



**TOWNSEND HARRIS HIGH SCHOOL**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 25Q525**  
**ADDRESS: 149-11 MELBOURNE AVE., FLUSHING, NY 11367**  
**TELEPHONE: 718-575-5580**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 525Q      **SCHOOL NAME:** Townsend Harris High School

**SCHOOL ADDRESS:** 149-11 Melbourne Ave., Flushing, NY 11365

**SCHOOL TELEPHONE:** 718-575-5580      **FAX:** 718-575-1366

**SCHOOL CONTACT PERSON:** Kenneth Bonamo      **EMAIL ADDRESS:** Kbonamo@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Kenneth Bonamo

**PRINCIPAL:** Kenneth Bonamo

**UFT CHAPTER LEADER:** Mariet D'Souza

**PARENTS' ASSOCIATION PRESIDENT:** Craig Fee and Karen Koffler

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      Tracey Whang

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 25      **CHILDREN FIRST NETWORK (CFN):** CFN201

**NETWORK LEADER:** Mr. Gerard Beirne

**SUPERINTENDENT:** Mr. 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
Kenneth Bonamo	*Principal or Designee	
Mariet D’Souza	*UFT Chapter Chairperson or Designee	
Karen Koffler	*PA/PTA President or Designated Co-President	
Paul Sforza	DC 37 Representative, if applicable	
Danielle Preziosi Aquib Yacoob Tracey Whang	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
John Amato	Member/Parent	
Teri Fagan	Member/Parent	
Rajinder Garcha	Member/Parent	
Susan Getting	Member/CSA	
Naomi Horowitz	Member/Parent	
Jordan Leeds	Member/Parent	
Lisa Mars	Member/CSA	
Neda Most	Member/Parent	
Phil Porzio	Member/Teacher	
Franco Scardino	Member/Teacher	

(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.

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The mission of Townsend Harris High School is to foster a love of learning, to instill the habit of inquiry, and to promote an awareness of beauty in nature and in the arts. We expose our students to multiple perspectives so that they will be able to appreciate various points of view. We enable our students to achieve their potential and to become articulate and responsible adults who respect others and are productive members of our society.

In order to prepare our students for ethical and intellectual challenges, we provide a rigorous curriculum with an emphasis on the humanities and classics, bolstered by mathematics, science, and the integration of current technology. Our instructional program promotes respect for people and ideas, critical and creative thinking, and precision of language. We encourage our students to strive for excellence, to make sensible decisions, and to develop an enduring commitment to serving the community.

We seek to graduate talented and motivated students who reflect the diversity of our city, become lifelong learners, and make meaningful contributions to the world.

An instructional program of quality moves students beyond the conventional classroom. The core curriculum of humanities serves as a keystone for cultural, co-curricular, and extra-curricular activities that include a wide variety of competitions, trips, and service opportunities. Such an instructional program is designed not only to expand students' academic prowess, but to provide recreational pursuits, rendering services to others, and paths to career goals. The nature of our multicultural student body offers the resource for a curriculum of inclusion for all ethnic groups. Underlying all of our instruction is the concept embodied in the Ephebic Oath, which is the school's guiding principle - to leave our school and City greater than we found them. Basic to all that we teach students is to respect the civic virtues, by respecting and appreciating one another's uniqueness.

The mission and instructional philosophy at Townsend Harris are indivisible; and, they inform every aspect of school life.

**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					
<b>School Name:</b>	Townsend Harris High School				
<b>District:</b>	25	<b>DBN #:</b>	25Q525	<b>School BEDS Code:</b>	342500011525

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	X 9	X 10	X 11	X 12	<input type="radio"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-	2008-	2009-	(As of June 30)	2007-	2008-09	2009-10		
Pre-K	0	0	0		97.4	97.3	97.6		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability: % of Enrollment</b>					
Grade 2	0	0	0	(As of June 30)	2007-	2008-09	2009-10		
Grade 3	0	0	0		99.7	99.9	99.6		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-	2008-09	2009-10		
Grade 7	0	0	0		39.89	39.91	38.93		
Grade 8	0	0	0						
Grade 9	284	279	280	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	287	277	275	(As of June 30)	2007-	2008-09	2009-10		
Grade 11	251	278	274		0	0	2		
Grade 12	271	251	279						
Ungraded	0	0	0	<b>Recent Immigrants: Total Number</b>					
Total	1093	1085	1108		0	0	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-	2008-	2009-	(As of June 30)	2007-	2008-	2009-10		
Number in Self-	0	0	0		08	09			

DEMOGRAPHICS							
Contained Classes							
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	3	3	18
Number all others	2	5	4	Superintendent Suspensions	0	0	0
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	0	0	0	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	55	58	
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	20	19	
(As of October 31)	2007-08	0	3	Number of Educational Paraprofessionals	0	3	
	0	0					
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100
American Indian or Alaska Native	00	00	.09	Percent more than two years teaching in this school	84.5	86.0	91.2
Black or African American	7.4	6.26	6.04	Percent more than five years teaching anywhere	74.1	72.0	82.5
Hispanic or Latino	11.8	11.9	12.00				
Asian or Native Hawaiian/Other Pacific Isl.	50.8	51.0	51.44	Percent Masters Degree or higher	90.0	100.0	94.7
White	30.0	28.5	27.70	Percent core classes taught by "highly qualified" teachers	99.2	97.2	97.9
Multi-racial		2.4	2.70				

DEMOGRAPHICS						
Male	29.2	29.9	30.23	(NCLB/SED definition)		
Female	70.8	70.1	69.76			

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>	

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):				
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>		<u>Category (Check <input checked="" type="checkbox"/>)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	<input checked="" type="checkbox"/>			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level ( <input checked="" type="checkbox"/> )		Secondary Level ( <input checked="" type="checkbox"/> )	
	ELA:		ELA:	<input checked="" type="checkbox"/>
	Math:		Math:	<input checked="" type="checkbox"/>
	Science:		Grad. Rate:	<input checked="" type="checkbox"/>

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				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Ethnicity							
American Indian or Alaska Native							
Black or African American				-	-		

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Hispanic or Latino				✓	✓		
Asian or Native Hawaiian/Other Pacific Islander				✓	✓		
White				✓	✓		
Multiracial							
<b>Other Groups</b>							
Students with Disabilities				-	-		
Limited English Proficient							
Economically Disadvantaged				✓	✓		
<b>Student groups making AYP in each subject</b>				5 of 5	5 of 5	1 of 1	

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Well Developed
Overall Score	88.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	A (11.9)	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 25% of the Overall Score)	A (24.2)	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	A (52.6)	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	n/a	Quality Statement 5: Monitor and Revise	Well Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

The findings of the comprehensive needs assessment resulted in identification of several areas of achievement for the school and some areas in need of enhancement. The quantitative data available indicate outstanding student performance and progress. Townsend Harris High School received an A on the 2009-2010 progress report. Student performance on Regents Examinations was outstanding across all subject disciplines. In English, 100% of students achieved passing and mastery on the Regents Examination. In Social Studies, 100% of students achieved passing and 99% achieved mastery on the US History Regents, and 100% achieved passing and 92% achieved mastery on the Global History Regents Examination. In LOTE, all students achieved passing on the French, Spanish, and Japanese comprehensive examinations; 95% achieved mastery on French, 98% achieved mastery on Spanish, and 77% achieved mastery on Japanese. In Science, 100% of students achieved passing on the Living Environment Regents with 87% achieving mastery. In Chemistry, 99% achieved passing and 40% achieved mastery. Finally, in Physics, 92% achieved passing and 43% achieved mastery. In Mathematics, 100% achieved passing and 86% achieved mastery on the Integrated Algebra examination. In Geometry, 97% achieved passing and 76% achieved mastery, and on Trigonometry, 99% achieved passing and 76% achieved mastery on the Regents Examination.

Because of the outstanding performance on Regents Examinations, Townsend Harris High School continues to offer students opportunities for advanced learning. We offer several Advanced Placement courses; most notably, all freshman and sophomores are enrolled in the World History Advanced Placement course. Last year, our average score on the AP World Exam was a 3, which is the minimum needed for credit. In addition, Townsend Harris students are enrolled in the Queens College Bridge Program which offers students the opportunity to take up to 12 credits during their senior year.

Our most recent Quality Review score was *Well Developed*. The administration and faculty were cited for the ability to enable all students to strive for excellence in their chosen fields. This school is noted for having a high level of social responsibility as

well as a sophisticated system of data collection. This school was also commended for maintaining a highly effective community of learners where goals are consistently evaluated and new benchmarks are set. In the Quality Review, there were 3 areas of improvement noted:

1. Ensure that all goals and development plans are sufficiently precise, with detailed interim checks, to monitor progress toward their achievement robustly.
2. Explore further opportunities to incorporate interdisciplinary connections, allied to consistent opportunities for active participation, effective questioning and detailed feedback in all subjects, to maximize student ownership of their learning.
3. Work to secure active involvement in the learning partnership by all groups in the parent population to ensure comprehensive community representation in decision-making and enhance student achievement.

Our pupil personnel services team provides students with an anchor for academic programs. Our students come from a variety of ethnic and economic backgrounds, and nearly 40% of our students qualify for free or reduced lunch. Our students continue to achieve despite some circumstances which could prove to be a hindrance. Our comprehensive guidance team includes guidance counselors, a college counselor, and a youth development counselor to have a multi-tiered and multi-pronged approach to deal with student issues.

Parent involvement is extremely strong as indicated by a high level of parent participation at PTA meetings and contributions to annual PTA fundraising drive. The PTA has monthly meetings at which they address parent concerns ranging from the college process to adolescent issues. The PTA supports staff throughout the year as well as providing a constant source of feedback on ways to improve on school communication.

One of the school's greatest accomplishments over the last couple of years has been its citation as an Intel School of Distinction for Science Excellence at the High School level, which is a nationwide honor determined by our school's performance in science research as well as its approach to science instruction. Another accomplishment has been the maintenance of the Queens College Bridge Program, which allows students to experience college-level study before they graduate high school.

## 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.

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1. To enhance students' college readiness, the number of students enrolled in Advanced Placement English Literature and Composition will increase from 0 in 2009-10 to 50 in 2010-11.
2. To increase student engagement, supervisors will observe 20 lessons that show evidence of active participation (as defined in EEI), student-to-student interaction, and questioning at different levels of Bloom's taxonomy.
3. To increase student engagement by incorporating instructional technology into lessons, Principal and Assistant Principals will observe 30 lessons that make effective use of instructional technology (interactive white boards, document cameras, classroom-display graphing calculators, laboratory probeware and moticams)
4. To foster a culture of professional learning by providing teacher supervision and professional development that is differentiated and reflects teacher choice while remaining aligned to school-wide goals, all Teachers will develop individual professional development plans in concert with their immediate supervisors and will be evaluated regarding their growth in the three areas of development they select using evidence they indicate on their individual plans. At least two of the three areas will be aligned with school-wide initiatives in reading comprehension, interdisciplinary connections and differentiated instruction through student engagement (active participation, student interaction, and questioning) and instructional technology.
5. To provide a midyear check of student progress in all core subject areas and enhance school-wide coherence in curriculum and assessment, all core academic courses will administer uniform semester final examinations during Regents week in January 2011 that are aligned with Regents (or, where appropriate, Advanced Placement) examinations in content and in format and that count for at least 10% of the course grade, and all core courses will have syllabi posted online by May 2011.

**SECTION VI: ACTION PLAN**

**Goal 1**

**Subject/Area (where relevant):** College Readiness

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To enhance students’ college readiness, the number of students enrolled in Advanced Placement English Literature and Composition will increase from 0 in 2009-10 to 50 in 2010-11</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Staffing:</b> AP Humanities will identify teachers and students for programming for AP English Teachers will attend PD for English</p> <p><b>Use of Data:</b> Use of PSAT results, student transcripts, Regents results, and predictive assessments to identify students likely to do well in the class.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Resources:</b> Per Session Funding for before and after-school tutoring Alumni Association PD Funding for English and World History workshops</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Preparation will be provided after school by teachers during contractual small-group time and with C4E funds for per-session tutoring.</p> <p>Final evaluation will be based on whether 50 students are enrolled in Advanced Placement English Literature and Composition in the 2010-11 school year and whether new curriculum was completed.</p>

**SECTION VI: ACTION PLAN**

**Goal 2**

**Subject/Area (where relevant):** Instructional Excellence

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase student engagement, supervisors will observe 20 lessons that show evidence of active participation (as defined in EEI), student-to-student interaction, and questioning at different levels of Bloom’s taxonomy</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. Assistant Principals will provide coaching and other support to teachers on student engagement</li> <li>2. Principal will conduct professional development seminars and walk-throughs focusing on student engagement</li> <li>3. Teachers will visit one another’s classrooms and other schools to observe best practices and integrate them into their teaching</li> <li>4. FSF will be used (regular duties of appointed personnel.)</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources: teachers and supervisors; professional development time; pre- and post-observation conferences; coverages for intervisitations</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>By January 2011, supervisors will have observed 10 lessons that show evidence of student engagement through active participation, student-to-student interaction, and questioning at different levels of Bloom’s taxonomy; by June 2011, supervisors will have observed a total of 20 such lessons.</p>

**SECTION VI: ACTION PLAN**

**Goal 3**

**Subject/Area (where relevant):** Instructional Excellence

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase student engagement by incorporating instructional technology into lessons, Principal and Assistant Principals will observe 30 lessons that make effective use of instructional technology (interactive white boards, document cameras, classroom-display graphing calculators, laboratory probeware and moticams)</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Staffing:</b> Assistant Principals will work with teachers to develop skills when necessary and set expectations for observations using instructional technology. APO will ensure successful installation of technical equipment. Teachers will visit one another’s classrooms and other schools to observe best practices and integrate them into their teaching</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Resources:</b> teachers and supervisors; equipment; RESO-A money -FSF funding for regular appointed personnel -RESO-A money for equipment purchase and installation</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Progress will be monitored by conferencing with APs to assess progress. By the end of January 2011, 15 lesson observations shall include instructional technology. Departments lagging behind will receive support to guarantee that 30 lesson observations performed by June 2011 include the effective incorporation of instructional technology.</p>

**SECTION VI: ACTION PLAN**

**Goal 4**

**Subject/Area (where relevant):** Professional Development

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To foster a culture of professional learning by providing teacher supervision and professional development that is differentiated and reflects teacher choice while remaining aligned to school-wide goals, all Teachers will develop individual professional development plans in concert with their immediate supervisors and will be evaluated regarding their growth in the three areas of development they select using evidence they indicate on their individual plans. At least two of the three areas will be aligned with school-wide initiatives in reading comprehension, interdisciplinary connections and differentiated instruction through student engagement (active participation, student interaction, and questioning) and instructional technology.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Staffing:</b> Administrators will support teachers in designing and implementing their professional development plans in both large-group and individualized settings. Professional development days will be designed to allow teacher choice and collaboration in professional learning.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Resources:</b> Teachers will assume leadership roles by providing professional development to their colleagues; supervisors will provide support to teachers and promote interdisciplinary connections and greater collaboration among staff members; services of outside experts and organizations will be obtained through Alumni Association of funding for materials, membership and conference fees, etc.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Teachers will develop individual professional development plans by the end of September 2010. Supervisors will monitor progress in these plans through ongoing conversations and midyear conferences in January 2011. Final evaluation will be measured by teachers' implementation of teaching strategies and demonstration of instructional practices as indicated on their professional development plans in June 2011. Teachers and their supervisors will collaboratively evaluate degree of implementation. PD agendas and materials will be on record.</p>

**SECTION VI: ACTION PLAN**

**Goal 5**

**Subject/Area (where relevant):** Coherence in Curriculum and Assessment

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide a midyear check of student progress in all core subject areas and enhance school-wide coherence in curriculum and assessment, all core academic courses will administer uniform semester final examinations during Regents week in January 2011 that are aligned with Regents (or, where appropriate, Advanced Placement) examinations in content and in format and that count for at least 10% of the course grade, and all core courses will have syllabi posted online by May 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Staffing:</b> Administrators will support teachers in designing unique or uniform final examinations for all courses. Construction of examinations should be completed by December 2010. Students and parents will be notified of examination schedule by December 2010 and reminded during classes in January 2011. Examinations will be administered in January 2011.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Resources:</b> Teachers and supervisors will use preparation and PD time to develop assessment. Clerical staff will copy and prepare examinations for administration. FSF funding will be used for regular appointed personnel.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Examinations will be administered in January 2011. Syllabi will be written by March 2011 and posted online by May 2011.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	0	0	0	0	0	n/a	0	0
10	0	0	0	0	0	n/a	0	0
11	0	0	0	0	0	n/a	0	0
12	0	0	0	0	0	n/a	0	0

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

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

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

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><b>Writing Support:</b> Tutoring on current and future assignments, review and analysis of returned assignments for work on evident problems, close reading of novels and short stories being read in class, and the writing of full essays.  <b>Circular 6:</b> Designated English teachers meet with the students during lunch/ free bands and during Enrichment to work on reading comprehension of English assignments.  <b>Tutoring:</b> Year round tutoring in English is available before, during and after school on a request basis. Regents Review is provided on as needed basis in June.</p>
<p><b>Mathematics:</b></p>	<p><b>Peer tutoring</b> - Small group, one to one tutoring – large group, review sessions Services take place during and before the school day.</p>
<p><b>Science:</b></p>	<p><b>One-on-One Tutorials</b> are offered before, during and after the school day as part of teachers’ C6 responsibilities.  <b>Peer-tutoring</b>, provided by members of the Science Honors Society, is offered during lunch periods, supervised by a member of the department.  <b>Small Group Tutorials</b> are provided after the school day to review materials taught during the fall semester. Attendance is mandatory for students in Regents Science classes deemed to be at-risk based on the results of a diagnostic test given the first week of the second semester. Students may also self-select into these tutorials.  <b>Student Teacher Tutorials</b> are offered daily in Chemistry and Physics during lunch bands.  <b>Make-up Labs</b> are offered weekly in Chemistry on Friday mornings, Tuesday and Thursday afternoons in Physics, and bi-weekly on Tuesday mornings in Biology.  <b>Regents Review</b> is offered in all three Sciences during the last two weeks of the school term. Additionally, extensive Chemistry review sessions are held after school in Chemistry, and by request in Biology and Physics, usually during lunch bands.  <b>SATII Tutorials</b> are offered after school in Biology and Chemistry Physics SATII assistance is provided by appointment with a teacher.  <b>Advanced Placement Preparation</b> is provided after school during the 2 weeks leading up to the exam, at the conclusion of the school day.</p>
<p><b>Social Studies:</b></p>	<p><b>Circular 6:</b> Designated social studies teachers meet with students during lunch/free basis to work on reading comprehension of social studies assignments.  <b>AP Review:</b> AP World, US and Us Government and Politics exam review is provided for 2 week prior to the exam both before and after school</p>

	<b>Regents Review:</b> Starting the first week in June tutoring is available for review for the Regents exams.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Individual one-to-one counseling, small-group counseling, parent/family conferences, written contacts with parents and with staff, referrals to outside counseling individuals and agencies, hospital referrals, and referrals to tutoring. Services take place during the school day, before school and/or after school as needed.
<b>At-risk Services Provided by the School Psychologist:</b>	Not applicable
<b>At-risk Services Provided by the Social Worker:</b>	Individual one-to-one counseling with students, parent/family contacts, contacts with outside agencies for services, conferences with school staff. All services take place during the school day.
<b>At-risk Health-related Services:</b>	Health Aide and Nurse provide services during the school day for all students who need medical attention or first-aid care. Parents are contacted for illness and/or emergency needs, and a quiet short-term place is provided for students to rest who are feeling the physical effects of illness or stress.

**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.

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

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

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

**Section I. Student and School Information**

Grade Level(s) 9-12      Number of Students to be Served: 0 LEP 0 Non-LEP

Number of Teachers 0      Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

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

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

Presently not applicable because of 0 ELL enrollment. If school were to receive ELLs, we would work with ISC HR Staff to obtain ESL certified teachers to provide instruction and use OTPS funds to purchase appropriate instructional materials. PPS would utilize existing community contacts to provide linkages to community support organizations. Existing data systems would be utilized to track academic progress of ELLs and identify students in need of academic intervention services.

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

Differentiated Instruction is a professional development goal for the year. Staff members have been provided with materials and workshops in this area. Academic language development is a focus of our school's ELA Inquiry Team, which is trying to discover strategies to help students, especially former ELLs, with advanced reading comprehension.

**Section III. Title III Budget**

School: 525Q BEDS Code: 342500011525

<b>Allocation Amount:</b> \$2,129		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$1943	<b>63 hours of per session for secretary to help with translation and interpretation services for parents of former ELL students (63 hours x \$30.75, current secretary per session rate with fringe =\$1943)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$0	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$186	<b>Paper and reproduction services</b>
<b>Educational Software (Object Code 199)</b>	\$0	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>	\$0	
<b>Other</b>	\$2,129	
<b>TOTAL</b>	<b>\$2,219</b>	

### **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**

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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.

Students' home language information is analyzed or obtained through the Home Language Identification Survey

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 findings indicated that 46% of our families do not speak English at home. Of our entire population, 13% speak Chinese at home, 6% speak Spanish, and 5% speak Korean. There are 47 other home languages, each with an incidence rate of less than 5% of the population (and most less than 1%). These results were shared at PTA and SLT meetings.

#### **Part B: Strategies and Activities**

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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.

Important letters mailed home are translated into our three high-incidence languages, and centrally provided materials are obtained in these languages. Website information is translated using the Google translator service. Translations are provided by the NYCDOE Translation Unit, by school staff, and by parent volunteers.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services are being provided by an outside vendor at parent-teacher conferences and through the DOE telephonic interpretation service

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>.

Translated copies of the Bill of Parent Rights & Responsibilities are available in the school. Signs with multiple translations are posted at the entrance notifying parents of the availability of translation and interpretation services. Parents who speak all languages are welcomed into the school. Our parent coordinator speaks English and Spanish

## **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>

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### **Part A: FOR TITLE I SCHOOLS**

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

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). 1
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

Attendance Teacher visit. Guidance and social services referrals.

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 the borough Integrated Service Center (ISC) or 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**

<b>School Name:</b>	Townsend Harris High School					
<b>District:</b>	25	<b>DBN:</b>	25Q525	<b>School</b>		342500011525

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		97.3	97.9	97.6
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	279	280	281				
Grade 10	277	275	276				
Grade 11	278	274	269				
Grade 12	251	279	272				
Ungraded	0	0	0				
<b>Total</b>	<b>1085</b>	<b>1108</b>	<b>1098</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	99.7	100.0	99.8

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	25.4	39.9	39.7

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	0	0	1

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	4	3	18
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	0
Number all others	4	4	4				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	478	424
Early College HS Program Participants	0	0	546

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	55	57	58
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	20	21	19
# receiving ESL services only	0	0	TBD	Number of Educational Paraprofessionals	0	0	3
# ELLs with IEPs	0	0	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	84.5	88.3	91.4
				% more than 5 years teaching anywhere	74.1	76.7	81.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	92.0	94.8
American Indian or Alaska Native	0.0	0.1	0.2	% core classes taught by "highly qualified" teachers	99.2	99.2	97.9
Black or African American	6.3	6.0	5.6				
Hispanic or Latino	11.9	12.0	12.7				
Asian or Native Hawaiian/Other Pacific	51.0	51.5	53.5				
White	28.5	27.7	26.2				
<b>Male</b>	29.9	30.2	31.2				
<b>Female</b>	70.1	69.8	68.8				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native						
Black or African American				-	-	-
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				v	v	
Multiracial						
Students with Disabilities				-	-	
Limited English Proficient						
Economically Disadvantaged				v	v	
<b>Student groups making</b>				<b>5</b>	<b>5</b>	<b>1</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>				NR
<b>Overall Score:</b>	80.4	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	11.3	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	24	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	45.1					
<i>(Comprises 60% of the</i>						
Additional Credit:	0					

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>201</b>	District <b>25</b>	School Number <b>525</b>	School Name <b>Townsend Harris H.S.</b>
Principal <b>Kenneth Bonamo</b>		Assistant Principal <b>Janet Solomon</b>	
Coach <b>n/a</b>		Coach <b>n/a</b>	
Teacher/Subject Area <b>n/a</b>		Guidance Counselor <b>n/a</b>	
Teacher/Subject Area <b>n/a</b>		Parent <b>n/a</b>	
Teacher/Subject Area <b>n/a</b>		Parent Coordinator <b>Dafne Manhart</b>	
Related Service Provider <b>n/a</b>		Other <b>n/a</b>	
Network Leader <b>Gerard Beirne</b>		Other <b>n/a</b>	

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

### C. School Demographics

Total Number of Students in School	<b>1098</b>	Total Number of ELLs	<b>0</b>	ELLs as Share of Total Student Population (%)	<b>0.00%</b>
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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 Assistant Principal PPS, who is responsible for admissions and enrollment, administers the home language survey to students who are new to the school system. Students whose home language survey and or informal interview indicates that they might be LEP are then administered the LAB-R.
2. The guidance counselors working with the Parent Coordinator and our PTA Tranlation Team would ensure that parents understand all three program changes if we ever had any students who were designed as LEP.
3. This question does not apply as we do not have any identified ELLs.
4. This question does not apply as we do not have any identified ELLs.
5. This question does not apply as we do not have any identified ELLs.
6. This question does not apply as we do not have any identified ELLs.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

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

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

### B. ELL Years of Service and Programs

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

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

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

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

### C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	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	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										0	0	0	0	0
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian										0	0	0	0	0
Other										0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

## 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.

We do not have any ELLs. Consequently, we do not have any ELL programming.

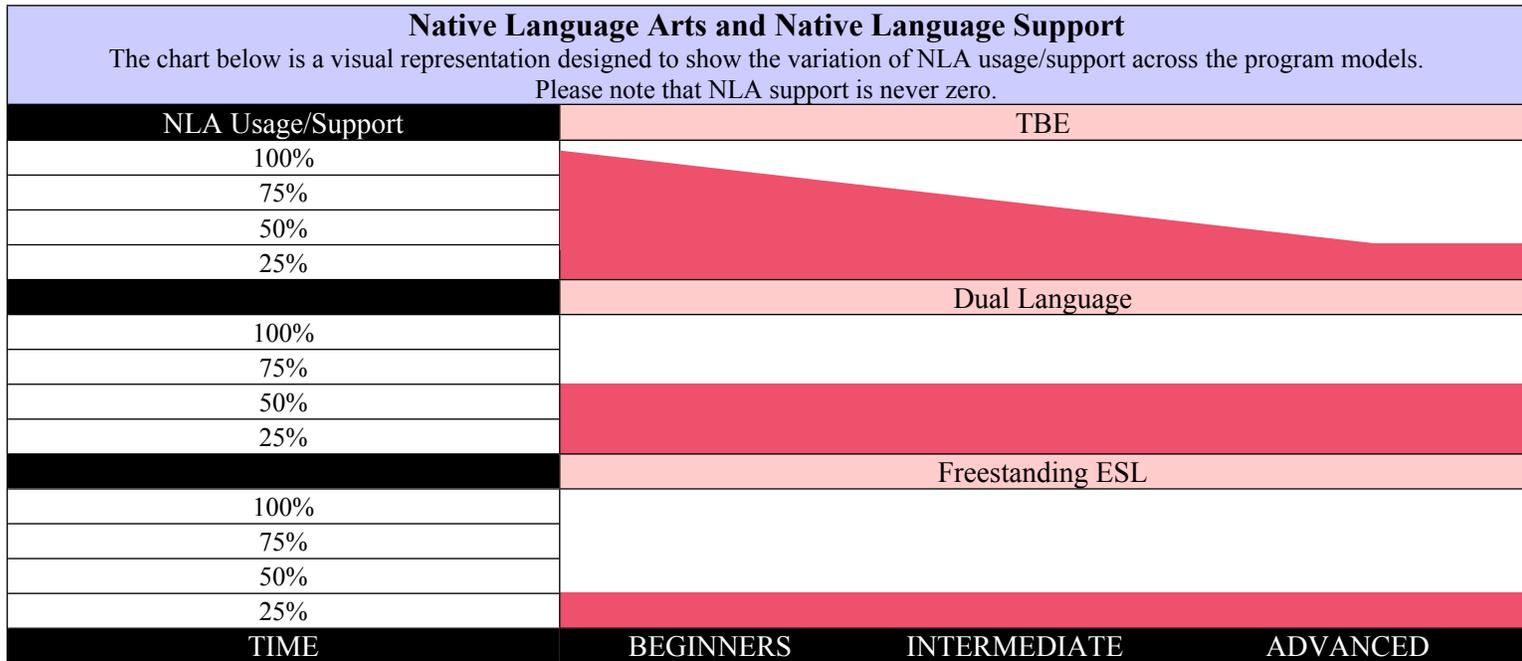
#### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
<b>FOR TBE /DL PROGRAMS:</b> 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

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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**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?

We do not have any ELLs. Consequently, we do not have any ELL programming.

### 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)?

We do not have any identified ELLs, consequently we have not ELL programming.

### D. Professional Development and Support for School Staff

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

We do not have any ELLs. Consequently, we do not provide support for staff regarding ELLs.

### 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?

We have a vibrant PTA. We provide translated copies of the PTA materials whenever possible. We have a bilingual Parent Coordinator and a Translation Team on the PTA to help parents who are ELLs themselves.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

**Native Language Tests**

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

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

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

**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.

## Part VI: LAP Assurances

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

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