



NEW DAY ACADEMY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 12X245

ADDRESS: 800 HOME STREET BRONX, NY 10456

TELEPHONE: 718-542-1155

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 12x245 **SCHOOL NAME:** New Day Academy

SCHOOL ADDRESS: 800 Home Street Bronx, NY 10456

SCHOOL TELEPHONE: 718-542-1155 **FAX:** 718-589-8067

SCHOOL CONTACT PERSON: Mara Ganeles, Principal **EMAIL ADDRESS:** mganeles@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Francis Serpico

PRINCIPAL: Mara Ganeles

UFT CHAPTER LEADER: William Teran

PARENTS' ASSOCIATION PRESIDENT: Shaqueena Lopez

STUDENT REPRESENTATIVE:
(Required for high schools) Sequan McLaren, Andrew Mickens

DISTRICT AND NETWORK INFORMATION

DISTRICT: 12 **CHILDREN FIRST NETWORK (CFN):** CFN 106

NETWORK LEADER: Cyndi Kerr

SUPERINTENDENT: Geraldine Taylor-Brown

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
Mara Ganeles	*Principal or Designee	
William Teran	*UFT Chapter Chairperson or Designee	
Shaqueena Lopez	*PA/PTA President or Designated Co-President	
Isabel Lovet	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Karen Jones	DC 37 Representative, if applicable	
Sequan McLaren Andrew Mickens	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sabrina Cabello (or Designee)	CBO Representative, if applicable	
Robin Walton	Member/Teacher	
Francis Serpico	Member/Teacher	
Regina Jacobs	Member/Parent	
Janelle Pressley	Member/Parent	
	Member/	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

"We have the power to make the world we seek but only if we have the courage to make a new beginning." These are the words of Barak Obama. We at New Day Academy have made that new beginning. We are committed to providing each of our students with a broad and challenging educational program. We now offer stimulating and enriching arts programs led by our own staff members working alongside such partners as Ballet Ambassadors and Marquis Studios to broaden and expose our students to a diversity of experiences which will enable them to explore their uniqueness and develop new skills. Within a safe, caring, respectful, multicultural environment, the school is committed to instilling in each student a desire to learn, to take appropriate risks and to accept challenges. We are committed to develop students who are equipped with the knowledge, skills, self-discipline, thoughtfulness and motivation to continue their education and become successful responsible adults with a true sense of self. New Day = New Beginning.

New Courses and Program Highlights:

New Courses: Drama (Intro to Drama, Acting, Technical Theater, Musical Theater), Dance (Intro to Dance/Dance Survey, Choreography, Latin Ballroom Dance), Music (Intro to Music/Music Survey, Keyboard/Piano, Chorus, Musical Theater), Art (Studio Art, Art History, Mixed Media Art), History of Sports, College and Career Preparation for HS Students, Creative Writing/Journalism, Honors Math Sequence, Conceptual Physics, Advanced Physics, Computer Technology, Home and Careers (MS)
Planned Courses for School Year 2011-2012: Advanced Placement Curriculum (English, Environmental Science, Physics, Statistics)

Partnerships: Performing and Visual Arts Organizations: Artist in Residence Programs with Marquis Studios (Technical Theater/Stage Design), Ballet Ambassadors (Dance), and Marquis Studios (Yoga).

Business, College and Career Preparation Programs: College Summit (Grade 9-12), Junior Achievement (Grades 7-9)

Community Based Organizations: Inwood House, Project Uplift

Social/Emotional and Professional Development Support Organizations: Partnerships for Children, Creative Arts Team

Extracurricular Activities: Boot Camp Style Workout, Drama Club, "Glee" Club, Dance Club, Student Government, Chess Club, ESL Support Program, Yearbook Committee, Student Activities Committee, Boys Basketball (BRASS), Robotics, Art Studio Club, Yearbook, CHAMPS Flag Rugby, CHAMPS Floor Hockey (more to come)

Important Information!

- New Day Academy is part of the NY State Performance Consortium, our students take the ELA Regents and complete Performance Based Assessment Tasks in all other major subjects to earn a Regents diploma.
- We will continue to build and expand our arts programs next year particularly in Drama and Dance as well as expand our advanced offerings in math and science.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

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

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				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								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
(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				Number of Staff: Includes all full-time staff				
# 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				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
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				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
Male								
Female								

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)			

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

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Student Performance Trends:

NDA uses the following methods of assessing and tracking student performance trends:

- Standards based portfolio and PBAT (Portfolio Based Assessment Tasks) presentations
- DYO diagnostic, interim and final assessments in every class.
- Standardized State tests (English and Math) in grades 6 – 8.
- Scholarship Reports
- ELA Regents
- Credit Accumulation

NYS Middle School Tests

- Median Growth Percentile of 65 in ELA.
- Median Growth Percentile of 51 in Math.
- Median Growth Percentile of 81 for Schools' Lowest Third in ELA.
- Median Growth Percentile of 66 for Schools' Lowest Third in Math.

2009-10 ELA Regents Examination

- **66** % of 11th graders passed the ELA test. This was an increase of 24% for 11th graders as compared to the 2008-2009 results.

2009-10 Graduation Rate

- **34**% of our 2009-10 graduation cohort graduated with a Regents diploma.

Course Pass Rates

- Course pass rates for core academic subjects (Math, English, Social Studies, Science) ranged from **67% to 77%** in the middle school.
- Course pass rates in the high school was **53% to 59%** for core academic subjects.
- In middle school, Special Education student course pass rates were 67% as compared to 76% for General Education students.
- In the high school, Special Education student course pass rates were 50.5% as compared to 58.2% for General Education students. Mathematics had the greatest disparity between Special Education and General Education students.
- In both middle school and high school, the pass rate of boys was approximately 15% lower than the pass rate of girls.
- In the middle school, the pass rate of English Language Learners was 67% .
- In the high school, English Language Learners were just as likely if not more likely to pass their classes as non-ELLs.

Credit Accumulation for 2009-10

- 50% of students earned 10 or more credits in their first year.
- 38.2% of students earned 10 or more credits in their second year.
- 42.4% of students earned 10 or more credits in their third year.

Attendance for 2009-10

- Overall attendance during the 09-10 school year was 73.1% in the high school, as compared to 75.1% the previous year.
- Overall attendance during the 09-10 school year was 86.2% in the middle school, as compared to 89.2% the previous year.

Greatest Accomplishments since November 2009:

Curriculum Improvements:

- Integrated 7 artist in residence programs into the curriculum (Marquis Studios, Ballet Ambassadors, Studio in a School and Enact)
- A full arts team, comprised of a Drama teacher, a Dance teacher and a Music teacher, all experienced DOE veterans was hired. We are now able to offer many arts electives to our

students such as chorus, modern dance, musical theater and technical theater. The students choose their electives. This serves as not only a motivational factor for our students but also may be a way to reach students and help them grow in many ways in addition to academically. There is a new enthusiasm and both students and staff members are stating that it feels like a “real” school now.

- Additional electives have also been integrated into the program such as; mixed media art, drafting, creative writing, film, and the history of sports.
- A new science focus with Conceptual Physics offered in the 9th grade
- Professional development to help teachers integrate the arts across the curriculum
- Grade 9 and 10 curricula were adjusted to reflect appropriate portfolio assessment which will prepare students for the PBATs they will present in 11th and 12th grades

Program Improvements to Address Credit Recovery and Graduation Needs:

- 45 minute periods enabling additional course offerings (electives as well as credit recovery)
- Students individually programmed based on grade and need
- 6 week regulation summer school.
- PM School offerings in partnership with Project Uplift (SEBNC)
- Repeater classes offered in the day school program
- The Sp. Ed. and ESL programs were brought into compliance
 - Extra Sp. Ed. teachers were hired
 - CTT classes adjusted appropriately to service students as per CTT rules and two teachers (one special ed, one general ed) were assigned
 - Leveled ESL classes programmed as regular classes for students in addition to their ELA classes to provide appropriate and additional support for ELLs
 - F Status IEP Coordinator hired to provide additional support
- Students in previous years had been promoted from grade to grade in high school, with no regard to accumulation of credits or promotional requirements. This process ceased under new administration. Students and staff were schooled in NYS/NYC graduation requirements and very specifically, the expectations for passing their courses successfully and completing the appropriate number of credits in the core subjects in order to be eligible for promotion.

Performance and School Culture Improvements:

- Based upon the 2009-2010 Learning Environment Survey, we have shown improvement in all four areas, even moving into the Green (from Red) in Academic Engagement. This is due in no small part to the addition of elective courses, particularly in the arts arena during the second term last year, as well as a dedicated focus on setting clear expectations for the high school students both in the disciplinary arena and in the academic one.
- Two, school-wide performances have been held which included exhibitions by the chorus, dance and drama classes. The entire school was an attentive, appreciative and respectful audience demonstrating a change in school culture that was marked.
- Our 11th grade first time ELA test takers showed remarkable progress with an increased passing rate of 66% from the previous year’s rate of 42%. This is a significant increase in a very short period of time.
- The PBATs underwent a strict review and were adjusted to meet or exceed the regents standards. Students were also given the opportunity to begin completion of the PBAT requirements in 11th grade with the Math and Science PBATs.

Barriers and Aids to Continuous Improvement:

- Last year NDA's four-year graduation rate (including Aug. graduates) was 34%. This was in large part due to members of the cohort dropping out prior to school year 2009-10, attendance issues and overall low expectations in previous years. Additionally, no student was granted a diploma in June 2010 or August 2010 who did not complete a rigorous Performance Based Assessment Task in all major subject areas or pass the regents examinations prior to New Day becoming a consortium member in those areas in addition to passing the ELA regents, as well as meeting the strictly enforced graduation requirements. Again many students in the original cohort for this school year have already dropped out or enrolled in other non-diploma programs over the past two years which will have an impact on graduation rate for this cohort.
- Attendance continues to be an issue despite efforts made to create a strong attendance team, including hiring a full time attendance teacher for the 2010-11 school year. We have added two family workers to assist in parent involvement and attendance outreach for the current school year (2010-11) along with working with the Attendance Teacher, School Social Worker, Parent Coordinator, Head Dean, College Counselor, Principal and Network support team members. One of the major barriers to improving high school attendance is the high percentage of students who entered New Day as 9th graders in 2009-10 with poor attendance (84% of that cohort). This school year (2010-11) due to the phase out process last year, we did not have the opportunity to recruit students for New Day in either the 6th or 9th grades and those students that were placed here after the phase out process was stopped were another group of students who came with attendance issues prior to coming to New Day, particularly in the incoming 9th grade classes. Additionally, a large percentage of students from the previous year's class who continued to have attendance issues last school year did not earn enough credits to be promoted and remain in 9th grade with continued attendance problems, despite strong outreach efforts.
- We continue to partner with Marquis Studios and Ballet Ambassadors in the arts partnerships providing professional development and in class programs for our students promoting self-confidence, self-esteem and providing further opportunities in the arts, coupled with our full program of music, dance and drama classes provided by our strong, experienced, certified full time teachers in those disciplines.
- We continue to partner with Project Uplift and Inwood House to provide social/emotional supports as well as academic support to our students. We have added four new partnerships with Partnerships for Children, Creative Arts Team, Think First (NYPD/School Safety) and VACAMAS (GLOW) to provide not only additional supports to students in social/emotional development and academic support but to also provide professional development for our teachers in working with children with difficult behaviors and organizational and curricular/instructional supports.
- We continue to provide opportunities for students to take college level classes at Lehman and Hostos College.
- We are working closely with new network team members to provide additional professional development to specific staff members on classroom management, curricular organization and common core.
- We are providing an in house staff development program on Integration of the Arts led by our newly hired experienced team of arts educators with support from the central DOE Office of the Arts.

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.

Continue to increase the passing rate for first time test takers on the ELA Regents to 70% or higher.

To increase the percentage of students passing one or more Performance Based Assessment Tasks needed to fulfill graduation requirements by the end of 11th grade which will result in an increased graduation rate for the 2012 graduating class by 20% or more.

To increase overall attendance rates to 85% or above with a specific focus on the high school students. To increase high school attendance rates to 80% or higher.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Priority area for improved student performance (based on PR or other metric)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Continue to increase the passing rate for first time test takers on the ELA Regents to 70% or higher.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The Literacy Coach will provide guidance and professional development for all ELA teachers, take the lead in further curriculum development and work along with the ESL Coordinator, outside providers and teachers to create a cross-curricular approach to improving delivery of effective instructional strategies in ELA areas. (This will include working with Arts teachers and outside organizations to expand efforts in this area.)The newly hired but experienced arts teachers will work alongside the ELA, ESL and Social Studies teachers to create cross-curricular projects/activities to strengthen the ELA skills of the students across the board.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>F-Status Literacy Coach (Contract for Excellence funding/Title 1 SWP) will work with ELA teachers and all teachers to continue to support the goals of achieving greater student performance in all aspects of ELA (reading, writing, speaking and listening). Title III monies will also be utilized to provide additional supports for ELL students led by the ESL Coordinator. Title 1 SWP allocation for providing additional supports and programs focused on cross-curricular programs incorporating the arts as a means to increasing student performance and achievement in ELA areas. New arts teachers have been hired (Drama, Dance) to create a more comprehensive program in an increasing effort to achieve this goal. Additionally, ELA review classes will be held after school on an ongoing basis beginning in December 2010. Teachers will be given professional development around the new ELA rubric and expectations as soon as it becomes available from the state. All teachers in all core areas and other support areas will continue to support Writing as a focus area and integrate those core standards into the curriculum.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - Scholarships Reports - Progress Reports/Report Cards - Review of progress of students in Curriculum Team Meetings (held every other week) - Review of student work utilizing the new ELA rubric - Results of January 2011 ELA Regents - Evidence of writing in UBD plans in all major subject areas - Grade level team meeting minutes - Results of June 2011 and August 2011 ELA Regents Examinations

Subject/Area (where relevant):

Improving graduation rates

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the percentage of students passing one or more Performance Based Assessment Tasks needed to fulfill graduation requirements by the end of 11th grade in order to improve graduation rates for the 2012 graduating class by 20% or more.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Curriculum leaders will work together with administration to create a definitive PBAT schedule beginning with students taking their first PBAT at the end of 10th grade and continuing the sequence through 12th grade. Grade level team leaders will work in conjunction with administration and Curriculum team leaders to ensure that this is a workable plan of action to achieve the goals for the students and help them to meet these graduation standards in an efficient and effective way. Professional development will be provided by the Consortium as well as internal guidance from the Literacy Coach and Principal and outside providers.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>F-Status Literacy Coach will provide support in this area, as well as Consortium Professional Development opportunities and outside providers. Per session will be available for Curriculum leaders and grade level team leaders to work together to accomplish this goal. Additional Per Session monies and Curriculum monies from Title 1 SWP/ARRA will be utilized to allow teachers to provide additional support to students after school in their focused work on PBAT completion. Additional PD will be provided to give teachers a base for aligning the curriculum with PBAT focus in all core subject areas. Subject specific meetings will be held with teachers working on PBATs in each subject area to ensure a focused approach. Additional per session monies will be available to teachers to provide additional interventions and supports to students after school for PBAT work.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> - Creation of PBAT Schedule for Grades 11 and 12 and Special Schedule for post 12th graders - Creation of Comprehensive Plan for Grades 9 and 10 in preparation for PBATs in upper grades - Creation of a Timeline for PBAT planning (due dates throughout the semester) and Presentations - Assessment by teachers of progress of students on PBATs (discussed bi-weekly) - Interventions offered to students who are not making sufficient and appropriate progress on PBATs including afterschool support (beginning in November after 1st marking period grades) - Creation of special classes for second term to support 12th grade students in completing Science PBATs who are not taking a science course, having completed the science graduation requirements - Successful completion of PBATs by grade 11 and 12 students on schedule

Priority area for improved student performance (based on PR or other metric)

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase overall attendance rates to 85% or above with a specific focus on the high school students. To increase high school attendance rates to 80% or higher.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>An attendance team led by an Attendance Teacher and School Social Worker under the guidance of the Principal and the CFN Network Director of Youth Development will work together to create a strong attendance plan building on work accomplished this past school year. The team will consist of the Principal, the Attendance teacher, the Social Workers, the College Advisor, the Parent Coordinator, the Head Dean, the Secretary and an Attendance teacher from the Network. The team will set goals and develop strategies for increasing attendance. This will be a focused effort combined with the focus on providing a broad based curriculum for students which should serve as a motivation for students to attend school. Attendance will be carefully monitored and along with the team, the Team leaders will assist in the reporting of issues with individual students and working together to take appropriate steps to bring students back to school and keep them here. We will continue to work with an outside provider (CAT and Partnerships for Children) to provide professional development to all teachers in the areas of motivation and individualized instructional support to keep students from "falling through the cracks." Workshops will also be provided for parents focusing on attendance and motivational issues in getting their children to come to school and how they can play a strong role in working along with the school. Both outside providers and inhouse staff will provide these workshop opportunities for parents.</p> <p>The Attendance Team will meet weekly to review student absences, interventions and actions taken to address attendance issues and plan next steps. Individual team members will undertake specific assignments including contacting parents, meeting with families and/or students, following up with GED/Referral Center/Transfer Schools, home visits, investigating issues and resolving them. Two family workers have been added to the team to assist in outreach efforts including but not limited to home visits. Additionally, the school is now working with GLOW (Vacamas), an afterschool outreach program to promote middle school attendance rates.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Title 1 SWP/ARRA funds will be utilized to bring in outside providers (ENACT or CAT) to provide Professional Development for all teachers in developing strategies for creating motivational activities and supports for students in the classroom. Additional monies will be allocated for per session work for additional attendance outreach programs. Parent Involvement monies will also be utilized to bring in outside providers to provide workshops on attendance issues that arise at home and how to deal with those as a parent. School support staff including School Social Workers, Parent Coordinator and Principal will provide additional supports for parents/families. School social workers working with Inwood House (CBO) will also provide specific girls and boys groups to help students focus on overcoming obstacles to success in school including attendance.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> - Weekly Attendance Meeting Agendas/Minutes - Weekly Assignments and Updates on Attendance Issues - Running of all Relevant Reports on ATS by Attendance Teacher to catch issues immediately - Improving the attendance rate each month for targeted groups and reaching the final goal - Utilization of personnel for home visits and other interventions as evidenced in ILOG system - Incentive Reward Program for Perfect Attendance including trips and other rewards - Middle School Incentive Program working alongside GLOW (Vacamas) to improve Middle School Attendance

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	n/a	n/a	N/A	N/A	n/a	n/a	n/a	n/a
1	n/a	n/a	N/A	N/A	n/a	n/a	n/a	n/a
2	n/a	n/a	N/A	N/A	n/a	n/a	n/a	n/a
3	n/a	n/a	N/A	N/A	n/a	n/a	n/a	n/a
4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6	14	15	9	10			4	
7	43	46	23	21			9	
8	51	53	31	31			7	
9	61	60	62	63			13	
10	63	63	63	63			7	
11	31	42	42	42			7	
12	15	49	49	49			8	

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Enrichment period during extended day period. Additional resource room intervention for select students.
Mathematics:	Enrichment period during extended day period. Additional resource room intervention for select students.
Science:	Enrichment period during extended day period. Additional resource room intervention for select students.
Social Studies:	Enrichment period during extended day period. Additional resource room intervention for select students.
At-risk Services Provided by the Guidance Counselor:	N/A
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	Counseling both individually and in small groups during the school day.
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

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

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

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

There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

Yes, New Day Academy will not have any revisions to our school's approved 2009 -10 Title III ESL / ELA after school program.

- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may

include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 		(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 		(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)		(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		

TOTAL		
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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

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.

The RHLA indicates Spanish is the dominant language of ELLs. There are a few ELLs whose first language is French. To ensure that all parents are provided with the information in the spoken native language, all letters and communication is translated into Spanish. Our school secretary and the ELLs Coordinator, Mr. Teran translate s all of our letters in Spanish. We also provide letters in Spanish and French which are offered through the DOE. We have a French speaker staff on board, Mr. Edmond, whom will translate all letters and communication to parents whose first language is French. The majority of the Spanish and French Speaking parents need translation and interpreters as follows:

- Registration (HLIS), application, and selection (orientation), standards and performance, special education related services, entitlement, health, safety, disciplinary matters (student handbook) and codes, trips permission slips, and parent / school compact.
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.

Being able to communicate with parents is extremely important in any school community. During our Open house Orientation, we inform the parents that during the year we will provide translation services to ensure that they will be able to access information about their child, any other pertinent information which is distributed through the DOE, and any information pertaining to the standardized exams, regents and our portfolio process. The information will be translated in writing and orally.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Again, our school secretary and the ELLs Coordinator translate all our letters in Spanish and Mr. Edmond , French native speaker will translate in French. We also provide letters in Spanish and French which are offered through the DOE. During parent / teacher

conferences we also have a number of school aides, counselors and Paraprofessionals who translate for our Spanish and French speaking parents.

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.

At New day Academy our school social worker, secretary, Spanish teacher, school aides, paraprofessionals , and humanities teacher and the ELL Coordinator provide translation for our parents.

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>.

A review of section VII of the Chancellor’s Regulation A-663, regarding parental notification, stipulates the requirements for notification as a responsibility of the schools, the region and control as follows:

- Written notification of the parent’s rights on primary language (the school shall distribute the information).
- Posting of location of copies of such written notification (the school shall post at main office and in key places throughout the building).
- Safety plan (school / region shall provide translated versions)
- Acquisition of pertinent forms and documents from the translation and interpretation Unit (region and school shall seek and post in the school and regional office)
- Department of Education – Website (central shall provide information; region and school shall communicate and disseminate).

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

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

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

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

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

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

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

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

**NCLB/SED
Status:**

SURR³ Phase/Group (If applicable):

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____

Year of Identification: _____

Deadline Year: _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	New Day Academy						
District:	12	DBN:	12X245	School		321200011245	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.0/77.0	89.2/	86.2 /
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		93.3	90.8	93.1
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	48	53	18	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	66	49	52		85.2	93.1	87.7
Grade 8	76	65	57				
Grade 9	81	75	62	Students in Temporary Housing - Total Number:			
Grade 10	75	74	59	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	72	62	44		4	32	16
Grade 12	61	74	47				
Ungraded	0	1	0	Recent Immigrants - Total Number:			
Total	479	453	339	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					9	11	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	3	19	23	Principal Suspensions	70	112	75
# in Collaborative Team Teaching (CTT) Classes	36	41	29	Superintendent Suspensions	21	30	27
Number all others	42	34	23				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	28	32	41
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	12	7
# receiving ESL services only	63	63	TBD				
# ELLs with IEPs	9	18	TBD	Number of Educational Paraprofessionals	3	3	6

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	11	14	51	% fully licensed & permanently assigned to this school	100.0	93.8	89.2
				% more than 2 years teaching in this school	20.7	28.1	43.9
				% more than 5 years teaching anywhere	10.3	9.4	31.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	62.0	69.0	80.5
American Indian or Alaska Native	0.0	0.2	0.0	% core classes taught by "highly qualified" teachers	81.5	97.1	89.2
Black or African American	45.7	47.2	46.6				
Hispanic or Latino	53.7	52.3	52.5				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.6				
White	0.4	0.0	0.3				
Male	45.9	46.8	51.9				
Female	54.1	53.2	48.1				

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	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native						
Black or African American	v	v		-		-
Hispanic or Latino	v	v		vsh		-
Asian or Native Hawaiian/Other Pacific Islander						
White	-	-	-			
Multiracial				-		
Students with Disabilities	-	-	-	-		-
Limited English Proficient	-	-	-	-		
Economically Disadvantaged	v	v		X		-
Student groups making	4	4	0	1		0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	C / F	Overall Evaluation:				NR
Overall Score:	35 / 24.1	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	3.2 / 6.3	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	3.5 / 3.8	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	26.8 /					
<i>(Comprises 60% of the</i>						
Additional Credit:	1.5 / 1.5					

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

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

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

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:	500,950	47,573	548,523
2. Enter the anticipated 1% set-aside for Parent Involvement:	5009.50	475.73	5485.23
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	25047.50	*	
4. Enter the anticipated 10% set-aside for Professional Development:	50095	*	

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

Over the summer, the Principal and School Leadership Team members will review all the school's data on student achievement: test scores, LES, School Quality Review, portfolio grades, class grades, suspension rates, summer school grades, IEPs and attendance (school year and summer school.) We will also review the data on parent involvement (attendance regarding parent-teacher conferences, individual teacher meetings and parent association meetings). The principal also has discussed the school wide goals and the Principal's Performance Review with the School Leadership Team to receive feedback on needs and strategic planning for this year. In September, the principal will run a data information workshop with the staff to inform them about our needs and goals for the 2010-11 school year.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
- At New Day Academy we will continue to offer extended day services three times a week to support our struggling learners. In addition, we will provide a PM School program 4 days a week to support our high school students.
- We will offer summer school to students who receive a level 1 and 2, as well as for high school students in need of credit recovery.
- We will offer summer school to students who do not pass the state mandated regents exams.
- We will continue to support our teachers by offering curriculum development using the UBD framework.
- We offer small class sizes which enables our teachers to provide individualized instruction.
- We currently offer individual counseling and/or group counseling to our entire learning community. However, students who are at risk of dropping out meet with the school social worker at least twice a week.

- This year, continue the College Now program and we will offer community service and possible internship opportunities for our at risk population.

3. **Instruction by highly qualified staff.**

All the teachers at New Day Academy teach in a subject area in which they are certified by the New York State Board of Regents. Ongoing formal and informal observations will be conducted by the principal and literacy coach.

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.**

Continuing to build upon the Understanding by Design framework which will include differentiated instruction and assessment provided by our literacy coach. Additional professional development being provided by outside providers Teaching Matters/Writing Matters, Marquis Studios, Partnership for Children and CAT in multiple areas relating to instructional design and curriculum and instruction. We are also providing in house professional for all teacher in Integration of the Arts by our arts certified teachers.

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

We recruit highly qualified teachers in a variety of ways:

- a. Professional Referrals from staff and partners – many of our new teachers have been referred by current teachers at New Day Academy
- b. Board of Education Hiring Fairs – we have attended the Board of Education hiring fairs in the Bronx, Manhattan and Brooklyn.

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

We will provide literacy workshops to encourage parents to read with their children. Our Parent Coordinator will explore Literacy Family Programs to support our parents.

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.

In 2010-11 we will continue developing our DY0 Interim Assessments, school-wide. Our teachers will participate and continue to improve the DY0-Interim Assessments by working in their curriculum teams and by attending the Consortium Workshops.

This will include:

- Designing effective assessments
- Utilizing the Consortium Rubrics for Performance Based Assessments Tests (PBATs)
- Charting student progress over the year
- Conferencing with students
- Looking at student work in teacher groups to uncover the learning profile of individual students and overall student learning
- Looking at student work to improve teacher pedagogy and curriculum development

The thrust of our professional development for 2010-11 will be focused on improving the portfolio process and PBATs (for grades 11 and 12) and Integration of the Arts. Throughout the year we will look at student work to discuss learning and improving student achievement for individual students and for our population in general. We believe strongly in this work, and we look forward to the process.

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.

Keeping all staff, students and parents informed and updated about a student's progress or lack of progress is crucial to increasing student achievement. Every week, teachers meet in grade-level teams to keep abreast of student achievement. This qualitative information, along with other data including test scores, class grades, etc., would allow teachers to designate students for the following programs. These teams recommend students for Academic Intervention Services offered at New Day Academy:

- Enrichment 120 minutes per week
- After School or PM School four days a week
- Dedicated Special Educator and ESL classes with an appropriate licensed educator
- Parent-Teacher-Student Conferences when academic problems are noted

- Differentiated instruction to meet the needs of our learners

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.

We are working with SERNC, a community based organization in the South Bronx, to prevent violence in our middle school. We are also working with Partnership for Children to provide PD for our teachers. The Department of Health will do presentation on HIV/STD prevention and pregnancy prevention with our high schools students. The NYPD/School Safety Division will do gang prevention presentations for our middle schools students.

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.

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.

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” ⁴ 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 ⁵ 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	x			500,950		
Title I, Part A (ARRA)	Federal	x			47,573		
Title II, Part A	Federal						
Title III, Part A	Federal	x			15,000		
Title IV	Federal	x			500,950		
IDEA	Federal	x			47,573		
Tax Levy	Local						

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	New Day Academy								
District:	12	DBN:	12X24	School		321200011245			
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7	v	11	v	
	K		4		8	v	12	v	
	1		5		9	v	Ungrade		
	2		6	v	10	v			
Enrollment				Attendance - % of days students attended:					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
Pre-K	0	0	0				90.0/77	89.2/	86.2 /
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 3	0	0	0				93.3	90.8	93.1
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	48	53	18	<i>(As of October 31)</i>			2008-	2009-	2010-
Grade 7	66	49	52				85.2	93.1	87.7
Grade 8	76	65	57						
Grade 9	81	75	62	Students in Temporary Housing - Total Number:					
Grade 10	75	74	59	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 11	72	62	44				4	32	16
Grade 12	61	74	47						
Ungraded	0	1	0	Recent Immigrants - Total Number:					
Total	479	453	339	<i>(As of October 31)</i>			2007-	2008-	2009-
							9	11	2
Special Education				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
# in Self-Contained Classes	3	19	23	Principal Suspensions			70	112	75
# in Collaborative Team Teaching (CTT)	36	41	29	Superintendent Suspensions			21	30	27
Number all others	42	34	23						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>			2007-	2008-	2009-
				CTE Program Participants			N/A	0	0
				Early College HS Program Participants			0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)									
<i>(As of October 31)</i>	2008-	2009-	2010-						
# in Transitional Bilingual Classes	0	0	TBD	Number of Staff - Includes all full-time staff:					
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>			2007-	2008-	2009-
# receiving ESL services only	63	63	TBD	Number of Teachers			28	32	41
# ELLs with IEPs	9	18	TBD	Number of Administrators and Other Professionals			11	12	7
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			3	3	6

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
	11	14	51	% fully licensed & permanently assigned to this	100.0	93.8	89.2
				% more than 2 years teaching in this school	20.7	28.1	43.9
				% more than 5 years teaching anywhere	10.3	9.4	31.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	62.0	69.0	80.5
American Indian or Alaska Native	0.0	0.2	0.0	% core classes taught by "highly qualified" teachers	81.5	97.1	89.2
Black or African American	45.7	47.2	46.6				
Hispanic or Latino	53.7	52.3	52.5				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.6				
White	0.4	0.0	0.3				
Male	45.9	46.8	51.9				
Female	54.1	53.2	48.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
-------------	---------	--	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	X	X		-	
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v			-		-
Hispanic or Latino	v	v			vsh		-
Asian or Native Hawaiian/Other Pacific							
White	-	-	-				
Multiracial					-		
Students with Disabilities	-	-	-		-		-
Limited English Proficient	-	-	-		-		
Economically Disadvantaged	v	v			X		-
Student groups	4	4	0		1		0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C / F	Overall Evaluation:	NR
Overall Score:	35 /	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	3.2 /	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	3.5 /	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	26.8 /		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.5 /		

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

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

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

Title I Parent Involvement Policy and Parent-School Compact for New Day Academy

Section I: Title I Parent Involvement Policy

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

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

New Day Academy's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English

Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

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

New Day Academy will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.

- *hosting events to support, men parents/guardians, grandparents and foster parents asserting leadership in education for their children.;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Section II: School-Parent Compact

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

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

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

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)

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

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;

- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Marilyn Cattouse on December 10, 2010.

This Parent Involvement Policy was updated on January 8, 2011.

The final version of this document will be distributed to the school community on February 1, 2011 and will be available on file in the Parent Coordinator's office.

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 12	School Number 245	School Name New Day Academy
Principal Mara Ganeles		Assistant Principal N/A	
Coach Ellen Scheinbach		Coach	
Teacher/Subject Area Natalie Harrington/ English		Guidance Counselor Andrew Morgan	
Teacher/Subject Area William Teran/ Span/ Ells Coord		Parent Olga Morel	
Teacher/Subject Area Paula Levine - ESL		Parent Coordinator Marilyn Catthouse	
Related Service Provider Claudia Perry		Other David McGrane - Social Studies	
Network Leader Cyndi Kerr		Other Andrew So, IEP Coordinator	

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

C. School Demographics

Total Number of Students in School	364	Total Number of ELLs	49	ELLs as Share of Total Student Population (%)	13.46%
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Part II: ELL Identification Process

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

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

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

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

1) In order to identify those students at New Day Academy who may possibly be ELLs, our staff follows the following steps. Every September, a trained teacher is paired with our pupil accounting secretary to register all new students. At this time, all incoming parents complete a Home Language Identification Survey (HLIS). The trained teacher then interviews the parent / guardian registering the child. During that interview the trained teacher will also carefully review the HLIS with the parent or guardian. The interview, as well as the form, is crucial to determine the student's eligibility for testing. The person responsible for this initial screening is Mr. William Teran, ELL Coordinator with 26 years of experience with the Department Of Education and 15 years as an ELL Coordinator. Once the HLIS and the informal interview are complete part 1 of the HLIS is screened. LAB-R Eligibility information (questions 1 – 4) and (5 – 8) verifies if the student's home language is other than English. If the home language is English then the student is not an LEP – (ELL) and that child is placed in a general education program. If the parents checked a language other than English once on questions 1-4 and twice on questions 5-8 then the child is eligible for initial assesment using the LAB-R. Once a child's eligibility is determined we administer Language Assessment Battery-Revised (LAB-R). The test scores students as beginning, intermediate, advanced, and proficient. Students who score a profficient on this initial assessment are not an LEP – (ELL) and those children are placed in a general education programs. Students who score at beginning, intermediate or advanced level are classified as LEP and those students are placed in an appropriate program. Annually, all eligible ELLs are prepared by the trained certified ESL teacher to take all four parts of the NYSESLAT. The NYSESLAT allows us to assess the students' English acquisition and proficiency level. All instruction is directed to master the four modalities of the test, the speaking, listening, reading and writing but two months prior to the test, the ESL teacher gear instruction towards preparing our students to take the NYSESLAT. A letter is sent out to inform parents of the test dates. The letter also makes it clear that this is a high stakes state test and explains that attendance is crucial to ensuring that their children take all parts of the test. To improve our students success rate on this test we order materials from Attanacio & Associates, Inc "Getting Ready for the NYSESLAT and Beyond. These materials are available for review by our ESL students parents at anytime so they too know what the test requires.

2) In order to ensure that parent understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL), New Day Academy invites its parents to attend a parent's orientation ten days after identification and every month there after registration. A special ELLs Parents Orientation meeting takes place during the month of October. An invitation is sent out to parents in English and Spanish stating the date, time and place. To ensure the greatest possible attendance, the school usually schedules one meeting in the morning and one in the afternoon. At the annual orientation, the parents are greeted by the principal, Ms. Ganeles, the Parent Coordinator, Ms. Cattouse, the ESL teacher Ms. Levinein and Mr. Teran, ELLs Coordinator. Parents who attend the orientation sign in on a sign in sheet. Parents who do not attend are contacted at a later date and given the information they missed. The orientation follows a time sensitive agenda and includes an orientation video (DVD) for parents of English language learners, interpreters, parents selection forms and parents brochures. After viewing the video, there is a question and answer session to clear up any lingering confusion. The goal of this exercise is to explain to the parents all of the ELL programs that are available for them to choose for their children in the clearest way possible. At the end of the parent orientation, program selection forms are distributed (in the appropriate languages) to all parents. Parents are told to read the survey, make their selection, and return signed documents. Staff remains on hand to answer any additional questions. Parents not attending the parent's orientation are contacted by Mr. Teran or the parent coordinator for a one to one orientation. All other parents are contacted if they do not return the parent survey within a week's time.

3) Mr. William Teran is responsible for the distribution and collection of all parent survey and letters of entitlement. This task is completed at the beginning of the school year and as soon as the NYSESLAT results are in. Parents are informed that they can expect to be informed of their child's eligibility within ten days of their child's LAB-R. After reviewing the scores, all ELLs receive a continuation entitlement letter or a non entitlement/transition letter. The parents are notified in writing of their child's eligibility and placement. If possible the students are placed in an instructional program in accordance with their parents' selection.

4) Since its opening in 2004, New Day Academy has only offered the freestanding ESL program. Parents are informed about the specifics of this option and what steps to take if this program does not fit their child's needs. This information is discussed with parents in their native language (if possible) at the parent orientation, over the phone, or in a one on one meeting. If the parent wishes to place their child in a bilingual transitional program / Dual Language Program they are provided with a list of schools that offer such a program.

5) After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in parent choices has been to select the freestanding ESL program offered at New Day Academy. This year, one parent requested a Bilingual transitional program for her

child. They were given the opportunity to transfer her student to another school in the area with a (TBE) program. After reviewing their options the parents decided to keep her child in our school.

6) Over the years, our program model, the freestanding ESL program, has aligned with parent requests. The only time it has not is if the parents are interested in a program that we do not have resources to provide. In those cases, we work to help parents transfer their children into a school that offers the program they desire. We constantly monitor parent preference and if the need became great enough to warrant the addition of another program or a different program we would take the necessary steps to make that happen. However, at this time, the freestanding English as a Second Language (ESL) program with Native Language Support is sufficient to service our ESL population.

Part III: ELL Demographics

A. ELL Programs

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

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 checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>	12 <input checked="" type="checkbox"/>

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							2	2	2	2	2	2	2	14
Push-In							0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	2	2	2	2	2	2	2	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	9
SIFE	5	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	25

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

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

TBE																					0	
Dual Language																						0
ESL	16	2	2	7	2	2	26	1	6	49												
Total	16	2	2	7	2	2	26	1	6	49												

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

C. Home Language Breakdown and ELL Programs

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

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

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

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
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	5	11	13	5	3	4	42
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											1	1		2
Haitian														0
French									1			1		2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1				1	1		3
TOTAL	0	0	0	0	0	0	2	5	12	13	7	6	4	49

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1) a. Our school uses a self-contained organizational model.

b. Our school uses an ungraded, homogeneous program model. Students are grouped by proficiency level instead of by grade.

2) At New Day Academy we have a ESL – Self Contained program. Within this program, we ensure that instructional minutes are provided according to proficiency level and per Chancellors Regulation (CR Part 154). On the middle school level, ELLs at the Beginner and Intermediate Level receive 360 minutes per week of ESL instruction. Students at the Advanced level receive 180 minutes per week of ESL instruction and 180 minutes of ELA instruction as per CR Part 154. In the high school, ELLs at the Beginner Level receive 540 minutes of ESL instruction per week, Intermediate Level students 360 minutes of ESL instruction per week, and Advanced Level students receive 180 minutes of ESL instruction per week and 180 minutes of ELA instruction per week. Our Freestanding ESL Program supports our populations NLA usage by 25% for Beginners, Intermediate, and Advanced students.

3) While our ESL program is self-contained, our ELL students spend the remainder of their academic day in regular content classes. The purpose of the ESL class is to assist ELLs students with language acquisition using ESL strategies and Native Language support. All content class teachers are aware which students are ELLs and they too help the students with their cognitive development and academic skills.

4) a. For the five (5) SIFE students in our school, our focus is on ensuring that they are well adjusted and caught up to where they should be for their grade level. This includes offering them additional resources during the school day as well as after school and Saturday programs.

b. At New Day Academy, there are sixteen (16) ELL students who have been in US schools less than three years. Special attention is paid to this subgroup category because it is critical to consider all various struggles encountered by those who are brand new on an everyday basis. When is to gain an understanding of where that student is coming from and what that student's prior experience with school and language has been. All background information goes into the child's file and becomes an ongoing consideration when designing the child's program. By utilizing this information, along with the test data, we can create a well-rounded and customized environment for the student. Our instructional plan for these students targets the four modalities of instruction; listening, speaking, reading, and writing. Throughout our ESL program, we use "High Point" as an instructional tool to prepare them for the NYSESLAT, NYS ELA exam and the Comprehensive English Regents. We must say that the NYSESLAT measures not only language proficiency but goes beyond what the ELA test measures. Often these newcomers will receive additional support, beyond that which the other ESL students typically receive. For example, students can receive push in/pull out support from a paraprofessional. In addition to this we encourage them to join our after school tutoring program, the ESL / ELA Title III After School Program. The most difficult part of the new comer's transition is the social aspect of the middle school/high school experience. We take great care to welcome the students as part of the freestanding ESL and greater school community. We hold cultural celebrations in honor of various holidays and events which help students to embrace differences and appreciate the similarities between their home culture and the culture of our school. To help students appreciate their new setting, we take several field trips to major landmarks in New York city such as the Statue of Liberty and "EL barrio."

c. At New Day Academy, we have eight (8) ELLs in the 4 – 6 years of ESL service category. This group is also referred to as our A-7, Extension Of Services population. This is perhaps the most fragile stage of ELL development because it marks the dividing line between short term and long term ELLs. We want to prevent these students from becoming long term ELLs because we already have a significant number at this level. For this population, as recommended in the Extension Of services request for this year, the plan is to increase the number literacy activities within the class and placing a stronger focus on reading and writing.

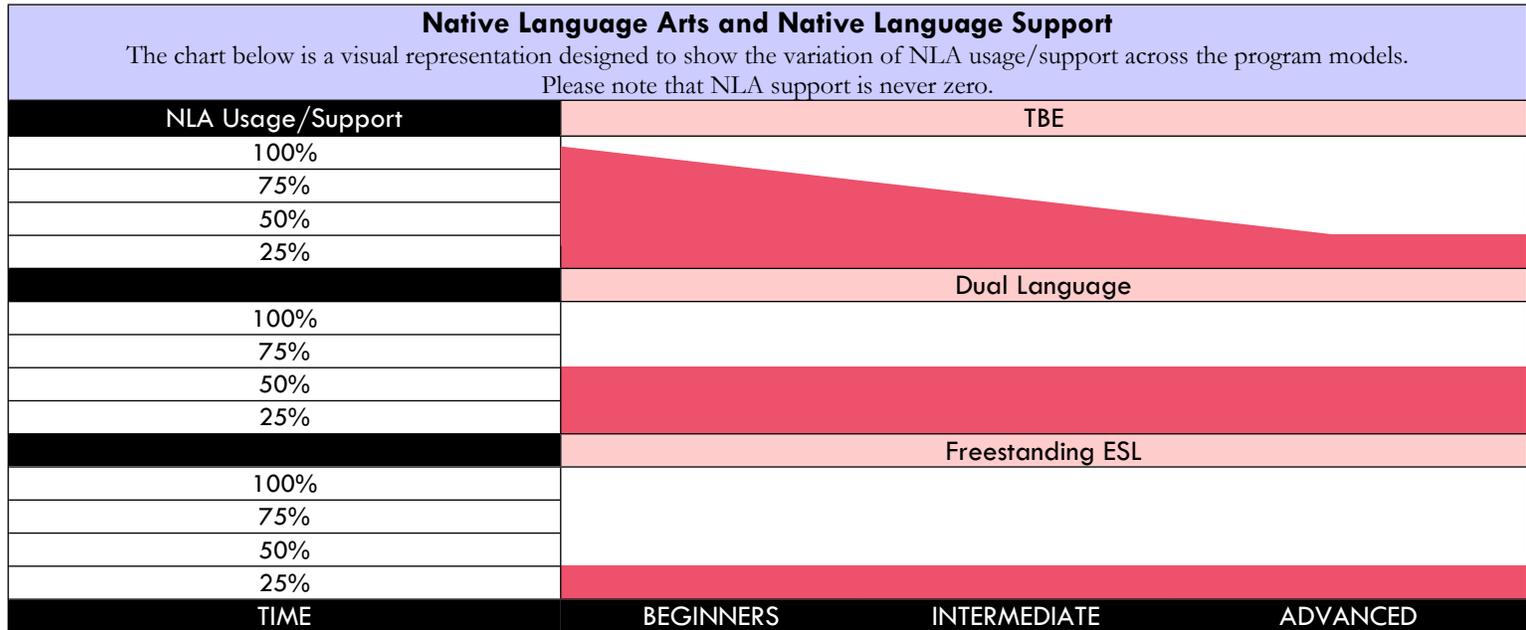
d. Our largest subgroup, consisting of twenty-five (25) students, is the Long term ELLs group. This population has increased over the school's five year life span. The problem stems from the lack of services and licensed ESL teachers at the school's start. Also, in the middle school, many students enter on the Intermediated Level with more than three years of ESL services. After a careful review of our 2009 – 2010 Regents Data, we saw that of the thirteen (13) ELL students that took the test nine (9) passed. Of those nine, more than half were labeled as long term ELLs. This has prompted us to revise our instructional approach in and out of the classroom. This includes the creation of the ESL / EIA

Title III After School Program which was established last year and is in place this year as of 9/20/10.

e. The plan for Alternative Placement in Special Education has helped our team understand the needs of our ten (10) ELL -Special Education population. In our school, all ELLs with special needs are placed in a CTT class for their content classes. The co-teaching model helps us to give the students the individual attention they so desperately need because it ensures a smaller student to teacher ratio. Also, the students get extra support from paraprofessionals in the room. These classes also provide the necessary services mandated by the children's IEPs. We find that this helps us to monitor and best serve these students according to their specific needs. Also, these additional academic resources also help the students with the social component of school life as a special education ELL student. This population is also included in our ESL / EIA Title III After School Program.

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

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



B. Programming and Scheduling Information--Continued

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

5) The ESL/ELA Title III After School Program and the extended time academic interventions are our tools to help our ELLs, especially all of those at the Intermediate Level, to show progress in the acquisition of the English language. In Math, most students struggle with word problems because they require the most reading comprehension. After school, we work with students on word problems and teach them strategies for converting the words into the correct mathematical symbol.

6) All ELLs reaching proficiency on the NYSESLAT will be invited to come to the ESL/ELA Title III After School Program, Clubs and Saturday Academy including all activities before or after school. We understand that just because a student reaches proficiency on the NYSESLAT test does not mean that all of their language struggles are behind them. Providing this continuing support ensures that our ELL students know there is always someone to help them. When they come to the after school program we work on difficult writing assignments from other classes and college applications.

7) Due to a limited budget, the ESL/ELA Title III After School program and Soccer Club including the Spanish Club will be the extent of our ELL centered activities.

8) No services for ELLs will be discontinued. The ones provided by our after school program are there to supplement the services provided to them during the regular school day.

9) ELLs are afforded equal access to all school programs. We have a limited amount of supplemental programs but none that prevent ELL students from joining.

10) The High Point ESL series is our program of instruction; our ESL teacher prepares and models ESL methodology according to the needs of our students. Modifications are made based on level, from Beginner students (11), Intermediate students (26), and Advanced students (12). The ESL-High Point Complete series includes curriculum for newcomers and the series guides our students from basic level to beginner, intermediated and finally to the advanced stage. It focuses on the listening, speaking, reading and writing skills that we are constantly trying to reinforce through our instruction. It also provides great visual, audio and written components. We also value and use libraries in our classrooms to support native language. We also use glossaries and different genres of books, resources and forms of assessment for the different content areas including the "Getting Ready for the NYSESLAT and Beyond" review test material. This program is used during school day and during our after school program. In addition to this program, teachers use a variety of media when teaching and provide

opportunities for students to use technology to enrich their learning. Students have access to laptops and tape players used to listen to books on tape.

11) Our school offers Spanish as a foreign language to support the native language of the majority of our ELLs and the rest of our school.

12) While our ESL classes are ungraded, there are supports put in place that differ based on grade and age. Students at every grade have a specific grade advisor to deal with transcript issues and other academic problems. The high school social worker is available to work with students on personal and family issues.

13) Newly enrolled ELL students and their parents are invited by the ESL Coordinator to attend a meeting with the Principal and parent coordinator before the beginning of the year. This meeting provides parents and students with the opportunity to ask questions in a friendly and relaxed setting.

14) At this point, New Day Academy only offers Spanish as a foreign Language. There are plans to add French as an option next year.

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)?

Not applicable. We do not have a dual language program.

D. Professional Development and Support for School Staff

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

1) As a team, we know that the most important thing we can do to help serve our ELL population is to stay up to date and informed in best practices of our content area. We do this by continuing to pursue and attend professional development opportunities as they arise. In addition to the formal professional development, we also meet at least once a week to discuss the needs and progress of our population. We share ideas, exchange concerns and most importantly, collaborate in planning for long term and short term goals for our students. We find that the unity we have created as a professional team is radiating among our students, who are showing great social and cultural strides in their interactions with teachers and students alike.

2) A list of ELL students is distributed to the teachers at the start of the year so teachers know which students will need differentiation and modification. Also, we share students' test data with their teachers so teachers know each child's strengths and weaknesses.

3) All content area teachers will be trained by the ESL teacher Ms. Levine (twenty one years of ESL instruction experience) on ESL methodologies and the use of the NYSESLAT data to understand and prepare for instruction. Workshops will focus on: From Speaking to Writing in the Content Classroom, Writing in a Second Language Across the Curriculum, Reading in a Second Language and Listening: An Active and thinking Process, using material/sources from "Scaffolding Language- Scaffolding Learning" Teaching Second Language Learners in the Mainstream Classroom by Pauline Gibbons and 2010 NYSESLAT data.

E. Parental Involvement

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

1) In addition to watching the child progress and staying in close communication with that child, we also value the connection to the parents of the program. Along with the regular parent-teacher conferences which occur throughout the year, we also have meetings geared toward only the ELL population. This is a particularly good time to discuss with them in their own language using the translation and interpretations monies to review how they are feeling about the progress their child is making over time.

2) Our Community Based Organizations: Inwood House and Project Uplift hold meeting with parents to inform them of their activities and translators are available to assist with translation for our ELLs parents.

3) ELLs parents are also involved in the daily activities of our PTA and Ms. Catthouse, our Parent Coordinator and Mr. Teran, ELLs coordinator are always available to assist for translations to ensure equity and participation.

4) During PTA meetings and regular meetings during the school year our Parent Coordinator and the ELLs Coordinator are in continuous contact and discussed the way to best meet the needs of the parents: The creation of ESL Saturday Academy for parents.

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)							1		5	3	0	1	1	11
Intermediate(I)								2	6	8	4	4	2	26
Advanced (A)							1	3	1	2	2	2	1	12
Total	0	0	0	0	0	0	2	5	12	13	6	7	4	49

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
6	1	2	0	0	3
7	3	4	0	0	7
8	4	9	3	0	16
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	0		2		1		0		3
7	1		6		0		0		7
8	4		7		0		0		11
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	8		4		2		0		14
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	13		2		1		0		16
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	13		9	
Math				

New York State Regents Exam

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

Native Language Tests

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

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

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

opposed to listening and speaking. Eleven students scored proficient on listening/speaking and zero students scored proficient on reading/writing. This tells us that in our ESL classes special attention must be paid to improving our students reading and writing. While attention is still paid to their speech and listening skills, the majority of our efforts must be on their reading and writing skills. (See page 7.)

4) We offer an ESL- Freestanding program to both middle school and high school.

a. In the middle school, students take the New York State ELA and Math exam at the end of each year. Our students take the test in English, not in their native language. Across the grades, the majority of our students score a Level 1 or a Level 2. (See page 7.) This is consistent with the NYSESLAT data because on both tests the majority of the work involves reading and writing. These are the areas that our students struggle and it is reflected on both the NYSESLAT and the state exams. In eighth grade, the students are required to take the New York State Science and Social Studies exam. Similar to the ELA and Math tests, the majority of students scored on a Level 1 or a Level 2. (See page 8.) Again, this is consistent with the NYSESLAT scores because these tests require extensive amounts of reading and writing. In the high school, students are required to take the New York States Comprehensive English Regents. According to the NYSESLAT data for high school, our students struggle the most with reading and writing. (See page 7.) These struggles would make it difficult to pass a test that tests those specific skills. However, nine out of the thirteen students who took the exam passed it. (See page 8.) This high pass rate calls into question the NYSESLAT data for high school. Our hypothesis, which has been confirmed by discussion with students, teachers, and LAP team, is that students take the Regents more seriously than they take the NYSESLAT. Thus, the NYSESLAT data does not give us a completely accurate picture of our students' abilities. While they do definitely struggle with reading and writing part of the reason they are scoring so low is that they do not care about the NYSESLAT. Also, because this test is not seen as a priority, we had a serious issue with students not attending their ESL classes. These classes are designed to help students learn the skills they will need to do well on the NYSESLAT and to be successful in their regular education classes. One of our goals is to renew students' commitment to doing well on the NYSESLAT and to make the purpose of ESL classes clear so students value them. If students understand the purpose of the test we will get more accurate data from its results.

b. Our school is part of the New York Performance Standards Consortium. This means that our school mission is to educate and assess students using performance-based assessment tasks. The Consortium opposes high stakes testing and believes that the quality of education is vastly improved when student instruction is focused on higher level skills such as inquiry, critical thinking and critical analysis. Due to this philosophy our school does not use ELL Periodic Assessments. Instead we evaluate students based on their performance on class projects and the data from the NYSESLAT, NYS subject exams, and the Regents.

c. From the data it is clear that all teachers must focus on literacy across the grades. In every class, teachers provide strategies for reading and writing and support struggling students with differentiated and scaffolded material. Also, on the high school level, comparing the NYSESLAT data to the Regents data has shown us that the NYSESLAT does not provide an accurate picture of our students' skills because they do not take the test seriously. We are working to renew our students' investment in the importance of this test to insure more accurate data. We would like to include that our efforts to reach out to parents and involve them in their children's education is a crucial attempt this year because we know that the benefits of such collaboration between teachers, parents and school will lead to better attendance, higher achievement, improve attitudes about learning and higher graduation rates and eventually accurate data.

5) Not applicable. We are not a dual language school.

6) In the past, our school's focus on the success of our ELL population has been minimal at best. ESL was treated as an extra class not as a time for students to receive focused instruction in skills they would need for all of their classes. Some students complained that ESL was a waste of their time and would refuse to go. This mindset carried over to the NYSESLAT test and students did not take the test seriously. Last year, the ESL/ELA Title II program worked to change our students view of ESL and of the NYSESLAT. The after school program is designed to support students and help them work on their school work as well as to teach students specific strategies that will help them to succeed on the NYSESLAT and in all of their classes. Last, year we were successful in helping those students who attended the program to improve on the NYSESLAT and renew their sense of urgency in their ESL class. This year we hope to continue that trend.

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		