



**ACADEMY OF AMERICAN STUDIES**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL:** **30Q575**  
**ADDRESS:** **28-01 41<sup>ST</sup> AVENUE, LONG ISLAND CITY, NY 11101**  
**TELEPHONE:** **718-361-8786**  
**FAX:** **718-361-8832**

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 30Q575 SCHOOL NAME: ACADEMY OF AMERICAN STUDIES

SCHOOL ADDRESS: 28-01 41<sup>ST</sup> STREET, LONG ISLAND CITY, NY 11101

SCHOOL TELEPHONE: 718-361-8786 FAX: 718-361-8832

SCHOOL CONTACT PERSON: ELLEN SHERMAN EMAIL ADDRESS: esherma@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Nina Cohen

PRINCIPAL: Ellen Sherman

UFT CHAPTER LEADER: Jason Vanderwalker

PARENTS' ASSOCIATION PRESIDENT: Miriam Garcia

STUDENT REPRESENTATIVE:  
*(Required for high schools)* Michelle Harmantzis

**DISTRICT AND NETWORK INFORMATION**

DISTRICT: 30 CHILDREN FIRST NETWORK (CFN): 2.02

NETWORK LEADER: Vivian Selenikas

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
Ellen Sherman	*Principal or Designee	
Jason Vanderwalker	*UFT Chapter Chairperson or Designee	
Miriam Garcia	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
-	DC 37 Representative, if applicable	-
Michelle Hartzmantzis	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
-	CBO Representative, if applicable	-
Nina Cohen	Member/Faculty	
Susana Lemos	Member/Faculty	
Toby Intancalupo	Member/Faculty	
Eugene Cullivan	Member/Parent	
Patricia Cromley	Member/Parent	
Tonina Riviello	Member/Parent	
Haya Zaid-Kunz	Member/Parent	

(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 Academy of American Studies is a college preparatory high school emphasizing American History. Four years of intensive American History study, a research class, a senior thesis, as well as trips to sites of current and historic interest, lead students to a better understanding of citizenship, in addition to expanded college and career opportunities. The Academy, as a small learning community, creates an atmosphere where students can actively participate in the democratic process and take their places as leaders in our society. The ethnic diversity of the school is reflected in our heterogeneously grouped classes, enabling students of different backgrounds to become more aware of each other's customs and cultures. We strive to foster a cooperative spirit among students, parents, staff, faculty, and our surrounding community. This, in turn, provides the foundation for life-long learning.

The instructional plan emphasizes high student expectations for both high school and post-secondary educational achievement. The curriculum theme focuses on American History through interactive methods, such as collaborative activities, technology, internships, trips and individual research projects. We offer several elective courses and AP classes, in addition to College Now classes which are supported by LaGuardia Community College. St. John's High School Extension Program also provides students with an opportunity to gain college credit.

Dedicated students and teachers come together for regular tutorials in all academic subjects. The Academy's Big Sib peer tutoring program has been a successful way for students to learn from each other. Our writing centers allow students to receive regular assistance from teachers to polish their skills.

It is our belief that learning is never limited to the classroom. To that end, the Academy of American Studies has partnerships with several community-based organizations. Our primary partner, the Gilder Lehrman Institute of American History, provides funding for students to visit historic landmarks, and a Saturday Academy which provides an opportunity for enrichment. The Center for Arts Education provides an internship program for students in the arts. Visiting artists, student visits, and professional development are provided by MoMA and Manhattan Theatre Club. In addition, student internship opportunities are provided by the New York Historical Society, King Manor Museum, Queens Museum, and local politicians, including Councilman Jimmy Von Bremmer, Assemblyman Michael Giannaris, and State Senator Katherine Nolan.

In October 2006, the Gilder Lehrman Research Center was established to assist Academy students, as well as students in neighboring schools, to investigate topics in American History. The Research Center has been enhanced through LEG grants from the New York State Assembly.

Our school has a wide array of extra-curricular activities for our students to participate in, including Student Government, Improvisational Theatre, a Literary Magazine, Model United Nations, and more. The Academy has PSAL sports teams that include baseball, basketball, bowling, volleyball, and softball. Our Girls Basketball Team was a finalist in the PSAL Citywide Championship.

The Academy of American Studies was recognized by *U.S. News & World Report* as Silver Medal Winner in the 2007-2008, 2008-2009, and 2009-2010 edition of America's Best High Schools. In August 2009, the *New York Post* recognized the Academy as one of the Top 50 High School in New York City. In June 2010, *Newsweek* recognized the Academy as one of 1600 best high schools in the United States.

**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>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

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

DEMOGRAPHICS								
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(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				
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				<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				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
<b>Male</b>								
<b>Female</b>								

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

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

<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)			

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

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
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>							

**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**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>		<b>Overall Evaluation:</b>	
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		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?

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The School Leadership Team reviewed the School Report Card, the Quality Review, the Progress Report, and School Scholarship Report. Based on those reports, we identified our strengths and areas to focus on for the next school year.

The Academy of American Studies has consistently received “Good Standing” on State Report Cards. The school has received an overall score of “B” on the New York City Progress Reports for the four years. In addition, for the 2007-2008 school year, the school received an “A” in both School Environment and Student Performance on the School Report Card. The Academy has also received a “Well Developed” on Quality Reviews in 2007 and 2008.

For the 2009-2010 school year, accomplishments include: 83% of the students (June graduates) graduated in four years, with 70 (47%) students receiving an Advanced Regents diploma, 46 (31%) students receiving a Regents diploma, and 8 (15%) student graduates receiving a Local diploma. The school has consistently had a graduation rate of over 85% with 95% of graduates going to college. In addition, the CUNY Report, “Where We Are”, released this June, showed that for the Class of 2007, only 5% of the students needed remediation in reading and writing, compared to the city average of 17% for reading and 27% for writing. Last year, 86.3% of first-year students earned 10 or more credits, 86.2% of second-year students earned 10 or more credits, and 83% of third-year students earned 10 or more credits.

Based on the New York State Report Card, 2008-2009, English Regents results for the last three years are consistent, with 93-96% of students receiving a 65 or better. In 2008-2009, 51% of the students achieved mastery, an increase of 5% from 2007-2008. U. S. History and Government results over the last three years are also consistent, with 91-95% of the students scoring 65 or better. The Advanced Placement results for 2008-2009 show students are earning college credit in the Humanities. In U.S. History, 88% of students earned a 3 or better, with 79% earning 4’s and 5’s; in European History, 89% earned a 3 or better; in English, 96% earned a 3 or better; and in Spanish Language, 100% earned a 4 or 5.

Areas to focus on for next year include:

Barriers to the school's continuous improvement include Special Needs students and ELL students who have not accumulated sufficient credit to move to the next grade. While 90% of students pass the five Regents examinations by their senior year, many still struggle to achieve mastery (85+), especially in Global History, Science, and Mathematics. In addition, the CUNY Report, "Where We Are", released in June 2010, showed that 27% of students who enrolled in CUNY needed remediation for math. Based on the Collaborative Inquiry Team analysis of data, including the Acuity Results, comprehension is preventing students from achieving on the New York State Regents exams, as well as credit accumulation. The teams will focus on comprehension skills, including summarizing and identifying main ideas, inferencing, and interpretation of data as well as implementation of the core standards..

## 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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By June 2011, we will increase mastery (85+) in the Integrated Algebra Regents by 5% over June 2010. Based on the CUNY report, Where We Are, 27% of the senior class of 2007 needed remediation in math. To reduce the need for remediation, students need to take four years of math. By increasing the percentage of students achieving mastery, the Algebra students will be on track for four years of math.

By June 2011, we will increase the passing rate on the Global Studies Regents by 5% over the June 2010 passing rate of 79%. Using item analysis of June 2010 Global Regents, teachers will target the areas of greatest need to increase student mastery of content and literacy skills levels

By June 2011, we will increase the mastery rate (85+) of students taking the ELA Regents by 5% over the January 2010 mastery rate of 49%. Using an item analysis of the January 2010 Regents, teachers will develop an expository writing scoring guide to evaluate the development of ideas in expository writing in order to further strengthen written communication skills.

By June 2011, we will increase the mastery (85+) on the Living Environment Regents by 5% by incorporating non-fiction documents. On the June 2010 Regents, 89% of students passed with a 65, but only 34% achieved mastery.

By June 2011, we will increase the level of mastery (85+) by 5% over the June 2010 mastery rate of 55% for third year foreign language students on the Comprehension Regents in Languages other than English. Using an item analysis of the June 2010 Regents, teachers determined that there was a need to implement instructional strategies, including non-fiction and culturally related material, and performance-based assessment.

Subject/Area (where relevant): Science

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, increase mastery (85+) by 5% of the Living Environmental Regents by incorporating nonfiction documents.</b></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>Implement checks to ensure students are attending lab by monitoring completion of labs. Parent notification of lab completion. Target population: Lowest third of freshman class. Increase integration of technology. Group lowest third into same lab sections (with 25 maximum per class) during seminar to better target their needs.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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>	<p><b>Increase allotment of professional development hours for the purpose of training in technology integration. Increase shared planning time for enhancing the coordination of technology integration of freshman classes.</b></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><b>Interim assessment will be evaluated on a quarterly basis (Nov. (2% gain), Jan. (3% gain), March, (4% gain) June (5% gain). Assessment will focus on comprehension of informational text (non fiction) and regents style questions.</b></p>

Subject/Area (where relevant): English

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, we will increase the mastery rate (85% +) of students taking the ELA regents by 5% over the January mastery rate of 49%.</b></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>Analyze Regents results – to identify weaknesses. Afterschool Regents Prep – (writing center). In class Regents style writing activities. (critical lens and constructed response).</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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>	<p><b>Additional time for department meetings. Per session for Regents preparation – after school and weekend.</b></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><b>Analysis of Regents – March 2011 Teach strategies – constructed response and critical lens. April – May 2011 Final assessment Reports – June 2011</b></p>

**Subject/Area (where relevant):**  Social Studies

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, increase the passing rate on the June 2011 Regents exam in Global Studies by 5% by focusing on the topics students had the greatest difficulty with the June 2010 Regents.</b></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>After reviewing the item analysis, we will target the deficient content areas. We will focus on the deficient content area in instruction. Following reinforcement of content, we will test students’ progress with multiple-choice examinations. Develop portfolio-based assessments.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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>	<p><b>Tax levy will be utilized for:</b>  <b>Tutoring and history seminars</b>  <b>Anti-plagiarism program</b>  <b>Castle Learning Software</b>  <b>U.S. History and Government review book by Serber and Peiser for use by juniors.</b>  <b>Global Studies Prentice Hall review book for sophomores.</b></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><b>November – Interim assessment (1% gain)</b>  <b>January - Mid-term results 2% gain</b>  <b>March - Interim assessment 3% gain</b>  <b>June - Regents examination (5% gain)</b>  <b>Assessments will include teacher made exams with Regents style question questions.</b></p>

Subject/Area (where relevant): Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, increase the mastery rate (85+) in the Integrated Algebra Regents by 5% over June 2010</b></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>Target population – Lower level students – bottom third; IEP students; ELL students</b></p> <ul style="list-style-type: none"> <li>- <b>Identify students in September by giving a baseline assessment.</b></li> <li>- <b>Conference with students in class to work on goals.</b></li> <li>- <b>Implement different strategies within our lessons to help students understand so that they are able to pass.</b></li> <li>- <b>Create mandatory tutoring sessions during lunch or after school.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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>	<p><b>Tax levy</b></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><b>Interval of periodic review: - September baseline within first week</b></p> <ul style="list-style-type: none"> <li>- <b>weekly assessments</b></li> <li>- <b>October, January, March, and May – Scholarship Report</b></li> <li>-</li> </ul> <p><b>Instruments of measure: Class tests; quizzes; homework; exit cards; self-reflections.</b> <b>Projected Gains: 70% of target population to continue to Regents-level mathematics</b></p>

Subject/Area (where relevant): Foreign Language

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, develop and implement instructional strategies and performance based assessment to improve mastery level by 5% over June 2010 rate on the comprehensive Regents other than English</b></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>	<ul style="list-style-type: none"> <li>- <b>Item Analysis of June 2010 Regents.</b></li> <li>- <b>Analyze the Scholarship Report data every marking period to see the progress of students in achieving mastery level.</b></li> <li>- <b>Based on data, implement changes in instructional strategies and assessments, to help students achieve the goal.</b></li> <li>- <b>Incorporate non-fiction &amp; culturally rated materials.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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"> <li>- <b>Staff development more Foreign Language oriented</b></li> <li>- <b>Develop partnerships with cultural institutions.</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>October - Students complete projects in target language using the proper grammar and vocabulary for one particular situation (2% gain in mastery).</b>  <b>January - Students perform a self-evaluation using a checklist created by teachers to see if students can communicate in the target language (3% gain).</b>  <b>March – Students will demonstrate abilities to have conversation and problem solve in the target language (3.5% gain).</b>  <b>June – 2011 Regents examination (5%)</b></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	62	62	62	62	93			
10	52	33	24	46	56			
11	63	42	22	38	120			
12	7	7	11	20	34			

**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)	<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.).
<b>ELA:</b>	<b>Lunch tutoring during the day, after school and weekend tutoring, small group &amp; one-on-one Use of Castle Learning for Regents Prep</b>
<b>Mathematics:</b>	<b>Lunch tutoring during the day, after school and weekend tutoring, small group &amp; one-on-one Additional hour of mathematics built into weekly schedule Auditing Regents classes Use of Castle Learning for Regents Prep</b>
<b>Science:</b>	<b>Lunch tutoring during the day, after school and weekend tutoring, small group &amp; one-on-one Auditing Regents classes Use of Castle Learning for Regents Prep</b>
<b>Social Studies:</b>	<b>Lunch tutoring during the day, after school and weekend tutoring, small group &amp; one-on-one Regents Prep seminars Auditing Regents classes Use of Castle Learning for Regents Prep</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Mandated counseling Small group counseling College Discovery Club Making High School Count programs Inquiry Team College Counseling</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>N/A</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>N/A</b>

**At-risk Health-related Services:**

**N/A**

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

*NCLB/SED requirement for all schools*

Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

### **Part A: Language Allocation Policy (LAP) –**

The Language Allocation Policy team will consist of the following members:

E. Sherman, Principal; N. Cohen, Assistant Principal; Ericka Medina, Coordinator/ESL Teacher, M. Agudelo, Spanish Teacher; E. Zimmerman, Mathematics Teacher and Testing Coordinator; R. Wilson, Guidance Counselor; J. Mendler, Parent Coordinator.

At the Academy of American Studies, a school with 684 students, 41 students -5.98 percent – are English Language Learners. The school only has a free-standing ESL program and all students are fully served by a certified ESL teacher. The free-standing ESL class gets three periods a week of ESL (180) minutes in addition to three periods a week of English. The intermediate students get six periods (360) minutes) and the one beginner gets nine periods (540 minutes) of ESL at Newcomers High School, with which we share a building.

The majority of students come to the school from Department of Education schools, and thus, have already been identified as ELLs. The students who come from outside of DOE schools are given a Home Language Survey form. They and their parents will meet with a pedagogue and an assessment will be made whether they are ELLs. Based on this, the LAB R is administered by the ESL teacher or coordinator, and students who do not test out are assigned to the level that is indicated by these test results. Parents are also given letters to choose a program and the school will align programs to parental choices. Over the past few years, the majority of parents have chosen free-standing ESL. Entitlement letters are sent out in the fall, based on the NYSESLAT results, and parents are notified that students will continue in the program they are in, that is freestanding ESL classes, unless they wish to choose another program. Letters are sent out in different languages and returned by students to the ESL teacher who follows up to make sure all parents have made a choice of programs and are informed about these programs. Staff is available to discuss choices in Spanish, Chinese, and Korean and we will draw on staff at Newcomers High School to help with this, as needed. The ESL teacher has the EPIC kit with the DVD explaining these programs and parental choices. The ESL coordinator is informed by the office staff if a new student from outside the state public school system is admitted during the school year, and after a review of the home language survey, LAB R will be given if needed and the student will get the appropriate placement.

The school LAP team will look at assessments of ELLs carefully, using both the results of the English Regents exam, which students in E5 will take in January 2011, as well as the results of the NYSESLAT tests. Results from the NYSESLAT administered in May 2010 show that, across the board, our ELLs are stronger in the speaking/listening modalities than in reading/writing. In fact, the majority in all grades received a P (proficient) in listening/speaking, but an A (advanced) or I (intermediate) in reading/writing. As a result, there will be a strong school focus on writing across the curriculum, and the ESL teacher will focus on reading and writing at both the intermediate and advanced level (see breakdown of numbers by modality and grade on page 6 of worksheet). The school LAP team will look at the English Regents results of ELLs in January 2011. In addition, the ESL teacher and all English teachers will look at the results of the interim

Regents assessments for ELLs, which all ninth and tenth graders took in October. These results were available in December, and all teachers will use the data to drive instruction with our ELL students. Regents results for 2010 show that our ELLs do better in Math, Global Studies and U.S. History. 14 out of 16 ELLs passed the Math A Regents, 10 out of 12 passed Global History and Geography Regents and 100% (5 out of 5) passed the U.S. History Regents. No students took the Chinese or ELE tests. 30 Students took Earth Science and the Living Environment Regents. Only 17 passed.

The breakdown of the current ELL population is as follows, according to the information from ATS reports. Of the current ELLs in the school, there is no beginner; 12 intermediate; and 29 advanced students. 12 students are in grade 9; 19 students are in grade 10; 5 students are in grade 11; 5 student is in grade 12. There are 8 SIFE students, and 4 students are in special education. The languages spoken are as follows: the language most spoken is Spanish with 16 students, followed by Bengali with 8 students; there are 4 students who speak different dialects of Chinese, there are 3 students who speak Korean, and several speak Urdu, Polish, Punjabi, Tibetan, Nepali, and Gujarati.

There are two ESL classes, one for intermediate students (360 minutes per week) and one for advanced students (180 minutes per week.). The advanced students also get an ELA class (180 minutes per week). The breakdown of ELLs is as follows: 25 have received 1-3 years of service; 12 have received 4-6 years of service; and 16 are long-term ELLs and have had more than 6 years of service. Currently, 4 ELLs are special education students and we have 8 SIFE students.

The School Inquiry Team will be focused on three groups of ELLs this year – long-term ELLs, ELLOs receiving 5-6 years of service who are in danger of becoming long-term ELLs, and students who are English Proficient but tested out two years ago. Teachers will have share information on the progress of ELL students at monthly grade meetings and focus on skills and strategies to move these students forward. All ELLs, including those who tested out in 2010, will be given glossaries and full accommodations on all state tests. Although all instruction in ESL classes is in English only, differentiated instruction is used in both the intermediate and advanced level classes. Students work in both heterogeneous and homogenous groups, depending on the activity. Students are required to read a book a month as part of their independent reading, and a book report is required at the end of each book reading. Double-entry journals are used to enhance students; writing and critical thinking skills. Technology is used by taking students to the computer lab, or using the laptop cart in the classroom or laptop and projector. Because data on NYSESLAT shows that students score higher in Speaking/Listening than in Reading/Writing, instruction will focus on the modality, in both ESL classes. All ELLs, including those who tested out in 2010, will be given glossaries and full accommodations on all state tests.

The school has a CTT program for special education students and there are four teachers certified in special education, covering mathematics, science, English, and social studies. The special education ELLs are in one or more CTT classes, where there is the special education teacher to provide extra help and to scaffold lessons. To help our ELLs, the school has provided alternate texts in English and history, which are more accessible. For example, Shakespeare's Macbeth and Othello, studied in grades 9 and 10, are available in parallel text versions with a modern English for ELLs and other struggling students as well as in graphic novel forms. Alternative textbooks are available for history, with grade-appropriate language, but more accessible for our ELL students. The English classes have classroom libraries with a variety of genres, and we will get more books in the native languages, spoken by our ELL populations.

Regents results show our ELLs and former ELLs are doing well in Math A and doing better on the ELA Regents. Improvement is needed in Earth Science and Living Environment. There are 9<sup>th</sup> and 10<sup>th</sup> grade CTT global studies classes, and this September, a CTT class was added for 11<sup>th</sup> grade American History, and we expect our ELL students to benefit from this. Teachers are notified about which students are transitional ELLs and extra tutoring, as well as full accommodations, are offered to them.

All content area teachers offer tutoring for all students on a regular basis, and a Saturday program will be offered to ELLs using Title III money, starting in the spring. There is also mandated counseling offered to all special education students, including our special education ELLs. The school will schedule professional development to instruct all content area teachers on how to scaffold lessons and use ESL strategies to help all our ELLs pass these exams and do well in all subjects. We will draw on the expertise of Newcomers High School, with which we share a building and their faculty will be involved in this professional development. Last year a number of workshops were given by Diana Scalera to use scaffolding strategies for ELLs in Global Studies and Science, and teachers from all content area, as well as the Assistant Principals, attended these workshops. These will be continued this year.

Faculty have also had professional development on differentiated learning and core standards. The school currently has a partnership with MoMA, the Manhattan Theater Club, and the 92<sup>nd</sup> Street Y, and learning through the arts is implemented throughout the curriculum. The school offers electives in art, music, film, and digital media, as well as enrichment courses at the Saturday Academy and ELLs are involved in all these electives. The elective, Global Voices Through Film, which focuses on global issues by viewing foreign films from a wide variety of cultures, has ELLs, former ELLs, and English Proficient students. ELLs are also involved in the digital media and museum studies classes where the subject is less language dependent. These classes help ELL students of all levels develop their talents by offering alternative learning experiences.

The diversity of the school population is celebrated at the school. ELLs are involved in a variety of clubs, particularly an active Multicultural Club, where students share and celebrate their cultural heritage. They perform at the annual talent show and participate in the international food festival. This year they are also planning an international fashion show.

The school offers a three-day orientation for incoming students before the school year begins. In August 2010, we plan to have a breakfast meeting for the parents of ELLs during this orientation, with translation services provided by senior students, where the ESL program will be explained to the parents. This parental involvement will be ongoing, with special encouragement for the parents to attend school events such as Parent Association meetings, College Night, etc. In February 2011, the PTA will hold morning breakfast meetings, and a special outreach will be made to ELL parents. Seniors who volunteer to be translators will get community service credit for this. At this time we plan to survey ELL parents to see what their needs are, and to have an ELL parent on our PTA, if possible. We plan to partner with community organizations and our Parent Coordinator, Jean Mendler, will be actively involved in these outreach efforts. (See Parent Compact)

Letters will be sent to all parents of students taking the NYSESLAT tests in May 2011, in various languages, explaining the importance of the tests, and what parents can do to help ensure success. The ESL teacher regularly calls parents if students are cutting ESL, have prolonged absence, or are in danger of failing. Teachers are available to speak to parents in various languages, including Spanish, Korean, and Chinese, to express these concerns.

Language electives offered are French and Spanish.

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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.
- XX** 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: 41 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 1      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.

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Title III monies will be used in the Fall 2010 to provide Regents tutoring as a supplementary program for seven (7) Saturdays (October 31<sup>st</sup> –December 18<sup>th</sup>) and weekend tutoring in January and June for 41 ELL students, grades 9-12. For the Spring there will also be 7 Saturday beginning March 13 – May 14<sup>th</sup>. The remainder of the monies will be used for after-school tutoring for ELL students in reading, writing, speaking and listening as well as increased achievement in the content areas. All instruction will be in English. The program will be taught by a licensed ESL teacher.

**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.

The ELL teacher, will receive professional development at Newcomer’s High School. Topics to include: Teaching in the multilevel classroom, student centered activities in the content areas, differentiated instruction and assessment. The ELL teacher will then train content area teachers in ESL strategies. This year the inquiry team has selected at least one ELL on each grade to be a target student. The focus of the team is on informational text for both reading and writing.

**Section III. Title III Budget**

School: 30Q575 BEDS Code: 343000011575

<b>Allocation Amount:</b> \$15,000		
<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	\$12971.41	<b>260 hours of per session at \$49.89 per hour</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	0	
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$2,028.60	<b>ESL workbooks for Regents preparation Admission for trips i.e., (Intrepid, Broadway Shows Supplies – Markers, Chalk, Paper</b>
<b>Educational Software (Object Code 199)</b>	0	
<b>Travel</b>		
<b>Other</b>		

<b>TOTAL</b>	\$15,000	
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### **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.  
Based on the Blue Emergency Cards and Home Language Survey, the Pupil Accounting Secretary enters the data into ATS. For students who do not return emergency cards, the secretary follows up with her own form. The Pupil Accounting Secretary then shares the parent languages with the A.P. Organization and Parent Coordinator who have written notices translated.
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.  
The primary language for Academy's parents is English (450). The second dominant language is Spanish (120). Other languages which parents have indicated as primary in their homes are: Bengali (27), Korean (11), Cantonese (24), Albanian (6), Arabic (3), Polish (9), Urdu (5), Punjabi (3), Hindi (2), and Russian (3)
- 3). Parent Teacher Conference letters are available in both English and Spanish. Notices of PTA meetings have been translated by school staff into Spanish, and notices of ESL and ELL parent meetings are distributed in English and the eight required languages. Teachers and guidance counselors are made aware of translation needs and options when calling home, when parents come to the school for appointments, and during Parent Teacher conferences. They are also notified of the Translation and Interpretation Services extra hours for phone-in services during Parent Teacher conferences.

We have several staff members who are available to assist with translations (oral and written) for Spanish, Korean, Chinese dialects and Russian. We share our school building with Newcomers High School, and several of their staff members assist our teachers and guidance Counselors when translation is needed for other languages.

#### **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.

Services will be provided by teachers, school aides, and parent volunteers for written and oral translation services. We will also utilize our relationship with Newcomers High School for translation services that cannot be met by our own staff. The Parents' Bill of Rights and Responsibilities is posted on permanent display at our Parent Coordinator's office in the school lobby, in English and in the eight required languages. The "Translation Services" poster is also prominently displayed at the School Safety Officer's desk, in the lobby next to the Parent Coordinator's office. We plan to utilize written translation services for Parent Newsletters.

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. In addition to the in-school services mentioned in Part A, Question 2, we plan to have parent volunteers and senior students provide oral interpretation services. Seniors will receive community service hours for translating at school functions such as Parent Teacher conferences and freshman orientation. Translation and Interpretation Unit phone-in services are also utilized during Parent-Teacher conferences.
  
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>. Parents will receive information regarding the Bill of Parent Rights and Responsibilities concerning translation services in the Student/Parent Handbook distributed each September to all students, as well as on an on-going basis for new students throughout the year. Signs concerning translation services are posted at the entrances to both our North and South campuses.

**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:		384225	384225
2. Enter the anticipated 1% set-aside for Parent Involvement:		3842.25	3843.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

As a School-Wide Program Title I school, Academy of American Studies' Parent-Teacher Association (PTA) has taken on the responsibility for representing the interests of all parents, as all children will participate in Title I programs. The PTA President will regularly consult with the parents and ensure Title I is included in the meeting agenda. The goal is to ensure the involvement of Title I parents in school life, and to support active partnership with other members of the school community. Parents must be consulted regarding the use of Title I funds in the school, and must be involved in the development of the school's Parent School Compact. The PTA will hold regular meetings at a time convenient for parents, including an annual meeting where information about Title I funded programs and other related issues are discussed and shared.

The PTA will recruit parents for involvement in professional development opportunities, meetings, conferences, and other related activities designed to enhance the role of parents in supporting the education of their children and advancing their own educational needs.

The PTA will inform parents regarding Title I issues, and will bring questions, concerns, and ideas regarding Title I related issues to the attention of school staff, administration, and other school community stakeholders.

The PTA will develop a spending plan in consultation with the parents to recommend how the school's minimum Title I 1% parent involvement allocation can be best utilized to support the needs of all Title parents.

As a School-wide Program Title I school, Academy's Parent-Teacher Association (PTA) has taken on the responsibility for representing the interests of all parents, as all children will participate in Title I programs. The PTA President will regularly consult with the parents and ensure Title I is included in the meeting agenda. The goal is to ensure the involvement of Title I parents in school life, and to support active partnership with other members of the school community. Parents must be consulted regarding the use of Title I funds in the school, and must be involved in the development of the school's Parent School Compact. The PTA will hold regular meetings at a time convenient for parents, including an annual meeting where information about Title I funded programs and other related issues are discussed and shared. Parent Involvement Policy will be distributed on November 18, 2010.

The PTA will recruit parents for involvement in professional development opportunities, meetings, conferences, and other related activities designed to enhance the role of parents in supporting the education of their children and advancing their own educational needs.

The PTA will inform parents regarding Title I issues, and will bring questions, concerns, and ideas regarding Title I related issues to the attention of school staff, administration, and other school community stakeholders.

The PTA will develop a spending plan in consultation with the parents to recommend how the school's minimum Title I 1% parent involvement allocation can be best utilized to support the needs of all Title I parents.

**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.

### **SCHOOL-PARENT COMPACT**

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

The School-Parent Compact is in effect during the school year 2010-2011.

### **REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

#### **School Responsibilities**

The Academy of American Studies will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.  
The Parent-Teacher Conferences will held on the following dates and times:
  - Thursday, October 28, 2010 – 6:00 – 8:30 p.m.
  - Friday, October 29, 2010 - 12:00 – 3:00 p.m.
  - Thursday, March 17, 2011 - 6:00 – 8:30 p.m.
  - Friday, March 18, 2011 - 12:00 – 3:00 p.m.
3. Provide parents with frequent reports on their children's progress.  
Report cards will be distributed three (3) times each semester, as follows:

Fall Semester: October 2010, December 2010, and January 2011

Spring Semester: March, 2011, May 2011, and June 2011

In addition, parents of students whose passing is in jeopardy will receive updates throughout the school year from their subject teachers.

4. Provide parents reasonable access to staff.

Staff will be available for consultation with parents as follows:

By appointment with guidance counselors and subject teachers;

Via e-mail through staff DOE e-mail addresses (both incoming and outgoing e-mail);

Via outgoing e-mail from staff through the school's Daedalus mail system;

Via telephone contact with guidance counselors and subject teachers

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents may volunteer to chaperone on class trips, to participate in Parent and Teacher events, and to observe student/class activities, such as theater programs and parent-student workshops.

6. Provide information to parents in an understandable and uniform format, including alternative formats upon request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

7. Involve parents in the planning, review, and improvement of the school's Parent Involvement Policy, in an organized, ongoing, and timely way.

8. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.

### **Parent Responsibilities**

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

- Monitoring attendance
- Making sure that homework is completed
- Participating, as appropriate, in decisions relating to our children's education
- Promoting positive use of our children's extra-curricular time
- Staying informed about our children's education and communicating with the school by promptly reading all notices from the school or the school district either received by our children or by mail or e-mail, and responding, as appropriate
- Serving, to the extent possible, on policy advisory groups, such as being on the School Leadership Team or other school advisory or policy groups

### **Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards, in the following ways:

- Do my homework every day and ask for help when I need assistance.

- Read at least 30 minutes every day outside of school time
- Give to my parents, or the adult who is responsible for my welfare, all notices and information received by me from my school every day
- Volunteer to assist other students through peer tutoring
- Volunteer to work with the school community through Student Government, in order to encourage student achievement
- Volunteer to work with the school administration and parents in the School Leadership Team.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

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

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

A comprehensive needs assessment appears on Page 11.

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:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- 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.

School-wide reform strategies include:

- A fourth hour of mathematics for all students enrolled in Regents classes. As students struggle in math (see Scholarship Report) the school requires four hours of mathematics instruction in all Integrated Algebra, Geometry, Advanced Algebra, and A.P. Calculus. The fourth hour allows for additional differentiation of instruction so students can focus on topics in which they have difficulty.
- As writing and literacy is a school-wide focus, 9<sup>th</sup> grade students taken an additional class in Writing and Research to help freshmen strengthen their writing and research skills. In addition, freshman English teachers also focus on writing to help students meet the New York State standards.

- As the Global Studies Regents pass rate is 78% for the last two years, the Inquiry Team has identified reading comprehension as a skill needed to help students to pass the Regents. We will focus on strategies to enhance reading comprehension using primary documents.
- As the Academy focus is to prepare all students for college, we have three full-time guidance counselors. All counselors are members of the College Team, and one counselor serves as the College Advisor.

3. Instruction by highly qualified staff.

100% of the faculty is highly qualified.

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.

For Professional Development for 2010-2011, the school community will focus on core standards.

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

To attract highly qualified teachers, the Academy has a relationship with Columbia Teachers College, Queens College, and New York University as training for pre-service teachers. Personnel committees interview qualified candidates from the above schools and make recommendations to the principal.

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

- Expand Saturday Academy to include ELL classes for parents and computer classes for parents
- Utilize Translation Services for all parent notices and PTA mailings and newsletters
- Form a multilingual Communications Committee in the PTA to contact parents about PTA meetings, Parent-Teacher Conferences, Title I Parent Class opportunities
- Include updates on Academy's Title I SWP in all Parent Newsletters.
- Include monthly updates on Academy's Title I SWP on the Parent Page of the school website.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Through professional development, faculty will review formative assessment activities, as well as summative assessments,

which they will then select to use in their classes. The Principal and Assistant Principals will provide feedback to the faculty on assessment activities. Teachers are also provided with two programs, Daedalus and ARIS, to track student achievement and guide instructional practices.

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.

The Academy is committed to after-school tutoring, weekend tutorials, and Circular 6 activities for both individual and small group tutoring. The Writing Center is also open three afternoons a week to assist students in improving their skills.

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,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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				384,255	XXX	14-19
Title II, Part A	Federal						
Title III, Part A	Federal				15,000		31-32
Title IV	Federal						
IDEA Mandated Counseling	Federal				14,151	XXX	26
Tax Levy FSF	Local				2,718,357	XXX	14-19

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and

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

- c. Minimize removing children from the regular classroom during regular school hours;
- 4. Coordinate with and support the regular educational program;
- 5. Provide instruction by highly qualified teachers;
- 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
- 7. Provide strategies to increase parental involvement; and
- 8. Coordinate and integrate Federal, State and local services and programs.

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> 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.

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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.

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

## **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.)

1

2. Please describe the services you are planning to provide to the STH population.  
Guidance counselors meet regularly with students in temporary housing to provide support. Tutoring is available for STH population. The attendance teacher provides outreach if students are absent.

### **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**

<b>School Name:</b>	Academy of American Studies					
<b>District:</b>	30	<b>DBN:</b>	30Q575	<b>School</b>		343000011575

**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		93.4	94.4	92.7
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	211	227	194				
Grade 10	196	200	208				
Grade 11	142	152	147				
Grade 12	94	125	135				
Ungraded	0	2	0				
<b>Total</b>	<b>643</b>	<b>706</b>	<b>684</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	97.9	99.4	98.3

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	41.0	56.0	68.9

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	1	14	1

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	13	21	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	21	33	28
# in Collaborative Team Teaching (CTT) Classes	34	35	32	Superintendent Suspensions	2	4	2
Number all others	33	37	29				

<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	0	0
Early College HS Program Participants	0	0	0

<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	34	37	38
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	8	9
# receiving ESL services only	37	43	TBD	Number of Educational Paraprofessionals	0	0	1
# ELLs with IEPs	5	9	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
	6	9	33	% fully licensed & permanently assigned to this school	97.1	97.4	100.0
				% more than 2 years teaching in this school	80.0	73.7	84.2
				% more than 5 years teaching anywhere	51.4	47.4	60.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	82.0	89.5
American Indian or Alaska Native	0.2	0.0	0.0	% core classes taught by "highly qualified" teachers	94.8	94.8	98.0
Black or African American	10.4	8.1	8.2				
Hispanic or Latino	32.2	33.0	32.2				
Asian or Native Hawaiian/Other Pacific	32.0	30.6	30.6				
White	25.2	28.3	28.9				
<b>Male</b>	43.1	43.6	45.6				
<b>Female</b>	56.9	56.4	54.4				

#### 2009-10 TITLE I STATUS

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

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

<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:

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<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				-	-	
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
<b>Student groups making</b>				<b>4</b>	<b>4</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>	P
<b>Overall Score:</b>	70.5	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment: <i>(Comprises 15% of the</i>	8.9	Quality Statement 2: Plan and Set Goals	P
School Performance: <i>(Comprises 25% of the</i>	18.7	Quality Statement 3: Align Instructional Strategy to Goals	P
Student Progress: <i>(Comprises 60% of the</i>	36.9	Quality Statement 4: Align Capacity Building to Goals	P
Additional Credit:	6	Quality Statement 5: Monitor and Revise	P

<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	District <b>30</b>	School Number <b>575</b>	School Name <b>Acad. of Am. Studies</b>
Principal <b>Ellen Sherman</b>		Assistant Principal <b>Nina Cohen</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Erika Medina/ESL Teacher/Coord</b>		Guidance Counselor <b>Roberta Wilson</b>	
Teacher/Subject Area <b>Maribel Agudelo/Spanish</b>		Parent <b>Miriam Garcia</b>	
Teacher/Subject Area <b>Ellen Zimmerman/Math</b>		Parent Coordinator <b>Jean Mendler</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>Vivian Selenikas</b>		Other <b>type here</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>1</b>	Number of Certified Bilingual Teachers	<b>n/a</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>684</b>	Total Number of ELLs	<b>41</b>	ELLs as Share of Total Student Population (%)	<b>5.99%</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.
- 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.)
  - 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.

e to questions 1-6 here

- The majority of our students come to the school from DOE schools, and thus have already been identified as ELLs. The students who come from outside New York City schools are given the Home Language Identification Survey (HLIS). They and their parents will meet with a pedagogue and an assessment will be made whether they are ELLs. Based on their answers from the HLIS, the LAB-R will be administered by the ESL coordinator, Ms. Ericka Medina. Students who do not test out will be assigned to the level that is indicated by the test results. The ESL coordinator is informed by the office staff if a new student arrives from an outside public school system. After reviewing their HLIS answers, the LAB-R will be administered if necessary.
- The ESL coordinator has the EPIC kit with the DVD explaining the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) she is also available to explain any questions to our Spanish-speaking parents. In addition, staff is available to discuss/explain these choices in Chinese and Korean. If further assistance is needed in a different language, we will request aid from Newcomers High School staff. Parents are advised to return the signed letters as soon as they receive them in order to speed the programming process.
- The ESL teacher/coordinator is responsible for sending out the entitlement letters to the parents. Also, the program selection forms are distributed during the class period. Parents are advised to make their program choice, sign the letter and return it as soon as possible. If a form is not returned, the ESL coordinator will follow up with a phone call.
- The school LAP team will look at assessments of ELLs carefully, using both the results of the English Regents exam, which students in E5 will take in January 2011, as well as the results of the NYSESLAT tests. Results from the NYSESLAT administered in May, 2010, show that across the board, our ELLs are stronger in the speaking/listening modalities than in reading/writing. In fact, the majority in all grades received a P (proficient) in listening/speaking but an A (advanced) or I (intermediate) in reading/writing. As a result, there will be a strong school focus on writing across the curriculum, and the ESL teacher will focus on reading and writing at both the intermediate and advanced level. Parents will also be given letters to choose a program and the school will align programs to parental choices.
- Over the past few years, the majority of parents have chosen free-standing ESL.
- The program model at our school, free-standing ESL, is aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K	1	2	3	4	5
	6	7	8	9	10	11

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

<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)															0
<b>Dual Language</b> (50%:50%)															0
<b>Freestanding ESL</b>															
<b>Self-Contained</b>															0
<b>Push-In</b>															0
<b>Total</b>	0	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					
<b>All ELLs</b>	41	<b>Newcomers (ELLs receiving service 0-3 years)</b>	13	<b>Special Education</b>	4
<b>SIFE</b>	8	<b>ELLs receiving service 4-6 years</b>	12	<b>Long-Term (completed 6 years)</b>	16

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	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	13	1		12	5		16	2	4	41
<b>Total</b>	13	1	0	12	5	0	16	2	4	41

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

**C. Home Language Breakdown and ELL Programs**

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

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										8	4	2	2	16
Chinese											3		1	4
Russian														0
Bengali										1	4	2	1	8
Urdu											1			1
Arabic														0
Haitian														0
French														0
Korean											1		1	2

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi											2			2
Polish										1	1			2
Albanian										1				1
Other										1	3	1		5
<b>TOTAL</b>	<b>0</b>	<b>12</b>	<b>19</b>	<b>5</b>	<b>5</b>	<b>41</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.

Paste response to questions 1-4 here

1-2 Instruction is delivered in a self-contained ESL class model. There are two ESL classes, one for intermediate students (360 minutes per week) and one for advanced students (180 minutes per week). The advanced students also get an ELA class (180 minutes per week). Our ESL program model is Ungraded. Students are placed based on their English level-which are based on their NYSESLAT results.

3. The school will schedule professional development to instruct all content area teachers on how to scaffold lessons and use ESL strategies to help all our ELLs pass these exams and do well in all subjects. We will draw on the expertise of Newcomers High School, with which we share a building, and their faculty will be involved in this professional development. All content area teachers offer tutoring for all students on a regular basis. Content area teachers discuss their ELL's progress with the ESL teacher on a regular basis. The school has a CTT program for special ed students. There are four teachers certified in special education, covering math, science, English and social studies. The special ed ELLs are in one or more CTT classes, where there is a special education teacher to provide extra help and to scaffold lessons.

4. Our diverse population of ELLs receive differentiated instruction based on their needs. Our intermediate newcomer students work on adapted materials (poems/short stories) while the rest of the class-ELLs receiving service 4-6 yrs. read the original texts. A variety of materials are used in the classroom to accommodate each level of learning; visuals, glossaries, technology is also implemented in the classroom in order to supplement students' learning. Long-term ELLs receive extra support during group writing activities. To help our ELLs, the school has provided alternate texts in English and history. For example, the 9<sup>th</sup>-10<sup>th</sup> long-term ELLs who also take an ELA class, study Shakespeare's Othello and Macbeth. There are available adapted texts versions with modern English for ELLs and other struggling students. Vocabulary is taught in context for every reading comprehension to all ELLs. In addition, brainstorming and scaffolding is implemented before every lesson taught. SIFE students are given more detailed worksheets which are explained by the teacher. Our special ed ELLs are

also provided with adapted texts, detailed worksheets, and one-on-one assistance from the ESL teacher.

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

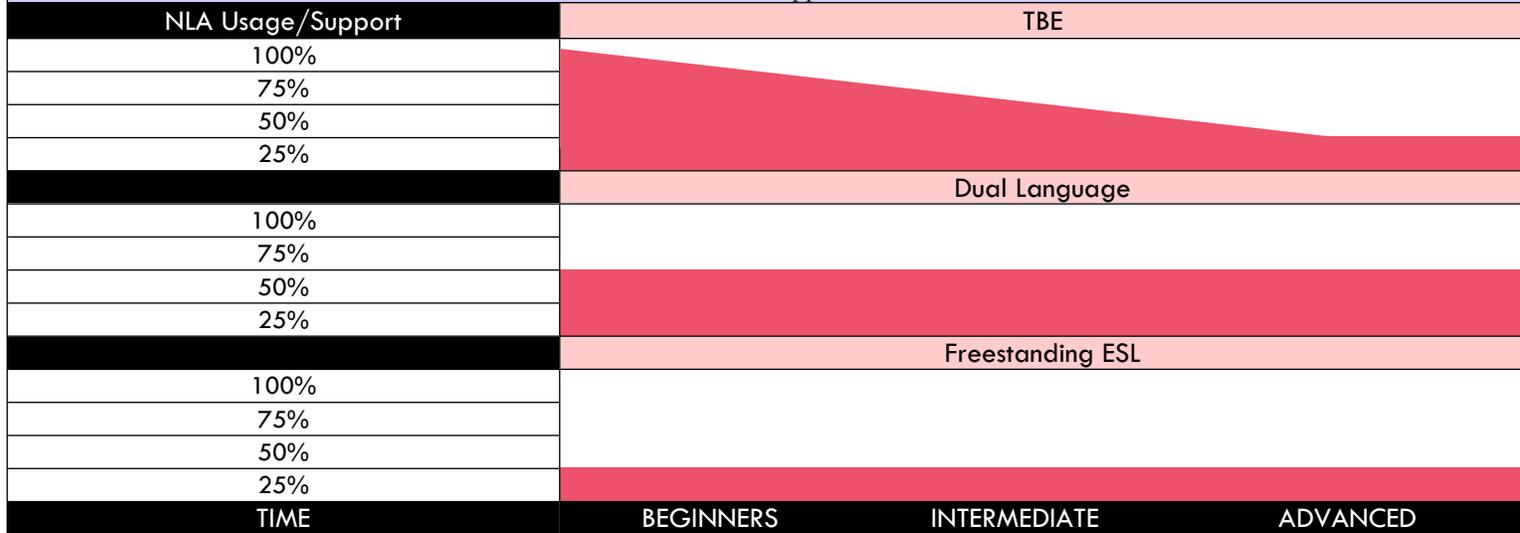
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native 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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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

**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?

Paste response to questions 5-14 here

5. Our targeted intervention programs for our Ells include and are not limited to: during school session tutoring which is provided by the ESL teacher and the content area teachers. A speech pathologist pushes in for an intermediate-SIFE-long-term Ell as well as for an advanced-long-term Ell. Collaborate Team Teaching classes are provided for our special ed students. We have licensed special ed teachers in mathematics, global studies and ELA. They hold meetings with the ESL teacher to discuss students' progress and different ESL strategies that can be used in the classroom.
6. Our Ells who have passed the NYSESLAT are provided with continued services for the next two years. They are provided with extra time during state exams, as well as glossaries. The ESL teacher provides during/after school tutoring for those students who are having a difficult time in their content area, ELA classes.
7. We are trying to get our long-term Ells to successfully pass the NYSESLAT. We will advise the parents to send their children to our Saturday Language Enrichment program-which is funded by Title III. More supplemental material is going to be purchased in order to support our students' learning-budget permitted (bilingual dictionaries, chapter books-for independent reading, non-fiction stories).
8. N/A
9. There is every day after school tutoring provided to any Ell who requests tutoring. In addition, all Ells are afforded the same right as any other student in the school to all after school programs. All our programs are free in school. We provide free breakfast and weekend metro cards for the students who attend our Saturday Language Enrichment program.
10. Power point presentations are used to attract/maintain students' focus on the topic. During their developing of writing skills, students are brought to the computer lab to learn/practice their typing skills. Dictionaries/thesaurus are provided to the students. Also, there are available Spanish books for content area classes such as math and social studies as supplemental material. There are grammar books, for our intermediate Ells.
11. Our school is very small therefore our teachers are not fluent in many of the languages spoken by our Ell population. Our ESL teacher/coordinator is fluent in Spanish which helps our Spanish-speaking Ells. In addition, we request the help from our colleagues at Newcomers high school when translating services to parents are required.
12. All required support and resources for our Ells correspond to their age and grade levels.
13. N/A

14. There are two foreign language electives offered in our school; French and Spanish.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

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

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

Paste response to questions 1-3 here

1. Our ESL coordinator/teacher attends outside professional development, the majority are provided by BETAC at Fordham University or Hunter College. In addition, our ESL coordinator/teacher attends professional development at Newcomers high school whenever offered.
2. Our non-ELL teachers meet with our ESL coordinator to discuss ESL strategies they can incorporate in their lessons. Non-ELL teachers who have more than one ELL in their class roster are required to attend professional development.

### E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parents in our school are involved in the Parent Teacher Association (PTA) and in the School Leadership Team (SLT). Parents are invited to PTA meetings using the OFEA PTA Meeting Notice in the eight (8) required languages plus English. The PTA President is fluent in Spanish, our largest ELL LANGUAGE. Our PTA meeting often includes workshops, for which our guest speakers bring written information in English and other languages.
2. Our Guidance Department utilizes various CBOs and agencies for our ELL parent's needs. In addition, Academy's PTA meetings include workshops for all parents to highlight CBOs and agencies in Queens and throughout the City, and we always request that these organizations and agencies bring their information in various languages. For example, we hold a CBO fair which includes (but is not limited to) Elmhurst Community Partnership Initiative, South Asian Youth Action and Steinway Child and Family Services. We are currently investigating the use of the school's Title 1 Parent Involvement funds to pay for ELL classes for parents.
3. Parents are requested to complete a needs survey at the beginning of each school year. Additional needs often become apparent when parents meet with their child's Guidance Counselor(s), who will work with the parents through in-house translators to find a resource to help the family. An example of this is the need for a translator to accompany a Polish-speaking parent during Parent Teacher conferences. Academy obtained the translator through DoE interpretation and Translation Services. Our schools' Learning Environment Survey is sent to the parents in their native languages, however we get the summary of the parents' answers in English so that we can evaluate their concerns and needs.
4. Our PTA activities and other parental activities address the needs of parents by utilizing the needs surveys. Topics for PTA workshops

are developed based on the requests made by parents on that survey, such as bullying, gangs and hate crimes, internet safety, college application process and graduation requirements.

## 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
Intermediate(I)										5	5	2		12
Advanced (A)										7	14	3	5	29
Total	0	0	0	0	0	0	0	0	0	12	19	5	5	41

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

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					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>A-Int. Alg</u>	16		14	
Math <u>B-Geometry</u>	1		1	
Biology				
Chemistry				
Earth Science	10		5	
Living Environment	20		12	
Physics				
Global History and Geography	12		10	
US History and Government	5		5	
Foreign Language				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native 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)								
Chinese Reading Test								

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. N/A

2. Results from the NYSESLAT administered in May, 2010 show that across the board, our ELLs are stronger in the speaking/listening modalities rather than in reading/writing. In fact, the majority in all grades received a P (proficient) in listening/speaking but an A (advanced) or I (intermediate) in reading/writing.

3. As a result, there will be a strong school focus on writing across the curriculum, and the ESL teacher will focus on reading and writing strategies at both the intermediate and advanced level.

successfully pass the NYSESLAT, but when they do well in their content area classes. Our Ells who pass the NYSESLAT are also provided with extended services for two more years. They are welcomed to receive during/after school tutoring from their ESL teacher.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

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

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**School DBN: Academy of American Studies 30Q575**

*All Title I SWP 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:		384,255	384,255
2. Enter the anticipated 1% set-aside for Parent Involvement:		3,842	2,842
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

As a School-Wide Program Title I school, Academy of American Studies' Parent-Teacher Association (PTA) has taken on the responsibility for representing the interests of all parents, as all children will participate in Title I programs. The PTA President will regularly consult with the parents and ensure Title I is included in the meeting agenda. The goal is to ensure the involvement of Title I parents in school life, and to support active partnership with other members of the school community. Parents must be consulted regarding the use of Title I funds in the school, and must be involved in the development of the school's Parent School Compact. The PTA will hold regular meetings at a time convenient for parents, including an annual meeting where information about Title I funded programs and other related issues are discussed and shared.

The PTA will recruit parents for involvement in professional development opportunities, meetings, conferences, and other related activities designed to enhance the role of parents in supporting the education of their children and advancing their own educational needs.

The PTA will inform parents regarding Title I issues, and will bring questions, concerns, and ideas regarding Title I related issues to the attention of school staff, administration, and other school community stakeholders.

The PTA will develop a spending plan in consultation with the parents to recommend how the school's minimum Title I 1% parent involvement allocation can be best utilized to support the needs of all Title parents.

As a School-wide Program Title I school, Academy's Parent-Teacher Association (PTA) has taken on the responsibility for representing the interests of all parents, as all children will participate in Title I programs. The PTA President will regularly consult with the parents and ensure Title I is included in the meeting agenda. The goal is to ensure the involvement of Title I parents in school life, and to support active partnership with other members of the school community. Parents must be consulted regarding the use of Title I funds in the school, and must be involved in the development of the school's Parent School Compact. The PTA will hold regular meetings at a time convenient for parents, including an annual meeting where information about Title I funded programs and other related issues are discussed and shared. Parent Involvement Policy will be distributed on November 18, 2010.

The PTA will recruit parents for involvement in professional development opportunities, meetings, conferences, and other related activities designed to enhance the role of parents in supporting the education of their children and advancing their own educational needs.

The PTA will inform parents regarding Title I issues, and will bring questions, concerns, and ideas regarding Title I related issues to the attention of school staff, administration, and other school community stakeholders.

The PTA will develop a spending plan in consultation with the parents to recommend how the school's minimum Title I 1% parent involvement allocation can be best utilized to support the needs of all Title I parents.

**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.

### **SCHOOL-PARENT COMPACT**

The Academy of American Studies, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

The School-Parent Compact is in effect during the school year 2010-2011.

### **REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

#### **School Responsibilities**

The Academy of American Studies will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

The Parent-Teacher Conferences will held on the following dates and times:

Thursday, October 28, 2010 – 6:00 – 8:30 p.m.

Friday, October 29, 2010 - 12:00 – 3:00 p.m.

Thursday, March 17, 2011 - 6:00 – 8:30 p.m.

Friday, March 18, 2011 - 12:00 – 3:00 p.m.

3. Provide parents with frequent reports on their children's progress.

Report cards will be distributed three (3) times each semester, as follows:

Fall Semester: October 2010, December 2010, and January 2011

Spring Semester: March, 2011, May 2011, and June 2011

In addition, parents of students whose passing is in jeopardy will receive updates throughout the school year from their subject teachers.

4. Provide parents reasonable access to staff.

Staff will be available for consultation with parents as follows:

By appointment with guidance counselors and subject teachers;

Via e-mail through staff DOE e-mail addresses (both incoming and outgoing e-mail);

Via outgoing e-mail from staff through the school's Daedalus mail system;

Via telephone contact with guidance counselors and subject teachers

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents may volunteer to chaperone on class trips, to participate in Parent and Teacher events, and to observe student/class activities, such as theater programs and parent-student workshops.

6. Provide information to parents in an understandable and uniform format, including alternative formats upon request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
7. Involve parents in the planning, review, and improvement of the school's Parent Involvement Policy, in an organized, ongoing, and timely way.
8. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.

### **Parent Responsibilities**

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

- Monitoring attendance
- Making sure that homework is completed
- Participating, as appropriate, in decisions relating to our children's education
- Promoting positive use of our children's extra-curricular time
- Staying informed about our children's education and communicating with the school by promptly reading all notices from the school or the school district either received by our children or by mail or e-mail, and responding, as appropriate
- Serving, to the extent possible, on policy advisory groups, such as being on the School Leadership Team or other school advisory or policy groups

### **Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards, in the following ways:

- Do my homework every day and ask for help when I need assistance.
- Read at least 30 minutes every day outside of school time
- Give to my parents, or the adult who is responsible for my welfare, all notices and information received by me from my school every day
- Volunteer to assist other students through peer tutoring
- Volunteer to work with the school community through Student Government, in order to encourage student achievement
- Volunteer to work with the school administration and parents in the School Leadership Team.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

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

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

A comprehensive needs assessment appears on Page 11.

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:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - 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.

School-wide reform strategies include:

- A fourth hour of mathematics for all students enrolled in Regents classes. As students struggle in math (see Scholarship Report) the school requires four hours of mathematics instruction in all Integrated Algebra, Geometry, Advanced Algebra, and A.P. Calculus. The fourth hour allows for additional differentiation of instruction so students can focus on topics in which they have difficulty.
- As writing and literacy is a school-wide focus, 9<sup>th</sup> grade students taken an additional class in Writing and Research to help freshmen strengthen their writing and research skills. In addition, freshman English teachers also focus on writing to help students meet the New York State standards.
- As the Global Studies Regents pass rate is 78% for the last two years, the Inquiry Team has identified reading comprehension as a skill needed to help students to pas the Regents. We will focus on strategies to enhance reading comprehension using primary documents.
- As the Academy focus is to prepare all students for college, we have three full-time guidance counselors. All counselors are members of the College Team, and one counselor serves as the College Advisor.

3. Instruction by highly qualified staff.

100% of the faculty is highly qualified.

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.

For Professional Development for 2010-2011, the school community will focus on core standards.

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

To attract highly qualified teachers, the Academy has a relationship with Columbia Teachers College, Queens College, and New York University as training for pre-service teachers. Personnel committees interview qualified candidates from the above schools and make recommendations to the principal.

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

- Expand Saturday Academy to include ELL classes for parents and computer classes for parents
  - Utilize Translation Services for all parent notices and PTA mailings and newsletters
  - Form a multilingual Communications Committee in the PTA to contact parents about PTA meetings, Parent-Teacher Conferences, Title I Parent Class opportunities
  - Include updates on Academy's Title I SWP in all Parent Newsletters.
  - Include monthly updates on Academy's Title I SWP on the Parent Page of the school website.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Through professional development, faculty will review formative assessment activities, as well as summative assessments, which they will then select to use in their classes. The Principal and Assistant Principals will provide feedback to the faculty on assessment activities. Teachers are also provided with two programs, Daedalus and ARIS, to track student achievement and guide instructional practices.

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.

The Academy is committed to after-school tutoring, weekend tutorials, and Circular 6 activities for both individual and small

group tutoring. The Writing Center is also open three afternoons a week to assist students in improving their skills.

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” <sup>1</sup> 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 <sup>2</sup> 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				384,255	✓	14-19
Title II, Part A	Federal						

<sup>1</sup> **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.

<sup>2</sup> **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

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

Title III, Part A	Federal				15,000	✓	31-32
Title IV	Federal						
Tax Levy FSF	Local				2,718,357	✓	14-19