronic arts course as well as the infusion of arts into our content area courses. We are supported in this effort by our collaborations with M.O.M.A. (Museum of Modern Art) which provides courses for students interested in the performing arts and places a teaching artist into our multi-media art classes. Additionally, an after-school arts course will be offered to the students during the school year. This year the school will also explore the use of an after school music program offered by 3rd Street Music School.

Collaborations

Cascades High School maintains collaborations with Union Settlement, MOMA, Smart-works, YMCA and the Third Street Music School. Counseling services are provided through a collaborative with Columbia University. College advisement and financial aid assistance, career exploration, tutoring and other guidance services are supplemented through an in-house collaboration with Union Settlement.

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:	Cascades High School				
District:	1	DBN #:	01M650	School BEDS Code:	310100011650

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					66	70.3			
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					71.8	58.4			
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					64.6	63.8	76.6		
Grade 8									
Grade 9	17	9	6	Students in Temporary Housing: Total Number					
Grade 10	134	70	50	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	39	59	64		9	9	3		
Grade 12	24	77	106						
Ungraded	214	215	226	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total					7	3	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	2		
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	2	0	0		
Number all others	8	15	11						

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes				Early College HS Participants	0	0	0
# in Dual Lang. Programs							
# receiving ESL services only	16	14	9	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	14	16	13
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	10	9	10
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	0
	97	41					
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.00	100.00	
American Indian or Alaska Native	0	.5	.4	Percent more than two years teaching in this school	78.6	68.8	
Black or African American	32.7	33.0	39.4	Percent more than five years teaching anywhere	78.6	75.0	
Hispanic or Latino	56.5	56.7	52.7				
Asian or Native Hawaiian/Other Pacific Isl.	7.9	4.2	3.5	Percent Masters Degree or higher	100	94.0	
White	2.8	5.6	3.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	82.4	92.4	
Multi-racial	N/A	N/A	.2				
Male	40.6	34.4	38.5				
Female	59.4	65.6	61.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<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			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate**	
All Students	√	√		√	√	√	53
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				3	3	1	

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	82.9 A	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.2 A	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.4 A	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	45.8 A	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.5	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?
-

Cascades High School's distinctive quality resides in its personal approach to each child's education. Our success rests in our ability to individualize our graduation plans and "backwards plan" every student's path to graduation. We meet our students on a one-to-one basis and we provide them with the support, instruction and encouragement necessary for success.

Most students enter Cascades having experienced a larger traditional educational experience. They arrive looking for a school that can provide individual support, quality education and re-cooperative academic programming. Cascades High School provides just such an academic setting. We are proud to embody the principles of the youth development initiative and do so within a rigorous Regents curriculum. What distinguishes Cascades from other schools is evidenced in those principles that underpin our educational policies and practices. The Youth Development Initiative Principles are: Challenge Every Child Academically, Believe Every Child Can Do Well, Develop Student Efficacy, Stand With and Support Every Child Unconditionally. Our collective vision is to develop a school in which every child is supported, taught, academically challenged and treated as if they were our own children.

Past Accomplishments

Since February 2005, Cascades High School has undergone a significant transformation. The school which was to close that year, adjusted its administration and educational focus and has been successful in its efforts to become a model school for high school transfer students. Our comprehensive needs assessment in 2006 found deficiencies in the following areas: insufficient or no textbooks existed in school classes; poor student and teacher attendance; no guidance services; no secretary; no instructional supervisory staff; rampant student "cutting" and as mentioned safety and security occurrences. Additionally, extra curricula activities were non-existent and parental involvement was negligible. To date, these deficiencies have been successfully addressed and Cascades is proud to have earned its way into a NY State Education Department Status as "a school IN GOOD STANDING." Equally as important is the fact that Cascades has earned the grade of "A" on the NYC report card for the past two school years.

These accomplishments were effected through a reform plan that examined school and student data while maintaining an individual approach to each child. What we found in our qualitative analysis are the following trends:

Students transferring to Cascades High School come from an average of two prior high schools. They arrive with a variety of academic deficiencies, which all can be categorized as over age and under credited for the grade and classes to which their peers have progressed. While at Cascades these students earn on average six credits per term and 12 annually. Our overall strength lies in the ability of our staff to work with students and maximize the number of successfully completed courses thus improving an overall student performance category.

Each of our students, aside from being placed into “credit at entry” groupings, is also placed into categories that are appropriate for that child. Categories which include, Male / Female, Grade Level, Socio-Economic Status, Ethnicity Group, Special Needs and English Language Learners. A quantitative analysis of this data has indicated the following:

In English Language Arts, each category of students has achieved a performance index greater than the Effective AMO. This level of success indicates that the class work, support efforts and curriculum in place, have been effective in meeting the needs of our incoming students.

For Mathematics our analysis changes slightly. Although each group has achieved a performance index greater than the Effective AMO, the margin of success indicates is much smaller a number than those seen in English Language Arts. This indicates that efforts must be improved to assist students in the content area of Mathematics. An analysis of students’ Mathematics skill levels was conducted this year and has indicated that there is a need for the school to infuse basic mathematics skill courses into each school day. Identification of students in need and early intervention was decidedly the key method needed to address this concern.

As for the Graduation Rate of Cascades High School the analysis indicates that we will not make the State Standard of 80% in any category of student. Additionally, the only category to meet the progress target was the category of Black or African American students. To address this issue the school is making every effort to maximize the number of students successfully passing course work as well as Regents’ exams. We fully recognize that this issue will be a difficult task given the fact that all our students have fallen off track for graduation and must now be put back onto track in as fast a method as possible. Working with transfer students who have become over age and under credited for grade is this school’s passion and mission. However, getting those students to meet rigid graduation requirements in a four or five year time frame from grade nine entry, leaves little room for both the student and the school to recover from past deficiencies which were not met in prior schooling.

To address these quantitative data trends we have initiated and developed the following:

Highlights of Reform:

Professional Development / Academic Support: Cascades has updated and purchased current and up to date textbooks soundly based in educational standards and Regents level curriculum. We have infused the development and use of enhanced instructional technology into each room and every class. We have and will continue to provide professional development programs focused on teaching and learning, differentiated instruction and meeting the academic needs of “at risk” students. Professional Development in the past year has focused on course planning, Understanding By Design and

“backwards planning”. These efforts have improved the school’s overall academic expectation and rigor.

Throughout this school year, professional development will include a critical lens focus on the Teaching National Core Standards, the Continuum of Teacher Development, Best Strategies for teaching English Language Learners and children with Special Needs, Using Active Engagement Activities in the Classroom, Enhancing the use of Instructional Technology and Ramapo Classroom Management Skill Building for Classes with “At Risk” students. Key professional development areas will also include data performance initiatives and the use of the various on-line and in-house systems designed to form better instructional plans.

Student Support Programs: The distinctiveness of this school’s student support programs can be evidenced in our development of a comprehensive social and academic support system. We initiated a complete process of developing individualized plans for every student. This past year we included the use of a part time guidance position designed to assist in the overall assessment and programming for our students. We developed and initiated a comprehensive intake process that addresses student, parent and school issues. We developed and implemented a Critical Adult Program focused on students identified as in need of attendance and academic support. In addition, we have initiated a Learning To Work component within our school. This provides community involvement, college and career counseling, vocational experiences and most importantly, additional critical adult partners for our students. Counseling has also been expanded to include and College and Career Counseling. Last school year we added an F status Guidance Counselor to our staff to assist with the individualized planning for each of our students. Counseling services are also supported by the use of the LYFE Center Social Worker when situations arise. Counseling activities include individual meetings, small group meetings, full assembly workshops, faculty workshops, college and career trips, leadership clubs and parent workshops. Highlights from the year include:

- Expanded Guidance Services to Students including expanded advisory program
- In-school and after school academic assistance courses
- In-school and after school tutoring
- Out of School Tutoring Assistance (CBO tutoring and prep classes)
- Course / Credit Opportunities Expanded to include teacher guided On-line Learning and Regents Preparation classes, Extensive Course Study Programs and diagnostic assessments such as performance assessments and Acuity.
- Differentiated Instruction for all students and classes.
- Assistance classes provided to targeted / disaggregated sub-groups of students such as Inquiry Students, English Language Learners, and Special Needs Students.
- Student Teacher Progress Report Days Each Marking Period
- Bi-Weekly Student Progress Reports
- Community Based Organization Support Programs
- College Trips
- Internships for Career Exploration
- Substance Abuse Counseling and Prevention Programs
- In School College Fairs
- PM School Additional Credit opportunities
- Drama / Playwriting Activities
- Yearbook and Art Activities

Extracurricular Activities, Parent, Community Involvement and School Spirit: Accomplishments in the area of activities and involvement include programs designed to enhance the level of involvement for students, parents and community members. Student interest assessments have helped us develop a leadership club, student government, technology crew and for the first time in school history a PSAL Boys Basketball team. With improved communications, the improvement of parent coordinator activities and outreach efforts the school is proud to boast of a large improvement in parent involvement. Enhanced communications with parents, students and families included Student Performance Days and Daily Email notifications to parents concerning critical information such as attendance and student performance updates. Activities for students, parents and families include an active School Leadership Team, workshops on Personal Financial Management, Graduation Requirements and College Applications. Workshops are presented to all constituencies and are key to our Parent Association monthly meetings. Community Involvement has also included the following groups: M.O.M.A., New York City Parks Department and Union Settlement's Learning to Work Program. To better assist with communications this year we have codified our efforts in a newly developed parent / student handbook which contains valuable information for each family.

Highlights from the year:

- Student Parent Handbook Development
- Email Notification System
- Expanded Parent Workshops and Programs (Including Weekends)
- Drama and Playwriting Activities
- Advisory Groups (Expansion and Support)
- Community Based Organization Involvement Expanded: Union Settlement Programs
- College and Career Fairs and Trips
- Daily Communication with Parents and Home Visits where necessary
- Spirit Days
- Student Government / Leadership Groups and Activities
- Yearbook Development Groups
- Awards Nights and Prom

Current School Initiatives:

- Day and Evening Monthly Parent Workshops
 - Financial Management
 - College and Career Exploration
 - Financial Aid for College Process
 - Understanding Your Child's Transcript
- Academic Assistance Programs With Union Settlement (CBO)
- Parent – Student Handbook and Translations
- Parent – Teacher Conferences
- Parent Email Notification Program
- Parent Coordinator Progress Update Program
- E-chalk Student Progress and Notification Website Students and Parents
- College and Career Building-Wide Fair
- Automated telephone messaging system called School Messenger

Operational Systems: Achievements within the operational field include the development of policies and practices designed to enhance the school's daily operations. The development of faculty and staff

handbooks, admissions policy, purchasing and procurement policies, payroll policies and student data collection systems have led to a complete operational change. Highlights for the year include:

- Student Parent Handbook developed and translated into English, Spanish and Chinese
- Uniform Referral Sheets for Special Needs Issues
- Student Referrals for counseling concerns
- Email and Website Information Sharing (for pertinent student info and advisory concerns)
- Referral Sheets for Shared Student Data
- DATA Resource Room for teachers to access student data

Challenges or Barriers to School Improvement:

Although we celebrate the NYC Department of Education's school progress report grade of an "A" coupled with a "well developed" quality review score, we remain cautious of the quantitative methods used to calculate progress for school's whose mission remains to work with non-traditional and "off track" students. A remaining barrier for students, teachers, parents and staff must be the complicated and confusing method used to measure and communicate transfer school progress using State methods of accountability.

For instance, on April 20, 2010 it was announced that our school did not meet the Graduation Rate Requirement as measured in the New York State Education Department's School Report Card, yet no less than three weeks prior the school received a letter grade of an "A" from the New York City Department of Education. To a parent, this must be confusing; as an educator it is disheartening. One factor which is a significant challenge can be found in understanding that students enter a transfer high school at any time throughout the school year. When State goals are set at the end of each school year they are based on how well the current student group performs. What is not understood is that most of these children will graduate and or exit the school by June. Cascades High School which holds a register of 210 students will open each September with approximately 100 students and by November will have a register with no less than 120 to 150 new students. Thus making progress target goals unrelated to the new group of students which comprise approximately 55 - 60 % of the school register. A better value added methodology must be used to determine student progress, especially for transfer students. There must be room available to allow for students who have fallen off the educational track to learn from their mistakes and recover without having to be held to accountability standards that suggest every student learn at the same rate and within the same time frame. Misunderstanding this and holding both schools and students accountable for it remains the most significant barrier to success for this transfer high school.

Other challenges to success include:

1. ATTENDANCE – STUDENTS

The second school concern regards attendance. Sporadic attendance on behalf of both students and staff has proven to be a major factor in poor overall student performance. This lack of educational continuity undermines the ability of most students and teachers to be successful in either credit accumulation or passing percentages in Regents exams. Although the following data table quantifies the students' year to date attendance, it must be recognized that individual student attendance progress is remarkable when compared with that of attendance records from the student's original high school.

School Year	Student Average Attendance
2004-2005	64%
2005-2006	64.2 %
2006-2007	70%
2007-2008	68%
2008-2009	70%
2009-2010	71%

Current Attendance Improvement Initiatives

We recognize that student attendance is an on-going and critical issue. This is why we continue to focus on student attendance and maintain its designation as a challenge to school improvement. We review the attendance daily, weekly, monthly, bi-annually and annually. Individual supports are put into place for students as needed and school wide initiatives are developed based on trends. Some of the current initiatives include:

- Good Attendance Award Ceremonies
- Attendance Competitions (Men V. Women)
- Celebratory Attendance Luncheons
- Trips and Gifts
- Home Visits
- Adult Advisors
- Outreach letters
- Morning Wake-up Calls
- Email Parent Notification Program
- Quarterly Semester Progress Days
- Morning, Afternoon and PM Home Telephone Notification Program
- Failure is Not an Option Program

We are proud of the hard work we have done at Cascades and applaud the students and staff who have dedicated themselves to understanding the data trends, addressing the educational deficiencies and believing in our children.

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 Number 1	
Goal:	To improve the overall number of students graduating from Cascades High School. Cascades will improve our 6 year graduation cohort rate (K) by 1% thus bringing our cohort graduation rate to 62% by June 30, 2011.
Measurable Objective	For the school year ending 2010, Cascades’ Graduation Rate for the 6 year cohort (J) was 61%, For 2011, Cascades will improve our 6 year graduation cohort rate (K) by 1% thus bringing our cohort graduation rate to 62% by June 30, 2011.
Justification of Progress Target:	As a transfer high school with open and rolling admission, there is no substantial base of students that moves from Junior to Senior year in June. Thus, a promotion from one grade level to another is not a great attribute to use when estimating a goal for next school year. Students appear from sending high schools and dropout programs in a wide array of academic stages and in large numbers generally between July and November. Therefore students are targeted upon entry into Cascades by groupings such as “age” or “credit upon entry”. Although we manage these disaggregated groups well throughout the students’ time at our school, the system’s ultimate statistical evaluation of a school is graduation. As such, we intend to improve our graduation numbers each year. To provide this goal it must be understood that although moving a group of over aged and under credited students to achieve graduation within one or two years is challenging, improving that number each year by 1-2 percent when you are unsure as to what the students will need until November 1st is very ambitious.

Goal Number 2	
Goal	A leading indicator of student achievement is credit accumulation. This is particularly true in a transfer high school, whose mission is to work with over-age and under-credited students. Our goal is to improve the number of credits a new student earns compared with those earned in the traditional school. Cascades will improve this credit accumulation rate by 1 credit taking the total number of average credits earned in one semester to 6.
Measurable Objective	The average number of credits earned for students in 2008-2009 during a single semester in Cascades was 6.0. Of the students enrolled in Cascades by October 31, 2010 the average number of credits earned was 5.0. Cascades will improve this credit accumulation rate by 1 credit taking the total number of average credits earned in one semester to 6.
Justification of Progress Target:	The key to understanding individual and school-wide improvement at a transfer high school lies within the school's ability to support and improve student credit accumulation rates. Students who manage to pass and earn credits while in school are more likely to finish high school graduation requirements. At Cascades, we have been maximizing our students' credit accumulation rate. To improve this number is a very challenging and it directly impacts each class, each teacher and every student.

Goal Number 3	
Goal	Cascades HS is a "transfer High School" whose mission is to work with "at risk", low achieving, over aged and under credited youth. Our second goal is to re-engage disconnected youth by improving student participation in school. Cascades will improve the student attendance percentage 2% for the 2010-2011 year, thus, bringing the average to 71%.
Measurable Objective	The average overall student attendance percentage recorded by the Automate The Schools (ATS) system indicated an overall student attendance percentage of 69% as calculated on June 30, 2010. Cascades will improve the student attendance percentage 2% for the 2010-2011 year, thus, bringing the average to 71%.
Justification of Progress Target:	In any attempt to improve school statistics, or to improve the lives of our children, participation in active learning is a must. Attendance, therefore, is the ultimate foundation on which course credit, learning and promotional development hinge. Transfer students have already disengaged from this process and have for a long period of time, removed themselves from school. Student absences. have been, will continue to be and will always be the most challenging obstacle in the way of student progress and school-wide success. To improve attendance is to move the entire school,

	students, teachers and programs in the right direction. Thus, a two percent push is a large improvement goal for our school.

Goal Number 4	
Goal	To improve parental engagement. (A value factor within our Learning Environment Survey) Cascades High School will record an increase in parental involvement through the use of the ARIS Parent Link and creation of a new interactive school web-site bringing the average number of parents participating in school functions to 25 as compared to 10 from the 2008-2009 school year.
Measurable Objective	Cascades High School will record an increase in parental involvement through the use of the ARIS Parent Link and creation of a new interactive school web-site bringing the average number of parents participating in school functions to 25 as compared to 10 from the 2008-2009 school year.
Justification of Progress Target:	Parents and school personnel are essential members of a team that supports each child's effort as they work to complete high school requirements. Parent involvement on this transfer high school level is challenging. To increase parent involvement in a school whose students have previously disengaged from school is a worthy and challenging goal.

SCHOOL GOAL ACTION PLANS:

Goal 1: All Subjects

To improve the overall graduation rate for Cascades High School.

Subject/Area (where relevant):

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	For the school year ending 2010, Cascades' Graduation Rate for the 6 year cohort was 61%, For 2011, Cascades will improve our 6 year graduation cohort rate 1% moving the cohort rate to 62%.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> ▪ Establish an admissions process that registers students in Cascades High School in a timely fashion prior to October 31, 2010. ▪ Develop and implement a Guidance Team to review and conduct a student needs assessment. ▪ Create an individual graduation plan for every student. ▪ Backwards design each student's Master Course program to meet student needs rather than school design. ▪ Design and implement supplemental assistance plans such as PM School, Independent Study, AIS Courses and small group tutoring opportunities. ▪ Target sub groups of students for additional supports such as

	<p>Special Needs, ESL, Hispanic students etc.</p> <ul style="list-style-type: none"> ▪ Create a PPS team to meet weekly and review individual student progress. ▪ Establish individual student progress meetings conducted quarterly with teachers and each semester with a guidance counselor. ▪ Provide additional support personnel using community collaborative and part time support experts. ▪ Responsible staff will include a Guidance Counselor for Academic Verification and programming, Assistant Principal for supervision of student and staff performance and principal for overall student completion rates and progress toward goals. ▪ Quarterly progress evaluations will be conducted throughout the school year with mid-year evaluations taking place in the beginning of the Spring Semester. Final evaluation will be conducted on June 30.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ▪ STAFF: 4 hour school aide to manage, organize and monitor effective intake process (14,500 Tax Levy) ▪ STAFF: Part Time Guidance Staff to assist with student needs assessment, backwards program development and individual student plan development. (\$13,000 Tax Levy and Contract for Excellence Funding) ▪ STAFF: Increase support efforts by increasing number of support adults providing services to students such as CBO's LTW youth development counselors, (Grant Funded through Office of Multiple Pathways to Graduation) ▪ PER SESSION: Teacher per session to provide PM, Credit Recovery and tutoring classes. (\$62,000 21st century Grant) <ul style="list-style-type: none"> a) MEETINGS: Establish weekly PPS and progress meetings to conduct needs assessments, program development and support or intervention strategies. b) Establish school progress report days during which teachers discuss individual student performance and how students can improve progress toward meeting their goals.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ Completed individual graduation plans. ▪ Cohort data groups and progress monitoring binders. ▪ PPS team meeting agendas. Reviews of data done on a weekly PPS meeting basis and by administration at the conclusion of each semester. <p>Data report using ATS data indicating graduation rate for all students on register as of October 31, 2010. Projected gains include an increased number of students meeting State graduation requirements to 42 as compared to 40 from the prior school year. Mid-year evaluation and quarterly reviews will measure progress toward our over-all goal. Final Evaluation date will be June 30.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

GOAL 2: To re-engage disconnected youth and improve student credit accumulation.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The average number of credits earned for students in one semester during 2009-2010 was 5.0. Of the students enrolled in Cascades by October 31, 2010 the average number of credits earned will increase to 6.0 when compared with that average taken in the last semester of their traditional high school.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ Establish a means of identifying and capturing credit data on all new to Cascades students in a performance cohort. ▪ Establish an inquiry team to research and provide instructional strategies for student improvement areas. ▪ Disseminate and provide feedback to teachers on implementation of these strategies within every class. ▪ Establish individual student progress and credit targets. ▪ Monitor and report on student progress. ▪ Re-evaluate and improve strategies. ▪ Meet and discuss program with all involved students, parents and teachers. ▪ PER SESSION Teacher – Performance and Acuity Assessment Training and in house assessment development. (\$1,000 Tax Levy) Teacher - Inquiry Team weekly meeting (\$11,684 Inquiry Funding and Tax Levy) Guidance Counselor – Inquiry Team weekly meeting Tax Levy Funding Data Specialist – Data Development / Analysis 2 days per week (\$2356 Tax Levy Data Specialist Funding)
<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"> ▪ PER SESSION Teacher – Performance and Acuity Assessment Training and in house assessment development. (\$1,000 Tax Levy) Teacher - Inquiry Team weekly meeting (\$11,684 Tax Levy) Guidance Counselor – Inquiry Team weekly meeting Tax Levy Funding Data Specialist – Data Development / Analysis 2 days per week (\$2356 Tax Levy Data Specialist funding)
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The school will provide a data report indicating the average credits accumulated by students during their last semester in the traditional school. A data report will also be provided that indicates the average number of credits this cohort of students accumulated while at Cascades. Cascades will provide data from in-house reports.</p>

SECTION VI: ACTION PLAN

GOAL 3: To re-engage disconnected youth and improve student participation in school

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The average overall student attendance percentage recorded by the Automate The Schools (ATS) system indicated an overall student attendance rate of 70% as calculated on June 10, 2010. This school year Cascades will increase this student attendance rate by 2% moving average student attendance to 72%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ Establish an admissions process that accurately captures attendance data. ▪ Establish and design an internal database to record and provide attendance data reports. ▪ Establish an advisory program designed to target previously disengaged students. ▪ Set individual attendance goals for targeted students. ▪ Provide a comprehensive support team for struggling students. ▪ Establish and bring in a CBO program to support and assist Youth Development Program. ▪ Combine the advisors, attendance team, support staff and CBO into Youth Development Team. ▪ Program advisory support classes. ▪ Provide incentive programs for students. ▪ Meet and monitor student progress. ▪ Develop intervention strategies and alternative options for unsuccessful students. ▪ Develop better communications and collaborative efforts with parents. ▪ Implement professional development for advisories and team development. ▪ Responsible staff include all members of the school’s attendance committee, parent coordinator, attendance teacher, guidance counselor, assistant principal and principal.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ▪ PER SESSION: Secretarial Per Session to develop and maintain database system. (\$3000 Tax Levy Funding) ▪ TEAM: Weekly Youth Development Team meetings to monitor and support student progress. ▪ CLASSES: Program and expand advisory classes into regular school day. Students meet daily or three days per week. ▪ CBO: Establish partnership with Union Settlement in a learning to work program for youth development. ▪ INCENTIVE PROGRAM: Trips, Awards, etc. OPTS (\$1,000 Tax Levy Funding) ▪ PROFESSIONAL DEVELOPMENT Establish advisory PD monthly with City Fund program (Title I Professional Development Funding).

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Data report developed from ATS indicating attendance average for students from sending school and average attendance from admit date at Cascades High School. 2. Program Report indicating advisory classes 3. Data report on student engagement from CBO Learning to Work Program. 4. Attendance monitoring reports, reviewed and discussed at weekly meetings. 5. Incentive events agendas, flyers and programs. 6. Documented notes for professional development City Fund program. 7. Evidence of electronic daily attendance notification program. 8. Projected gains will be measured and discussed on a weekly basis at the attendance committee meeting. A monthly goal of 71% student attendance will be set and measured on the first Monday of each month. Final evaluation will be made on June 30.

Subject/Area (where relevant): Goal 4 – Parent Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve parent involvement in monitoring their child’s academic performance and school. Cascades High School which had an average of 15 parents involved in school functions during the 2008-2009 school year will record an increase in the average parental involvement at school function to 25, through the use of the ARIS Parent Link and creation of a new interactive school web-site.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>To improve parental engagement. (A value factor within our Learning Environment Survey) Parents will be contacted no less than monthly with regard to their child’s academic performance.</p> <p>Additionally, parents will have access to technology that will allow them to access school information using school notebook computer loans.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Cascades High School which had an average of 15 parents involved in school functions during the 2008-2009 school year will record an increase in the average parental involvement at school function to 25, through the use of the ARIS Parent Link and creation of a new interactive school web-site.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> -Cascades will loan 30 notebook computers with video and audio equipment to 30 needy families. (\$16000 Funds for Public School Grant 22 Funding 2009-10). -Cascades will conduct two workshops at the school to instruct parent / guardians on the use of the ARIS system, its capabilities and its contents. -Cascades will implement an on-line interactive website complete with parent email accounts. (\$Parent Coordinator, Computer Technician and Per Session for Staff: \$2000, eChalk licenses \$4900 21st Century Grant Fund Parent Involvement. -Cascades will implement an ARIS Parent program with 30 parents who will receive the notebooks for internet use. -Cascades will implement and participate in email discussions with parents about their child's academic data. This will better inform parent and teacher discussions regarding student progress toward graduation.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - Cascades will review the progress of this initiative on a monthly basis. Cascades will produce the financial documents indicating purchase of all computer equipment for use with this initiative. -Cascades will produce documents indicating distribution of the computer equipment to 30 parents/families. -Cascades will produce statistical data indicating the baseline level of parents using the ARIS Parent Link system. -Cascades will produce hard copies of email comments with parents about student data and performance. -Cascades will produce parent surveys indicating satisfaction with the ARIS system and how it has improved their understanding of how to help their child do better in school.

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	0	3	0	0	0			
10	3	4	2	7	31		1	
11	1	6	4	2	42		2	
12	1	1	4	6	27		3	

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:	1:1 tutorial basis is established for students identified as in need of basic reading skills. Small reduced size classes for students identified as in need of literacy assistance. E3 and E4 classes to be infused with literacy assistance methodologies for lower performing students. English AIS class provided during the school day, this will be small group with English teacher, it will meet 5 days per week. Additional English assistance provided during the after school program classes.
Mathematics:	Math AIS provided by the math teacher during the course of the school day. This will be conducted daily 5 days per week, as part of the teacher’s C6 duty. Tutorials or pull outs will be provided. Small class size tutorials will be conducted daily as well as additional assistance provided via after school classes. F Status part time Math Coach will provide push in services for identified students and PD for staff.
Science:	Science AIS provided by the teacher during the course of the school day. This will be conducted daily 5 days per week, as part of the teacher’s C6 duty. Tutorials or pull outs will be provided. Small class size tutorials will be conducted daily as well as additional assistance provided via after school classes.
Social Studies:	Social Studies (Global and US) AIS provided by the teacher during the course of the school day. This will be conducted daily 5 days per week, as part of the teacher’s C6 duty. Tutorials or pull outs will be provided. Small class size tutorials will be conducted daily as well as additional assistance provided via after school classes.
At-risk Services Provided by the Guidance Counselor:	Social Studies (Global and US) AIS provided by the teacher during the course of the school day. This will be conducted daily 5 days per week, as part of the teacher’s C6 duty. Tutorials or pull outs will be provided. Small class size tutorials will be conducted daily as well as additional assistance provided via after school classes.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	LYFE center Social Worker is used to provide parenting classes and guidance assistance for all students who are identified as parents. Push in workshops will be provided within Advisory classes.

At-risk Health-related Services:	LYFE center Social Worker is used to provide parenting classes and guidance assistance for all students who are identified as parents. Push in workshops will be provided within Advisory classes.
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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.

SEE ATTACHED LAP POLICY

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) 10-12 **Number of Students to be Served: 8 LEP _____ Non-LEP**

Number of Teachers 1 **Other Staff (Specify) 1 part time teacher with Master’s Degree in ESL**

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.

Cascades High School currently provides ELL students with a free-standing ESL program with instruction provided in English. The Classes are taught by our part-time ESL teacher and supported by our ONE fully certified and licensed English as a Second Language teacher who is currently in the Absence Teacher Reserve Pool due to budgetary constraints. The program of study is supervised by the principal and assistant principal. It is aligned with New York State's ESL and ELA curriculum and reflects the state/s' learning standards through instructional practices and proper use of acceptable learning materials such as texts. Early identification of ELL students results from a student - parent interview, a review of the language assessment survey and previous high school transcript. Students first attending school in NYC are provided with the Language Assessment Battery – R exam and all students previous results of the New York State English as a Second Language Exam are reviewed for proper program placement and support. The type of program established for the student results from the parent and student choice which is decided upon following a comprehensive orientation program. At this parent orientation a full description of the three programs for ELL students is explained. Parents learn about the opportunities available in choosing a Transitional Bilingual, Dual Language or Free Standing English as a Second Language educational program. Additionally, parents view the N.Y.C. Parent Orientation video produced by the Office of English Language Learning. Parents who elect to choose a program that is not offered at our school due to parent choice, are provided with transfer options. Our staff is pleased to recommend, discuss and establish transfer appointments at other schools providing the type of educational program that is elected. Parental support throughout this process is provided via a copy of all materials provided to the parent in their native language, additionally, a translator for their native language is provided to them throughout the orientation program.

At Cascades High School our current classes include language arts instruction, with a focus on solid English as a Second Language educational strategies. English language arts are also included using the Balanced Literacy model. Content areas such as mathematics, science and social studies are taught in English, and as often as possible teacher lessons are supported with materials focused on assisting our English language learners. Such materials include the use of visual aids and large print items that assist in language proficiency and where possible materials provided in native languages. Content area classes are aligned closely with and reflect all state and city learning standards and are supportive of both ESL and Special Education instructional methodologies.

As previously stated, students are identified by admission interview and language survey. Parents are provided upon identification with all parent orientation materials and upon selection of the type of program to be taught are introduced to our ESL teacher and ELL student support team.

Our ELL students also enjoy 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 each

classroom and an extensive computer lab allow our ELL students to access the internet and produce work that is professional and research-based. In each content classroom as well as in the ESL classroom, students incorporate the fundamentals of ELA balanced literacy.

To do so, students are given access to classroom libraries that are categorized by level of proficiency. These libraries will continue to be upgraded as our school focuses on the needs of our ELA and ELL students.

Programming and Scheduling Information: How instruction is delivered.

Students in Beginner (B) ESL classes receive 3 periods per day of ESL instruction. Students in Intermediate (I) ESL classes receive 2 periods per day of ESL instruction; one of these periods is a combined class with the Advanced (A) ESL students who receive 1 period per day of Advanced (A) ESL instruction. The Advanced (A) ESL students also receive 1 period per day of English language arts instruction. There is currently 1 class in the ESL program taught by 1 licensed teacher with a Master's Degree in ESL. Lessons are aligned with state standards and consist of activities that foster both social and academic growth. Language functions, structures, usage and vocabulary are part of each lesson. Currently the materials used within the classes consist of texts entitled Visions, independent Hi-Lo readers and teacher adapted materials. Additionally Achieve 3000 learning software will be introduced into lessons to assist with differentiated reading instruction. The English as a Second Language cohort of students travel from ESL class to content classes throughout the day. They are divided into three categories based on need, Beginner, Intermediate and Advanced. The ESL teacher acts as advisor for this cohort throughout the school day and serves as support specialist for content area teachers during common prep periods. The ESL level classes are stand alone courses that are provided as blocked classes for Beginner and Intermediate level students. The advanced level ESL class is linked with an associated English Language Arts course and both teachers collaboratively meet to design lessons. The advanced group travels from the ESL class to the English Language Arts course together. Within each of the courses, differentiated planning and practice occur. Teachers plan for and use the differentiated tracking form for every student. ESL students as ALL students benefit from classes that provide differentiated content, product and process. An example of this might be a course that allows the ESL student to read a passage that is written at a lower reading level with a side by side glossary of terms. (Same content different reading level) Additionally, a written assignment might be differentiated for the ESL student so that they could produce a presentation of visual items as compared to a two page written narrative. For the ELL and SIFE targeted student groups. This instructional classroom uses the principles of the Sheltered Workshop model. Although we do not currently have SIFE students, we do have a plan to assist any future students. This plan includes support on Literacy skills as well as collaborative one-on-one tutorials with native language teachers. Since many transfer students are in fact, SIFE students it is necessary for our staff to provide all necessary support efforts such as advisories, differentiated lessons etc.

Instructional programs for our ESL, SIFE and Long term (4-6 year) ESL student:

In our English as a Second Language courses the goal is acquisition of English as the main language skill. English is used to teach students ESL with a limited to no emphasis on maintaining or developing proficiency in the student's home language. Our use of the Sheltered Workshop model effectively teaches ESL language skills to students while also providing students with necessary content knowledge. Our classes include the following elements:

Increased wait time for student responses.

Teacher responds to the student's message not to the correctness of the punctuation or grammar.

Teacher simplifies the language. (content, discussion etc.)

No forced responses from students.

Demonstration of the content, concept and use of manipulatives.

Make use of all senses in instructional planning.

Pair and group students according to skill level.

Adapt materials.

Learn about the home language and culture of the student.

Build on student prior knowledge.

Bring the home language and culture into the classroom and curriculum.

*Supports for all our ESL, SIFE and Long Term ESL students.

(ESL teacher as advisor with advisory class programmed into the students weekly schedule. Pair students from the same home language with one another to assist in course and content understanding. Recruit teachers and volunteers to assist with ESL students. Provide support materials to all courses and content classrooms. Incorporate the ESL student and their lesson adaptations into all teacher's lesson planning. Provide professional development to all our teachers on a monthly basis in ESL instruction.)

Technology/Materials:

Each of our programs and classes can be more effective with the inclusion of computer and instructional technology. It is a requirement this year to develop and expand our use of such technology within the lessons delivered. Examples of this include: visual material projected on the instructional board to support visual learning or students with weaker language skills. ESL students provided with laptop computers to make written assignments easier to complete. Computerized dictionaries and glossaries that provide in-class assistance for ESL students are supplied. Teachers and classes that allow students to complete assignments through the use of computer technology are encouraged. We ask that courses providing narratives and written work also provide a means for that material to be read aloud by computer technology to ESL students for better understanding. Technology and its use in our classrooms is expanding every year.

As for course materials, every course's textbook is supplemented with an additional text written on the ESL levels of Beginner and Intermediate. Further content material is also provided on both levels. Computerized software and web-based programs allow material to be provided to the student on his or her current language skill level. All classrooms also are equipped with course libraries that have books for ESL students on various levels.

ESL classes supplement all ESL courses with Hi / Lo Readers and appropriate levels of textbooks such as *Visions* or the *Interactive Reader Plus* series.

For students who achieve proficiency on the NYSESLAT exam:

These students are programmed for the necessary content area courses but are supported UNTIL GRADUATION with the ESL Cohort Advisory program. The advisory meets daily and provides students with the ability to discuss issues and direct support efforts to assist those in need. Pairing a proficient former ESL student with a current ESL student is a practice that assists both students as they move toward graduation.

Native Language Support and Programs:

Although we currently do not provide this program to students, if it is ever chosen by a majority of the students and parents it would be enacted according to all native language requirements. Support for our current ESL program currently includes one-on-one tutorial time with a native language teacher or staff member. During this time a review of class material, assignments and other course requirements are performed. These meetings are done on a daily basis and generally the tutorials last for about one school period.

New Programs for Next School Year:

Since transfer school enrollment is primarily done in October of the current school year, planning new programs is often quite difficult. Individualized program planning for support and ESL purposes is conducted and put into practice as each student is enrolled. We will continue our Sheltered Workshop instructional model while also developing wider aspects of support mechanisms such as the inclusion of content teachers into the ESL advisory workshops on a weekly basis.

Language Electives:

Currently our school only provides the language electives of Spanish. One Foreign Language instructor provides five classes in the language of Spanish to students on various levels. Spanish and Latin culture courses are also offered to students as elective classes.

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.

This **staff development** is provided to ALL staff and faculty. That is 1 Assistant Principal, 1 guidance counselor and 13 teachers, 0 Bilingual teachers and 0 therapists.

- I. Staff Development (2010-2011 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.
- September 8, 2010– Title 1 School Wide Status developing a sheltered workshop model SIOP, The Differentiated Classroom, How Different is my ELL Student, lesson scaffolding and tiered activities QTEL. During this workshop we will discuss and review the practice of supporting all students as they move from level to level according to the NYSESLAT exam. The one ESL teacher will meet with and review the progress of each student on a daily basis for ESL and a weekly basis for Content Instruction. This practice is designed to support the efforts of each teacher as they support the ESL student.
- September 8, 2010 Differentiating my lesson’s content for my ESL Learner.
- November 4, 2010 Data Profiling my ESL Learner.
- November 15, 2011 Designing a differentiated lesson based on my ESL class profile.
- February 1, 2011 Differentiating my instruction process for the ESL student.
- April 12, 2011 Differentiating my student assessment for my ELL.
- June 9, 2011 The ESL student and summer months, independent activities that assist the learner.
- All professional development is targeted to affect the greatest amount of change for our ELL students and Special Needs’ Students.

Support for Parents:

Our parent coordinator holds monthly parent meetings with translators present, and all school letters are accessible to the parents in at least English and Spanish. Our ESL teacher is an essential part of our school’s team and will review the parent survey form and program selection. Together with the parent coordinator, the parents’ needs assessment is completed and reviewed. At the monthly parent coordinator’s meeting both the ESL teacher and the coordinator plan for each month’s parent support workshop. Using this format, Cascades directs workshops at parent need directly. Additionally the ESL teacher is part of the overall monthly parent meetings. A needs and likes assessment is conducted with regard to all our parents and a program of support is established. The Language Acquisition Team is part of the planning committee for this ESL parent network and helps design workshops for parents on a monthly basis. The work shops for this year are based on parent feedback and reflect their interest and need:

Dual Language Instruction, Bilingual Education Programs and Freestanding ESL programs what does this mean?

How can my child do well in his or her ESL classes?

Why does my child have three periods of ESL a day?

What if my child starts having problems with his or her classes?

What is a sheltered workshop model and how does it help my child learn?

What ESL practices work in all content area classes?

Partnership to assist Parents: Cascades is pleased to partner with Union Settlement Community Based Organization. Through Union Settlement parents are provided with workshops in Speaking English, Financial Literacy, Applying for College, Immigration Law and College Scholarships, Grants and Loans.

Assessment Analysis: DATA Worksheet Review

NYSESLAT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Beginner Level	0	0	0	0
Intermediate Level	0	0	0	0
Advanced Level	0	0	6 Weakest Modality Writing	2 Weakest Modality Writing
Long Term ESL	0	0	1	0
LAB-R	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Beginner Level	0	0	0	0
Intermediate Level	0	0	0	0
Advanced Level	0	0	0	0
Long Term ESL	0	0	0	0

A review of data on patterns across proficiency levels and grades, on the NYSESLAT or LAB exam, indicates that all of our 8 students have achieved a proficiency rate level of “Advanced.” There is room for improvement within the area of writing for 5 of our 8 students. Although the modality levels indicate that scores remained constant for our majority, 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 in promoting reading comprehension and writing skills. This further supports our efforts to enhance writing classes and support services directed at providing ELLs with intervention workshops. The key to helping students improve their writing skills is to practice writing and to maximize their opportunity to write English, throughout the day. Thus, students will be provided with a writing support program involving the ESL teacher and English teachers. All content area instructors will differentiate assignments allowing the student to work with the written word throughout each of their programmed classes. Supportive writing seminars will be established to provide draft and editing assistance for each student. Parent or guardian support will be infused within this effort, either through meeting, emails, telephone conferences every two week period.

English and Math Regents Results

Name of Regents: ENGLISH REGENTS

Student Group	# who took exam 09 / 10		# of absentees 09 / 10		Total passing 55 + 09 / 10		# 55-64 09 / 10		# 65-84 09 / 10		# 85- above 09 / 10	
	All students	48	59	0	4	90.7%	84.7	15	18	23	29	10
Special	2	5	0	0	50%	100	1	4	0	1	0	0
ELL	1	4	0	0	100	75	1	2	0	1	0	0

Name of Regents: MATH A REGENTS

Student Group	# who took exam 09 / 10		# of absentees 09 / 10		Total passing 55+ 09 / 10		# 55-64 09 / 10		# 65-84 09 / 10		# 85- above 09 / 10	
	All students	40	50	NA	0	82.5%	82	11	11	22	25	0
Special	0	1	0	0	NA	0	0	0	0	0	0	0
ELL	1	4	0	0	100	100	1	0	0	1	0	3

Further review of the worksheet data table regarding ELL students and NYS standardized exams, indicate that the exams which are heavily based on English Language skills such as the Comprehensive English Regents are the exams that our ELL students have the most difficulty with passing. Scores on these exams indicate levels of either 1 or 2. Meanwhile scores on exams that are more numbers or graphic based such as Math Regents or Science Regents, record ELL scores of levels 3 or 4. Content area teachers have begun a focus of writing improvement to address these concerns. This data is therefore useful when determining and discussing instructional content and direction. At Cascades we have decided to incorporate into all our content classes strategies that will enhance and support both reading and writing proficiency. The leadership and teachers of the school have used the data and results of ELL periodic assessment to further the instructional development of lessons that incorporate a writing and reading skill focus. Additionally, the data supported multiple meetings with the leadership and faculty that has enhanced the development of lesson accommodations in every course and across every content area.

Summation:

Cascades high school is pleased to present a comprehensive approach to our English Language Learning program. By looking at our data we have identified and addressed the following:

- a) Student results based on grade indicate that the students who enter Cascades with fewer than 10 credits are less likely to complete their graduation requirements within six years. Additionally, most students have had the greatest difficulty with the modality of writing. Thus reading and writing programs have been put into place in every class. ESL tracking and differentiated instruction has also proven to be an effective means of addressing the student's needs.
- b) Students who take our standardized exams are performing well on the exams offered in English. 75 % of our ESL students who took last year's English Regents exam passed with a grade of 55 or better. ESL students who have taken the Math and Social Studies Regents exams in their native language have passed the exams at a rate of 80% proving to be about 5% more effective. Providing these exams in native languages will be continued.
- c) Each year we as an administration and LAP team review our findings and then discuss them at an overall faculty conference. With such as small school we are able to meet and discuss the effectiveness of a program and establish a plan for each semester.
- d) We have found in our study that use of Native Language can be effective when dealing with supportive advisories. As for in-class lessons, the data suggests that students immersed in English develop acquisition skills at a faster pace and for transfer students this is a critical factor in assisting their completion of high school requirements.
- e) We have as a faculty learned that language acquisition is difficult but necessary. The leadership and teachers of the school have used the data and results of ELL periodic assessment to further the instructional development of lessons that incorporate a writing and reading skill focus. Additionally, the data supported multiple meetings with the leadership and faculty that has enhanced the development of lesson accommodations in every course and across every content area.
- f) Through the assessment of the ESL program we at Cascades have learned that 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 of and assessment of Cascades' ESL program. We are committed to providing quality instruction to all our students.

Section III. Title III Budget

School: **CASCADES HIGH SCHOOL**

BEDS Code: **310100011650**

NO TITLE III FUNDING PROVIDED TO THIS SCHOOL

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.

School Staff including administrators went through each home language survey by hand. Additionally, any and all bio reports were taken from ATS to ensure that we did not miss a student or language spoken at home. Upon learning the various languages spoken at home a phone call and letter were sent asking students and parents to identify homes that might need translation services. All information regarding home language is then recorded and maintained in all school records. Student files are color coded to provide easy recognition of home language identification. Additionally, this information is maintained on the student's emergency contact card, in the student's Automate The School electronic file and on all hard copies of the student's educational records.

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.

From our comprehensive survey we discovered that the language in need of translation services is only Spanish. This information was discussed at both an administrative meeting as well as at the School Leadership meeting. Additionally all staff were notified of this finding at the October Faculty Conference.

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. **Using the services of the Central Office of Translation Services, any and all pertinent information, school policies and or other information was forwarded to the office for translation in the appropriate languages. Additionally any in house documents that are to be distributed home will be translated by use of proper faculty fluent in that subject. Funding was allocated to allow for translators to be present at Parent – Teacher Conferences.**

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.

Funding was allocated to allow for translators to be present at Parent – Teacher Conferences. Oral translation services were provided in Spanish. Additionally any translation services necessary will also be supplemented by in house staff fluent in that language

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>.

Translation notices have been posted and are back-packed home with students notifying the parents of translation services provided. Additionally, telephone contacts have been made by the office staff fluent in the students’ home language. This call notifies the parent of translation services available.

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:	133,838	64,081	197,919
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,338	6,408	19,791
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	6,691	*	
4. Enter the anticipated 10% set-aside for Professional Development:	13,383	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 85%
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. 90%

Cascades High School is pleased to have worked with and supported the efforts of our one teacher who is listed as not highly qualified during the past school year. As of September 2010 this teacher will have completed the Master’s Degree making our staff 100% Highly Qualified.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement

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

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

Title I Parent Involvement Policy 2010-2011

1. Cascades 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:
 - **Hold an election for Parent Representative to the District Involvement Committee**
 - **Advertise and promote parent involvement on the district level by notifying parents via email, mailings and reports presented at our monthly Parent Association and SLT meetings.**

2. Cascades 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 ESEA:
 - **Parents will be part of a school committee that will be responsible for helping develop an in-house school assessment program. These reports and recommendations will become part of the school's CEP development.**
 - **Parents will be recruited through email, mailings, and at monthly Parent Association meetings**

- **Parent Involvement will also be a major recruitment effort throughout the school year.**
3. Cascades High School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs such as Parents as Teachers by:
 - **Providing parents with learning opportunities through afternoon and / or evening workshops**
 - **Developing parent support and instructional involvement through increased communications among teachers and parents .**
 - **Conducting Parent Conferences designed to disseminate information about learning and student progress toward graduation.**
 4. Cascades High School will take the following actions to conduct with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving 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).
 5. The school will use the findings of a comprehensive needs assessment and evaluation to provide the following:

Cascades Parent Teacher Association Will...

- **Conduct assessments using DATA Reports from HSST, ATS and School Report Cards**
 - **Conduct a formal qualitative summary using a staff, student and parent questionnaire and survey.**
 - **Coordination of all parent efforts will be completed by the Parent Coordinator.**
 - **Parents will make up the main body of this committee and will be partly responsible for the development, coordination and reporting of all activities and parent events. The parent coordinator will help direct and organize the parent involvement.**
6. Cascades 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 as below:
 - a. **The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –**
 - i. **The State's academic content standards;**
 - ii. **The State's student academic achievement standards;**
 - iii. **The State and local academic assessments including alternative assessments;**
 - iv. **The requirements of Title I, Part A;**

- v. **How to monitor their child’s progress; and**
- vi. **How to work with educators.**

- **WORKSHOPS, CONFERENCES, AND CLASSES MAY BE OFFERED THAT INCLUDE WHAT IS ON THE REGENTS EXAM; HOW TO STUDY FOR THE TEST; TEST TAKING STRATEGIES THAT WORK; HOW DO I HELP MY SPECIAL NEEDS CHILD; ENGLISH AS A SECOND LANGUAGE: WHAT WORKS AND WHAT DOES NOT.**

- **TO ENSURE THE SUCCESS OF THIS PROGRAM CASCADES WILL NEED THE FOLLOWING:**

- Use of the school’s computer lab**
- Use of school’s duplication equipment**
- Additional computer projection equipment for power-point**
- Supply materials such as copy paper, notebooks, pens and pencils**
- Instructional materials such as text books and handouts**
- Lunch / Refreshments**

- Advertisement Copies**
- Presenter / Instructor Compensation**
- Parent travel / child-care compensation**

- b. **Cascades High 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:**

- **Conducting workshops and classes for parents such as:**
- **Literacy Improvement**
- **Helping our children Learn**
- **Using the Computer (Microsoft / Power-point)**
- **English as a Second Language**
- **Special Needs, Special Children**

- c. **Cascades High School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:**

- **Coordinating the development of a Parent Resource Center**

- **Creating on-line electronic message boards and email accounts**
- **Developing on-line OR electronic workshops for parents**
- **Advertising workshops and events for all parents**
- **Communicating with parents via multiple languages**

d. Cascades High 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:

Postal Mailings to homes in multiple languages (Spanish, Chinese and English)
Posting of events, workshops and meetings on school message board and Web Page
Telephone call reminders by staff and Email Notifications

Adoption:

This School's Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A Programs, as evidenced by the adoption motion passed at the June 7, 2010 Parent Teacher Association meeting.

This policy was adopted by Cascades High School on June 7, 2010 and will be in effect for the period of June, 2010 through June 2011. The school will distribute this policy to all parents of participating Title I Part A children on or before September 27, 2010.

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

Explanation: 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

School Parent Compact

School Responsibilities

Cascades High School will:

⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

With regard to our Title I status, Cascades is planning to address our academic deficiencies by offering a wide range of support for both all our staff and students. Academic Intervention Services will include after-school skill building classes and after-school Regents Exam Preparation Classes. During the school day, students will be supported with efforts in both English Language Arts and Math through "academic coaches" or tutor teachers who will provide both push-in and pull-out instructional assistance. With regard to staff, AIS will include a comprehensive professional development program that will include workshops focused on Regents preparation curriculum and lessons. Funding available through the SWP status will be aligned to provide services using the following guideline: 10% for professional development, 5% to support the highly qualified teachers program, 1% to provide for parent involvement support and 80% utilization for direct student support services. We are committed to supporting high quality teaching by insisting on fully licensed teachers providing instruction within their content area specialty. Additionally, we provide those teachers with professional development support in such areas as lesson methodologies, best practices for student groups such as ELL and Special Needs, dealing with at-risk learners and differentiating lessons.

⇒ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

The first Monday of every month throughout the school year.

⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Report cards will be distributed quarterly each school year.

Two parent – teacher conferences will be held each semester (One in the evening and one in the afternoon)

Home contact phone calls will be made to parents at a minimum of three per semester (following report card distribution)

Parents will also be notified of absences and lateness on a daily basis by telephone call.

⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Staff are available to parents via telephone every school day between 8:30 am and 3:30 pm.

Additionally, appointments may be scheduled during any of the teacher's administrative periods. Staff are also available one afternoon and one evening each semester.

⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

Parents are welcome to volunteer, observe and participate in their child's school at any time during the school calendar. We just ask that parents contact the main office to assist with arrangements.

Parent Responsibilities

We as parents will support our children's learning in the following ways:

⇒ supporting my child's learning by making education a priority in our home by:

- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her activities every day;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that home work is completed;
- monitoring the amount of television my children watch;

⇒ volunteering in my child's classroom;

⇒ participating, as appropriate, in decisions relating to my children's education;

⇒ participating in school activities on a regular basis;

⇒ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;

⇒ reading together with my child every day;

⇒ providing my child with a library card;

⇒ communicating positive values and character traits, such as respect, hard work and responsibility;

⇒ respecting the cultural differences of others;

⇒ helping my child accept consequences for negative behavior;

⇒ being aware of and following the rules and regulations of the school and district;

⇒ supporting the school's discipline policy;

⇒ express high expectation and offer praise and encouragement for achievement.)

School Staff / Parents-Print Name	Signature	Date
Paul Rotondo / Principal	Paul Rotondo	June 7, 2010
PA President	Karen Cox-Griffin	June 7, 2010
Student (if applicable)-	Jomo Rose	June 7, 2010

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.

A needs assessment identified students and exam areas that were not meeting State Standards. An analysis of this data attributed the deficiencies to the following factors:

Students were unfamiliar with the format of the examinations.

The literacy skills of the students needed improvement in particular with regard to essay writing.

Students needed additional class time devoted to Regent's examination preparation.

Students needed to improve their writing ability as applied to Regents style essay expectations.

2. School-wide reform strategies that:
 - c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - d) 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 School wide 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.
 - o

Strategies that will be employed to assist in improving these identified areas include but are not limited to the following:

- The establishment of an Inquiry Team to meet and examine instructional strategies for classroom use.

- **The identification of students in need of this targeted assistance.**
- **The implementation of a uniform writing rubric designed to assist students and staff in Regents' essay expectations.**
- **Meetings, professional development and workshops on improving testing strategies and writing in all classes.**
- **Students will be programmed for one of the 90 minute literacy blocks if the student has not passed the regents examination.**
- **Students and parents will be educated about the importance of meeting graduation examination requirements.**
- **Tutoring sessions and intensive regents preparation sessions will be offered after school as well as during the lunch period.**
- **Early identification of at risk students during the initial admissions interview so that parental support can be enlisted.**

3. Instruction by highly qualified staff.

- a. **To hire outside consultants to provide professional development for faculty**
- b. **Pay for faculty members to attend outside conferences and classes designed to assist them in completion of Highly Qualified Requirements.**

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.

Professional Development this year focuses on Differentiated Instruction for the Individual in all academic courses. Workshops include using data wisely. Profiling every child in my class. Differentiated Content. Differentiated Process. Differentiated Assessment or Products. The ELL in the Differentiated Lesson. The Special Needs students as Individual Learner.

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

Highly qualified teachers will be attracted through quality incentive programs offered through the central office's Human Resource department. Additionally, an in-house hiring committee will evaluate every applicant and offer interviews and mock review lessons only to qualified applicants. Title I money and other funds may be used to support any teacher's effort in pursuing highly certified and qualified licenses.

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

Parent involvement is always a priority at Cascades. This year's efforts will include workshops presented by both Cascades Staff as well as Community Based Organizations such as Union Settlement on topics that include "Helping your child succeed in high school," "Reading: It's a family activity," "What study skills can I help my child with?" "Financial Literacy," "Applying to College and Financial Aid" and "Setting goals for myself and my teenager." Parent activities will be advertised widely through

newsletters, emails and telephone calls. The work of parent outreach will be the duty of everyone but will be organized by the parent coordinator of the school.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. **Not Applicable**
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers, staff members and administrators of this small school collaboratively engage in decision making processes throughout the school year. Academic and assessment meetings are conducted with the entire faculty once a month while small group meetings take place at the cabinet meeting weekly. Professional development activities for this year focus on student assessment, data and providing individualized instructional lessons.

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.

Case study meetings take place within each faculty and department meeting. These occur twice a month. Individual student and teacher referrals are handled on a daily basis with guidance intervention supervising every move. Students identified as in need of intervention services are provided with an advisor, one-on-one tutor, SES tutors (if applicable) after school help classes with content area teachers. Most importantly students identified are immediately programmed for Academic Intervention Services during the school day.

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.

Cascades is proud to adhere to all Federal, State and Local government regulations with regard to assisting children under the provisions of NCLB. Title I committees and letters are distributed, SES provider workshops are conducted and students eligible for any of these services are immediately counseled and placed into a service upon their choice and need.

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	Yes			158,571	X	5 / 6
Title I, Part A (ARRA)	Federal	Yes			\$63,774	X	5 / 6
Title II, Part A	Federal				0		
Title III, Part A	Federal				0		
Title IV	Federal				0		
IDEA	Federal	Yes			\$3,904	X	5 / 6
Tax Levy	Local	Yes			\$1,557,318	X	5 / 6

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

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

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

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

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

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

9. 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.
10. 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.

Three (3) students at this time.

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

Services provided will include scheduled meeting and counseling time with both the guidance counselor and the building social worker. Academic needs will be met through AIS services and tutoring provided to the student on a daily basis. Additional support will include flexible scheduling and technology availability for completion of any school work. Each student will be provided with an academic advisor that will assist with monitoring student progress as well as attend consultation meetings with the student's content area teachers. Additional support such as appropriate clothing for weather, food and travel expenses to and from school will be provided using the Title I set-aside funding for Students in Temporary Housing. These purchases will be monitored and approved by the principal and assistant principal.

Part B: FOR NON-TITLE I SCHOOLS

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).

1. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
2. 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:	Cascades High School						
District:	1	DBN:	01M650	School		310100011650	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		71.8	58.4	73.1
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		64.6	76.6	81.3
Grade 8	0	0	0				
Grade 9	9	6	10	Students in Temporary Housing - Total Number:			
Grade 10	70	50	75	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	59	64	68		9	9	5
Grade 12	77	106	49				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	215	226	202	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					7	3	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	3
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	2	0	1
Number all others	15	11	14				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	14	16	15
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	9	6
# receiving ESL services only	14	9	TBD				
# ELLs with IEPs	0	0	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	0	0	3

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	97	41	99	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	78.6	68.8	73.3
				% more than 5 years teaching anywhere	78.6	75.0	86.7
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	100.0	94.0	93.3
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	82.4	92.4	91.9
American Indian or Alaska Native	0.5	0.4	0.5				
Black or African American	33.0	39.4	43.1				
Hispanic or Latino	56.7	52.7	49.0				
Asian or Native Hawaiian/Other Pacific	4.2	3.5	2.5				
White	5.6	3.1	5.0				
Male	34.4	38.5	46.0				
Female	65.6	61.5	54.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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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:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	53
Ethnicity							

American Indian or Alaska Native							
Black or African American				-	-	-	
Hispanic or Latino				v	v		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				v	v		
Student groups making				3	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	72.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	17.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	42.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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 94N108	District 01	School Number 650	School Name Cascades High School
Principal Paul Rotondo		Assistant Principal Ezequiel Garcia	
Coach		Coach	
Teacher/Subject Area Adriana Santiago/ESL		Guidance Counselor Jennifer Hallman	
Teacher/Subject Area Erin Duffy / English		Parent Karen Griffin	
Teacher/Subject Area Oscar Stephenson / Special Ed.		Parent Coordinator Ezequiel Perez	
Related Service Provider		Other type here	
Network Leader Sumita Kaufhold		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	4	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	203	Total Number of ELLs	9	ELLs as Share of Total Student Population (%)	4.43%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Every student and parent are interviewed as part of our admission process. Since Cascades is a transfer high school, students arrive throughout the year from various sending high schools. The process includes an initial evaluation of all student records by the assistant principal and pupil accounting secretary. This paper evaluation includes prior school transcripts, report cards, State Exams such as NYSESLAT scores, home language surveys, newly administered home language surveys, ATS reports, attendance reports, planning interview forms and health and immunization records. An admission team consisting of the assistant principal, guidance counselor, special education teacher, parent coordinator, english as a second language teacher and general education teacher meet with each student and parent who are seeking admission. The assistant principal is responsible for the evaluation and administration of all appropriate intake documents and tests such as the home language survey, HLIS and LAB-R if necessary. An oral interview is conducted and the written tests are administered to each student. The team provides translators in the home language of each child during every interview when necessary and or requested by either the parent or student. If a student clearly understands English but it is determined that the parent does not then a translator is provided, so that the parent can clearly understand what is being discussed. Once it is determined that the student may be an English Language Learner, the admission process is extended to include a detailed discussion about what form of language instruction is available throughout New York City Public Schools. The tool kit resources are used during this admission meeting as is the ELL Parent Choice video which is shown to every ELL parent and student. The team then reviews all the material from the interview and testing. This includes initial assessments in both English and Mathematics as well as the previous NYSESLAT scores. A determination is made as to the supports that would be necessary to assist the student. Programming is started immediately following the student and parents' response as to which particular type of instruction they wish to have for their child. Freestanding ESL, Transitional Bilingual Education or Dual Language Classes will be programmed for the student depending upon the parent and student choice as well as the language evaluation made by the team including the NYSESLAT exam scores. These programs of course depend on the number of students and parents who choose to have those classes provided.

This team meets monthly to review the progress and process of instructing our ELL students. Monthly the team evaluates the progress of every ELL student as well as the score reports from standardized exams such as the NYSESLAT. Supports are put into place where necessary and tutoring is made available for every student. Follow-up progress calls to homes are completed and translators are used to assure the parent communication is open.

2. Every effort is made to fully explain to parents and students all the elements involved within the three available program choices. Parents and students are allowed to discuss the options, view the video explaining the options as well as tour a guided example of each type of program. Cascades staff is proud to allow potential students and parents the opportunity to visit these programs either within our school building or within a school building locally. If we are only offering free standing ESL classes we would then use Lower East

Side Prep HS to showcase a shining example of Transitional Bi-Lingual programs and the High School of Dual Language for Dual Language programs. Parents and students are then “re-conferenced” with the LAP team and the various program findings are discussed and decided upon by the parent and student. Since this is a transfer school timelines are individualized and occur as follows: Initial Admission contact within 24 hours, Parent and Student Admission interview within 2 business days, Re-conference and Program Choice within 24 hours, Student Admission and program completion within 1 business day. Throughout the year the team meets to review student progress and admission process. This is done monthly with semi-annual program assessments.

3. Since every part of the process is completed within a 4 business day timeline, all entitlement letters are provided to the parent and student at the admission conference. Letters are completed immediately or within the next business day. The Parent Coordinator is responsible to make sure that all letters are submitted and completed. By default any student who does not have a letter submitted will be automatically programmed into a Transitional Bi-Lingual program.
4. As previously stated this process is simplistic and thorough. All parents and students seeking admission into Cascades participate in an individual admission conference. A translator on staff is provided for every parent and student whose native language is other than English. All program options are provided to the student including opportunities to view the LAP program video. Decisions on program selection are left to the parent and the school accommodates the type of program depending on the number of student / parent who wish to participate.
5. Upon review of the past three years, Cascades' parents and students have overwhelmingly chosen to participate in Freestanding English as a Second Language programs. These programmed classes are self-contained and are coupled with an advisory piece in which the ESL teacher acts as a faculty advisor throughout the students' high school career. The numbers are as follows:

School Year Ending	Number of Students	Parent Program Choice
2008	8	Self Contained ESL
2009	7	Self Contained ESL
2010	8	Self Contained ESL
6. All program models are aligned with the parents' requests at this time.

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	x9	x10	x11	x12

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

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

This Section for Dual Language Programs Only

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

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

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.
1. a.b. Our Language Allocation Policy is a school-wide plan designed to address our students who require additional support services as they progress toward academic proficiency in English. Students are encouraged to write in English through the use of dialogue journals between the teacher and the students. Cooperative learning is incorporated into lessons providing students with shared learning opportunities. Additionally, students are encouraged to bring their personal experiences in through the use of the Language Experience Approach and culture studies projects. Prior knowledge is continuously accessed in class. Academic language scaffolding is also incorporated into our free-standing ESL program. All of these scientifically researched based instructional strategies are used to help our

ELL students meet state standards and assessments.

Cascades High School ELL parents and students chose to receive services this past year through a free-standing ESL program with instruction provided in English. The program of study is aligned with New York State's ESL and ELA curriculum and reflects the state/s' learning standards through instructional practices and proper use of acceptable learning materials such as texts. Classes include language arts instruction, and focus on a solid English as a Second Language program. English language arts are also included using the Balanced Literacy model. Content areas such as mathematics, science and social studies are taught in English, and as often as possible teacher lessons are supported with materials focused on assisting our English language learners. Such materials include the use of visual aids and large print items that assist in language proficiency and where possible materials provided in native languages. Content area classes are aligned closely with and reflect all state and city learning standards and are supportive of both ESL and Special Education instructional methodologies.

Our ELL students also enjoy 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 each classroom and an extensive computer lab allow our ELL students to access the internet and produce work that is professional and research-based. In each content classroom as well as in the ESL classroom, students incorporate the fundamentals of ELA balanced literacy.

To do so, students are given access to classroom libraries that are categorized by level of proficiency. These libraries will continue to be upgraded as our school focuses on the needs of our ELA and ELL students.

2. Students are programmed to ungraded classes by the guidance counselor upon review of the LAP team. Students programs are reviewed by the assistant principal. Students in Beginner (B) ESL classes receive 3 periods per day of ESL instruction. Students in Intermediate (I) ESL classes receive 2 periods per day of ESL instruction; one of these periods is a combined class with the Advanced (A) ESL students who receive 1 period per day of Advanced (A) ESL instruction. The Advanced (A) ESL students also receive 1 period per day of English language arts instruction. There currently is one advanced class in the ESL program taught by 1 part time ESL certified teacher. Students are also programmed for a high school English class. The ESL teacher and the ELA teacher collaborate on student progress, lesson planning and instructional differentiation. Lessons are designed with each student in mind and are structured with diverse scaffolding designed to assist each individual learner.

3. Lessons are aligned with state standards and consist of activities that foster both social and academic growth. The language of instruction is currently English. Instructional planning includes language functions, structures, usage and vocabulary are part of each lesson. Currently the materials used within the classes consist of texts entitled Visions, independent Hi-Lo readers and teacher adapted materials.

Our diverse student body, which at the time of this writing consists of 187 students, is drawn from recent immigrants from the immediate community as well as students who have chosen to attend Cascades High School after having experienced difficulty adjusting to the traditional learning environment found in many large New York City Comprehensive High Schools. The shared commonality for all of our students is that they are overage and want to complete the regular high school diploma program.

4. a - e. Cascades High School is committed to improve instruction and support efforts directed at our English Language Learning Students. Through our cooperative language program and differentiated instruction we are addressing the needs of our individual students within the school building. Additional support efforts involve: Lessons that are supported with individual supportive scaffolding and lessons that differentiate for content, delivery and assessment. Examples of this differentiation include: the use instructional technology, videos, auditory equipment.

Standardized Assessments that take into consideration student proficiency in native languages. Providing assessments in native languages as permitted. Teachers collaborate with the ESL instructor and will where permitted produce an in class assessment test that is sensitive to the ELL student's language obstacles. During State standardized assessments, ELL students will be permitted to take exams using a dual language dictionary according to their native language. Additional time will also be allowed for our ELL students during these exams. The assessment test for ELL students (NYSESLAT), will be administered according to state timelines during the month of either March or April. This exam will be used to assess the ELL students' performance and will allow our school to better program for the students' needs during the upcoming school year. Additionally, the school will use these exam results as it reflects and plans for improvement regarding our ESL

program. Preparing for this exam is done both as part of the regularly scheduled ESL classes and presented during the PM session AIS courses.

Supportive English Language Arts instruction and SIFE Students. English teachers and the ESL teacher collaboratively plan and team teach focusing literacy support toward all students but in particular toward the ELL and SIFE targeted student groups. This instructional classroom uses the principles of the Sheltered Workshop model. Although we do not currently have SIFE students, we do have a plan to assist any future students. This plan includes support on Literacy skills as well as collaborative one-on-one tutorials with native language teachers.

Collaborative Content Area Instruction. Our ESL teacher not only provides professional development in best practice ESL 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.

Guidance and ESL Coordinator After-school services focused on students struggling with English as well as Students identified with interrupted formal education. SIFE students will be included in the sheltered workshop class and will be supported with ESL and Guidance intervention support services.

Effective Parent Involvement and Admissions Processing. The Parent Coordinator and our School Leadership Team are working together to publish a monthly newsletter. This newsletter will be translated into Spanish and 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. Our parent coordinator will hold monthly parent meetings with translators present, and all school letters will be accessible to the parents in at least English and Spanish. Our ESL teacher is an essential part of our school's admission team and will review the parent survey form and program selection form during the student's first interview. At this interview, the ESL program, LAP policy and the orientation materials found in the EPIC School Kit will be presented to the parents and student. This includes viewing the video. The conference will discuss the varying types of services provided to ELL students such as Dual Language Instruction, Bilingual Education Programs and Freestanding ESL programs. Parents will be given the choice of picking a program that best serves their child's need. This will be reinforced in the form of letters that are provided to each parent of an incoming student. Letters will be provided to parents in their native language as well. A one-on-one interview with the ESL teacher and native language translator will assure both parent and student comprehension. Based on this parent choice and the number of English Language Learners, Cascades currently provides only a freestanding ESL program. This has been the trend for the past three years and is aligned with both parent and student request. This admissions conference will also provide an opportunity for the ESL teacher to disseminate a copy 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 that will assist children in English learning classrooms.

Academic Intervention and Support Services - During each semester the ESL teacher conducts academic support by pushing into classrooms or pulling-out ELL students from their normal class program. At these one-on-one tutorial sessions the ESL instructor provides valuable support for the student. Additionally, ESL classes are provided during the PM school session and ELL students are targeted and programmed for these AIS courses by both the ESL teacher and Guidance Counselor.

School Spirit and Collaborations – during the traditional school year, the ESL teacher in collaboration with the parent coordinator and coordinator of student activities plans for after-school events that celebrate the progress and performance of our ELL students. Families are invited to participate and celebrate their child's education in a program that emphasizes our school's commitment to multi-culturalism.

Newcomers Plan – Students who arrive at Cascades and are newcomers to either NYC or the United States will be evaluated using the LAB-R exam. Results of this exam will be reported to the Department of Education and to the school's admission team. A parent / student interview will be conducted with the parent coordinator, ESL teacher and the guidance counselor. Parents will be provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child.

Special Needs / ELL - 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 curriculum. Some strategies include academic intervention services, one-on-one tutoring, counseling and collaborations among all content teachers.

Long Term ELLs and Extension of Services - Although Cascades only had one student listed as in need of extended services, our plan is to address these students with specific academic and social support. ELL students in need of extended services will be provided with individual counseling from our guidance staff and one-on-one tutorial assistance from both the ESL teacher as well as a certified English Language Arts instructor. These services will be provided via a PM school support program.

Students Achieving Proficiency – English Language Learners who achieve proficiency still require additional support services. These students will be monitored by both the ESL teacher and the Guidance Counselor. Additional Academic Intervention Services will be supplied both during the regular school day as well as within a comprehensive PM school program. Their progress academically as well as on standardized state exams will be monitored for accountability and early academic intervention.

Professional Development Plan – We are focusing our yearly professional development on best practiced ESL strategies and methodologies. Additionally, we are presenting the concepts of the Sheltered Workshop Model and best scaffolding techniques to all our teachers. The PD is provided via after-school workshops as well as through on-going support provided by the district ELL Curriculum Instructional Specialist.

Data Worksheet Review:

A review of the 2009-10 worksheet data on patterns across proficiency levels and grades, indicates that all of our ELL students have achieved a proficiency rate level of “Advanced” through each of the modalities. Although the modality levels indicate that scores remained constant for our students we are fully aware that most would benefit from working on writing skills and abilities. Therefore, it is necessary for our instructional planning and focus to promote activities that are active and engaging for all students, and are based in promoting Reading comprehension and writing skills. Additionally, the modality breakdown indicates that of the 8 tested, the weakest skill level area remains, writing. This further supports our efforts to enhance writing classes and support services directed at providing ELLs with intervention workshops.

Additional focus will be on the skills need to understand and become proficient on NYS standardized exams. Data indicates that the exams which are heavily based on English Language skills such as the Comprehensive English Regents and both Social Studies Regents exams are the areas in which our ELL students have the most difficulty. Scores on these three exams indicate levels of either 1 or 2. Meanwhile scores on exams that are more numbers or graphic based such as Math Regents or Science Regents, record ELL scores of levels 3 or 4.

This data is therefore useful when determining and discussing instructional content and direction. At Cascades we have decided to incorporate into all our content classes strategies that will enhance and support both reading and writing proficiency.

Summation:

Cascades 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 Cascades’ ESL program. We are committed to providing quality instruction to all our students.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	
ELA instruction for <i>all</i> ELLs as required under CR Part 154			

Professional Development in ESL and Special Needs are the priority for this upcoming school year. The following professional development items are planned for the school year: 2010 - 2011 activities

English, ESL, Mathematics, Social Studies and Science teachers will attend professional development workshops provided by the Office of English Language Learners.

Inter-visitation within Cascades High School and at other high schools to observe the implementation of ELL instructional strategies across content areas.

Workshops will be conducted in the following on-site items. These workshops are provided by the ESL teacher or the Network ESL Liaison. All workshops and professional development will be maintained in the school general office records and will document the required professional development time necessary to meet the 7.5 hours of Jose P. mandated training:

*IMPACT math training

*Ramp Up to Literacy training

*Making Content Comprehensible for ELLs: The SIOP Model

*Scaffolding and Use of Best Practices in Facing Special Needs Children

*Applying current brain research to Language Acquisition

*Strategies for increasing student achievement: action research and the special child

*Using Multiple intelligences to plan instructional lessons

D. 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 for ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Targeted intervention is applied to every ELL student within Cascades High School. Understanding that the role of a transfer school is to provide target assistance for every one of the students on register this applies to each ELL student specifically. ELLs are provided with one on one tutorials in each content area by having a teacher and native language interpreter available at every tutoring session. Additionally, to the collaborative efforts of our community based organization, tutors and translators are available for academic intervention services provided every day through either push in or pull out services. Other interventions are:

Academic Intervention and Support Services - During each semester the ESL teacher conducts academic support by pushing into class or pulling-out ELL students from their normal class program. At these one-on-one tutorial sessions the ESL instructor provides valuable support for the student. Additionally, ESL classes are provided during the PM school session and ELL students are targeted and programmed into these AIS courses by both the ESL teacher and Guidance Counselor.

School Spirit and Collaborations – during the traditional school year, the ESL teacher in collaboration with the parent coordinator and coordinator of student activities plans for after-school events that celebrate the progress and performance of our ELL students. Families are invited to participate and celebrate their child's education in a program that emphasizes our school's commitment to multi-culturalism.

Newcomers Plan – Students who arrive at Cascades and are newcomers to either NYC or the United States will be evaluated using

R exam. Results of this exam will be reported to the Department of Education and to the school's admission team. A parent / student interview will be conducted with the parent coordinator, ESL teacher and the guidance counselor. Parents will be provided with the ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child.

Special Needs / ELL - 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 curriculum. Some strategies include academic intervention services, or tutoring, counseling and collaborations among all content teachers.

Long Term ELLs and Extension of Services - Although Cascades only had one student listed as in need of extended services, our plan address these students with specific academic and social support. ELL students in need of extended services will be provided with individual counseling from our guidance staff and one-on-one tutorial assistance from both the ESL teacher as well as a certified English Language instructor. These services will be provided via a PM school support program.

Students Achieving Proficiency – English Language Learners who achieve proficiency still require additional support services. These students will be monitored by both the ESL teacher and the Guidance Counselor. Additional Academic Intervention Services will be supplied during the regular school day as well as within a comprehensive PM school program. Their progress academically as well as on standardized state exams will be monitored for accountability and early academic intervention.

Instructional Technology - Computers, software and other technology that is available is supplied to every ELL student who enrolls in Cascades. Lessons are infused with instructional technology and thus allow for a variety of differentiated levels of material to be used in instructing our students. One example of this is the use of a software and web-based program called Achieve 3000. This program allows the ELL student to read and work on the same content material as everyone in the class but at a modified level that is challenging for an English Language Learner but not far beyond their current capability. Additionally, computerized equipment is available throughout the lesson for the ELL student to use.

We at Cascades are very proud to include our ELL population within every aspect of the school. In fact, although we usually have a small ELL population it should be noted that our last two valedictorians for our graduating class have each graduated high school having completed our ESL program.

Every effort is made to include translators and translated copies of all materials for both our ELL students and their parents. Additionally, at a high school, ELL students are scheduled for and do take foreign language courses so that they will meet NYS Graduation requirements. The only foreign language currently offered at our school is Spanish.

Professional Development Plan – We are focusing our yearly professional development on best practiced ESL strategies and methodologies. Additionally, we are presenting the concepts of the Sheltered Workshop Model and best scaffolding techniques to all our teachers. This support is provided via after-school workshops as well as through on-going support provided by the Network's ELL Curriculum Instructional Support.

Summation:

Cascades 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 high school diploma requirements. Each component of our school, (Parents, Students, Faculty and the School Leadership Team) is involved in the development, implementation of and assessment of Cascades' ESL program. We are committed to providing quality instruction for all students.

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, DTCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide 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 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.

As a transfer high school assessments are an integral part of programming and placement of students. A student's prior test scores on NYSESLAT, NYSESLAT and English Regents are reviewed at the admission interview. Additionally, we provide every student with the Academic Achievement/Performance Series. The exams give us an indication as to the level of need the student requires and allows us to properly program a student for classes as well as ESL support services.

Data interpretation is the key to a successful ESL program but more importantly it is the key to individual student success. Cascades School ELL students are constantly monitored for progress by the ESL teacher. With only 9 students categorized as English Language Learners, a bi-monthly review of their course work, test scores, reading levels and writing ability is easily performed. Some of our data tables reviewed are as follows:

JANUARY TO JUNE REGENTS RESULTS 2008-09 AND JANUARY 2010

English	Total	Absent	0-54	55-64	65-84	85-100	65 + Rate
ALL	40	4	6	10	20	4	60%
Spec	4	0	1	1	2	0	55+ pass rate
EII	4	0	0	2	2	0	85%

MATH A	Total	Absent	0-54	55-64	65-84	85-100	65 + Rate
ALL	14	0	0	6	8	0	57.1%
Spec	1	0	0	1	0	0	55+ pass rate
EII	1	0	0	0	1	0	100%

GLOBAL	Total	Absent	0-54	55-64	65-84	85-100	65 + Rate
ALL	55	0	22	15	18	0	32.7%
Spec	1	0	1	0	0	0	55+ pass rate
EII	1	0	1	0	0	0	60%

US hist.	Total	Absent	0-54	55-64	65-84	85-100	65 + Rate
ALL	39	2	9	6	20	4	61.5%
Spec	0	0	0	0	0	0	55+ pass rate
EII	3	0	1	0	2	0	76.9%

Living E	Total	Absent	0-54	55-64	65-84	85-100	65 + Rate
ALL	0	0	0	0	0	0	
Spec	0	0	0	0	0	0	55+ pass rate

Data analysis indicates that our small and individualized program works for students because it allows one-on-one teacher support. Additionally it indicates that the exams that rely heavily on the written word are the tests that our ELL students find to be most difficult. Further study of the exam comparison between exams offered in native languages indicates that those test scores improve dramatically. The scores of our ELL students are provided Regents exams in their native language with the obvious exception of the Comprehensive English Regents exam. Additional studies of the NYSESLAT exam modality scores indicate that our students are in need of support with regard to writing. The LAP team has recommended to each of our 13 teachers that writing skill development exercises be introduced into each of our offerings. The ESL teacher monitors the progress of each students' writing by using a school-wide writing rubric developed through a professional development program. We at Cascades are proud to inform you that according to further school data, our ESL program is a successful ESL program and therefore no changes will be made at this time. The Language Acquisition team meets monthly to review student progress and program. Changes and or modifications are made according to the team's recommendations.

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Paul Rotondo	Principal		10/29/10
Ezequiel Garcia	Assistant Principal		10/29/10
Ezequiel Perez	Parent Coordinator		10/29/10
Adriana Santiago	ESL Teacher		10/29/10
Karen Cox-Griffin	Parent		10/29/10
Erin Duffy / English	Teacher/Subject Area		10/29/10
Oscar Stephenson / SP ED	Teacher/Subject Area		10/29/10
	Coach		
	Coach		
Jennifer Hallman	Guidance Counselor		10/29./10
Sumita Kaufhold	Network Leader		10/29/10
	Other		

s. You

Part VI: LAP Assurances