



CIVIC LEADERSHIP ACADEMY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 24Q293

ADDRESS: 45-10 94TH STREET, ELMHURST, NY 11373

TELEPHONE: (718) 271-1487

FAX: (718) 271 - 3408

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 24Q293 **SCHOOL NAME:** Civic Leadership Academy

SCHOOL ADDRESS: 45-10 94th Street, Elmhurst, NY 11373

SCHOOL TELEPHONE: (718) 271-1487 **FAX:** (718) 271-3408

SCHOOL CONTACT PERSON: Phuong Nguyen **EMAIL ADDRESS:** pnguyen@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Phuong Nguyen</u>
PRINCIPAL:	<u>Phuong Nguyen</u>
UFT CHAPTER LEADER:	<u>Connie Benson</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Felipe Donneys</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u>Alejandra Rodriguez</u>

DISTRICT AND NETWORK INFORMATION

DISTRICT: 24 **CHILDREN FIRST NETWORK (CFN):** New Visions

NETWORK LEADER: Derek Smith

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
Phuong Nguyen	*Principal or Designee	
Connie Benson	*UFT Chapter Chairperson or Designee	
Felipe Donneys	*PA/PTA President or Designated Co-President	
Petita Castellanos	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Janneth Cali	DC 37 Representative, if applicable	
Alejandra Rodriguez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Rachelle Valbrun	CBO Representative, if applicable	
Erin Magner	Member/Teacher	
Wendy DeLoughy	Member/Teacher	
Peggie Kirkland	Member/Assistant Principal	
Liliana Ayala	Member/Parent	
	Member/	
	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.

The Civic Leadership Academy is a small high school in Elmhurst, Queens, in its third year of operation. We currently have 330 students in grades 9 -11, and will expand a grade each year until we are at capacity. We offer a college preparatory program with an emphasis on youth development through service learning. We are committed to meeting the diverse learning needs of our students and helping them excel in all academic areas. Our three core values – **commitment to learning, community and advocacy** – promote the social, emotional and academic development of our students by helping them become independent, critical thinkers who are assets to their communities.

We have high expectations for our students, and communicate them by clearly identifying learning outcomes, providing educational experiences at the appropriate level of challenge, and using data from student work, interim assessments, and standardized tests to inform instruction. In this way, we translate our expectations into standards that are concrete, clearly written with examples, and aligned with the school's mission. Our partnerships with Child Center of NY, Inc. and New Visions for Public Schools, support our goal of providing students with quality opportunities to engage in work that contributes to the health of the community. We believe that using the community as a textbook, offers our students opportunities to reinforce and extend their learning beyond the physical boundaries of the school.

Mission:

The Civic Leadership Academy fosters the academic success, personal growth, and social development of our 9th -12th grade students through service to their communities. Our college preparatory curriculum uses the real world as a classroom in which students develop as leaders who take initiative, solve problems, work as a team, and demonstrate their abilities, while addressing real community needs. The community is our textbook, helping to expand our students' academic and leadership skills as they become future leaders of the world around them.

Programs for 2010-2011:

As our school grows, we offer a broader range of courses and programs. This year, our partner, Child Center of NY, will continue to offer an OST/TASC afterschool program to support the learning and achievement of our students. The "Transition to High School Program" is designed to support ninth graders in making a successful adjustment to the expectations and requirements of high school, focusing on such areas as academic support, social-emotional development, and preparation for college. It is a year-long program that includes peer mentoring and support. In addition, Child Center of NY has opened a mental health clinic to service the students in the Elmhurst Educational Campus

community. We are continuing our partnership with Hunter College, hosting graduate student teaching interns in various subject areas throughout the year.

This year, we have added three new programs to support the college focus of the school. We have just established a partnership with Queens College through the College Now Program, which will be available to students in the Spring of 2011. In addition, the Make the Road organization has established the Student Success Center, a campus program which supports students with the college application process. Finally, we have formed a partnership with iMentor, a program that provides our 11th graders with mentors who are partnered with them for three years, with the goals of helping them through the college application process and the first year of college.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

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

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K						91.9			
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3						96.6			
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7						55.7	77.7		
Grade 8									
Grade 9		119	128	Students in Temporary Housing: Total Number					
Grade 10			93	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11						2			
Grade 12									
Ungraded		2		Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total		121	221			15	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes		5	0						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes		2	16	Principal Suspensions		2	1
Number all others		7	14	Superintendent Suspensions		10	13
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only		15	18	Number of Staff: Includes all full-time staff			
# ELLs with IEPs		1	8	(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		6	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals		1	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals		1	
		1					
				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			.5	Percent more than two years teaching in this school		0.0	
Black or African American		10.7	8.6	Percent more than five years teaching anywhere		16.7	
Hispanic or Latino		75.2	76.5				
Asian or Native Hawaiian/Other Pacific Isl.		7.4	5.4	Percent Masters Degree or higher		67.0	
White		6.6	4.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)		100.0	
Multi-racial							
Male		52.9	51.6				
Female		47.1	48.4				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				✓	✓		
Ethnicity							
American Indian or Alaska Native				-	-		
Black or African American				-	-		
Hispanic or Latino				✓	✓		
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				-	-		
Multiracial				-	-		
Other Groups							
Students with Disabilities				-	-		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
Limited English Proficient					-	-	
Economically Disadvantaged					√	√	
Student groups making AYP in each subject					3	3	
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				
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p>							

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

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?
-

Civic Leadership Academy (CLA) has demonstrated a solid record of achievement. Using explicit instruction, individualized programming, and a personalized learning environment, the majority of our students are on track to graduate in 4 years. According to ARIS, in June 2010, 94% of the tenth graders and 86% of the ninth graders earned 10+ credits. Our Regents exam data were also very encouraging, though a trend that we did identify from these data is that the majority of the students who passed the exams tended to stay within the 65-84% grade distribution.

Our overall attendance rate contributed to the success of the students. For the 2009-2010 school year, our average attendance was 90%. In analyzing the attendance data, we found that 37% of the students were late to first period class 20% of the time or more, which contributed to the generally lower pass rates for first period courses. As a result, this finding influenced our program schedule. For example, where possible, Regents-bearing classes are no longer scheduled for first period.

This past year, we worked very hard to improve the parent involvement in the school and found that our most successful strategy was to combine special events that celebrated student achievements with Parent Association meetings. Many more parents attended these events and were active participants in the preparation of the events. We also offered parent workshops in technology and have formed partnerships with community-based organizations to offer other parent workshops.

The success we found with our parents and students is reflected in the Learning Survey results for 2009-2010. Parents gave us the highest ratings in all the categories, and students' positive perceptions of the school increased tremendously. Overall, our families are pleased with the education their children are receiving at the school and find the school to be a safe and nurturing learning environment.

While disaggregating the data of the incoming ninth graders, we found that the learning needs of the incoming 9th grade students are more severe than those of the previous cohorts. In ELA, 74% of cohort 2014 scored at Level 1 or 2, while 58% scored at Level 1 or 2 in Math. A significant portion of cohort 2014 who are struggling learners are either current or former ELL students or receive special education services. This finding has influenced the type of classes we are offering, the teachers we hire, and the supports we need to put in place to ensure that these students have a positive and successful experience in high school.

Our Quality Review assessment has also provided much valuable information. In 2009-2010, the average number of years of teaching experience was 2.4 years. Despite the relative inexperience of the teachers, they have achieved success in helping the majority of the students move forward and stay on track. Nevertheless, the professional growth of our teachers must be a priority for the school. We need to continue to develop our Professional Development program to support teachers in increasing rigor and implementing more differentiation in the classroom, in particular, meeting the needs of struggling and accelerated learners in the same classroom. Moreover, since our English and Social Studies outcomes are consistently higher than those of the Math and Science outcomes, we need to focus our support in helping the Math and Science teachers make content more accessible, particularly for struggling learners.

These findings have been reinforced by the data from STARS. We found that the pass rate for English and Social Studies classes are much higher than those of the Math and Science classes. These results are supported by our Regents Exams data and the AYP reports.

Consequently, for the 2010-2011 school year, we will be focusing our efforts in two areas: supporting teachers with differentiating instruction and improving outcomes in the Math and Science classes.

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.

After conducting a needs analysis of the data for 2009-2010, we found that our English and Social Studies departments have consistently stronger results in both grades. Their course pass rates were higher, above 80%, in all subgroups, as reflected by AYP data and STARS Scholarship Reports for the Fall and Spring Semester of 2009-2010. We also had a strong outcome for our June 2010 Global History Regents exam with a pass rate of 80%. Thus, our school goals for 2010-2011 will focus on strengthening the outcomes of the math and science departments. The following are our goals for the 2010-2011 school year:

Goal 1: 25% of Cohort 2012 who did not pass the Geometry Regents exams in June 2010 will pass by June 2011. 40% of the remaining first time takers in Cohort 2012 will pass the Geometry exam by June 2011. In June 2010, we had a pass rate of 44% (36/82) for the Geometry Regents exam. The 82 students consisted of 70 Cohort 2012 and 12 Cohort 2013 students. Of the 70 Cohort 2012 students, 28 passed, which is a 40% pass rate. Our goal for the 2010-2011 school year is to increase the pass rate of Cohort 2012 students who failed the Geometry Regents in June 2010 by 25% by June 2011.

Goal 2: 10% of Cohort 2012 who did not pass the Earth Science Regents exams in June 2010 will pass by June 2011. 30% of the remaining first time takers in Cohort 2012 will pass the Earth Science exam by June 2011. In June 2010, 60% of the 90 students who took the Earth Science Regents exam passed. The 90 students consisted of 64 Cohort 2012 and 26 Cohort 2013 students. Cohort 2012 had a 70% pass rate (45/64). Our goal for the 2010-2011 school year is to increase the pass rate of Cohort 2012 students who failed the Earth Science Regents in June 2010 by 10% by June 2011.

Goal 3: The number of students who achieve 85% or higher on the Integrated Algebra and Living Environment Regents exams will increase by 5% by June 2011. In June 2010, 12.5% (8/64) of the students who passed the Living Environment Regents exam earned a score of 85% or higher, while only 4% (6/93) of the students earned an 85% or higher in Integrated Algebra. Our goal is to increase the number of students who score an 85 or higher in both exams in order to show greater content mastery and readiness for more advanced math and science.

Goal 4: The number of students who have 20% or more latenesses in 2009-2011 will decrease by 10% by June 2011. During 2009-2010, our overall attendance was 90%. However, 37% of the students (74 out of 220) were late 20% or more. To increase instructional time, and improve first

period passing rate, our goal is to decrease the number of students who are late 20% or more by 10% for the 2010-2011 school year.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Math – Geometry

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>25% of Cohort 2012 who did not pass the Geometry Regents exams in June 2010 will pass by June 2011. 40% of the remaining first time takers in Cohort 2012 will pass the Geometry exam by June 2011.</p>																							
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<table border="1"> <thead> <tr> <th data-bbox="527 768 1367 886">Action</th> <th data-bbox="1367 768 1581 886">Target Population</th> <th data-bbox="1581 768 1787 886">Staff Members</th> <th data-bbox="1787 768 1976 886">Implementation Timeline</th> </tr> </thead> <tbody> <tr> <td data-bbox="527 886 1367 1044">Schedule math teachers to facilitate collaboration (1 teacher – 1 section of Algebra and 1 section of Algebra 2, 1 teacher – 3 sections of Algebra, 2 sections of Geometry, 1 teacher – 3 sections of Geometry, 2 sections of Algebra 2).</td> <td data-bbox="1367 886 1581 1044">Math Department</td> <td data-bbox="1581 886 1787 1044">Principal Programmer</td> <td data-bbox="1787 886 1976 1044">Summer 2010, January 2011</td> </tr> <tr> <td data-bbox="527 1044 1367 1200">Disaggregate June 2010 and August 2010 Geometry data to determine content of Regents Prep courses in preparation for the January Regents exams in Geometry.</td> <td data-bbox="1367 1044 1581 1200">Math Department</td> <td data-bbox="1581 1044 1787 1200">Math Teachers Principal</td> <td data-bbox="1787 1044 1976 1200">Summer 2010, January 2011</td> </tr> <tr> <td data-bbox="527 1200 1367 1356">Map all math curriculum and schedule a collegiate review to review and revise curriculum maps during the summer; Revisit and adjust curriculum maps in January.</td> <td data-bbox="1367 1200 1581 1356">Math Department</td> <td data-bbox="1581 1200 1787 1356">Math Teachers Principal</td> <td data-bbox="1787 1200 1976 1356">Summer 2010, January 2011</td> </tr> <tr> <td data-bbox="527 1356 1367 1432">Hire an experienced math teacher with strong math content for the math vacancy to teach the Geometry course.</td> <td data-bbox="1367 1356 1581 1432">Math Department</td> <td data-bbox="1581 1356 1787 1432">Principal Hiring</td> <td data-bbox="1787 1356 1976 1432">Summer 2011</td> </tr> </tbody> </table>				Action	Target Population	Staff Members	Implementation Timeline	Schedule math teachers to facilitate collaboration (1 teacher – 1 section of Algebra and 1 section of Algebra 2, 1 teacher – 3 sections of Algebra, 2 sections of Geometry, 1 teacher – 3 sections of Geometry, 2 sections of Algebra 2).	Math Department	Principal Programmer	Summer 2010, January 2011	Disaggregate June 2010 and August 2010 Geometry data to determine content of Regents Prep courses in preparation for the January Regents exams in Geometry.	Math Department	Math Teachers Principal	Summer 2010, January 2011	Map all math curriculum and schedule a collegiate review to review and revise curriculum maps during the summer; Revisit and adjust curriculum maps in January.	Math Department	Math Teachers Principal	Summer 2010, January 2011	Hire an experienced math teacher with strong math content for the math vacancy to teach the Geometry course.	Math Department	Principal Hiring	Summer 2011
Action	Target Population	Staff Members	Implementation Timeline																					
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Hire an experienced math teacher with strong math content for the math vacancy to teach the Geometry course.	Math Department	Principal Hiring	Summer 2011																					

			Committee	
	Administer a diagnostic exam in September 2010 to determine student readiness for Geometry and identify targeted skills.	Students	Math Teachers	September 2010
	Hire an F-Status Assistant Principal/coach for math to support the math department.	Math Department	Principal	September 2010
	Integrate technology into instruction by purchasing Smartboards for all math/science classrooms. Provide PD for the use of Smartboards in the classroom.	Students Teachers	Principal Smartboard PD	Summer 2010, September 2010
	Schedule common planning time for math teachers to collaborate.	Math Department	Principal Programmer	Summer 2010, January 2011
	Implement school-wide electronic grading policy to give students and parents access to student achievement in math (Snapgrades / Datacator).	Students Parents	Principal	Ongoing throughout the year
	Implement the use of common process language in all math classes to promote coherency of learning in all math subjects.	Students Teachers	Math Department Math AP/Coach	Ongoing throughout the year
	Conduct pre-assessments before each unit to determine skills that need further development before teaching new concepts.	Students Teachers	Teachers	Ongoing throughout the year
	Promote the use of online tutorials provided by the textbook company to support the learning of concepts in Geometry.	Students	Math Department	Ongoing throughout the year
	Schedule a mock Regents in Geometry in November and March to gauge student readiness for the Geometry exam and identify areas to be targeted.	Students	Math Teachers Principal	November 2010 March 2011
	Schedule scholarship meetings with math department after each marking period to identify struggling students who need	Students Math	Math AP/Coach	End of each marking

	<p>further assistance. Targeted students scheduled to attend afterschool content tutorials. Intervention plans for targeted students created and monitored every 2 weeks.</p> <p>District 24 STEM grant – encourage participation of teachers in the professional development and content courses offered and supported by the STEM grant.</p> <p>Intervisitations within network to see and share best practices.</p>	<p>Department</p> <p>Teachers</p> <p>Teachers</p>	<p>Principal</p> <p>AP / Coach</p> <p>Principal AP / Coach</p>	<p>period</p> <p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p>																						
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				each math teacher
	Improved outcomes for struggling students	Every 2 weeks	Student action plans; class exams and student work	Increased mastery of content and improved grades for struggling students
	Regents Exam Pass Rate	January, June	Regents Exam grades	Increased pass rate of students taking the exam
	Completed curriculum maps for Geometry	Summer, January	Administrative observations and feedback	Appropriate pacing of instruction; student mastery of content
	Use of pre-assessments before each unit	Monthly	Pre-assessment results and action plan Differentiated strategies taught as evidenced through lesson plans, formal and informal administrative observations and feedback	Differentiation of instruction
	Students / Parents use of Snapgrades / DATACATION to monitor student progress	After each marking period (minimum)	Data on the frequency of use from DATACATION	Early intervention for student improvement
	Collaboration among math teachers	Weekly	Completed Common Planning Forms Administrative observations and feedback	Use of common process language; clarity of content taught

Subject/Area (where relevant):

SCIENCE – EARTH SCIENCE

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>10% of Cohort 2012 who did not pass the Earth Science Regents exams in June 2010 will pass by June 2011. 30% of the remaining first time takers in Cohort 2012 will pass the Earth Science exam by June 2011.</p>																																			
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	their findings, brainstorm ideas about a problem, experiment, set of data, or observation(s).		Science AP	
	Implement a diagnostic exam in September 2010 to determine student readiness for Earth Science and identify skills to be targeted.	Science Department Students	Science Department	September 2010
	Hire EduChange Consultants to support the science department.	Science Department	Principal	September 2010
	Integrate technology into instruction: Purchase Smartboards for all math/science classrooms; PD for the use of Smartboards in the classroom	Students Teachers	Principal Trainer	Summer 2010, September 2010
	Schedule common planning time for science teachers to collaborate.	Science Department	Principal Programmer	Summer 2010, January 2011
	Implement school-wide electronic grading policy to give students and parents access to student achievement in science (Snapgrades / DATACTION).	Students Parents	Principal	Ongoing throughout the year
	Use EduChange's Concept Construxtions in Earth Science to improve the use and understanding of academic language in the class.	Students Teacher	Teacher EduChange	Ongoing throughout the year
	Conduct pre-assessments before each unit to determine skills that need further development before teaching new concepts.	Students Teacher	Teacher	Ongoing throughout the year
	Embed Regents Prep into lessons through the use of Castle Learning and Eduware software.	Students	Teachers	Ongoing throughout the year
	Schedule a mock Regents in Earth Science in November and March to gauge student readiness for the Earth Science exam and	Students	Teacher Principal	November 2010 March 2011

Indicators of Interim Progress and/or Accomplishment	Indicators of Progress	Frequency of Review	Instrument of Measure	Projected Gains
<i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Improved science instruction; use of technology to improve instruction	Monthly	Administrative observations and feedback	Increased course pass rate; student mastery as evidenced by student work; individualized PD plans for science teacher
	Increased lab practical score on the Regents exam	January, June	Regents Exam grades	Higher overall scores on the exam and increased pass rate
	Regents Exam Pass Rate	January, June	Regents Exam grades	Increased pass rate of students taking the exam
	Completed curriculum maps for Earth Science	Summer, January	Administrative observations and feedback	Appropriate pacing of instruction; Student mastery of content
	Use of pre-assessments before each unit	Monthly	Pre-assessment results and action plan Differentiated strategies taught as evidenced through lesson plans and administrative observations and feedback	Differentiation of instruction
	Students / Parents use of Snapgrades / DATACTION to monitor student progress	After each marking period (minimum)	Data on the frequency of use from DATACTION	Early intervention for student improvement
	Collaboration among science teachers	Weekly	Completed Common Planning Forms	Use of common process language; clarity of

			Administrative observations and feedback	content taught
	Evidence of project-based learning and groupwork	2 times per semester for projects; Groupwork – at least once per week	Lesson plans, curriculum maps, administrative formal and informal observations and feedback	Focus on depth of learning – greater mastery of content

Subject/Area (where relevant):

MATH – INTEGRATED ALGEBRA
SCIENCE – LIVING ENVIRONMENT

<p>Annual Goal #3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>The number of students who achieve 85% or higher on the Integrated Algebra and Living Environment Regents exams will increase by 5% by June 2011.</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>Action</p>	<p>Target Population</p>	<p>Staff Members</p>	<p>Implementation Timeline</p>
	<p>Create an Honors class in Integrated Algebra and Living Environment.</p>	<p>Students</p>	<p>Principal Teachers</p>	<p>2010-2011</p>
	<p>Map all math and science curriculum and schedule a collegiate review to review and revise curriculum maps during the summer; revisit and adjust curriculum maps in January.</p>	<p>Math , Science Departments</p>	<p>Math, Science Teachers Principal</p>	<p>Summer 2010, January 2011</p>
	<p>Hire an experienced math teacher, strong on math content, for the math vacancy to teach the geometry course.</p>	<p>Math Department</p>	<p>Principal Hiring Committee</p>	<p>Summer 2010</p>
	<p>Hire an experienced Biology teacher to teach additional sections of Living Environment to reduce class size.</p>	<p>Science Department</p>	<p>Principal Hiring Committee</p>	<p>Summer 2010</p>
	<p>Review and revise labs to align with curriculum maps.</p>	<p>Teachers</p>	<p>Science teacher EduChange</p>	<p>Summer 2010</p>
	<p>Purchase online lab program to use as make-up labs to maximize the eligibility rate for the Regents exam.</p>	<p>Students Teacher</p>	<p>Principal</p>	<p>September 2010</p>
	<p>Incorporate more projects into the curriculum that require higher order thinking and research beyond the core curriculum.</p>	<p>Math , Science Departments</p>	<p>Teachers EduChange Math AP/Coach</p>	<p>Throughout the year</p>
	<p>Increase classroom writing in which students are required to write extended responses to explain their answers, prove their findings,</p>	<p>Math , Science Departments</p>	<p>Teachers EduChange Math AP/Coach</p>	<p>Throughout the year</p>

	brainstorm and reflect on ideas about a problem, experiment, set of data, or observations.			
	Embed Regents Prep into lessons through the use of Castle Learning and Eduware software.	Students	Teachers	Ongoing throughout the year
	Implement a diagnostic exam in September 2010 to determine student readiness for Integrated Algebra and Living Environment and identify skills to be targeted.	Math , Science Departments Students	Math , Science Departments	September 2010
	Hire an F-Status Assistant Principal/ coach for math and EduChange for Science to support the math and science departments.	Math , Science Departments	Principal	September 2010
	Integrate technology in instruction by purchasing: Smartboards for all math/science classrooms; TI-NSPIRE graphing calculators and software; and Interactive Response System. Provide PD for the use of Smartboards and TI-NSPIRE system in the classroom.	Students Teachers	Principal TI-NSPIRE trainer; IRS equipment Trainer	Summer 2010, September 2010
	Schedule common planning time for math and science teachers to collaborate.	Math, Science Departments	Principal Programmer	Summer 2010, January 2011
	Implement school-wide electronic grading policy to give students and parents access to student achievement in math (Datacation).	Students Parents	Principal	Ongoing throughout the year
	Implement the use of common process language in all math classes to promote coherency of learning in all math subjects. Use EduChange's Concept Construxtions in Living Environment to focus on academic language in the class	Students Teachers	Math Department Math AP/Coach	Ongoing throughout the year
	Conduct pre-assessments before each unit to	Students	Teachers	Ongoing

	determine skills that need further development before teaching new concepts.	Teachers		throughout the year
	Promote the use of online tutorials provided by the textbook company to support the learning of concepts in Integrated Algebra	Students	Math Department	Ongoing throughout the year
	Schedule a mock Regents in Integrated Algebra in November and March to gauge student readiness for the Integrated Algebra exam and identify areas to be targeted.	Students	Math Teachers Principal	November 2010 March 2011
	District 24 STEM grant – encourage participation of teachers in the professional development and content courses offered and supported by the STEM grant.	Teachers	AP / Coach	Throughout the year
	Intervisitations within network to see and share best practices.	Teachers	Principal AP / Coach	Throughout the year
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>	Resources		Funding Source	
	Hiring of Math and Science teachers		School Budget	
	Curriculum mapping during the summer and January		Per session – school budget; Gates grant	
	F-Status Assistant Principal or Math Coach		School Budget	
	EduChange Educational Consultants		Gates Grant	
	Smartboards for all math/science classrooms; TI-NSPIRE Graphing Calculators and Software; Interactive Response System; Provide PD for the use of Smartboards in the classroom		OTPS – Title I Funding / NYSTL Funding	
	Smart Science Online Lab Subscription		OTPS – Fair Student Funding	
	Castle Learning Online Database of Regents questions		OTPS – Fair Student Funding	
	DATACTION		New Visions Network	
	Afterschool tutorials		Per session; OST/TASC funding	
STEM Workshops		District 24 STEM grant		
Intervisitations within New Visions network		Per diem – Title I funding		

Indicators of Interim Progress and/or Accomplishment	Indicators of Progress	Frequency of Review	Instrument of Measure	Projected Gains
<i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Higher average for Integrated Algebra and Living Environment courses	After each marking period	Course Grades	Increase of 5% from 2009-2010 course average
	Improved math and science instruction; use of technology to improve instruction	Monthly	Administrative observations and feedback	Increased course pass rate; student mastery as evidenced by student work; individualized PD plans for each math and science teacher
	Regents Exam Pass Rate	January, June	Regents Exam grades	Increased pass rate of students taking the exam; increased number of students in the 85+ category in both exams
	Completed curriculum maps for Integrated Algebra and Living Environment	Summer, January	Administrative observations and feedback	Appropriate pacing of instruction; student mastery of content
	Use of pre-assessments before each unit	Monthly	Pre-assessment results and action plan Differentiated strategies taught as evidenced through lesson plans and administrative observations and feedback	Differentiation of instruction
	Students / Parents use of DATACTION to monitor	After each marking period	Data on the frequency of use from	Early intervention for student improvement

	student progress	(minimum)	DATACATION	
	Collaboration among math and science teachers	Weekly	Completed Common Planning Forms Administrative observations and feedback	Use of common process language; Clarity of content taught
	Evidence of project-based learning and groupwork	2 times per semester for projects; groupwork – at least once per week	Lesson plans, curriculum maps, administrative observations and feedback	Focus on depth of learning – greater mastery of content

Subject/Area (where relevant): ATTENDANCE

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The number of students who were late 20% or more in 2009-2011 will decrease by 10% by June 2011.</p>																																			
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			Coordinator Guidance Counselor	
	Schedule regular meetings of the Attendance Team – Assistant Principal, Guidance Counselor, Parent Coordinator, Compliance Coordinator, Dean, Attendance teacher – to identify students in need of intervention.	Students	Assistant Principal Parent Coordinator	2010-2011
	Recognize students with excellent and improved attendance in the bi-annual Awards Ceremony.	Students Parents	Assistant Principal Parent Coordinator	January, June 2011
	Dissemination of daily attendance rate by grade.	Students Teachers	Parent Coordinator	Daily throughout the year

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>	Resources		Funding Source	
	Automated phone service		OTPS – Title I funding	
	Incentives for improved attendance		OTPS – School budget; OST/TASC funding	
	Attendance teacher		New Visions Network	
	Administrative temp		OTPS – School budget	

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Indicators of Progress	Frequency of Review	Instrument of Measure	Projected Gains
	Decrease of students who are late 25% or more	Weekly	ATS Attendance and lateness reports; decrease number of lateness phone calls	Improved attendance leading to increased 1 st period course passing rate; increased number of students rewarded for attendance
	Decrease of lateness conferences with parents and	Monthly	Log of lateness conferences with	Improved attendance and student

	students		Guidance Counselor Home visits log by Attendance teacher	performance; increased number of students rewarded for attendance
	Increase of attendance by grade	Monthly	Daily graph of student attendance	Improved attendance and student performance; increased number of students rewarded for attendance

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	120	31	18	120	10	N/A	N/A	25
10	148	33	29	18	10	N/A	N/A	24
11	63	51	23	31	10	N/A	N/A	19
12								

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>Students scheduled for an extra 45-minute period of instruction each week; One-to-one tutoring and homework help provided by OST afterschool program; 10th grade students scheduled for additional period of ELA Writing; Student Success Team sets goals and monitors the progress of struggling students' on a biweekly basis; 11th grade students scheduled for a class that focuses on improving their critical reading and increasing their vocabulary;</p>
<p>Mathematics:</p>	<p>Students scheduled for an extra 45-minute period of instruction each week; One-to-one tutoring and homework help provided by OST afterschool program; 1 hour afterschool tutoring session for Geometry students each week; Student Success Team sets goals and monitors the progress of struggling students' on a biweekly basis; 11th grade students are scheduled for a class that focuses on improving their problem solving skills; Regents Prep classes in Algebra and Geometry provided for students as needed</p>
<p>Science:</p>	<p>Students scheduled for an extra 45-minute period of instruction each week; One-to-one tutoring and homework help provided by OST afterschool program; Extra sections of Living Environment provided to decrease class size; Student Success Team sets goals and monitors the progress of struggling students' on a biweekly basis; Regents Prep classes in Living Environment and Earth Science provided for students as needed</p>
<p>Social Studies:</p>	<p>Students scheduled for an extra 45-minute period of instruction each week; One-to-one tutoring and homework help provided by OST afterschool program; 9th grade students scheduled for additional Social Studies class to support the interpretation and analysis of primary documents; Student Success Team sets goals and monitors the progress of struggling students' on a biweekly basis; Regents Prep classes in Global History provided for students as needed; 11th grade students scheduled for US History support class focusing on important Supreme Court Cases</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>At-risk and mandated counseling services provided by Guidance Counselor on an as-needed basis; College Counseling provided by Guidance Counselor</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Not applicable - School psychologist is not assigned to the building.</p>

At-risk Services Provided by the Social Worker:	CBO-sponsored social work intern provides at-risk counseling in the school;
At-risk Health-related Services:	School nurse provides in-school health services for students; Establishment of onsite Campus Mental Health Clinic by partner CBO (Child Center of NY, Inc.) to service students and families on an as-needed basis; Collaborate with community health organizations to refer students for other services.

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): 9-11

Number of Students to be Served: 47 LEP 68 Non-LEP

Number of Teachers: 2

Other Staff (Specify): Living Environment, Earth Science teachers

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.

Civic Leadership Academy is a setting in which the inclusion model is practiced. All students – general education, special education and English Language Learners – participate in all facets of school life. English Language Learner students are taught in general education classes and are mainstreamed into high school ELA classes. Our ESL teachers provide support in a push-in, pull-out model and consults with classroom teachers. Additional support for these students is offered through our small class size, extended day opportunities and other academic intervention strategies.

Our Title III funding is used to provide supplemental support for our ELL students and their families. These supports are in the categories of:

- **Teaching and Learning:** To improve teaching and learning in the core subject areas for our ELL students, we reduce class size in our math and science Regents-bearing classes. An ESL teacher pushes into the Integrated Algebra, Living Environment, and Global History classes every day to collaboratively teach ELL students by providing scaffolds that make the content more accessible, explicit vocabulary instruction, and small-group instruction. ELL students are also programmed for content-specific Regents support classes to increase their learning time in Regents-bearing classes each semester. These classes are full-credit classes that meet daily. We also offer afterschool tutoring for one hour everyday in our afterschool program. Twice a week, a math-certified teacher works with ELL students in small groups to tutor them in math. During Regents Week, we offer our ELL students the opportunity to get extra tutoring before their Regents exams.
- **Parent Involvement:** Some of our Title III funding supports the overtime work of our Parent Coordinator. She is bilingual and conducts a variety of workshops for our parents of ELL students. The workshops includes:
 - High school graduation requirements
 - DOE data systems like ARIS Parentlink
 - How to monitor student progress
 - Electronic grading system – Snapgrades

The Parent Coordinator also conducts one-to-one conferences for these parents on such topics as how to use the computer, interpret data from ARIS and monitor their child's progress. She also informs them of their child's progress to graduation and helps them formulate a plan with the student on how to improve student outcomes by identifying supports within and outside the school. The Parent Coordinator also attends all afterschool events, providing translation services for our ELL parents.

- **Professional Development:** Our professional development program is focused on helping teachers increase student understanding and engagement in the classroom. Due to our high number of ELL and FELL students, it is necessary to support all our teachers in using direct instructional strategies and scaffolds that help make content more accessible. Our professional development activities include:
 - Weekly professional development meetings that include the following topics:
 - Academic vocabulary
 - Scaffolding
 - Writing instruction
 - Curriculum development
 - Differentiation
 - QTEL Training – 10% of our teachers will complete the full-week QTEL workshops in their respective content areas in order to learn how to better incorporate ESL methodologies like scaffolding and differentiation in their classrooms.
 - Local and national conferences – one of our ESL teachers will be sent with a team of teachers from the school to the annual conference of the National Council for Teaching English in the fall. She is dually-certified in both ESL and English and will be attending workshops on how to increase the literacy of ELLs in the English classrooms, and how to increase the academic language of ELLs in the content areas. This team will be turnkeying this learning to the rest of the staff. We are also looking into other conferences that will help develop our teachers’ skills.

Our Assistant Principals, Peggie Kirkland and Carl Raab, and our principal, Phuong Nguyen, are primarily responsible for the professional development in our school. However, they share the responsibilities with teachers who turnkey the concepts and/or strategies that they learn from external PD workshops that they attend.

Section III. Title III Budget

School: Civic Leadership Academy (24Q293) BEDS Code: 342400011293

Allocation Amount:		
Budget Category	Budgeted Amount:	Explanation of expenditures in this category as it relates to the program narrative for this title.
	\$15,000	
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00) Funding is used to hire a supplemental ESL teacher, Connie Benson, who

- Overtime	80 hours of per session - \$3991.20 16 Per Diem Days - \$3,326.40 ESL teacher salary - \$5,617.40	provides direct instruction for our ELL students. Ms. Benson pushes into Science classes and works with ELL students to make the academic language and content more accessible. She also works with teachers to incorporate more scaffolds that would increase the ELL students' access to the content. Funding also supports the hiring of substitute teachers to cover classes while ESL teachers attend training and/or PD and per session for afterschool tutoring.
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000) 0 \$1,000 \$1,065	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements) -QTEL training: ESL and ELA teachers -NCTE Conference: ESL teacher (Kaplan)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500) 0	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000) 0	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel	0	
Other	0	
TOTAL	\$15,000	

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 the summer of 2010, we compiled the Home Language Surveys from the students' permanent records and mailed out a copy of this survey to the students whose records we did not have. We also used ATS to run reports on the language needs of our population. Based on the information from the Home Language Survey and ATS, we determined that 76% of our parents need Spanish language translations in written and oral form. We also found a need for Chinese and Tibetan language interpretations as well.

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.

Based on our findings from the Home Language Surveys and data from ATS, we found that we have a large number of students (76%) with Spanish as their home language. We reported the findings to our school leadership team, and PTA Executive Board. We all agreed that it is vital that our parents are communicated with in their native language as much as it is possible. We informed the faculty at the beginning of the school year, and provided each teacher with the student biography report that listed contact information as well as the home language of the student.

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.

Since 76% of our students come from Spanish-speaking homes, all school-wide written communication to families is translated in Spanish by staff members. Translations of any official communication from the Department of Education are also sent home to the families.

We also contact the Office of English Language Learners and request their translated materials. We have used the services of the Translation Office to translate documents for our families and translate via phone for parents whose language is not spoken at the school.

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.

Our school can provide oral interpretation services. We identified our language needs early on, and were mindful of the staff that we hired to ensure that we could address the language needs of our parents and students. Our Parent Coordinator, School Business Manager, Guidance Counselor, and Social Work intern can communicate fluently in Spanish. We also have an alternative placement language paraprofessional who translates for our students. Some of our teachers are fluent in Spanish and our Chemistry teacher is fluent in Cantonese.

In addition, if there is a need for any other language that we cannot address in-house, our partner, Child Center of NY, has made available staff members who can translate for us.

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>.

We fulfill Section VII of Chancellor's Regulations A-663 in the following manner:

- We provide each parent whose primary language is a covered language, and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We keep copies of the translated versions of this document, in the covered languages, in the main office to be distributed as needed.
- We post a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. These signs are posted at the entrance of the main office, at the elevators, and at the entrance of the Guidance Suite offices.
- We include in our school's safety plan procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices, solely due to language barriers.

- We currently do not have 10% of our students whose family speaks a primary language that is neither English nor a covered language and thus, do not need to have forms and signage translated at this time.

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:	177,189	7,000	184,189
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,772	70	1,842
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	8,859	*	
4. Enter the anticipated 10% set-aside for Professional Development:	17,719	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 94%
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.

One teacher did not have her special education certification. However, no action was needed to be taken by the school since the teacher had already received her Masters degree in Special Education and was awaiting the certification to be awarded in February 2010.

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

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

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

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

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

**Title 1 School Parent Involvement Policy
2010-2011
Civic Leadership Academy**

A strong partnership between the school and home is essential if a quality educational program is to be provided for all students. Civic Leadership Academy is dedicated to the philosophy that parent involvement is integral to the success of each student. For this reason, parents are actively recruited as our partners for success. The parent involvement policy is developed during the Title I Spring Advisory meeting, with parents, for the following year. The policy will be given to parents at the Fall Open School Week.

In the fall, an Open House is held to introduce parents to the Civic Leadership Academy and its Title I program. Parents are informed of the PTA, school conferences, the SLT committee, The Parent School Learning Compact, and the Parent Involvement Policy. They also meet the principal and teacher teams to further ease the transition to high school.

In these meetings, parents learn that an annual meeting will be held to inform parents of the school's participation in the Title I program, and to explain the requirements of the program and parents' rights. They learn that:

- Parent meetings and conferences can be held at different times during the day. Civic Leadership Academy's parent meetings are currently the last Monday of each month.
- Title I funds are used to pay for reasonable and necessary expenses associated with parent involvement activities, including transportation and childcare costs, and consultants who can provide training sessions and workshops based on topics requested by parents.
- Parents will be involved in the planning, review, and improvement of Civic Leadership Academy's Title I program and Title I Policy and Parent Involvement Policy. Parents will have the opportunity to be a part of the Fall and Spring Advisory meetings. Also, parents are always invited to the SLT meetings.
- Civic Leadership Academy will provide parents with timely information about the Title I program. Civic Leadership Academy's newsletters, notes on report cards and progress reports, calendars, and minutes from meetings will give current information.
- Civic Leadership Academy will provide parents with a description and explanation of the curriculum used, the forms of academic assessment used to measure student progress and proficiency levels, and levels students are expected to meet in the form of the Regents/RCT scores. These can be explained by teachers in a conference or by the guidance counselor.
- If requested by parents, Civic Leadership Academy will provide appropriate parent participation opportunities for regular meetings to formulate suggestions in decisions relating to a student's education. These can be individual parent conferences, parent association meetings, or activities by the grade team.
- The Parent-School Learning Compact that will be signed in the Fall by the student, parent, teacher, and principal, will outline how everyone will share in the responsibility for improved student achievement.
- The academic standards will be posted on the walls for all parents to see during orientations, meetings, conferences, and activities.
- If needed, Civic Leadership Academy will provide assistance in understanding the state's academic content standards, the state student achievement standards, and the local assessments through the use of teachers, individual guidance counselors, technology, and training as necessary.
- Civic Leadership Academy will ensure that information relating to school meetings, parent programs, and associated activities will be sent to participating children in a form and language that parents can understand. Counselors, ESL teachers, staff members, and administrators will be available where required.

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

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

of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

School Parent Compact

Civic Leadership Academy and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

I. School Responsibilities

Civic Leadership Academy will:

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Providing students with the skills, strategies and confidence to meet proficiency levels in all content areas by passing Regents exams and accumulating credits.
 - Organizing teachers into grade teams in order to ensure that all students within a grade are well-known and provided with quick, targeted intervention as needed.
 - Employing the workshop model of instruction to ensure that skills and strategies are modeled, and students are guided in practicing and learning the skills and strategies.
 - Implementing explicit vocabulary instruction in every subject to ensure that students develop the academic language necessary to access the content.
 - Incorporating higher-order thinking skills into every lesson to increase the rigor of the lessons.
 - Incorporating literacy across the content areas to improve students' access to the content and their reading and writing abilities.

- Utilizing the Understanding by Design model of curriculum development to ensure that the curriculum taught is standards and outcomes-based.
- Hold parent-teacher conferences twice a year during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - Fall Parent-Teacher Conferences will be held for one day where afternoon and evening conferences are combined to take place on the same day.
 - Spring Parent-Teacher Conferences will be held for one day where afternoon and evening conferences are combined to take place on the same day.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Report Cards are issued three times each semester.
 - Progress Reports are generated through Snapgrades (online grading system) every six weeks.
 - Report Cards are either distributed to parents during Parent-Teacher Conferences or mailed to the home.
 - Progress Reports are mailed to the home.
 - Parents and students have access to the students' online Snapgrades account and can track their children's progress at any time.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Every week, the teachers in a grade team meet for KidTalk, a protocol in which they discuss the progress of a particular student and create an action plan to meet this student's needs. Parents can arrange to meet with the grade team at this time.
 - Parents can also make appointments to meet with staff members.
 - Every teacher is issued a school email address which parents can use to communicate with them. Parents can also email teachers via Snapgrades.
 - Teachers are given an administrative prep once a week to communicate with parents and keep Snapgrades updated.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 - Parents are invited to visit classes during Open School Week to observe classroom activities.
 - Parents are invited to volunteer and participate in their child's class on an as-needed basis.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A program, and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

II. Parent Responsibilities

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

- Support my child's participation in all of the components of the curriculum.
- Monitor attendance and send my child to school each day on time and prepared with all materials;
- Check my child's work and homework on a regular basis;
- Provide my child with suitable study conditions and support at home;
- Promote positive use of my child's extracurricular time;
- Communicate with my child's teachers when I am concerned about my child's work or health;

- Communicate positive values and character traits, such as respect, hard work and responsibility;
- Respect the cultural differences of others;
- Help my child accept consequences for negative behavior;
- Be aware of and follow the rules and regulations of the school and district;
- Support the school’s discipline policy;
- Express high expectations, and offer praise and encouragement for achievement
- Stay informed about my child’s education and communicate with the school promptly by promptly reading all notices from the school or the Department of Education either received by my child or by mail and responding, as appropriate;
- Participate in PTA activities to the extent possible.

III. Student Responsibilities

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

- Do our homework every day and ask for help when we need to.
- Monitor my progress through Snapgrades and attend Office Hours (Tuesday-Thursday, 9th period) when I need additional help from a teacher.
- Read at least 30 minutes every day outside of school time.
- Give to our parents or the adult who is responsible for our welfare all notices and information received by us from our school every day.

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.

We examined a number of data sources to conduct our needs assessment, which includes but is not limited to:

- STARS Scholarship Report – Teacher / Mark Analysis for 2009-2010

- STARS Regents Exams Report – Grades Distribution
- ATS Student Attendance Report for 2009-2010
- 2009-2010 AYP Progress Report for ELA and Math
- Quality Review School Profile – Subgroup Performance on Annual High School Regents
- 2009-2010 School Survey Report
- ARIS Progress to 4 Year High Graduation Report for each cohort

These reports provided a comprehensive description of the performance of the students, as well as their perceptions of the school and its effectiveness. The data mined from these sources provided the basis for the school’s goals for 2010-2011.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - Students are individually programmed to ensure that they are taking the necessary classes to meet the graduation requirements and programmed for support or accelerated classes as needed.
 - All students are encouraged to pursue an Advanced Regents diploma.
 - Students are programmed for 14 credits each year to maximize their credit accumulation and enable them to meet graduation requirements sooner. Those who have finished their requirements by the end of 11th grade are encouraged to take AP classes and college courses at Queens College in 12th grade.
 - Regents Prep courses are given to each student who is struggling to pass the Regents exams.
 - Support classes in core subject areas to build skills are given to struggling students.
 - Before and after school tutoring and homework help are available to all students.
 - Partnership with *Child Center of NY*, our partner organization to create a “Transition to High School Program” for our ninth graders to help them in their transition to high school both academically and socially.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. *See above*

 - Help provide an enriched and accelerated curriculum. *See above*

 - Meet the educational needs of historically underserved populations.
 - We serve a predominantly minority population, 80% of whom are eligible for free or reduced lunch. Through an interdisciplinary curriculum, direct instruction, individualized programming, College Now, Understanding by Design,

social and emotional support including conflict mediation, community outreach, and partnership with the Child Center of NY, we have been able to meet the educational needs of our students and keep them on track for graduation.

- 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. *See Appendix 1 Part B*
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

As a growing school, we need to hire teachers for the additional grade that we add on each year until we reach capacity. In hiring these teachers, we are mindful to only consider teachers who are certified for the subject area that they are teaching. We also look for experienced teachers with strong credentials in the subject that they are teaching.

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.

- The Principal, Assistant Principals (Humanities and Math/Science), and professional development consultants, will provide ongoing professional development for newly hired and veteran teachers to build the skills needed.
- Through formal and informal observations, as well as teacher self-assessment, the administrators set overall professional development goals based on student achievement trends, teacher and student needs and the overall demands of state and city requirements.
- Implementation of monthly assessment of effective teaching and learning based on agreed upon professional goals where teachers receive feedback for improvement. In addition, professional development opportunities are aligned with the overall and individual needs as evidenced during the assessment.
- Observations are conducted to provide feedback with the goal of improving the quality of instruction.

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

We work with our support organization, New Visions for Public Schools, to recruit teachers for our school. New Visions is partnered with the New Teacher Project, which recruits and screens teaching applicants for certification and experience. Once applicants are identified, our hiring committee has designed a process in which we can probe the quality of the applicant. This process includes telephone screening, writing samples, demo lessons and feedback sessions, and a thorough reference check. We only consider candidates who are fully certified in their respective subject areas.

6. Strategies to increase parental involvement through means such as family literacy services. *See Section VI Action Plan*
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. *N/A*
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

We have a number of measures that we use in order to monitor the progress of our students. They are:

- Snapgrades - online grading program that students and parents can access at any time. We generate progress reports from this program and meet with parents regularly to discuss the progress of their children
- Failure Justification Meetings – after each marking period, teachers meet with administrators to discuss the progress of their students in each section, and identify the strategies that they will use to help the struggling or failing students to improve
- Lab Hours Monitoring – lab hours are indicated on the report card each marking period. Students who are missing lab hours must attend make-up sessions or complete online labs
- Mock Regents twice a year
- Diagnostic tests that resemble state tests given at the start of each semester
- Individualized programming
- Interim Assessments such as Acuity.
- Academic Council – composed of the department leaders and the administrators. This council identifies student performance trends and generates ideas/programs to improve student outcomes
- KidTalk – weekly grade team meetings in which a struggling student is identified and interventions to meet this student’s needs are discussed and implemented.
- Flexible Programming – work with teachers to determine which support or accelerated classes are needed each semester

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.

See Appendix 1 Part B

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.

See Appendix 1 Part B

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	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are
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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.

		Schoolwide Program (✓)			FY'11 school allocation amounts)	consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			177,189	X	15-31, 35, 40, 47-50, 53-54
Title I, Part A (ARRA)	Federal	X			7,000	X	35-36, 40
Title II, Part A	Federal			X			
Title III, Part A	Federal	X			15,000	X	38, 40-41
Title IV	Federal			X			
IDEA	Federal	X			45,810	X	35-36, 40
Tax Levy	Local	X			1,594,199	X	15-31, 35-36, 40, 48-50, 53-54

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;

– IDEA: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

NOT APPLICABLE

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.

School Under Registration Review (SURR)

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.

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

NOT APPLICABLE

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.)

ATS currently identifies 1 student in temporary housing.

2. Please describe the services you are planning to provide to the STH population.
 - All newly enrolled students or students who change their addresses during the school year are asked to complete the residency questionnaire, and the information that a student is homeless is entered into ATS.
 - If a student is identified as being homeless, the Guidance Counselor and Parent Coordinator arrange a meeting with the parent to ascertain what is in the best interest of the student, whether to remain at the school or request a transfer so that he/she may be closer to the temporary housing. Each time a student moves to a different temporary housing, he/she will be given the choice of whether or not he/she will remain in the school or change schools.
 - The attendance of students in temporary housing is closely monitored in order to ensure their regular attendance. If the attendance is affected by the students' circumstances, the Parent Coordinator arranges a meeting with the Guidance Counselor, Attendance teacher, student, and parents to determine the most appropriate interventions for the student.

- These students will also be issued a free metrocard in order to ensure that they have transportation to get to school.
- If the students opt to transfer, the Guidance Counselor will work with the Office of Student Enrollment to find an appropriate school.
- We also ensure that students in temporary housing receive free school meals.

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:	Civic Leadership Academy					
District:	24	DBN:	24Q293	School		342400011293

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0			91.9	89.7
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0			96.6	95.5
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0			77.7	79.1
Grade 8	0	0	0				
Grade 9	119	128	113				
Grade 10	0	93	121				
Grade 11	0	0	93			2	2
Grade 12	0	0	0				
Ungraded	2	0	0				
Total	121	221	327			15	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	5	0	0	Principal Suspensions		2	1
# in Collaborative Team Teaching (CTT) Classes	2	16	33	Superintendent Suspensions		10	13
Number all others	7	14	22				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	CTE Program Participants		0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants		0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	15	18	TBD
# ELLs with IEPs	1	8	TBD
Number of Teachers		6	16
Number of Administrators and Other Professionals		1	3
Number of Educational Paraprofessionals		1	1

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
		1	9	% fully licensed & permanently assigned to this school		100.0	100.0
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		16.7	12.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		67.0	68.8
American Indian or Alaska Native	0.0	0.5	0.3	% core classes taught by "highly qualified" teachers		100.0	94.6
Black or African American	10.7	8.6	9.2				
Hispanic or Latino	75.2	76.5	78.9				
Asian or Native Hawaiian/Other Pacific	7.4	5.4	7.6				
White	6.6	4.1	4.0				
Male	52.9	51.6	46.5				
Female	47.1	48.4	53.5				

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
	Improvement Year 1			Comprehensive
	Improvement Year 2			
	Corrective Action (CA) – Year			
	Corrective Action (CA) – Year			
	Restructuring Year 1			
	Restructuring Year 2			
	Restructuring Advanced			

Individual Subject/Area AYP Outcomes:

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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 561	District 24	School Number 293	School Name Civic Leadership Acad
Principal Phuong Nguyen		Assistant Principal Peggie Kirkland	
Coach		Coach	
Teacher/Subject Area Constance Benson, ESL		Guidance Counselor Ms. Idis Ortiz	
Teacher/Subject Area Gabrielle Kaplan, ESL		Parent Felipe Donneys, PA President	
Teacher/Subject Area Joanna LoBrutto, ELA		Parent Coordinator Janneth Cali	
Related Service Provider Wendy DeLoughy, Spec Ed		Other	
Network Leader type here		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	2	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	332	Total Number of ELLs	47	ELLs as Share of Total Student Population (%)	14.16%
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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.

Paste response to questions 1-6 here :

1. Most students admitted to the Civic Leadership Academy are from a New York City middle school and are generally not new arrivals from other countries. The few who are from other countries have obtained some knowledge of English and their families have placed them in an ESL program, which is what the school provides. However, for students who are new to the New York City school system, at enrollment, the Guidance Counselor, Idis Ortiz, or the Parent Coordinator, Janneth Cali, meets with the parents to make a determination of the child's home language. Parents are asked to complete a Home Language Identification Survey (HLIS) to show what language the child speaks at home. If necessary, Ms. Ortiz or Ms. Cali can conduct the informal interview in Spanish since they are both bilingual. Once the HLIS is completed and it is determined that a language other than English is spoken in the student's home, the student is administered a Language Assessment Battery - Revised (LAB-R) by the ESL Coordinator, Connie Benson. Within 10 days of enrollment, parents are invited to attend an orientation workshop offered by the ESL Coordinator and view a DOE video which describes all available program options for ELLs. However, due to our small size and small population of ELLs, CLA only offers a freestanding ESL program. Should the parents choose either a transitional bilingual or dual language program, they meet with the Guidance Counselor to request a transfer to a school that carries such a program, and she works with the Office of Student Enrollment to arrange the transfer in a timely manner.

If the student scores below proficiency on the LAB-R, he/she is eligible for ELL services. An Entitlement Letter, Parent Survey, Program Selection Form, and Placement Letter are given to parents either via mail or through a conference with Ms. Benson and Ms. Ortiz. They also provide these families with information on the different ELL programs that are available, and which ones the school can provide. If students score at or above proficiency on the LAB-R, then the parents are sent a Non-Entitlement Letter.

The overwhelming majority of the ELL students at CLA come from New York City middle schools where they were enrolled in ESL programs. It is their parents' choice to continue them in the type of program in which they were previously enrolled. At the beginning of the school year, we use data systems like ATS (RLAT report) to identify current ELL students and their level of language proficiency in order to program them appropriately.

Each spring, ELL students are tested by Ms. Benson and Ms. Kaplan to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). Parents are informed via letter of their child's outcomes and program eligibility in the summer. ELL students who score below proficiency continue to receive ELL services. ELLs scoring at or above proficiency are no longer entitled to ELL services, but they receive transitional support for two years after reaching proficiency on the NYSESLAT exam.

2. The Guidance Counselor and Parent Coordinator are responsible for helping parents understand the program choices of their children. All parents are invited to attend a meeting to view the video and ask questions about the three options. Bilingual staff members are available for translation or the school makes use of DOE translation support. A school administrator also attends the meetings. Parents of new enrollees can view the DOE video in their home language, upon enrollment of their child. Bilingual staff members, including the guidance counselor, are available to answer questions.

3. At the beginning of every academic year, every ELL enrolled in the school earns a Continued Entitlement Letter which is sent to the parents. New families coming to the school receive the Parent Survey and Program Selection form. Repeated follow-ups are made with parents to ensure the forms are completed and returned to the school. If necessary, parents are called in and provided assistance in their home language in filling out the forms.

4. The Civic Leadership Academy uses an ESL instructional program, since that is what is requested by the overwhelming majority of the school's parents. Special Education students who require bilingual instruction receive an Alternate Placement Language paraprofessional to meet their language needs. We have a number of school personnel who are proficient in Spanish, Haitian, Chinese and Russian. They provide translations for our families. If the family speaks a language that we cannot translate in the school, we use the DOE's translation services as needed.

5. Our school uses a Free-Standing ESL instructional program based on an immersion model, which has proven itself in producing superior

results in achieving target language proficiency. This is the program that has consistently been chosen by the school's parents for the past three years of its existence. Should another program be chosen, the student is immediately offered guidance in the selection of another school that offers the chosen program.

6. The Free-Standing ESL instructional program at our school is aligned with parent requests. In the exceptional case to the contrary, the family is guided to a school that offers the chosen program.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										5	3	3		11
Push-In										1	2	2		5
Total	0	0	0	0	0	0	0	0	0	6	5	5	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	17
SIFE	6	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	22

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

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

ESL	12		2		5	4	22	1	11	34
Total	12	0	2	0	5	4	22	1	11	34
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										22	11	4	0	37
Chinese										2	1			3
Russian														0
Bengali										2				2
Urdu										1		1		2
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										3				3
TOTAL	0	0	0	0	0	0	0	0	0	30	12	5	0	47

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.

Paste response to questions 1-4 here:

1. In addition to a mainstream ELA class, students are organized by language proficiency, and are programmed for a pull-out class based on their language proficiency. Advanced and intermediate students have one pull-out, literacy-based class. Beginners are programmed for double-period, literacy-based, pull-out classes. An ESL teacher also pushes into science classes of intermediate and beginner students. ELLs are mainstreamed for all other subjects. In our ESL program, ESL classes are grouped by proficiency level. We have two ESL-certified Teachers for our 47 ELL students. Our Intermediate class meets five days per week for 45 minutes each day and an ESL Teacher co-teaches with a content area teacher five days per week for 45 minutes for a total of 450 minutes a week. Our Advanced class meets five days a week for 45 minutes for a total of 225 minutes. Advanced students are programmed for an additional mainstream English class for an additional 225 minutes per week of study. Our Beginner class meets five days per week for 45 minutes each day, another 45 minutes each day with the Intermediate students. In addition, the ESL Teacher co-teaches with a content area teacher five days per week for 45 minutes for a total of 675 minutes a week. Ninth period conferencing with ESL Teachers is available. Native language supports such as dictionaries, glossaries and cognate charts are also available in the ESL and content area classes.

2. All ESL pull-out classes are conducted in a dedicated ESL classroom. Students have access to a school library that features an abundance of leveled fiction and non-fiction books. Students use the libraries for independent reading and for literature circles. ESL students enjoy access to all literature read by mainstream students, as well as adapted and abridged texts. Classes have access to TV/DVD players and overhead projectors. There are two dedicated desktop computers in the ESL classroom for student use.

3. All students are mainstreamed for all classes besides ESL, and instruction is in English, except for the Spanish language courses offered. Teachers use whole group, small group and individualized instruction with all students including ELLs. In order to address the needs of our ELL students in acquiring English language proficiency and literacy skills, ESL methodologies are incorporated into the content areas, especially for beginner ESL students. ELL students receive differentiated instruction through small group instruction in the content areas of ELA, math, social studies, and science (i.e. scaffolding, repetition, graphic organizers, interactive read-alouds, retellings, sequencing, thematic units, predicting, anticipatory guides, story maps, etc.) The ESL Coordinator and ESL Teacher identify ELL students to all teachers, and they are available to conference with mainstream teachers around strategies to use with particular students and subgroups.

4. Our ELLs are mainstreamed for the most part, although Beginner and Intermediate ELLs may be placed in CTT classes. There is sufficient heterogeneity, however, that teachers must differentiate their curricula so that the needs of students are met at all levels. This occurs in a number of ways, for example, using leveled reading materials and collaborative group work. Certified ESL teachers “push-into” mainstream classrooms to provide targeted assistance to the ELLs therein. Also, the pull-out classes differentiate ELLs according to their linguistic level: Beginners, Intermediate and Advanced. Within these leveled pull-out classes, further differentiation occurs, for example, between new arrival Intermediates and longer term Intermediates, and between different home languages. The needs of Spanish-speaking ELLs and ELLs from non Indo-European language groups create different pedagogical needs that are duly noted and addressed by the ESL teachers.

- a. SIFE ELLs are placed in small group classes of 6-8 students to provide individualized support of a tutorial nature. Struggling readers and developing writers are exposed to an accelerated phonics, leveled guided reading, creative writing and vocabulary development program. They are also placed in CTT classes and paired with academically strong, yet helpful peer mentors. In addition, push-in support by certified ESL teachers is provided to classroom teachers of all content-areas, such as history, English, math and science.
- b. Students are not tracked according to how long they have been in the US, but rather according to English proficiency level. For example, some newcomers arrive with an Intermediate to Advanced knowledge of English which they acquired in their home country. Therefore, they are placed in ESL pull-out classes according to their English level. However, differentiated learning is applied within their classes and newcomers are paired with academically strong and supportive peer tutors. The ESL and regular classroom teachers also work to build cultural bridges, make them feel welcome, and draw connections between their home languages and cultures and life in the U.S.
- c. Students who have had ELL status for four to six years are expected to have achieved Advanced status, if not Proficiency. If they have not, they are placed in pull-out Intermediate classes that are small, individualized and capable of an accelerated pace. Otherwise, they function in heterogeneously mixed classes that are differentiated, that have push-in ESL teachers focusing on their need to master academic English.
- d. Most such ELLs have achieved Advanced status, and need to focus on the mastery of academic English in conjunction with improving their literacy skills. They have mastered the Speaking and Listening sections of the NYSESLAT, and need to raise their Reading and Writing levels. In addition, a minority have general academic motivational and behavioral issues that require attention. All of these needs are addressed. A pull-out Advanced ESL class focuses on the teaching of academic English. Referrals are made to counselors as necessary. Parents, peers and community resources are also enlisted to support the endeavor to move these ELLs to Proficiency.
- e. Differentiated instruction for ELLs with special needs depend on their Individualized Education Plans. A special education teacher in each content area pushes into the core subject classes and modifies instruction based on student needs and testing accommodations. The special education and ESL teachers collaborate in their support of these students, working with subject teachers to incorporate scaffolds and language support for the students.

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

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

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
100%	
75%	
50%	

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

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here :

5. We are able to identify students who need targeted intervention based on AYP data, STARS scholarship Report, diagnostic examinations, SNAPGRADES/Datacation and teacher-made tests. Thus we are able to tailor the type of support we provide to the specific needs of the different categories of ELL students. All ELL students are identified to their classroom teachers so that they can adopt strategies supportive of their ELL students. In addition, all ELL students take a literacy-based elective in order to support and develop their reading and writing skills. SIFE students are offered AIS courses, counseling, individualized tutoring, and support classes in the content areas. Newcomer students are programmed based on their NYSESLAT or LABR scores. They also receive counseling, AIS and tutoring as needed, and are tested annually using the NYSESLAT. ELL students who receive service from 4-6 years are programmed based on their NYSESLAT scores. They receive tutoring as necessary. Long-term ELLs receive tutoring and counseling on an as-needed basis. ELL students identified as having

special needs take ESL classes based on their level of language proficiency. They are also programmed for CTT classes as per their IEP and receive tutoring, AIS and counseling as needed. All ESL interventions are offered in English.

6. ELL students who have reached proficiency are offered all NYS Regents testing modifications as per the guidelines of NYSED. These students are identified to all faculty and staff, so that extra assistance and time can be offered. The school has been successful in helping many of ELL students stay on track to graduate. However, CLA will continue to explore ways to expand tutoring and credit recovery options for its ELLs.

7. We are piloting the use of the DAR, the Diagnostic Assessment of Reading tool, which will give us baseline data of the reading and writing level of all our ELLs. This information will be disseminated to all teaching staff to help them understand the learning needs of the students better and to incorporate more scaffolds in their instruction to make content more accessible. We are also programming all ELL students for an ELA elective to further develop their reading and writing skills. These electives will be aligned with specific Regent-bearing classes in each grade.

8. Not applicable.

9. ELL students can and do participate in all school programs without exception. They have access to the same high quality instructional material as all other students. ELL students are an active part of our afterschool OST program, which is funded by Child Center of NY. This program provides academic and extracurricular programming to students. There is homework help every day, as well as tutoring and one-to-one intervention. Students also engage in sports and arts activities. Many ELL students participate in CUIDATE!, a stipend program in which they are trained to be peer educators in HIV/AIDS prevention. They give workshops in both English and Spanish to youth all over New York City.

10. In addition, ELL students benefit from texts and materials developed specifically for ELLs. The ESL classroom is equipped with two computers for exclusive use by ELLs, who have full access to all technology that is available to mainstream students. In addition, dictionaries, glossaries and cognate charts in the native language are made available in ESL and content areas. Age- and grade-appropriate support and resources are offered to our ELL students. Other instructional materials that are available to our ELL students are a Computer lab, SMART Boards, digital cameras and digital video cameras.

11. Not applicable

12. Yes. All of the required services, support, and resources for high school-aged ELLs are available to our students. We use a wide array of resources in our school including teacher-made materials, textbooks and tradebooks on a range of levels, and a large variety of non-text hands-on materials. In addition, our school has wireless access in all the classrooms and students use the Internet to access resources.

13. Prior to the start of the new school year, new students are assigned to heterogeneous classes. The new students are paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class. In addition, before the beginning of the year, we offer a New Student Orientation, an Open House for families to visit the school. The Guidance Counselor and Parent Coordinator do active outreach to families and conduct initial interviews with newly arrived families.

14. Currently, Spanish is a language elective for all students including the ELL students.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Not Applicable

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.

Paste response to questions 1-3 here

1. Professional development for all personnel who work with ELLs is provided within the school's regular, on-going professional development program. It is delivered during department and faculty conferences as well as on conference days. The Assistant Principal, who has attended the QTEL workshops, works with particular teachers and groups around ELL issues. Common instructional planning time is made available for ESL and content area teachers on a weekly basis.

The ELL trainings that are offered for all staff include, but are not limited to:

- Introduction to ELLs: Who are our ELL students? What are their learning profiles?
- How can we use the workshop model to support the learning needs of ELLs?
- What is a scaffold? How can we use scaffolds to help ELL students access content?
- What are effective strategies for building the academic language of our ELL students?
- What ESL strategies can we use in our daily instruction?
- What are ESL strategies in the content areas?
- How can we increase the literacy of our ELL students in the content areas?
- Assessment and Evaluation of ELLs
- What is the NYSESLAT and how can we use the information from this assessment in our instruction?

In addition to these trainings, faculty engage in analyzing student work in order to improve instruction and design interventions. They also engage in weekly "KidTalk" sessions to discuss students' social and emotional progress.

These workshops and others are offered throughout the year in order to help our teachers instruct ELL students more effectively. In addition, depending on funding and availability, staff are sent to participate in outside professional development opportunities like QTEL to broaden their knowledge of effective ESL strategies.

2. Please see above.

3. The minimum 7.5 hours of ELL training for all staff are met in a variety of ways. For the majority of the staff, we conduct a PD session on effective ELL strategies once a month for 45 minutes, which is a total of 450 minutes or 7.5 hours for the year. Some staff members get more than the minimum hours of ELL training by attending QTEL training.

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?

Paste response to questions 1-4 here:

1. The Parent Coordinator and the Parent Association schedule workshops on a monthly basis for all parents. Parents are also informed about school services and activities via letters, phone calls and in face-to-face communications. Additionally, the parent coordinator is available, on a daily basis, to answer any questions or concerns that parents may have. Parents of ELL students are informed about CLA's ESL program in a variety of ways. When they first go about selecting a high school, CLA literature acquaints them with the school's ESL program. Students new to our school are screened within the first ten days of their admittance to determine ELL status. If warranted, the ESL Coordinator or ESL Teacher administer the LAB-R exam. Results of the LAB-R exam determine placement for these new students, who meet

with the guidance counselor to discuss the program, the test results, and any schedule change that might occur. All materials are available in the parents' home language (within the languages covered by the DOE). ELL parents are welcomed into the Parent Association and other such events. Translation services by the bilingual Guidance Counselor and Parent Coordinator are also available.

Parents are an important partner in the education of our students. It is important that all parents have equal access to information that impacts their children. Thus, to the greatest extent possible, all communications to parents are translated into the dominant language of our ELL students and mailed home. In the beginning of the school year and throughout the year as needed, parents of newly-enrolled ELL students attend an orientation meeting to inform them about bilingual/ESL program offerings. Parents view an informational video and opportunities are made for parents to ask questions regarding ELL services. Translators are available at orientation meetings. Informational materials are also available in the parents' home language.

A parent conference is conducted each fall and spring to orient ELL parents regarding program requirements, instructional standards, assessments and school expectations. Translation services are available at Parent Association meetings throughout the school year. At least twice a year, ELL parents are invited to meet with teachers to discuss their child's performance. Translation services are available on an ongoing basis for parents who meet with the Guidance Counselor and/or Teachers. When necessary or appropriate, ELL parents are referred to community agencies that can provide additional services.

We inform ELL parents of all relevant DOE sponsored and community sponsored events.

2. Child Center of NY is our primary community based organization partner. Through our partnership, they have opened a Mental Health Clinic on the campus that helps parents work through issues with their children. Throughout the year, the Parent Coordinator does outreach to various community-based organizations that offer workshops or resources for our parents. For example, in April, the Hispanic Scholarship Fund will be conducting a college fair and workshop to education parents on the college application process and the scholarships available for Latino students.

3. We utilize school survey results, communication made to the parent coordinator and feedback provided by parents at PA meetings and other events to determine the support that our parents want. We target our events towards these needs and those of parents of high school students. For example, we offered workshops on how to help youngsters transition to high school, graduation requirements, understanding testing and college admissions, standardized assessments, and other such topics. All events are translated into Spanish, the home language of the majority of our ELL students.

4. It is important that we are responsive to the needs of our parents since they are our most important partners in our students' learning. Parent involvement activities are determined based on the data mined from parent surveys, individual conferences, Parent Association meetings, and parent involvement in special events. These data sources guide the activities and programs that we offer our parents. For example, during the Fall Parent-Teacher Conferences, a number of parents expressed an interest in computer classes because they were urged by teachers to monitor their child's progress through our online grading program or ARIS Parentlink. As a result, our Parent Coordinator arranged for a series of computer classes to teach them the necessary skills to navigate these programs. Because the computer skills of our parents varied so much, the classes ranged from being individual classes to small group classes based on the learning needs and comfort level expressed by the parents. The classes were also bilingual since many of our parents do not speak English.

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)										6	0	0		6
Intermediate(I)										18	5	2		25

Advanced (A)											6	7	3		16
Total	0	0	0	0	0	0	0	0	0	0	30	12	5	0	47

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										2	0	0	
	I										2	0	1	
	A										13	2	1	
	P										13	10	3	
READING/ WRITING	B										6	0	0	
	I										18	5	2	
	A										6	7	3	
	P										0	0	0	

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Algebra</u>	19		13	
Math <u>Geometry</u>	3		1	
Biology				
Chemistry				
Earth Science	6		1	
Living Environment	13		5	
Physics				
Global History and Geography	5		2	
US History and Government				
Foreign Language	1		1	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Paste response to questions 1-6 here:

1. We use eighth grade ELA scores to inform our assessment of literacy skills. Additionally, teachers conduct diagnostic exams at the start of the school year to determine the needs of their students. NYSESLAT results are also disaggregated, and those results are used to inform our instructional plans for our students. This year we will be piloting the use of the DAR (Diagnostic Assessment of Reading Tool) to get baseline reading data on all our ELL students.

2. Currently 15% of our students are scoring at the Beginner level on the NYSESLAT exam. The breakdown by grade is as follows:

9th Grade: 7
 10th Grade: 0
 11th Grade: 0

Currently 50% of our students are scoring at the Intermediate level on the NYSESLAT exam. The breakdown by grade is as follows:

9th Grade: 17
 10th Grade: 5
 11th Grade: 2

Currently 35% of our students are scoring at the Advanced level on the NYSESLAT exam. The breakdown by grade is as follows:

9th Grade: 6
 10th Grade: 7
 11th Grade: 3

We have noticed that the majority (30/47 or 64%) of our ELL students are in 9th grade, and that they span all proficiency levels. As a result, in addition to the ESL program, our ESL teachers push into the Regents-bearing Living Environment and Integrated Algebra classes for our ninth graders to assist teachers in scaffolding concepts and making the language more accessible. In addition, where possible, the ninth grade students take a writing class to assist them in developing their reading and writing skills. In the spring, we will be conducting NYSESLAT prep classes on Saturdays as part of our Saturday Academy to give all ESL students further practice in preparing for the NYSESLAT exam.

3. The pattern that we also notice across proficiency levels is the tendency for a significant number of ELL students to perform best on the listening/speaking portions of the NYSESLAT, while struggling in the reading and writing portions of the test. In fact, our students tend to gain proficiency in the listening/speaking portions before they attain proficiency in reading and writing.

4. a. This data is used in planning instruction, identifying strategies that best meet these needs, and allocating resources for tutoring. We found that our ELL students tended to perform better on their math Regents exams than their science Regents exams. This data support our finding that the ELL students perform less well on tests that require significant amounts of reading and writing. As a result of these findings,

Regents-bearing class. In this class, they receive extensive instruction on expository reading and writing, with an emphasis on thematic essays and document analysis. In the eleventh grade, students receive an ELA class that focuses predominantly on the skills required by the English Regents exam, particularly in writing critical lens essays and short extended responses. We do not offer native language instruction or assessments. All interventions are conducted in English.

b. We have not implemented the ELL Periodic Assessments. We will develop and begin to administer the ELL Periodic Assessments this year. The LAP and the ELL Inquiry team will use the results to plan instructional strategies and make programming recommendations.

c. Not Applicable

5. Not Applicable

6. We evaluate the success of our ELL program based on how ELLs perform on these assessments as well as ELL credit accumulation, Regents performance and NYSESLAT performance among other measures.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		

	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		