



THE HIGH SCHOOL FOR COMMUNITY LEADERSHIP

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 28Q328

ADDRESS: 167 – 01 GOTHIC DRIVE, JAMAICA, NY 11432

TELEPHONE: (718) 558-9801

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 28Q328 **SCHOOL NAME:** The High School for Community Leadership

SCHOOL ADDRESS: 167 – 01 Gothic Drive, Jamaica, NY 11432

SCHOOL TELEPHONE: (718) 558-9801 **FAX:** (718) 558-9807

SCHOOL CONTACT PERSON: Carlos Borrero **EMAIL ADDRESS:** Cborrero@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Carlos Borrero

PRINCIPAL: Carlos Borrero

UFT CHAPTER LEADER: Dean Chadwin

PARENTS' ASSOCIATION PRESIDENT: Sterling Palmer/Idalia Mercado-Perez

STUDENT REPRESENTATIVE:
(Required for high schools) Rajean Brown, SGA President

DISTRICT AND NETWORK INFORMATION

DISTRICT: 28 **CHILDREN FIRST NETWORK (CFN):** 561 (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
Carlos Borrero, Principal	*Principal or Designee	
Dean Chadwin, UFT Chair	*UFT Chapter Chairperson or Designee	
Sterling Palmer/Ida Perez	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Rajeane Brown, SGA President	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Andrew Fairchild	Member/Teacher	
Hilga Rivera	Member/PA Rep.	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The High School for Community Leadership is a small, yet diverse community of students and teachers who share a passion for learning, a dedication to personal growth, and a commitment to making the world a better place. Our mission is to encourage the development of *scholar-activists* both intellectually prepared to meet the academic challenges of post secondary schooling, conscious of their responsibility to the larger world and prepared to exercise leadership in the global community.

Our educational program focuses on five areas:

- (1) Intellectual curiosity and independent, critical, and creative thinking
- (2) Service to community and social responsibility
- (3) Appreciation of the world's artistic and cultural diversity
- (4) Ethical awareness and the quest for personal growth
- (5) A commitment to healthy and active living

We encourage the development of these areas by providing a rigorous, college preparatory curriculum and innovative teaching that prompts students to think independently and communicate their ideas with confidence. We also incorporate service learning into our curriculum to encourage students to develop an awareness of their responsibilities to the larger world and participate in important decisions that impact their lives.

Curriculum and Instruction

Core content is approached from an interdisciplinary perspective. For example, ELA and Social Studies classes integrate to form a humanities block in which develop content knowledge as well as the skills of literary and historical analysis. Additionally, science and mathematics courses focus on the acquisition of content knowledge and skills as well as the reflective practice of exploring the dynamic relationship that exists between these fields of human endeavor, political and economic forces and the major systems of ideas that shape society.

Our pedagogy focuses on developing independent, critical and creative thinking skills through inquiry, research and discussion. Teachers use a variety of facilitative pedagogical approaches to create an intellectually rigorous and collaborative environment, as well as an array of problem-based projects integrated into experiential learning activities outside of the classroom. We believe that students learn best by discussing their thoughts and ideas with their teacher and each other. As such, we encourage students to respectfully challenge ideas, reflect on their own thoughts and collaborate rather than compete with each other as teachers guide classes through an exploration of content and model the skills appropriate to each discipline.

Assessment

The High School for Community Leadership uses an effort-based assessment matrix to determine grades for students. An effort-based assessment approach starts by defining a set of behaviors a student must strive to demonstrate when confronted with challenging academic or social situations. This approach does not exclude some aspects of traditional grading practices in which scores on quizzes, tests and exams are averaged to determine a numeric grade for a student. Rather, our effort-based assessment approach is holistic (Qualitative and Quantitative) as it includes numeric grades as just one aspect of a student's academic performance along with her disposition toward learning in general. In addition to the traditional quantitative measures of assessment (e.g. quizzes, tests, exams), we also use the following 5 criteria to assess student performance:

I. Intellectual Curiosity and Commitment to Learning

- A willingness to ask questions and engage in discussion that generates new learning.
- A willingness to think flexibly and consider the arguments and positions of others.
- A willingness to analyze things from more than one perspective.

II. Reasoning and Analytical Skills

- A commitment to developing logical arguments or positions.
- A commitment to supporting one's position with evidence.
- A commitment to modifying one's position based on new evidence if necessary.

III. Problem-solving and Social Interactions

- A willingness to investigate a problem.
- A willingness to develop strategies for solving the problem.
- A willingness to collaborate and to understand others when working to solve a problem.

IV. Academic Behaviors and Commitment to Self-Improvement

- A commitment to self-awareness.
- A commitment to excellence.
- A commitment to persevere.

V. Work Habits

- A commitment to focus.
- A commitment to contribute.
- A commitment to personal ethics.

Culture and Organization

Our teachers carry out a variety of additional responsibilities that support the social and emotional development of our students. For example, all of our teachers fulfill the role of Faculty Advisor to a small group of students and lead an Advisory group that meets two times per week. Additionally, teachers often lead enrichment activities for students such as Student Government (SGA), School Newspaper, or a Drama Club. Teachers also model life-long learning through their own commitment to improving their practice in Professional Learning Communities (PLCs). These communities have been designed to support interdisciplinary teaching, inquiry work and our collective professional growth as pedagogues.

The High School for Community Leadership has an extended block schedule in which students take a reduced number of ‘core’ academic subjects at one time (typically two ‘core’ classes over the course of nine weeks). This is done to allow for a deeper study of the material and provide a framework for students to receive more individualized attention, whether for the purposes of additional academic support or to provide opportunities for acceleration.

Through our partnership with St. John’s University’s School of Education, The High School for Community Leadership promotes college readiness in a variety of ways. First, our faculty engages in co-curricular planning with professors at the University to ensure the alignment of our curriculum with authentic College Readiness standards. Second, we collaborate by hosting education majors engaged in practicum courses designed to provide authentic learning experiences for the students of St. John’s University as well as to provide additional small group instructional support to our students. Finally, our students are exposed to an array of activities on the St. John’s University campus, including tours, sports and cultural events as well as opportunities to audit college-level courses in junior and senior years.

As part of our mission, The High School for Community Leadership has established a variety of partnerships with community-based organizations engaged in meaningful work around advocacy as well as cultural institutions in southeast Queens. These relationships allow us to extend learning beyond the classroom, provide a variety of authentic contexts for students to demonstrate their knowledge and skills and develop their sense of ethical awareness and social responsibility. For example, our collaboration with organizations such as the Jamaica YMCA and the Jamaica Center for Arts and Learning (JCAL) allow students to participate in leadership programs that promote civic engagement as well as explore the arts in authentic contexts.

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:	The High School for Community Leadership			
District:	28	DBN #:	Q328	School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2010-11:	<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 type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2010-11		
Pre-K							N/A		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2010-11		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2010-11		
Grade 7							70.1%		
Grade 8									
Grade 9			82	Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2010-11		
Grade 11							2		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2010-11		
Total			82				3		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2010-11	(As of June 30)	2007-08	2008-09	2010-11		
Number in Self-Contained Classes			0						
No. in Collaborative Team Teaching (CTT) Classes			3	Principal Suspensions			0		
Number all others			6 (SETSS)	Superintendent Suspensions			0		

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2010-11	CTE Program Participants			N/A
# in Trans. Bilingual Classes			0	Early College HS Participants			N/A
# in Dual Lang. Programs			0				
# receiving ESL services only			8	Number of Staff: Includes all full-time staff			
# ELLs with IEPs			1	(As of October 31)	2007-08	2008-09	2010-11
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			
(As of October 31)	2007-08	2008-09	2010-11	Number of Educational Paraprofessionals			
			16				
				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%
American Indian or Alaska Native			1.26%	Percent more than two years teaching in this school			0%
Black or African American			43.03%	Percent more than five years teaching anywhere			70%
Hispanic or Latino			21.51%				
Asian or Native Hawaiian/Other Pacific Isl.			16.45%	Percent Masters Degree or higher			80%
White			5.06	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			100%
Multi-racial			1.26%				
Male			52%				
Female			48%				

2009-10 TITLE I STATUS

<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input checked="" 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"/> 2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

An analysis of data for incoming 9th Grade students reveals several areas that require sustained and continuous efforts for improvement. Most notably, an analysis of data from the NYS 8th Grade Math assessment reveals that 61% of all incoming HSCL students scored at proficiency level 2 or below (54% at level 2 and 7% at level 1). Further analysis of 8th Grade Math assessment data highlights that 56% of African American students scored at proficiency level 2, while 12% scored at proficiency level 1 on this assessment. Sixty-nine percent (69%) of Latino students scored at proficiency level 2, while 8% scored at proficiency level 1 on the same assessment. Additionally, ACUITY results from the Integrated Algebra diagnostic exam administered during October of 2010 support the need to target math instruction. A total of 71% of HSCL students scored within Tiers 1 and 2 (0 – 50%) on the Algebra strand of this diagnostic assessment for Math. Further, an HSCL-developed diagnostic test given to students in September of 2010 revealed a high proportion of students unable to correctly answer sample questions related to Number Sense and Operations, foundational skills typically associated with Pre-Algebra. Given the results of our initial analysis coupled with the common practice of administering 9th Grade students the Algebra Regents in June, we have identified improved student achievement in mathematics as a priority for our school and have added the option of a three course Algebra sequence for students requiring additional instruction.

Additional analysis of student performance data reveals analogous patterns of achievement in English Language Arts for our incoming student population. For example, 66% of all incoming 9th Grade students at HSCL scored at proficiency level 2 or below (48% at level 2 and 18% at level 1). The results also point to 72% of African American students and 77% of Latino students that scored at proficiency level 2 or below on this assessment. While ACUITY results highlight a slight improvement in ELA scores viz. a viz. math results for our school (36% of students scored within Tiers 1 and 2 in ELA versus the above 71% for Math), there is still much room for improvement in this area. Given the correlation between literacy skills and achievement in areas like social studies and science as well as the practice of administering Regents exams in these areas during the first three years of high school, we have also identified ELA – especially writing skills – as an area in need of improvement.

Demographic data from incoming 9th Grade students reveal that approximately 10% of HSCL students are English Language Learners. Our ELL population is linguistically diverse and ranges from "Beginning" to "Advanced" in English language proficiency levels. At present, 70.1% of HSCL students live at or below the poverty level. At this rate, HSCL will qualify for school-wide Title I funding for the school-year 2011 – 2012. Additionally, 20% of our incoming 9th Graders are overage students. This trend highlights the need to modify instructional practices to meet the needs of older adolescents. Given the diversity of our population, concerted efforts are necessary to ensure student engagement in school-wide activities.

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.

As a new school, we have set the following instructional goals for the 2010 – 2011 school year:

School-wide (Credit Accumulation)

80% of HSCL students will accumulate 10 or more credits by the end of June 2011.

Flexible block programming based on 9 week cycles allows students to make up course work and/or failed classes during the school year to facilitate credit accumulation in core content areas. Additional enrichment courses are also offered to expand opportunities for credit accumulation (e.g. community service).

Mathematics (Regents Pass Rate)

50% of HSCL students that scored at level 2 proficiency or below on the 8th Grade NY State Math assessment will pass the New York State Regents exam for Algebra with 65 or higher by August of 2011.

All students have been programmed for a Targeted Academic Support (TAS) class that focuses heavily on math. Math classes currently are programmed for a total of 67.5 contact hours (90 minutes daily over the course of 9 weeks) allowing students to potentially take an additional semester of math instruction during the school year. Additionally, HSCL will offer after school tutoring (Regents Preparation) during the Spring semester and a summer math institute to prepare the targeted population (along with others) for the NY State Algebra Regents in August of 2011 if necessary.

English Language Arts (Credit Accumulation)

80% of all HSCL students will obtain 2 or more ELA credits by the end of June 2011.

In addition to the common English 9 sequence, all HSCL students have been programmed for an additional ELA class (Writing Composition) for .5 credits. Flexible block programming based on 9 week cycles also allows students to make up course work and/or failed ELA classes during the school year if necessary.

School-wide (Attendance)

HSCL will achieve 85% attendance for the 2010 – 2011 school year.

Structures such as a robust advisory program, enrichment classes and activities as well as personalized support will ensure student integration into the HSCL community. Systems for informing parents of absences have also been developed. Network support in the form of an assigned Attendance Teacher will assist the school to ensure ATS data is updated regularly.

School-wide (Engagement)

75% of students will report “satisfied” or better on the Learning Environment Survey.

HSCL is committed to developing an array of enrichment activities/programs to meet the social needs of our diverse student body. We anticipate that a majority of our students will participate in at least one club or CBO-supported activity during the 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): School-wide (Credit Accumulation)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>80% of HSCL students will accumulate 10 or more credits by the end of 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>	<ul style="list-style-type: none"> • Flexible block programming based on 9 week cycles allows students to make up course work and/or failed classes during the school year to facilitate credit accumulation in core content areas. (Qualified students may also accelerate credit accumulation.) • Additional enrichment courses are also offered to expand opportunities for credit accumulation (e.g. community service). • Teacher teams will review pass rates at the end of each cycle and submit lists of students in need of repeating cycles to the principal for program modifications.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Weekly teacher team meetings to discuss and monitor student performance and progress toward credit accumulation require a Per Session allocation of 216 hours total. • Network support in the use of Datacation software to monitor interim progress of students and identify “at risk” students in a timely manner. • Fiscal resources allotted for after school make-up classes in two major content areas (Math and ELA) meeting for two 90 minute periods per week for up to 20 students each beginning in the Spring semester total 108 additional Per Session hours. • Use of Tutors from the St. John’s University School of Education to assist students with

	homework, assignments, etc. 3 days per week for 1 hour throughout the year.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Use of protocols to analyze data related to course pass rate statistics to take place at the conclusion of each 9 week cycle. • Modifications to programming done in HSST/Stars • 80% of students will have accumulated at least 5 credits by the end of January 2011.

Subject/Area (where relevant): Mathematics (Regents Pass Rate)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>50% of HSCL students that scored at level 2 proficiency or below on the 8th Grade NY State Math assessment will pass the New York State Regents exam for Algebra with 65 or higher by August of 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>	<ul style="list-style-type: none"> • Through ARIS, students achieving level 2 or below in Math proficiency have been identified for discussion in teacher team meetings. • All students – including target group - have been programmed for a Targeted Academic Support (TAS)/Advisory class that focuses on math. • Math classes currently are programmed for a total of 67.5 contact hours (90 minutes daily over the course of 9 weeks) allowing students to potentially take an additional semester (3 total) of math instruction during the school year. • Additionally, HSCL will program target group for additional math classes (Regents Preparation) during the Spring semester and a summer math institute to prepare the this population (along with others) for the NY State Algebra Regents in August of 2011 where necessary.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Fiscal resources allotted for Per Session (54 hours) to offer after school make-up Math class meeting for two 90 minute periods per week for up to 20 students each beginning in the Spring. • The use of three tutors from the St. John's University School of Education to assist up to 15 students with homework, assignments, etc. 3 days per week for 1 hour during the

	year.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Nine (9) week assessment cycle will be used to generate timely data related to student progress. • Spring predictive assessment (ACUITY) will reveal 70% of students within target group achieving scores within Tiers 3 or 4.

Subject/Area (where relevant): ELA (Credit Accumulation)

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	80% of all HSCL students will obtain 2 or more ELA credits by the end of June 2011.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> • All HSCL students are programmed for an additional ELA class (Writing Composition) for .5 credits. • Flexible block programming based on 9 week cycles also allows students to make up course work and/or failed English 9 (ELA) classes during the school year where necessary. • ELA teachers will engage in four Professional Development sessions with faculty from the Institute for Writing Studies at St. John’s University.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Weekly teacher team meetings to discuss and monitor student performance and progress toward credit accumulation in ELA require a Per Session allocation of 108 hours for ELA licensed teachers. • Network support in the use of Datacation software to monitor interim progress of students and identify “at risk” students in a timely manner. • Fiscal resources allotted for after school make-up ELA class meeting for two 90 minute periods per week for up to 20 students each beginning in the Spring semester totaling 54 additional Per Session hours. • Use of Tutors from the St. John’s University School of Education to assist students with homework, assignments, etc. 3 days per week for 1 hour throughout the year.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Use of protocols to analyze data related to course pass rate statistics to take place at the conclusion of each 9 week cycle. • Modifications to programming done in HSST/Stars • 80% of students will have accumulated at least 1 credit in ELA by the end of January 2011.

Subject/Area (where relevant): School-wide (Attendance)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>HACL will achieve 85% attendance for the 2010 – 2011 school year.</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>	<ul style="list-style-type: none"> • HACL will develop a robust advisory program in which students meet in small groups 2 times per week with a faculty advisor to discuss adolescent issues and provide social emotional support. • School Social Worker and Social Work interns will provide faculty support during

	<p>Advisory classes.</p> <ul style="list-style-type: none"> • HSCL will offer enrichment classes based on student interest (e.g. digital film making) • HSCL will develop systems for personalized support to ensure student integration into the HSCL community. • A phone system for informing parents of absences will be purchased using OTPS funds. • Network support in the form of an Attendance Teacher assigned to the school will ensure ATS data is updated regularly.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • HSCL will purchase materials to support the development of an Advisory program from Educators for Social Responsibility (e.g. ESR Advisory Library) • Monthly faculty meeting facilitated by School Social Worker to assist faculty in implementing Advisory program. • HSCL to create half credit (27 hours) enrichment classes based on student interest surveys. • TAS classes include individual goal-setting forms and time allotted for student teacher conferencing. • HSCL to purchase software to conduct mass phoning to keep parents informed of absences.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Monthly ATS reports monitor attendance patterns and identify “at-risk” students.

Subject/Area (where relevant): School-wide (Engagement)

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

75% of students will report “satisfied” or better on the Learning Environment Survey.

<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>	<ul style="list-style-type: none"> • HSCL will develop a dance/theater program, promote student participation on campus sports teams, and facilitate the formation of student clubs such as Leader’s Club, multilingual School Newspaper, etc. • Student surveys will guide the development of enrichment classes offered at half a credit. • HSCL will have a robust student government with presence on the SLT
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • HSCL has contracted a vendor to provide dance instruction culminating in 2 performances. • 22 PSAL teams will be promoted to HSCL students. • HSCL will partner with the Jamaica YMCA to host its Leader’s Club one time per week. • HSCL will rent space from the Jamaica YMCA for diverse offerings during Physical Education classes (kickboxing, basketball, spinning, etc.) • Digital cameras and software will be purchased from OTPS funds to provide technological support for school newspaper, digital filmmaking, etc. • One faculty advisor will assist HSCL students in the formation of a Student Government Association.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • 90% of students will participate in at least one extracurricular activity. • Interim student interest surveys will be distributed 2 times per year. • Monthly SLT meetings will include student representation.

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	54	52	28	38	0	3	10	2
10								
11								
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

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	AIS interventions for Level 1 students include reduced class size (less than 24 students) and differentiated instruction within content area classes. Level 1 and 2 students also are programmed for a Targeted Academic Support (TAS) class 3 times per week (M, W, F) that alternates with Advisory (T, Th.) for 45 minutes. After school tutorials are also provided on Monday, Wednesday and Fridays for both level 1s and 2s.
Mathematics:	AIS interventions for Level 1 students include reduced class size (less than 24 students) and differentiated instruction within content area classes. Level 1 and 2 students also are programmed for a Targeted Academic Support (TAS) class 3 times per week (M, W, F) that alternates with Advisory (T, Th.) for 45 minutes. After school tutorials are also provided on Monday, Wednesday and Fridays for both level 1s and 2s.
Science:	AIS interventions for Level 1 students include reduced class size (less than 24 students) and differentiated instruction within content area classes. Science classes also have “push – in” Teacher Assistants from the St. John’s University School of Education for small group instruction and additional support during class.
Social Studies:	AIS interventions for Level 1 students include reduced class size (less than 24 students) and differentiated instruction within content area classes. Social Studies classes also have “push – in” Teacher Assistants from the St. John’s University School of Education for small group instruction and additional support during class.
At-risk Services Provided by the Guidance Counselor:	
At-risk Services Provided by the School Psychologist:	One-to-one counseling with School Psychologist assigned to building by referral. Queens Hospital satellite office.
At-risk Services Provided by the Social Worker:	One-on-one weekly counseling with School Social Worker. Students also receive group counseling 2 times per week in Advisory classes that meet Tuesdays and Thursdays for 45 minutes.

At-risk Health-related Services:

Hearing and Speech therapist assigned to building provide weekly one-to-one 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) 2 Number of Students to be Served: 8 _____ LEP 8 _____ Non-LEP _____

Number of Teachers 2 _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

Purchased services - High quality staff and curriculum development contracts.	(\$2,699)	For the purpose of attending QTEL Professional Development sessions by the DOE office of ELLs
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(\$3,000)	Of a total of \$10,000 total, \$3,000 has been designated to purchase “Side by Side” book series by Longman (Pearson), Mp3 players for translated content materials, leveled books for classroom libraries, and digital translators.
Educational Software (Object Code 199)	(\$1,136)	Designated for translation software packages for classroom and after-school.
Travel		
Other		
TOTAL	\$12,821.80	

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.

We use a combination of qualified staff to carry our written and oral translation as well as computer software and parent volunteers.

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.

Our parent population currently consists of Spanish, Mandarin, Bengali and Urdu speakers.

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.

School documents are translated into Spanish by licensed Spanish teachers. Parent volunteers are called upon to assist in the translation of written documents into other languages e.g. Mandarin, Bengali. The school also relies upon the translation unit to assist with Urdu.

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.

School staff and parent volunteers provide oral translations. In cases in which staff cannot, we use computer software and/or DOE translation unit.

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>.

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:	\$53,986.00		
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$540.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$2699.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$5399.00	*	

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

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

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

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

Explanation/Background:

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

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

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

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

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

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

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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.

Use of Inquiry/Teacher Team meetings to identify students in lowest third (Incoming 9th graders with level 1 and 2 proficiency in ELA and/or Math. Strategies for class size reduction as well as additional (extended) instructional time after school.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

CEP goals target high percentage of level 2 and below students within school-wide goals. PPR goals aligned to focus on target population.

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. **Budget allocation for after school and summer school programming planned.**
 - b. **Teacher professional development to assist in alignment to common core standards with network support. Per diem monies allocated for this PD.**
 - c. **Use of school day to program students for academic support classes (e.g. TAS)**

4. Coordinate with and support the regular educational program;

Programming that includes targeted academic support for all students.

5. Provide instruction by highly qualified teachers;

Professional development opportunities provided by network, teacher mentoring, per diem allocations for PD coverage, collaborations with school partner.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Network support for Professional Development around Common Core Standards. PD days designated for training around data-informed instruction as well as teacher training around literacy provided by school partner (St. John's University)

7. Provide strategies to increase parental involvement; and

Purchase of mass phoning systems with translated messages to advertise events (monthly PA meetings, quarterly pot-luck dinners); use of SLT to recruit parent volunteers.

8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

2 students currently.

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

School-based counseling services through one-to-one counseling with Social Worker as well as small group Advisory classes. AIS supports based on proficiency levels. Material supports for uniforms and supplies have budget allocation.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	HIGH SCHOOL FOR COMMUNITY LEADERSHIP					
District:	28	DBN:	28Q32	School	342800011328	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-	2009-	2010-	(As of June 30)	2007-	2008-	2009-
Pre-K			0				
Kindergarten			0				
Grade 1			0				
Grade 2			0				
Grade 3			0				
Grade 4			0				
Grade 5			0				
Grade 6			0				
Grade 7			0				
Grade 8			0				
Grade 9			82				
Grade 10			0				
Grade 11			0				
Grade 12			0				
Ungraded			0				
Total			82				

Attendance - % of days students attended:			
(As of June 30)	2007-	2008-	2009-

Student Stability - % of Enrollment:			
(As of June 30)	2007-	2008-	2009-

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-	2009-	2010-
			60.0

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-	2008-	2009-

Recent Immigrants - Total Number:			
(As of October 31)	2007-	2008-	2009-

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-	2009-	2010-	(As of June 30)	2007-	2008-	2009-
# in Self-Contained Classes			0	Principal Suspensions			
# in Collaborative Team Teaching (CTT)			3	Superintendent Suspensions			
Number all others			6				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-	2008-	2009-
CTE Program Participants			

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-	2009-	2010-	(As of October 31)	2007-	2008-	2009-
# in Transitional Bilingual Classes			TBD	Early College HS Program Participants			
# in Dual Lang.			TBD				

These students are included in the enrollment information above.

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-	2008-	2009-
Number of Teachers			

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-	2008-	2009-
Number of Administrators and Other Professionals			

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-	2008-	2009-
Number of Educational Paraprofessionals			

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-	2008-	2009-
Number of Educational Paraprofessionals			

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-	2008-	2009-
Number of Educational Paraprofessionals			

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

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-	2008-	2009-
Number of Educational Paraprofessionals			

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
				% fully licensed & permanently assigned to this			
				% more than 2 years teaching in this school			
				% more than 5 years teaching anywhere			
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers			
American Indian or Alaska Native			1.2				
Black or African American			50.0				
Hispanic or Latino			24.4				
Asian or Native Hawaiian/Other Pacific			18.3				
White			6.1				
Male			50.0				
Female			50.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:				Overall Evaluation:			
Overall Score:				Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:				Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:				Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the</i>				Quality Statement 5: Monitor and Revise			
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.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							



The High School for Community Leadership
"Ready for University, Committed to Community"

Title I Parent Involvement Policy and Parent-School Compact for The High School for Community Leadership

Section I: Title I Parent Involvement Policy

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

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

167 – 01 Gothic Drive, Jamaica, New York 11432
(718) 558-9801 Phone
(718) 558-9807 Fax

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- conduct parent workshops with topics that may include: understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)

- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

The High School for Community Leadership will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Night and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support parents and other relevant family members in asserting leadership in education for their children.*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Section II: School-Parent Compact

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

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school's Parent Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;

Student Responsibilities:

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Principal Borrero on November 1, 2010.

This Parent Involvement Policy was updated on October 29, 2010

The final version of this document will be distributed to the school community on November 15, 2010 and will be available on file in the Principal's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**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 D. Maldonado	District 28	School Number 328	School Name HS for Comm Leader
Principal Carlos Borrero		Assistant Principal NA	
Coach NA		Coach NA	
Teacher/Subject Area Flora Lutsky/ESL		Guidance Counselor Diana Franco, SW	
Teacher/Subject Area Leticia Tobar/ESL/NLA		Parent type here	
Teacher/Subject Area		Parent Coordinator NA	
Related Service Provider		Other	
Network Leader Derek Smith		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	1	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	2

C. School Demographics

Total Number of Students in School	92	Total Number of ELLs	17	ELLs as Share of Total Student Population (%)	18.48%
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Part II: ELL Identification Process

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

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

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

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

1. The first step in identifying English language learners (ELLs) is to observe students for inflection and phonology in their speech to determine if it is in the normal parameters of native English speaking students during the formal intake/screening interview conducted at the school. This initial step always takes place with the pupil accounting secretary and one of two licensed ESL teachers, Flora Lutsky or Leticia Tobar. At this intake/screening interview with the student and parents, both are interviewed and all paperwork from their home school is received to determine from transcript and other records the extent of their English language education. We also note that depending on the incoming student's point of origin their English language education may already be far along or not started at all. At this point parents are provided with a Parent/Guardian Home Language Identification Survey (HLIS), in a variety of languages if necessary (e.g. Spanish, Bengali). This survey identifies the language(s) the child speaks at home as well as any self-identified writing and/or reading proficiencies. The HLIS also serves to identify Students with Interrupted Formal Education (SIFE) or if the student has any communication deficiencies. This interview is also the time where parents choose what language they would like to use both in verbal and written communication with the school. In the event that the parent also needs verbal assistance during this interview, we access capable staff in the building or they are assigned a qualified translator from the DOE Translation Unit's Phone center to guarantee that they are aware of all of the placement opportunities that their child has in the New York City school system.

If the student is eligible they are given a LAB-R exam and/or Spanish LAB-R exam within 10 days of matriculation. Eligibility for this exam is limited to students that are enrolling in a New York City school for the first time and is determined by one of two ESL teachers at our school. These are Flora Lutsky, an ESL certified teacher and ESL LAB Coordinator, and Leticia Tobar, an ESL and NLA certified teacher. The Language Assessment Battery Revised (LAB-R) is an exam that tests the four modalities of English: written, spoken, listening, and reading. Based on the results of this exam, a child can "test out" placed within a English language learning program.

To evaluate the English proficiency progress of ELLs the New York State as a Second Language Achievement Test (NYSESLAT) is administered. This exam is given to every ELL student. Graduating from the ESL program is possible with a high score in the NYSESLAT. This exam is administered in the spring to all students who have limited English language proficiencies. The results are returned in August. The exam covers all four modalities of the English language, similar to the LAB-R. The NYSESLAT examination results are also used to determine instructional focuses for the following school year. If a student is deemed proficient in English Language Arts they enter the general program of study, letters are sent home to inform parents that their child are no longer in the ESL program although transitional support remains available. If a student does not achieve proficiency in English, a letter of continuance is sent to parents to inform them that their child will be enrolled in additional English development support classes for the English language learner. The parent is also provided with a continuance in which they acknowledge their child's continued ESL education.

2. After the intake/screening interview has been completed both in English and the native language, Flora Lutsky then presents the parents with an orientation DVD in Room 339 or on one of the office computers if necessary. This content of this DVD is available in several languages. The orientation DVD describes the opportunities that students have in the New York City education system. It covers the three different programs; transitional bilingual education (TBE), dual language, and free standing ESL. The DVD explains to the parents and student the type of instruction that each of these programs affords. The purpose is to enable parents to make a choice that reflects the education path best suited for their child. The DVD also explains that ESL is a Department of Education mandate, however it is optional to receive bilingual education. The DVD also explains parents' options if the school's demographics make certain programs unavailable. For example, our school has insufficient numbers of students identified as Spanish, Bengali or Haitian Creole students to develop a Dual Language program at this time. Parents are informed that they have the option to transfer to a school that has the available program in these cases. They are also informed that should they decide to keep their child at our school, once the school population reaches a threshold of 20 students of the same foreign language with consenting parents, a bilingual education program (e.g. Dual Language) will be created at our school.

The next step is to give parents a Parent Survey and Program Selection form. This form is given in the parent's native language. This form reviews some of the information presented in the DVD and allows the parent to make a written selection of the program they wish their child to take part in. This form also gives the parents an opportunity to review and correct any of the information which they supplied during the initial intake/screening interview on the HLIS form. The final function of the Parent Survey and Program Selection form is to disclose all of the information the parents received during the enrollment and program selection process, including the placement of their child in an age appropriate group. At this time parents are also informed that the selection is for the whole year, their transfer rights if they wish a bilingual program, and the ESL requirements of the Department of Education. We make every effort to complete this process during the first day in which parent enroll their child. However, in cases in which the process cannot be completed during the first day, parents are informed that the timeline for completing this process may not exceed ten days. The form also informs them that if they make no selection or that if they take more than ten days to return the completed form the default program choice is Bilingual Education. Our school has set a policy to reach out to parents either by phone or letter if forms are not returned within five days of the initial intake/screening date.

3. Communication is maintained with a student's parent through a variety of means (e.g. phone, email, mail) once the initial intake process is complete. Our school encourages parents to submit the Parent Survey and Program Selection forms during the initial intake/screening. However, in cases in which this is not possible, we use a variety of means (E.g. phone, email, mail) to ensure the return of these completed forms. During intake, every effort to ensure that gathering contact information for the families of ELL students follows the same process as for all students. Translated blue cards (Emergency Cards) and other intake documents are filed in individual student records along with the language preference forms. At a minimum, our school seeks to maintain phone numbers, email and home addresses as well as additional emergency contacts. Parents are also provided the school website address (www.nychscl.com) and explained the translator function. The parents are also made aware that they will receive periodic status updates on their child's progress at school through a variety of means.

During the fall parents receive an annual Entitlement Letter, after their child has been enrolled in an ESL program for a minimum of one school year. At a minimum of four times throughout the school year the parents of ELL students are invited to meetings in which their children are recognized for their progress. In addition to the two mandated Parent Teacher Conferences (Fall and Spring), there are two scheduled meetings in the winter and late spring specifically for parents of ELLs. When entitlement letters are given to parents (Fall), they are informed that maintaining program selection consistency promotes the acquisition of language skills in English. The entitlement letter is sent home with the student and by mail in cases in which parents do not attend. Follow-up phone calls are made to parents to verify receipt of the entitlement letter and remind them to return the completed form. The entitlement letter reminds parents of their education selection rights. The letter also offers them the option to continue in the selected ELL education program or to make a change. The letter also highlights that staying in the same program year after year normally produces better results for the student.

4. The Language Assessment Battery Revised (LAB-R) is administered by ESL teacher, Flora Lutsky during or as soon as possible after enrollment. This assessment is given within the first 10 days of a student's matriculation in school. This assessment determines the English proficiency level of ELL students for the purpose of placement. The assessment covers proficiency in reading, writing, listening, as well as speaking in English and Spanish. The placement levels are Beginning, Intermediate, Advanced, or Proficient. If the student does not speak, read, understand, or write in English, they are still tested. However, the test is marked "unable to answer." The LAB-R is then scored in house to place the student properly within ten days of student enrollment. Results are also forwarded to the borough assessment office in Long Island City. In our school, Beginning level students receive a minimum of three periods of ESL per day or the equivalent of 540 minutes of ESL instruction per week. Intermediate students receive a minimum of two periods of ESL per day, equivalent to 360 minutes of instruction per week. Advanced students receive a minimum of one period each of ESL and one period ELA instruction daily; the equivalent of 180 minutes of each per week. Students that qualify as proficient and have graduated from ESL are given after school tutorial support classes. Native Language Arts in Spanish are currently available in our school to support some students in the transfer of their native language skills and knowledges to English language Arts.

5. We are a first year school. Currently, we have 8 ELL students. All of our parents have selected ESL, although informal conversations suggest that there may be future interest in a TBE program. Our current model combines free standing ESL classes and a push-in Collaborative Team Teaching model for core content classes (e.g. math, science).

6. As a new school with 8 ELLs currently enrolled we have not created a bilingual education program as yet. We are working actively to expand our enrollment of ELLs so that we may begin offering a transitional bilingual education program (TBE). We have requested consideration from the Queens Borough Enrollment Office in this process. At current rates of enrollment we hope that within one year we will have a Spanish TBE program. Alternately, we may seek to establish a Haitian Creole or Bengali TBE program due to initial demographic trends at our school.

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										1				1
Push-In										3				3
Total	0	0	0	0	0	0	0	0	0	4	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	0
SIFE	2	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	17	2									17
Total	17	2	0	0	0	0	0	0	0	0	17

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

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
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
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:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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
Chinese										1				1
Russian														0
Bengali										2				2
Urdu														0
Arabic										1				1
Haitian										2				2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	17	0	0	0	17								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. ELL instruction in our school is delivered through an ESL model that combines of Collaborative Team Teaching in which a licensed ESL teacher (Flora Lutsky or Leticia Tobar) pushes in to content classes in which ELL students are blocked along with monolingual (English) students with Freestanding ESL instruction. Content classes use flexible student grouping depending on the lesson taught (e.g. heterogeneous by language).

2. Core content classes consist of 90 minute blocks. Push in ESL instruction takes place for the entire block. ELL students take 2 core content classes daily for a total of 180 minutes of ESL instruction in the content area. They take an additional 45 minutes daily of freestanding ESL instruction. Additionally, ESL students are provided with tutoring after school 3 days a week. Students at all levels are currently receiving a total of 1125 minutes of ESL instruction each week. Advanced students receive an additional 45 minute ELA class daily for a total of 225 minutes of instruction per week.

3. Content area instruction is delivered in English by the content area teacher with the use of QTEL strategies delivered by the ESL teacher to support ELL students.

4. Our school is currently able to differentiate ELL instruction for SIFE students by providing one-to-one instruction as a pull-out during half of the 90 minute core content blocks. Our partnership with St. John's University facilitates our ability to secure the human resources for these efforts. SIFE students also use the technology supports described above.

We currently have a high percentage of ELLs that are newcomers (students with less than 3 years in the country). These students are supported by materials that focus on content knowledge acquisition (e.g. translated books, dictionaries, software, etc.) as well as ESL materials that focus on acculturation (e.g. common social interactions). For ELL students that have either 4-6 years in the country or "long-term ELLs" we plan to modify instruction to focus on academic language acquisition and formal register. ELL students with special needs (e.g. learning disabilities) will be served by flexible integration into our blocks that allows for ICTT contact with a licensed Special Education Teacher and ESL Teacher. Given our efforts to recruit more ELL students, we plan on recruiting licensed Special Education teacher with the bilingual extension for next year.

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

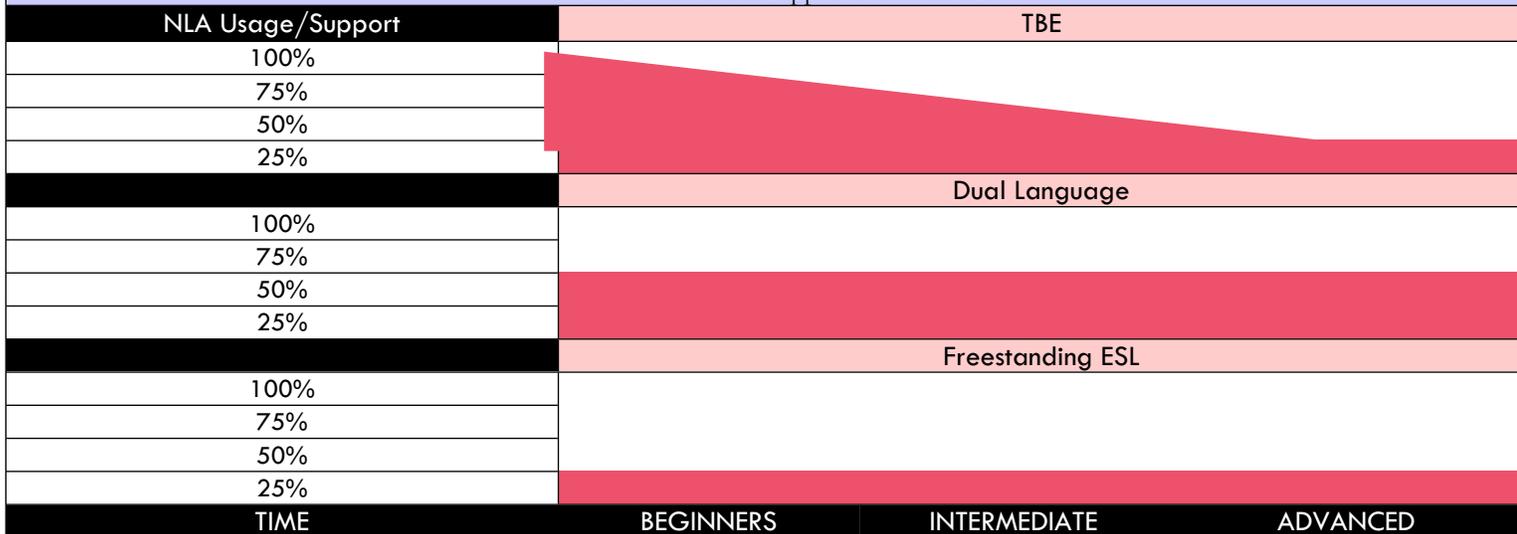
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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?

5. Targeted intervention programs in math, science and social studies for all ELLs consist of a combination of Collaborative Team Teaching in content areas and freestanding ESL instruction for ELL students at all levels. For example, ELL students are block programmed with monolingual (English) students for core content classes. These classes are taught by the corresponding core content teacher and a licensed ESL teacher (either Flora Lutsky or Leticia Tobar). Teachers use flexible grouping in these classes to support ELL students. ELL students also receive a freestanding ESL class taught by Flora Lutsky for a minimum 1 period daily. Additionally, our school uses 20 Teaching Assistants from the St. John's School of Education, a partner organization. These TAs provide in-class linguistic support in core content classes (e.g. French, Bengali). Our school has also purchased translated textbooks and software for science and social studies classes. We also have developed a library of MP3 files of core content in various languages to assist ELL students with core content knowledge acquisition. Digital translators have also been purchased to provide an additional support for ELL students in core content classes.

We have developed additional programming for our SIFE students. Currently, we offer one-to-one instruction during one period for SIFE students. This is provided as a pull-out by a St. John's TA.

The remainder of our ELL students receive a Writing Composition class by a dually licensed ESL/English teacher for one period daily.

6. ELLs that reach proficiency on the NYSESLAT will receive additional support in the form of after-school tutoring and access to technological supports (e.g. software, digital translators, etc.) in class.

7. We are currently recruiting Spanish speaking ELLs as well as teachers with bilingual extensions with the intent of creating a TBE program within the next 2 years. The school applied for a planning grant from the NYC Department of Education's Office of ELLs to develop a TBE program.

8. At present, we are seeking to expand our services.

9. ELL students are completely integrated into the fabric of our school community. ELLs take core content classes with monolingual (English) students using a Collaborative Team Teaching model. ELLs also receive a Writing Composition class and an option of Native Language Arts (Spanish) or Spanish as a Foreign Language. ELL students also take Physical Education and/or Art (Dance) classes and participate in afterschool clubs (e.g. school newspaper).

10. Our school uses a combination of translated textbooks, MP3 files, and digital translators for content area support. Students also have access to English Spanish, Bengali, French and Chinese dictionaries. We also use ESL specific materials during freestanding ESL classes.

11. Native language support for Spanish speaking students is provided through NAtive Language Arts classes taught by NLA teacher Leticia Tobar. This class uses a variety of authentic materials including Realidades book series. Native language support for non-Spanish speaking students is provided by translated textbooks, digital translators, as well as language dictionaries.
12. When purchasing materials, we take into consideration each student's age and level of formal schooling.
13. All incoming students that commence the school year in September participate in a three day summer orientation (Bridge) program. ESL and NLA teachers coordinate activities with other teaching staff.
14. At present, non-Spanish Speaking ELLs are offered and take Spanish as a Foreign Language. Spanish Speaking ELLs are offered Spanish as an NLA class. We plan to expand our Foreign Language offerings as a school next year to include French.

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)?

NA

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.

1. ESL teachers will continue to attend QTEL professional development sessions delivered by the DOE Office of Ells. These teachers will turn-key effective strategies, along with licensed Special Education teacher during school-based staff development sessions.
2. ELL students have access to bilingual school social worker and contact with 2 ESL teachers. ELL are also encouraged to participate in all school clubs and enrichment activities. Block classes utilize differentiation strategies and flexible grouping to integrate ELLs into fabric of school.
3. After school PD sessions for all staff 3 times per semester.

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?

1. Current parent participation is 65 % as reflected in most recent parent teacher night. 85% of ELL parents participated.
2. HSCL uses multilingual TAs from St. John's to assist students in class, for tutoring and pull-out sessions. HSCL also uses this partnership to conduct workshops for parents around college readiness.
3. Informal interviews as well as translated questionnaires.
4. Assist with needs assessment as well as integration of parents into school community.

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				6
Intermediate(I)										2				2
Advanced (A)										9				9
Total	0	0	0	0	0	0	0	0	0	17	0	0	0	17

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	1				1
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	1		1						2
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			2						2
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	1								1
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				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

1. Currently, our school uses the LAB-R to assess the early literacy skills of potential ELL students. This assessment tool is given in English as well as in Spanish for native Spanish speakers that do not pass the LAB-R. LAB-R scores determine the level of proficiency in all four language modalities (listening, reading, writing and speaking) of each potential ELL. The results of the LAB-R are also used to determine the appropriate placement and time allocation per day for each ELL student.

2. In accordance with legal mandates, beginning ELL students receive a minimum of three periods of ESL instruction per day, intermediate students receive a minimum of two periods, and advanced students receive a minimum of one period each ESL and ELA instruction. At this time, our ESL population consists of three beginning students, two intermediate students and three advanced students. All are placed in a free standing, differentiated ESL class. In addition, the ESL teacher pushes in to all the academic content area subjects. ELL students are blocked with monolingual (English) students in these classes and a Collaborative Team Teaching model is used.

Therefore, each student receives a minimum of 225 minutes of contact time with a licensed ESL teacher per day. 3. Levels of proficiency inform appropriate selection of materials and instructional approaches.

The content area tests for the ELLs are modified by the content area and ESL teacher. Modifications include allowing the students to use native language, multilingual dictionaries, re-structuring of the questions in a way that they are more comprehensible for English Language Learners, technology supports, etc. In addition to regular Spanish classes, a Native Language Arts class is offered for native speakers of Spanish. This course not only advances the literacy of the native Spanish speakers, but teaches skills which are extremely useful in second language acquisition.

4. School leadership and teachers are using the results of the ELL Periodic Assessments to inform instruction, material selection, and determine appropriate placement of each student. Our school is currently processing data from the ELL periodic Assessment administered in late October of 2010. We plan to engage in a combined analysis of the data from both the LAB-R, in-class assessments as well as the ELL periodic assessment to modify instruction to meet the differentiated needs of our ELL population. At present, we have learned that 7 of 8 of our ELL students have a strong background in their native languages that facilitates the acquisition of second language skills and content knowledge. Our ELL population has done exceptionally well in mathematics. We currently have 1 SIFE student that requires additional native language support in Spanish. Differentiation of native language instructional and materials are currently being used in conjunction with additional one-to-one pull out instruction for this student. 2 of our 8 ELLs have attended NYC schools before this year. The remaining 6 are new to the country.

5. We do not currently have a Dual Language program/

6. Success is evaluated by using quantitative and qualitative measures. Test results, homework completion, oral and written presentations, research projects and class participation are all included in the assessment of each student. We also measure success by monitoring ELL participation in various enrichment activities developed by our school. For example, we are promoting multilingual clubs, newspaper, etc.

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.

Additional Information

We are a new school with a population of 9th Grade students at this time.

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		10/29/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		10/29/10
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		