



YORK EARLY COLLEGE ACADEMY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: YORK EARLY COLLEGE ACADEMY (28Q284)
ADDRESS: 108-35 167TH STREET, JAMAICA, NY 11433
TELEPHONE: 718-262-8547
FAX: 718-558-4257

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 28Q284 **SCHOOL NAME:** York Early College Academy

SCHOOL ADDRESS: 108-35 167th Street, Jamaica, NY 11433

SCHOOL TELEPHONE: 718-262-8547 **FAX:** 718-558-4257

SCHOOL CONTACT PERSON: Deborah Burnett-Worthy **EMAIL ADDRESS:** Dburnet@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Sandra Ennis

PRINCIPAL: Deborah Burnett-Worthy

UFT CHAPTER LEADER: Patrice Henry

PARENTS' ASSOCIATION PRESIDENT: Barbara Morris

STUDENT REPRESENTATIVE:
(Required for high schools) Senior Class President/Vice President (tbd)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 28 **CHILDREN FIRST NETWORK (CFN):** #521 CUNY School Support and Development

NETWORK LEADER: Cass Conrad

SUPERINTENDENT: Juan Mendez

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
Deborah Burnett-Worthy	*Principal or Designee	
Patrice Henry	*UFT Chapter Chairperson or Designee	
Barbara Morris	*PA/PTA President or Designated Co-President	
N/A	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Linda Perry	DC 37 Representative, if applicable	
Senior Class President/Vice President (TBD)	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Natasha Davis	Member/	
Rosa Rosa	Member/	
Selphia Bennett	Member/	
	Member/	
Noah Angeles	Member/	
Lindsay Rosenthal	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.

York Early College Academy is an early college school whose main goal is to develop the academic skills that are needed by our students for success in college and future career. As an Early College School, we believe that all students deserve a high-quality education, adequately preparing them for college-level work. There are no admission exams and students of all abilities are encouraged to apply. The selection process is designed to create a student body that reflects the community in which the school is located.

College preparation is introduced and continually communicated to our students by blending a rigorous college-preparatory curriculum. This goal is expressed by teachers, parents and the surrounding and supporting community. Teachers collaborate to create a curriculum that addresses individual student academic needs, collective interests and connections to real college work and beyond. Our students become aware of the responsibility they have to themselves for their own learning beginning in the sixth grade.

In addition to a challenging academic curriculum, we offer students the opportunity to graduate from our school with a high school diploma and sixty college credits towards a Baccalaureate degree. School schedules allow for additional learning time through extended day, week, and/or year programs. The school includes an advisory program on every grade level and further supports the emotional well being of each child through personal counseling. Faculty, staff and students assess, reflect on, and challenge one another to achieve rigorous standards, cultivating a culture that encourages and expects college success (and ultimately four-year degrees) of all students.

York Early College Academy is small in size having no more than 567 students at capacity. We accept students from all backgrounds and ability levels. We provide support to students by making use of afterschool, Saturday school and Summer Academy, in addition to using college facilities and resources.

Some of our program highlights include Spanish language classes, peer tutoring, student government, debate teams, in addition to clubs in the areas of Math, Art and Culture, Drama and Journalism. Our students have the opportunity to study with the support of York College, the Early College Initiative and the Department of Education. We are an open road to college.

York Early College Academy prepares the whole student by developing not only their academic skills but life skills as well. Persistence, adaptability, a willingness to ask for help and respect for self and others are concepts that are necessary for a well rounded, well educated citizen and we encourage our students to follow in this path.

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:	York Early College Academy (28Q284)				
District:	28	DBN #:	28Q284	School BEDS Code:	342800011284

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input checked="" type="radio"/> 6	<input checked="" type="radio"/> 7
	<input checked="" type="radio"/> 8	<input checked="" type="radio"/> 9	<input checked="" type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 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					97.3	97.2			
Kindergarten				Student Stability: % of Enrollment					
Grade 1				(As of June 30)	2007-08	2008-09	2009-10		
Grade 2					95.6	97.9			
Grade 3				Poverty Rate: % of Enrollment					
Grade 4				(As of October 31)	2007-08	2008-09	2009-10		
Grade 5					51.9	49.4	74.5		
Grade 6	81	82	81	Students in Temporary Housing: Total Number					
Grade 7	81	80	86	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8		80	80		1	2			
Grade 9			81	Recent Immigrants: Total Number					
Grade 10				(As of October 31)	2007-08	2008-09	2009-10		
Grade 11					0	0	0		
Grade 12				Special Education Enrollment:					
Ungraded		1		Suspensions: (OSYD Reporting) – Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	162	243	328						
				(As of June 30)	2007-08	2008-09	2009-10		
Special Education Enrollment:									
(As of October 31)	2007-08	2008-09	2009-10						
Number in Self-Contained Classes	0	0	0						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	0	8	16	Principal Suspensions	0	4	
Number all others	0	1	10	Superintendent Suspensions	0	1	
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	0	0	0	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	1	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	9	16	21
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	1	1	1
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	0
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0		
American Indian or Alaska Native	2.5	2.1	0.9	Percent more than two years teaching in this school	0.0		
Black or African American	71.0	69.5	69.5	Percent more than five years teaching anywhere	50.0		
Hispanic or Latino	10.5	11.1	9.5				
Asian or Native Hawaiian/Other Pacific Isl.	14.2	15.6	18.9	Percent Masters Degree or higher	75.0		
White	1.8	1.6	0.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	87.0		
Multi-racial	0	0	0				
Male	53.1	51.9	51.8				

DEMOGRAPHICS							
Female	46.9	48.1	48.2				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>				<u>Category (Check <input checked="" type="checkbox"/>)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (<input checked="" type="checkbox"/>)			Secondary Level (<input checked="" type="checkbox"/>)			
	ELA:			ELA:			
	Math:			Math:			
	Science:			Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups		Elementary/Middle Level			Secondary Level		
		ELA	Math	Science	ELA	Math	Grad. Rate**
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	86.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	23.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	48.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.3	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?
-

YECA CEP NEEDS ASSESSMENT 2010-2011

Based on a comprehensive review of our school's educational program, informed by the New York City Learning Environment Survey, School Progress Report data, and a 92% response rate to a school-level climate survey, communication and engagement are critical areas of focus for York Early College Academy (YECA). Teachers indicated that there is a need for professional development with content-area support, as well as the implementation of positive behavior support strategies to address three levels of student behavior. Additionally, review and analysis of the school's existing curricula reveals that there is a demonstrated need for a systemic and systematic approach to design engaging, rigorous, and coherent curricula for a variety of learners and aligned to key state standards.

Student achievement data provided by ACUITY, NYSTART assessment data, Corrective Reading Diagnostic Tests, school-level baseline assessments, and classroom data demonstrate that there is a critical need to develop background knowledge and build academic vocabulary across all content areas. Additionally, a sub-skill literacy analysis indicates that students need intensive instruction to be able to make inferences, determine author's purpose, make connections across content and texts, and analyze the historical and cultural contexts of a document and informational text. Analysis of mathematics performance data reveals that students across all grade levels require support in the strands of number sense and operations, statistics and probability, and algebra. Specific to Geometry, ACUITY diagnostic assessment data aligned with classroom instruction demonstrated a need to develop the language of mathematics and the ability to articulate a justification for a geometric proof. A comparative analysis of the aforementioned data and the school's existing curricula revealed gaps and overlaps in the assessment of relevant state standards across all grades. As a result, there is a need for staff to engage in a collaborative review process of curriculum maps in order to plan interventions and differentiate instruction for students accordingly.

An analysis of 9th grade student performance on periodic and state assessments indicates a gender gap in which males are significantly outperforming females in the areas of English, Algebra, and Geometry. Other subgroups are currently too small based on our school's demographics to make generalizations about emerging patterns and trends. The skill-level deficiencies grade-wide present a challenge to our stated goal in which 90% of YECA students will successfully complete 11 or more high school credits by June 2010. Additionally, in order to support students in earning 4 college credits in Spanish, there is a need to strengthen vocabulary, critical thinking, and college readiness

skills. Observation of students in the College Immersion summer program and data collected in the college course corroborate this need.

Over the past two years, YECA has met Adequate Yearly Progress for all subgroups as evidenced by the New York State School Accountability Report. 100% of 9th grade students are decoding on grade level, as evidenced by Corrective Reading Mastery Tests. 90% of students are meeting or exceeding standards in ELA and Math, as evidenced by New York State standardized assessment data. According to NYSTP data, 35% of our black/African American students made exemplary gains in both Math and ELA. Additionally, 30% of 9th grade students entered their high school experience with at least 2 high school credits, accrued one year ahead of the city norm. 100% of 9th grade students are currently enrolled in a college-level Spanish course through York College, and are on track to accrue 4 college credits by June, 2010.

Significant aids to our continued upward growth include our rich partnerships with the City University of New York, York College, and the Early College Initiative. The City University of New York provides us with consistent on-site instructional support, on-going professional development for teachers as appropriate, and the opportunities for collaboration, school inter-visitation, and development of professional learning communities across the network of eighteen schools. Specific support is offered to cross-curricular teams through the additional resources provided by the CCSS Phase I program and CUNY Creative Arts Team.

York College continues to provide YECA with ongoing College Discovery Days and Summer College Immersion programs coordinated by the college liaison. This partnership helps develop the academic behaviors, college knowledge, and cognitive strategies that will enable our students to earn up to sixty college credits while still in high school. Additionally, York College provides the school with tutors, student teachers, and teaching assistants that enable success for our general education and at-risk students.

The Early College Initiative (ECI), in partnership with the Bill and Melinda Gates Foundation, funds the development of college readiness curriculum for all Advisory courses on a digital platform. Additionally, ECI funds professional development aligned with data-based needs for positive discipline support and on-site consultation and coaching in building higher order thinking and literacy skills.

These programs are implemented via a highly flexible master schedule that enables staff to re-group students during Enrichment, Advisory, and Tutoring periods to address skill-level needs on an ongoing basis. Targeted instruction is provided through our extended-day program (37.5 Minutes) that offers academic and social intervention services for our struggling students. YECA continues to offer after-school, Saturday, and summer tutoring.

Finally, our electronic curriculum mapping system (ATLAS), increases communication among staff by allowing asynchronous communication, and fosters program and organizational coherence by aligning curriculum, instructional, and organizational decisions in a transparent approach.

Significant barriers to YECA's continued growth include insufficient staffing to meet the diverse needs of our growing special education population in the face of scarce resources. Moreover, we face critical space and facilities issues. As we grow into a 6-12 school, there will be a need for increased space allocation in order to provide small-group support, laboratory sciences, adequate physical education, reduced class size, and a more authentic college learning environment. In order to continue to offer students college-level courses at York College, we face significant transportation and logistical concerns based on our distance from the campus.

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. **Curriculum Mapping and Alignment to Common Core State Standards. At least 90% of teacher teams will develop coherent curriculum maps on Atlas Rubicon; an electronic curriculum system, in order to transition to the Common Core State Standards (CCSS).**
2. **Credit Accumulation. In 2010-11, 80% of 9th and 10th grade students present in September 2010, will accumulate 11 or more high school credits.**
3. **College Readiness. By June 2011, at least 75% of the 9th and 10th grade cohort enrolled in College level Spanish will have earned the minimum score of 75 to be considered "proficient" by the City University of New York, and accordingly will have earned 4 college credits.**

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 #1

**Common Core State Standards/
Curriculum Mapping / Collaboration**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To continue the school-wide implementation of Atlas Rubicon, the electronic curriculum mapping system, to regularly evaluate and adjust curricular and instructional practices across classrooms in response to student learning needs and the expectations of the evolving state standards (CCSS), with a focus on building coherent alignment between what is taught, how it is taught, and how it is assessed.</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>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>At least 90% of teachers will work in teams to develop coherent curriculum maps to support what teachers need to learn to increase student mastery of evolving state standards.</p> <p>At least 20% of teacher teams will explore the implications of the evolving state standards as they relate to assessment strategies and assessment practices. These teacher teams will be supported by the CUNY PSO instructional coach and school support coordinator and additionally through the CUNY Phase 1 initiative.</p> <p>Budget: CUNY funds our subscription to Atlas Rubicon. CUNY is providing supplementary on-site support as needed for both electronic curriculum mapping and professional development that supports the expectations of the evolving state standards.</p> <p>Staffing: Core Team from the school (6 members including: 1 instructional coach and 5 teachers), Implementation Manager from Atlas Rubicon, Network Instructional Team from CUNY, and all pedagogical staff from YECA.</p> <p>Timeline:</p> <p>July 2010 -- School Support Coordinator and Network Instructional coach from CUNY and core team</p>

members attended training in Saratoga Springs, New York, with CUNY on Curriculum Mapping in the 21st Century.

August 2010

- Instructional Coach attended planning meeting to explore CCSS connections to curricula and implications for curriculum mapping.
- Selected staff to serve on the Core Team for Curriculum Development. -- The school's master schedule was reviewed in order to reflect time for common planning.

September 2010

- Administration and staff attended professional development in collaboration with Educational Consultant Dr. Harvey Silver of Silver, Strong and Associates, in order to begin the process of re-aligning curriculum to the CCSS.

--- A Core Team to begin the CCSS transition process was selected and began strategic planning.

- Schedules were created to allow teachers to meet in subject-area teams for weekly common planning.

October 2010

- Core Team trained in Analyze Tool feature of Atlas and the Thoughtful Curriculum Design Portfolio for unit design at CUNY network-wide meeting.

-- Teachers began meeting weekly with their disciplinary teams (humanities or math/science).

- Teacher Leaders prepare and provide professional development around unit planning, writing essential questions, and creating lessons that meet standards level criteria.

-- Core Team attends training with the Atlas Rubicon.

November 2010

- Core Team will attend network-wide professional development focused on unit design and curriculum realignment to CCSS on Election Day.

--Core Team continues e-mapping during regularly scheduled meeting times.

December 2010

	<p>-- Core Team will attend network-wide professional development focused on unit design and curriculum realignment to CCSS.</p> <p>--Core Team will continue to draft unit plans aligned with CCSS.</p> <p>January 2011</p> <p>-- During Regents Week, teachers will be allocated time to work on curriculum writing and development.</p> <p>--Teachers meet with Principal to look at their maps thus far, evaluating their progress, rating the map based upon the rubric provided by Atlas Rubicon.</p> <p>February- May 2011</p> <p>-- Common planning continues.</p> <p>-- Deadlines are created by the Core Team to allow teachers time to input their unit plans.</p> <p>-- Administration provides monitoring and feedback after each deadline.</p> <p>June 2011</p> <p>-- Teachers meet with principal to look at their maps thus far, evaluating their progress, rating the map based upon the rubric provided by Atlas Rubicon.</p> <p>-- Teachers reflect upon the initiative in writing. Reflections and principal's assessment of the initiative will be used to create a plan for 2011-2012 school year.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By June, 2011, 100% of teachers will produce online curriculum maps, using Atlas Rubicon, with accompanying unit plans using the Understanding by Design (UbD) framework that integrates the evolving state standards.</p> <p>100% of teachers will begin a multiyear process of realigning curriculum maps to the CCSS, monitoring and revising units of instruction based on evidence of student performance.</p> <ul style="list-style-type: none"> • A core team of teachers will have developed a transition plan that focuses on integration of the CCSS across classrooms. • 100% of staff will write teacher reflections on the impact of the evolving state standards and strategies implemented to increase student achievement. • Sample unit plans aligned to CCSS will be uploaded to Atlas and shared among staff. • Formal and informal observations will demonstrate use of the strategy and

	<p>alignment to evolving state standards.</p> <ul style="list-style-type: none">• Examination of student work will demonstrate increased learning as evidenced by raised standards and coherence between content, instructional strategies and assessment as measured by a teacher generated rubric.• Analysis of student performance data on New York State assessments and Regents examinations will demonstrate increased learning.

Goal #2

Credit Accumulation

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the percentage of 9th and 10th grade students earning at least 11 credits during the course of the 2010-2011 school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff me</p> <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.mbers; and implementation timelines.</p>	<ul style="list-style-type: none"> - The 2010-11 academic program was revised. Parallel programming occurred in 9th and 10th grade to accommodate advanced placement in mathematics (Algebra/Geometry/Trigonometry are running parallel) - A revised Advisory program is being implemented for the 2010-11 school year. Students will meet as a whole group for one period each week. Individual meetings between advisor/advisee are scheduled once every two weeks. Advisors will use College Readiness goals to plan and implement Advisory. Students will track their progress with a periodic review of student transcripts. - Off track students were identified in Fall 2010. Students, parents and staff will meet in November 2010 to create Action Plans for the current school year. Meetings with students and families will be held as needed. - The 37½ mandated minutes for high school will be devoted to credit accumulation for our at-risk and off track students. - Identify a team of teachers to research and implement on-line credit recovery courses and independent studies for our credit deficient students. Per session will be allocated. - All teachers regularly monitor Engrade to identify students not meeting academic proficiency/in danger of failing courses to provide intervention. - Teachers will design and incorporate regents-like tasks into instruction to build familiarity with the construct of the examination. - Teachers will use a systemic rubric that mirrors the rubric provided by NYS on the 11th grade Mathematics Regents Examinations to evaluate student performance and progress. - Use of Progress to Graduation tool to track progress and consistently analyze data and existing instructional and organizational practices with regard to credit accumulation and/or college readiness expectations. <p>March 2011 initiate plan for Summer School with NYCDOE and CUNY</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>**In 2009-10, 75% of 9th grade students earned 11 or more HS credits and are on track to graduate in 2013.</p> <p>**In 2010-11, 80% of 9th and 10th grade students present in September 2010, will accumulate 11 or more high school credits.</p> <ul style="list-style-type: none"> - Student achievement data offered through Engrade - Student work (classwork, homework, formative and summative assessments)

	<ul style="list-style-type: none">- Anecdotal records from professors- Meeting minutes from team meetings- Meeting minutes from family conferences- Student contracts- Progress reports- Office Discipline Referrals- Office hours and tutoring logs- College transcripts

Goal #3

Poetry and Spanish College Credits

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop supports and interventions such that 9th grade students will be able to earn up to 4 college credits in Spanish, and 10th grade students will be able to earn up to 7 college credits in Spanish and Poetry</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff</p> <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.members; and implementation timelines.</p>	<p>Summer 2010:</p> <ul style="list-style-type: none"> - Core Team was formed, comprised of administration, college liaison, college professors, and other relevant staff to begin developing a strategic plan - Core Team used “backwards design” to plan backwards from existing college curricula to design developmentally-appropriate scope and sequence documents for the 9th and 10th grade college classes - Team collaborated with “Summer College Immersion” professors to design relevant modules in college skills and behaviors - All enrolled 9th and 10th grade students participated in Summer College Immersion programs aligned with college readiness principles - “At risk” students were targeted for intervention - Team designed a protocol for periodic review and planning meetings <p>Fall 2010:</p> <ul style="list-style-type: none"> - Team will periodically convene to review student achievement and anecdotal data - Students demonstrating deficiencies will be identified for in-class remediation in a dual-credit HS/college course - Students demonstrating deficiencies will be identified for at-of-class tutoring in “office hours”, which take place once per week - Students demonstrating behavioral needs will be referred to guidance for additional support and family conferences - High school advisory classes will follow a College Readiness curriculum provided by CUNY PSO, which aligns curriculum to college ready principles <p>Spring 2011:</p> <ul style="list-style-type: none"> - Team will continue regular data review meetings, providing additional interventions when necessary - Students who demonstrate accelerated progress will be targeted for an advanced-level course

Indicators of Interim Progress and/or Accomplishment

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

By June 2011, at least 75% of the 9th grade cohort enrolled in Spanish will have earned the minimum score of 75 to be considered “proficient” by the City University of New York, and accordingly will have earned 4 college credits.

By June 2011, at least 75% of the 10th grade cohort enrolled in Spanish and Poetry will have earned the minimum score of 75 to be considered “proficient” by the City University of New York, and accordingly will have earned 4 college credits.

- **Student achievement data offered through Engrade**
- **Student work (classwork, homework, formative and summative assessments)**
- **Anecdotal records from professors**
- **Meeting minutes from team meetings**
- **Meeting minutes from family conferences**
- **Student contracts**
- **Progress reports**
- **Office Discipline Referrals**
- **Office hours and tutoring logs**
- **College transcripts**

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	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	33	33	33	33	5	7	5	N/A
7	15	15	15	15	12	8	12	N/A
8	13	13	13	13	9	10	9	1
9	13	13	13	13	3	3	3	N/A
10	12	12	12	12	24	3	24	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Struggling students receive additional instructional time with the focus on reading and writing skills as grade appropriate. We provide support services in the form of small group or one-to-one instruction to help students achieve the learning standards in English Language Arts. This is provided to students year round after school. Also, our school provides students with a Saturday school program that further supports ELA skills with an additional focus on testing preparation.</p>
<p>Mathematics:</p>	<p>Struggling students receive additional instructional time with the focus on mathematical practices as grade appropriate. Services are provided to students in the form of small group or one-to-one instruction to help students achieve the learning standards in English Language Arts. Students also receive personal tutoring services geared to target areas that need further development. This is provided to students year round after school. The school also provides students with a Saturday school program that further supports Math skills with an additional focus on computing, technology usage and test preparation.</p>
<p>Science:</p>	<p>Students who require additional support in Science receive individualized instructional time with their content area instructor. These services are provided to students in the form of small group, or peer-tutoring instruction. Additionally, students receive one-to-one instruction during the school day. They are further supported through develop researching skills. This is provided to students year round after school.</p>
<p>Social Studies:</p>	<p>Students who require additional support in Social Studies receive instructional time with their content area instructor in addition to support from their English Language Arts teachers. These services are provided to students in the form of small group, or peer-tutoring instruction. Individual needs are further supported through computer based program instruction allowing students to develop researching skills. This is provided to students year round after school in addition to one-to-one instruction during the school day.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Students who require additional support in Social Studies receive instructional time with their content area instructor in addition to support from their English Language Arts teachers. These services are provided to students in the form of small group, or peer-tutoring instruction. Individual needs are further supported through computer based program instruction allowing students to develop researching skills. This is provided to students year round after school in addition to one-to-one instruction during the school day.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The School Psychologist provides necessary evaluations for students who are at risk academically and emotionally, as well as, make proper recommendations for alternate mental health and academic services for students.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>The Social Worker provided one-on-one and group counseling for students. In addition, the Social Worker also conducts family conferences to address any areas of the student’s home environment that may impact their ability to perform well academically. This service is offered to mandated and non-mandated students. The school Social Worker also conducts necessary home visits for students that are at-risk. Counseling for at-risk students focus on, enhancing students ability to cope with academic stress, modify</p>

	behavioral in problem areas, enhance anger management skills, conflict resolution, social skills, study skills, and self-esteem. The Social Worker also provides referrals for outside services to further support academic and emotional growth for at-risk students.
At-risk Health-related Services:	Students who have health related risk are required to product a doctor’s note informing the school of the proper steps to take to support the student while in school. Students will have access to the school Nurse as needed. However, if any student displays high health related risk, in which the school is not equipped to handle, a student may be required to remain home until a medical professional declares them able to return. Conferences and communication with the students family is maintain consistently to assure proper support for the student.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) **6-10** Number of Students to be Served: **401 LEP 1 Non-LEP**

Number of Teachers **0** Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

While we do not have ELL teachers at our school, professional development is on-going for our staff. Our instructional coach supports teachers by pushing into classrooms, holding various meetings in addition to the monthly faculty professional development meeting. Furthermore, teachers are encouraged to attend external workshops that encourage promising practices and strategies in providing instruction to all students, including, ELLs. Our professional development training for our staff may consist of using differentiation to meet student needs and using alternative assessment to determine strengths and weaknesses in students. Teachers would be directed on using their common planning time to differentiate for ELL students and attend workshops offered by the Office of English Language Learners.

Section III. Title III Budget

School: 28Q284 BEDS Code: 342800011284

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	\$0	(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.	\$0	(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.	\$0	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	\$0	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel	\$0	

Other	\$0	
TOTAL	\$0	

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.

During our admissions process, we would administer the home language survey to determine the translation and interpretation needs.

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.

At the present time, we do not have a demonstrated need to communicate findings to the school community. Any findings would be reported to the Parent Coordinator and School Leadership Team (SLT). The parent coordinator evaluates the needs of parents by being in constant communication with them through emails and by speaking to students.

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.

The school uses the translation and interpretation services unit provided by the Department of Education. Additionally, we rely on the communication skills of our teachers who are fluent in other languages.

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.

We rely on resources provided by the New York City Department of Education as well as the services provided by school-staff volunteers.

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>.

During our admissions process, we would administer the home language survey to determine the translation and interpretation needs. The school would also communicate with the parents via the Parent Coordinator.

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:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

2. Schoolwide reform strategies that:

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

- 3. Instruction by highly qualified staff.
- 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
- 5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- 6. Strategies to increase parental involvement through means such as family literacy services.
- 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

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

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (<input checked="" type="checkbox"/>)	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (<input checked="" type="checkbox"/>) 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.
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

		Yes	No	N/A		Check (R)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	York Early College Academy					
District:	28	DBN:	28Q284	School		342800011284

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9	v	Ungraded	v	
	2		6		v 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		97.3	97.2	96.1 /
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		95.6	97.9	98.5
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	82	81	74	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	80	86	86		51.9	74.5	78.4
Grade 8	80	80	84				
Grade 9	0	81	82	Students in Temporary Housing - Total Number:			
Grade 10	0	0	75	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	2	2
Grade 12	0	0	0				
Ungraded	1	0	1	Recent Immigrants - Total Number:			
Total	243	328	402	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	0	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	4	24
# in Collaborative Team Teaching (CTT) Classes	8	16	21	Superintendent Suspensions	0	1	8
Number all others	1	10	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	0	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	8	15	21
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	2	3	3
# receiving ESL services only	1	0	TBD				
# ELLs with IEPs	0	0	TBD	Number of Educational Paraprofessionals	0	0	0

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

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
	0	0	6	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	26.7	38.1
				% more than 5 years teaching anywhere	50.0	20.0	38.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	75.0	47.0	81.0
American Indian or Alaska Native	2.1	0.9	1.2	% core classes taught by "highly qualified" teachers	87.0	93.3	95.1
Black or African American	69.5	69.5	66.4				
Hispanic or Latino	11.1	9.5	10.2				
Asian or Native Hawaiian/Other Pacific	15.6	18.9	21.9				
White	1.6	0.9	0.2				
Male	51.9	51.8	51.5				
Female	48.1	48.2	48.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:			NR	
Overall Score:	47.9	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	10	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	8.9	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	26.2					
<i>(Comprises 60% of the</i>						
Additional Credit:	2.8					

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 PSO 5	District 28	School Number 284	School Name York Early Coll Acad
Principal Deborah Burnett-Willams		Assistant Principal N/A	
Coach Naviha Paz		Coach N/A	
Teacher/Subject Area Jennifer Vogler (reading)		Guidance Counselor Felicia Davis	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Linda Perry	
Related Service Provider		Other	
Network Leader Brian Kaplan		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	402	Total Number of ELLs	0	ELLs as Share of Total Student Population (%)	0.00%
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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.

Although we currently do not have any ELL students, we do have a process in place to identify, place and communicate effectively with parents which is as follows:

Students would be identified as they enroll or transfer into the school. Our Instructional Coach would administer the home language identification survey to determine if the student should be administered further testings such as the LABR in addition to any other assessment we feel are necessary to identify the student. Although the Instructional Coach is bilingual (Spanish), if needed, we would contact the Translation and Interpretation Unit for further assistance with translation. Since we are also housed in another school (IS8) should the need arise, we would contact the ELL point person for further assistance with regards to placement and communication of information to the parent. As required, parents would be informed within the 10 days of their child's placement. All choices and options for their students would be given to the parents with regards to what settings are available for the student. Our Parent Coordinator and Instructional Coach would ensure that all pertinent forms and letters are distributed and collected accordingly. This is done through follow up phone calls, emails and conversations with both the parents and student.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0					0	0
Chinese	0	0	0	0					0	0
Russian	0	0	0	0					0	0
Korean	0	0	0	0					0	0
Haitian	0	0	0	0					0	0
French	0	0	0	0					0	0
Other	0	0	0	0					0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

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	0	0	0	0			0
Chinese							0	0	0	0	0			0
Russian							0	0	0	0	0			0
Bengali							0	0	0	0	0			0
Urdu							0	0	0	0	0			0
Arabic							0	0	0	0	0			0
Haitian							0	0	0	0	0			0
French							0	0	0	0	0			0
Korean							0	0	0	0	0			0

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
Punjabi							0	0	0	0	0			0
Polish							0	0	0	0	0			0
Albanian							0	0	0	0	0			0
Other														0
TOTAL	0													

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.

Although we do not currently have any ELL students, in the event we would our instruction would encompass various models. Students would receive services by both pushing-in as well as pulling-out. They would receive tutoring and work closely with the reading teacher and instructional coach to ensure their needs are met. Many of our classes have 90 minute blocks a few times a weeks, giving the staff ample time to provide instruction to students who range from a beginner's language level through an advanced language level. Particularly the English Language Arts courses currently provide students with a minimum of 360 minutes of ELA instruction. This would fit well with meeting the requirements for ELL students. Content area teachers already use various approaches in their instruction. Teachers would be instructed to use manipulatives, word walls, translation services, partners, tutoring, and various visual materials to ensure that the subject matter is comprehensible and enriches language development. Our instructional plan for ELL students would consist in involvement of many teachers such as the instructional coach, speech teacher, reading teachers as well as ELL specialists who work for the school in which we are housed in (IS8).

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

Some of the targeted intervention programs we would have in place for our ELL students would consist of working closely with specific content area teachers in addition to providing individualized tutoring to students. For students who are in transition, support would be similar to that of a new ELL student wherein one-on-one services would be made available to students. Teachers would be able to either pull students out or push in to support their needs. ELL students, as other students, would have other programs such as the Summer Academy or Saturday program available to them to assist with their studies in Math and ELA. Some of the technology that would be used could consist of using reading programs such as Wilson or Fountas & Pinnell in addition to on-line activities that support language development. The language elective available to all students at our school is Spanish.

C. Schools with Dual Language Programs

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

Our school does not have a dual language program.

D. Professional Development and Support for School Staff

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

While we do not have ELL teachers at our school, professional development is on-going for our staff. Our instructional coach supports teachers by pushing into classrooms, holding various meetings in addition to the monthly faculty professional development meeting. Furthermore, teachers are encouraged to attend external workshops that encourage promising practices and strategies in providing instruction to all students, including, ELLs. Our professional development training for our staff may consist of using differentiation to meet student needs and using alternative assessment to determine strengths and weaknesses in students. Teachers would be directed on using their common planning time to differentiate for ELL students and attend workshops offered by the Office of English Language Learners.

E. Parental Involvement

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

Parents are very involved at our school through the support of our parent coordinator Mrs. Linda Perry. Our coordinator is in constant communication with local community based organizations such as Making Proud Choices. Our school also works closely with York College. The parent coordinator evaluates the needs of parents by being in constant communication with parents through emails and by speaking to children with regards to activities they are interested in. With this information, the coordinator sets up workshops upon parents requests based on what is being specified as an interest.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	0	0	0	0		
	I							0	0	0	0	0		
	A							0	0	0	0	0		
	P							0	0	0	0	0		
READING/ WRITING	B							0	0	0	0	0		
	I							0	0	0	0	0		
	A							0	0	0	0	0		
	P							0	0	0	0	0		

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	0	0	0	0	0

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0		
Math	0	0		
Math	0	0		

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Biology	0	0		
Chemistry	0	0		
Earth Science	0	0		
Living Environment	0	0		
Physics	0	0		
Global History and Geography	0	0		
US History and Government	0	0		
Foreign Language	0	0		
Other	0	0		
Other	0	0		
NYSAA ELA	0	0		
NYSAA Mathematics	0	0		
NYSAA Social Studies	0	0		
NYSAA Science	0	0		

Native Language Tests

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

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

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

discuss student progress and ways to improve individual performance.

Additional Information

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

While our school does not have any ELL students, we do have set processes instilled that would allow for the school to service any student, in addition to the support provided by our CFN and the school in which our school is housed in.

Part VI: LAP Assurances

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

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

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		