



LEADERSHIP INSTITUTE

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 09X276

ADDRESS: 1701 FULTON AVENUE, BRONX, NY 10457

TELEPHONE: 718-299-7490

FAX: 718-299-7496

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 09x276 **SCHOOL NAME:** The Leadership Institute

SCHOOL ADDRESS: 1701 Fulton Avenue, Bronx, NY 10457

SCHOOL TELEPHONE: 718-299-7490 **FAX:** 718-299-7496

SCHOOL CONTACT PERSON: Marta J. Colón-Jusino **EMAIL ADDRESS:** MColon13@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ginette Sosa and Kimaly Corley

PRINCIPAL: Marta J. Colón-Jusino

UFT CHAPTER LEADER: Bonnie Katz

PARENTS' ASSOCIATION PRESIDENT: Kimaly Corley

STUDENT REPRESENTATIVE:
(Required for high schools) Elizabeth Espinal and Brandon Nunez

DISTRICT AND NETWORK INFORMATION

DISTRICT: 09 **CHILDREN FIRST NETWORK (CFN):** 406

NETWORK LEADER: Christina Maria Jimenez

SUPERINTENDENT: Elena Papaliberios

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
Marta J. Colón-Jusino	*Principal or Designee	
Bonnie Katz	*UFT Chapter Chairperson or Designee	
Kimaly Corley	*PA/PTA President or Designated Co-President	
Kimaly Corley	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
David Burgess	DC 37 Representative, if applicable	
Elizabeth Espinal Brandon Nunez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Laura Vasquez	CBO Representative, if applicable	
Barbara Ryan	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.

Leadership Institute High School's mission is to provide students with an excellent education rooted in the concepts of leadership, community action and social justice. A focus on excellence helps youth set high expectations and achieve them. A focus on leadership prepares youth to take charge of their lives, and be active, engaged participants in their communities. An emphasis on community action encourages youth to take action to bring about significant change collectively and cooperatively. A focus on social justice helps students clarify their values and understand their rights and responsibilities in a democratic society.

The school currently serves 261 students in grades 9 through 12 in the South Bronx. The school population comprises 32.6% Black and 64.0% Hispanic students, with 3.4% from other or unknown backgrounds. The student body includes 19.2% English language learners and 19.5% receive some type of special education services. Boys account for 52.5% of the students enrolled and girls account for 47.5%. The average attendance rate for the school year 2009-2010 was 81.7%. The school is in receipt of Title 1 funding with 92.7% eligibility.

On staff we have 21 teachers, 3 secretary, 2 Para-professionals, 2 guidance counselors, mono-lingual and bilingual, 4 school aides, and 2 administrators. There is a full time Dean, and 100 % of our teachers are licensed, 70% have worked at the school for 2 or more years, and 10% of our teachers have 5 or more years of teaching experience.

The school is in its six year of operation. Its foundation was sponsored by its main partnership organization, Sistas and Brothas United (SBU), which promotes leadership, community awareness and social justice among young people. Since the school opened in September 2005, it has been relocated and now occupies the wing of a building that also accommodates elementary and middle school grades.

In addition to our founding partner, Sistas and Brothas United, we also have partnerships with Fordham University, Phipps, Inc., Council for Unity (A program that fosters self esteem and unity), Bronx-Lebanon Hospital Center, Summer Search (provides weekly mentoring, SAT preparation), New Settlement (offers opportunities for students to explore colleges), IMCR Dispute Resolution Center, NYC Department of Sanitation Recycling Program, Young Women's Health Leadership Group (offers teens opportunities to discuss health topics), and Children's Aid Society Preventive Services.

The Leadership Institute High School program includes classes that reflect the major themes of the school such as African/Latin American History, Business and Careers, Environmental Science, Political and Social Movements. As a school community we continue to support, endorse and promote a strong commitment to integrating the education of all students into the total school program.

The Leadership Institute High School and its entire staff share an unshakeable belief that all children can learn and a wavering commitment to make it happen. By utilizing student surveys and academic conferences we provide students with an informed voice in decision-making. This embodies our

school's philosophy and deep belief in our capacity to improve and enhance our educational reform effort at our school.

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:	Leadership Institute				
District:	09	DBN #:	9X276	School BEDS Code:	320900011276

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" 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					75.2	74.6	81.7		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					93.5	93.5	93.5		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					64.4	91.8	92.7		
Grade 8									
Grade 9	149	139	84	Students in Temporary Housing: Total Number					
Grade 10	103	99	77	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	39	47	57		7	5	7		
Grade 12	0	43	43						
Ungraded	0	1	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	291	329	261		4	8	7		
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	13	18	26	Principal Suspensions	27	111	73		
No. in Collaborative Team Teaching (CTT) Classes	0	1	11	Superintendent Suspensions	8	11	12		
Number all others	30	28	14						
<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	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	30	32	40	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	3	4	14	(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	21	25	21
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	5	6	6
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	3	2
	1	13	26	Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	96	95.2
American Indian or Alaska Native	0.0	0.0	0.4	Percent more than two years teaching in this school	19	32	76.2
Black or African American	33.3	36.9	32.6	Percent more than five years teaching anywhere	9.5	8.0	70.0
Hispanic or Latino	64.3	58.2	64.0				
Asian or Native Hawaiian/Other Pacific Isl.	0.7	1.2	1.1	Percent Masters Degree or higher	52.0	52.0	
White	1.7	1.5	1.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.0	96	95
Multi-racial							
Male	49.1	47.9	52.5				
Female	50.9	52.1	47.5				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" 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				√ ^{SH}	√ ^{SH}	--	
Ethnicity							
American Indian or Alaska Native							
Black or African American				[]--	--		
Hispanic or Latino				√ ^{SH}	√ ^{SH}	--	
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				3	3	0	

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	B	Overall Evaluation:	▶ UPF
Overall Score	59.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	▶ UPF
School Environment (Comprises 15% of the Overall Score)	4.8	Quality Statement 2: Plan and Set Goals	▶ UPF
School Performance (Comprises 25% of the Overall Score)	13.4	Quality Statement 3: Align Instructional Strategy to Goals	▶ UPF
Student Progress (Comprises 60% of the Overall Score)	37.6	Quality Statement 4: Align Capacity Building to Goals	√ P
Additional Credit	4.0	Quality Statement 5: Monitor and Revise	▶ UPF
<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?
-

After conducting our school's data review we found that the No Child Left Behind accountability status of our school is in Good Standing for ELA and Math, as well as all subgroups. Our schools Quality Review for SY 2009-2010 was Proficient and the needs assessment indicated the following: Develop a plan to support and deepen collaborative inquiry work where teacher teams reflect on their practice and provide each other with actionable and meaningful feedback to improve pedagogy. Develop a common language and consistency in assessing student progress to deepen differentiated instruction and inform next learning steps. Ensure that the regular analysis of specific data more precisely identifies student strengths and challenges, and leads to differentiated goals that are incisively aligned to student needs. Expand systems for monitoring and evaluating the frequency and ways in which benchmarks are used to measure progress towards all interim and long-term goals so that adjustments can be made in a timely manner.

Student Performance Trends:

As we analyzed our school's data, including School Report Cards, Progress Reports, Quality Reviews, periodic assessments, ARIS, as well as results of Inquiry Team action research, and school-based assessments, we noted the following:

- Our school improved in all areas of the School Learning Survey, including safety and respect, academic expectation, engagement and communication
- An increase of 11.5% of students earning 10+ credits in 3rd year was identified.
- An increase in the weighted Regents Pass rate was identified in Science.
- An increase of 7.0% in our school's Attendance rate was identified.
- An increase of 1.0% in the average completion rate for remaining Regents was identified.
- An increase of 11.8% in the weighted diploma rate was identified.

While the overall results indicate a positive trend in student progress for all students earning 10+ credits in the 2nd and 3rd year of credit accumulation, a negative trend in student progress for all students earning 10+ credits in the 1st, 2nd and 3rd lowest third is noted and academic intervention services are currently implemented.

Greatest Accomplishments:

- We are proud of the fact that students, teachers, parents and supporting staff feel comfortable discussing any area that affects our school. Here at the Leadership Institute we cultivate an open door policy, which is evident in our School Environment Surveys.
- We have an active Student Government which embodies the three pillars of our school mission: Leadership, Community Action and Social Justice.
- Our PSAL Basketball Team is in its second year. Due to their excellent sportsmanship and statistics, they were moved to the Bronx B Division within in one year.
- We were awarded a Technology Reso A Grant to infuse technology in our daily lessons. As part of the grant we will receive Smart boards and printers for each classroom, one computer lab with 34 Desktops, 40 Lap Tops, 8 class sets of Senteo and 8 Digital Imaging Devices. . Thanks to the hard work of our Student Government and Community Based Organization we are going to be able to continue preparing our students for the 21st Century: World of Work and College Readiness.
- We were awarded an Electrical Upgrade Reso A Grant to support the technology currently available to our school by our Councilman.
- We implemented an after-school program and Super Saturday Academy to provide academic intervention services to students in need of additional support and those who need to be challenged further. These programs allowed for credit recovery and regents review.
- We received a brand new science lab that includes technology probes and college level equipment.
- Crossing Borders is designed to demonstrate similarities between cultural groups and shed preconceived notions.

Significant Barriers

- The lack of technology has negatively impacted our student performance.
- A decrease in percentage of students in school's Lowest Third earning 10+ credits in the 1st, 2nd and 3rd year was noted.
- A decrease in the weighted Regents Pass rate was noted in English, Mathematics, U.S. History and Global History by less than 1%.
- The most significant barrier to the school's continuous improvement is the lack of space. Because we were relocated to an elementary/middle school campus we don't have a HS equipped library and gymnasium, as well as limited administrative office space. Every teacher on staff is required to share their room with one or more teachers, and many more teachers are required to travel between two or more classes a day.
- Need to reduce the number of over aged under credited students currently in our school.
- The performance level of incoming freshman still remains at Levels 1 and 2.
- The increase of English Language Learners has impacted the quality of instruction across all content areas.

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.

Goal #1

By June 2011, students in school's Lowest Third will earn 10+ credits in their 1st year of high school by attending Super Saturday Academy, After/Before School Tutoring and PM School at Leadership Institute.

Goal #2

By June 2011, progress towards graduation for students in our school's lowest third will increase by 3% as students will attend Super Saturday Academy, After School Tutoring and PM School at Leadership Institute.

Goal #3

By June 2011, our school's wide attendance will improve by 2% using school messenger on a daily basis and monitoring student monthly attendance progress.

Goal #4

By June 2011, Math students will demonstrate progress towards achieving state standards as measure by a 3% increase in students scoring at Level 3 and 4 on the NYS Math assessments.

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): Credit Accumulation

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students in school’s Lowest Third will earn 10+ credits in their 1st year of high school by attending Super Saturday Academy, After/Before School Tutoring and PM School at Leadership Institute.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Incoming 9th grade students • Super Saturday Academy: Regents Review and Credit Accumulation • Before/After School Program: Credit Recovery • PM School: Credit Accumulation • Teachers, Guidance Counselors, Administrator • January 2011 – June 2011
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • SY 10-11 • Administration • Teachers/Guidance Counselors • Data Specialist • Consultants • TL Fair Student Funding • Title I SWP • TL Fair Student Funding Incremental • Title I 5%/ • Title I 10% • SWP

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Acuity –October 2010, November 2010, March 2011, May 2011
- Scantron Performance Series- January 2011, March 2011, May 2011
- Mid Terms and Finals – November 2010 and January 2011, April 2011 and June 2011
- Regents- Jan, June and August 2011
- Achieve 3000- Ongoing
- Progress Reports- October 2010, November 2010, January 2011, February 2011, March 2011, May 2011, June 2011
- Report Card- October 2010, December 2010, January 2011, March 2011, April 2011, May 2011, June 2011
- Benchmark for credit accumulation is 5.5 credits per semester

	<ul style="list-style-type: none"> • Title I 5%/ • Title I 10% • SWP
<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"> • Progress Reports- October 2010, November 2010, January 2011, February 2011, March 2011, May 2011, June 2011 • Report Card- October 2010, December 2010, January 2011, March 2011, April 2011, May 2011, June 2011 • Transcripts- Jan , June and August 2011 • Benchmark for credit accumulation is 5.5 credits per semester

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): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, our school’s wide attendance will improve by 2% using school messenger on a daily basis and monitoring student monthly attendance progress.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • All students • Attendance Coordinator tracks daily attendance and monitors students’ trends and patterns. • Guidance Counselors will conference with students whose attendance are between 60-70 percent and track their progress. • Administrators will meet with Attendance Team to monitor and revise attendance plan. • Attendance Teacher will conduct home visits and make parental outreach to support student academic progress
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • SY 10-11 • Administration • Teachers/Guidance Counselors • Data Specialist • Network Attendance Teacher • TL Fair Student Funding • Title I SWP • TL Fair Student Funding Incremental • Title I 5% • Title I 10%

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Sept 2010 – June 2011-
- Every two months attendance team meets to review and analyze attendance patterns.
- RISAS are monitor on a monthly basis for trends and patterns.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, Math students will demonstrate progress towards achieving state standards as measure by a 3% increase in students scoring at Level 3 and 4 on the NYS Math assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • All students enrolled in a Regents course. • AIS-Saturday School, Before/After school • Double period block for Integrated Algebra Students • Pull out Math class for English Language Learners • Small class size for Algebra2 and Trigonometry • Additional semesters for Geometry course • Technology – Use of LCD, Smart board software, Interactive TI83 • Teachers, Administrators, Network Support – AFL Pilot • September 2010 – June 2011
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • SY 10-11 • Administration • Math Teachers • Data Specialist • Consultants • TL Fair Student Funding • TL Fair Student Funding • Title I SWP • IDEA ARRA • Contract for Excellence • TL Fair Student Funding Incremental • Title I 5%/10%

	<ul style="list-style-type: none"> • AFL Pilot Grant
<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"> • Acuity –October 2010, November 2010, March 2011, May 2011 • Mid Terms and Finals – November 2010 and January 2011, April 2011 and June 2011 • Regents- Jan, June and August 2011 • Progress Reports- October 2010, November 2010, January 2011, February 2011, March 2011, May 2011, June 2011 • Report Card- October 2010, December 2010, January 2011, March 2011, April 2011, May 2011, June 2011 • Projected gains will be measured using Skills Analysis

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	45	37	90	45	261	12	24	12-24
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Incoming freshmen at level 1 and 2 are programmed into an English and Business Writing class, utilizing the reading writing workshop model in order to provide additional support. This service is provided during the school day. On Saturday students will be offered tutoring in support of the ELA Regents. Students are also provided tutoring during their lunch period. Students in the lowest third, Sped and ELL subgroup are supported through the use of Achieve 3000. Achieve3000 offers unique resources to help students learn and practice critical reading comprehension strategies, in engaging material. Achieve 3000 is a good literacy curriculum for our ELLs, Lowest Third and Special Ed population.
Mathematics:	Incoming freshmen at level 1 and 2 are programmed into a double period Math, in order to provide additional support. This service is provided during the school day. Students are also offered tutoring during their lunch period and before/after school in support of the Regents. They are also provided with Saturday classes.
Science:	Students who failed science regents are programmed into a regents prep class in order to provide additional support to prepare them for the regents. Students are also provided with tutoring during their lunch period. Additional tutoring will be offered on Saturdays. In addition we purchased virtual labs for all science classes to support all learners. Smart Science provides students with het opportunity to interact with a virtual Laboratory experience. Students interact directly with the material world, using the tools, data collection techniques, models and theories of science.
Social Studies:	Students who failed social studies regents are provided with additional tutoring during lunch time and after school in order to provide additional support to prepare them for the regents. They are also programmed in a Regents Prep class during the day.
At-risk Services Provided by the Guidance Counselor:	One-on-one counseling, group and classroom workshops. Topics such as Gender, Sex, STDs, College, Interview Skills, Making your college count, Thinking about your career, Positive self image, life skills are discuss before, during and after school.
At-risk Services Provided by the School Psychologist:	One-on- one counseling, testing and crisis intervention.

At-risk Services Provided by the Social Worker:	One-on-one counseling with students and families, Evaluates and Diagnoses students.
At-risk Health-related Services:	All students with 504's identify are treated by the school nurse. In the event that the documentation was needed, a concerted effort was implemented between school nurse, school counselor, teacher and administration.

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.

See Attachment to Part A.

Part II- ELL Identification.

1. At the time of enrollment students are administered a Home Language Identification Survey (HLIS). If it is determined that the home language is something other than English, there will be an informal interview with student and family members to determine the home or native language of the student. Oral interview will be performed by a pedagogue. If it is determined that the student speaks another language than English and speaks little to no English then we administer the Language Battery Assessment (LAB) to determine the student's proficiency level in English. Students that are unable to take the English LAB-R exam will be given the Spanish LAB. Depending on the outcome of this test, students are placed in the correct ESL class, which includes Beginning, Intermediate and Advanced. Students who test Proficient on the LAB are not given ESL services and enter general education classes. In the Spring of every year, ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT). Students who score below proficiency will continue to be an ELL and receive services. Members involved in these processes include the Secretary, Bilingual Guidance Counselor, and the ESL teacher. The ESL teacher administers all the assessments and determines the qualifications for ELL eligibility. The LABs are administered to students within the first 10 days of entry into the school and the eligibility, intake, and placement process is completed within this time frame. They are immediately placed into ESL classes. The pedagogue responsible for conducting the initial screening and administering of placement test is a fully-qualified, licensed ESL teacher by the state of New York. The current ESL teacher, Loveena Thomas, speaks English, Malayalam, and basic Spanish. Loveena Thomas is responsible for administering the HLIS and the LAB-R.

2. Every effort is made to ensure that parents are made aware of their options. There is a parent orientation during the day and during the evening so they can view the options DVD from the EPIC case. The school communicates information about the orientation to the parents via phone calls, mailings, and letters through the students. All mailings and communication are given to parents in their native language and in English. Orientations are given to parents within 10 days of student entry, however due to scheduling conflicts; private meetings are setup between parents and the ESL teacher in lieu of group sessions. LIHS has future plans to extend our communications with parents regarding the education of their child. We plan to hold meetings to inform parents of the State's academic content standards, the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

We also want to provide parent workshops will provide information for parents to access government and state websites to help them understand State content and achievement standards. There are also plans to share the results of periodic assessments with parents so they are more aware of their student's progress the school year, in addition to the progress and report cards that are sent home. Parents also have the option of attaining their students grades through www.engage.com, which is an online teacher tool used by many teachers at LIHS. On this site, parents can see a real-time snapshot of how their student is doing and what upcoming assignments are due. In addition to Engage, LIHS has also launched its own interactive school website, which provides the latest information on all school activities. There are translated materials on the website, so parents can access the material in their native language. Lastly, students use

the web-based literacy program Achieve3000 in the class. Parents are given passwords, so they can not only monitor their student's work, but they themselves can use the site to improve their literacy.

3. Mailing is sent to parents via mail and copies are also sent with students to give to their parents. Bilingual paraprofessionals also call the parents to let them know to expect these mailings. All mailings and communication are given to parents in their native language and in English. Returned forms are stored in a secure location in the school.

4. After meeting with parents, reviewing their preferences, and based upon the availability of staffing, students are placed accordingly. Every effort is made to make sure parents are aware of their options as well as to make sure their concerns and needs are being addressed. Students are placed in a Free-Standing ESL program at the Leadership Institute High School, since that is the only type of program available to ELLs at the current time. Every effort is made to communicate with the parents their options and choices. The vast majority of parents that have come to informational sessions and have had interview with school personnel prefer to have their student in an ESL program versus a Bilingual program. According to the feedback, students are placed in a Free-Standing ESL program, however, as needs change, the school will look into making the necessary adjustments to program and staffing. Every effort is made to make the parent know they have a voice in their child's education. The school always has a bilingual Spanish translator present at meetings or orientation workshops when it is necessary and the Bilingual Spanish Guidance Counselor is present at the majority of meetings as well to give further advice and consultation when it comes to the bigger picture for the student.

5. After reviewing Parent Options and Survey forms, the trend is that the vast majority prefer to have their son/daughter in a Free-Standing ESL program, as opposed to a Bilingual Program. Out of 7 parents that attended the parent orientation in September 2010, six of them chose ESL and one guardian chose a Bilingual program.

6. As of right now, LIHS is currently offering the parent preferred choice of ESL. This is determined from the information we received from parents that have responded to the parent survey. At the Leadership Institute, we are constantly monitoring various programs that are already in place so make sure it makes the most sense for the students. We want to make sure we are not only honoring the wishes of the parents, but likewise constructing the best learning environment for the student. This is done through collaboration between parents and the school. At the current time, most parents have chosen a Free-Standing ESL program for their student. If the need changes, steps will be taken to make sure LIHS provides the necessary and desired program model.

Part IV: Programming and Scheduling

1./2. Instruction is delivered through self-contained Free Standing ESL classes. Students are clustered homogeneously by proficiency levels regardless of what grade they are in. Students are scheduled to 3 (Beginners), 2 (Intermediate), or 1 (Advanced) periods a day depending on their proficiency level. Intermediate and Advanced students and some Intermediate students are also given an additional ELA period, Beginning students do not receive any additional ELA classes. Specifically, Advanced ESL students take one unit (180 min/week) of ESL and one unit of ELA Intermediate students take 2 unites (360 min/week), with some Intermediate students taking a one unit of ELA as well. Beginning students receive 3 units (360 min/week) and they receive their ELA instruction strictly from their ESL classes and take no mainstream ELA. Samples of student schedules for each proficiency level are

attached. All ESL students receive ESL instruction from a certified ESL teacher. LIHS uses the Longman Keystone program, which is a multilevel program designed for English learners whose academic achievement is two or more years below grade level. Since vocabulary knowledge is one of the best indicators of students' future academic success across the curriculum, this program provides explicit instruction in academic vocabulary throughout the units. There are six thematic units with essential questions and content- area reading across the curriculum with learning strategies that students can use throughout their academic career. Throughout each there is a focus not only on vocabulary, but also grammar and writing, listening and speaking workshops. Writing instruction is scaffold through modeling, exemplar, brainstorming, eliciting prior knowledge, vocabulary instruction and review, and the use of graphic organizers. Rubrics are used to guide students and to develop their metacognitive skills. Students also read various novels in class to prepare them for the ELA regents. Reading instruction is scaffold through modeling, use of graphic organizers, brainstorming, double-entry journals and pre-reading questions which are then answered after reading. Vocabulary is supported through the use of picture libraries, computer images, and realia. Vocabulary study is ongoing, being introduced or reviewed in all content areas, and then maintained through written usage and active use of Word Walls.

In addition to ESL classes, Beginning and Intermediate students also receive additional literacy support with a period of Achieve 3000, which is a web-based, individualized learning program that uses online, summative assessment tools to differentiate language arts instruction and to improve reading comprehension, vocabulary, and writing skills among struggling learners. Students receive daily high-interest, non-fiction articles that are differentiated to each student's reading level and then tested on the article using questions similar to ones found on standardized tests. Students constantly have to revert back to the article, which in itself is a reading strategy, in order to find the answers. Students are engaged in the article and have to use vocabulary from the article, this providing a context for new vocabulary.

3. Content area classes are delivered by content area teachers in English. However, there are some bilingual Math classes offered in Algebra. Going forward, the school is planning to see what other bilingual content area classes it can offer based on scheduling availability. There is collaboration between the ESL department and the content areas in order to assure students receive extra support in the academic language. Content-based ESL methodology is used in classrooms, this method integrated English as second language instruction with subject matter instruction. The techniques used focus not only on acquiring a second language, but also using that language as a way to learn content subjects, such as math, science, social studies, and other content. Teachers try to develop ways to make sure that content-based instruction is meaningful and understandable to the learner, thereby giving the student multiple opportunities to understand and use the language in context. Teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning activities that connect new content to students' prior knowledge, that require collaboration among students, offers ELLs the grade-level content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level. When comprehensible input is given, students will feel less anxiety, thereby facilitating second language acquisition. This approach is very similar to sheltered English, at this time there are no separate content classes only for ELLs. Content area teachers are cognizant of ELLs and use various ESL strategies in the classroom on a daily basis, such as, the use of visual aids, native language support, use of movies, use of realia, textbooks in the native language, differentiated and modified projects, vocabulary preview, activation of prior knowledge, group activities where ELLs are paired with students of the same native language in the classroom, etc.

4. Differentiated Instruction for ELL sub-groups includes, but is not limited to:

Newcomers Plan – Students who arrive at LIHS as newcomers to either NYC or the United States will be evaluated using the LAB- R exam. Results of this exam will be reported to the Department of Education and to the school's admission team. A parent / student interview will be conducted with the ESL teacher and the guidance counselor. Parents will be provided with the same ESL information that was stated above, and

will be given the option of choosing the most appropriate program for their child after attending the parent orientation.

Special Needs / ELL - All support and instructional programs available for ELL students and Special Needs students are available for students identified as both ELL and Special Needs. Within this program, parents, guidance counselors, related service providers, ESL teachers and Special Education teachers collaboratively work toward providing the identified student with the instruction and educational support necessary to be successful within the ESL and Regents curriculum. Some strategies include academic intervention services, one-on-one tutoring, counseling and collaborations among all content teachers.

ELLs receiving 4-6 years of service are also supported in various capacities. First, we examine the data to identify the student's strengths and weaknesses. This will provide us a better understanding of where we need to target instruction. Students in this group are given the proper native language support, along with sheltered English methods in their content area classes, as well as morning tutoring, after-school tutoring, and access to Saturday school. Students are constantly monitored for progress or decline in the different modalities. Teacher at LIHS make it a point to make students aware of their goals and what they need to work on to improve in school. So there is a constant monitoring and revisiting of goals between teacher and student. As with all students, there is constant communication with the bilingual guidance counselor, teacher and students to ensure there is a check on progress.

Long Term ELLs and Extension of Services- Our plan is to address these students with specific academic and social support. ELL students in need of extended services will be provided with individual counseling from our guidance staff and one-on-one tutorial assistance from both the ESL teacher as well as a certified English Language Arts instructor. These services will be provided via a PM school support program.

Other interventions include but are not limited to:

- o Personalized instruction and smaller class sizes for SIFEs.
- o A strong literacy-based computer program to help SIFEs with basic reading and writing using Achiev3000, geared toward SIFES and Newcomers, but it benefits all the ESL students as the vast majority are not on grade level for reading.
- o Currently, the ESL teacher offers before school Tutoring for all ESL students to attend. There are plans to create as also Saturday School available Saturday Academy for ELLs, since such programs have been proven to assist ELLs in learning English and native language arts, as well as gaining additional credits in content courses to catch up to grade level and graduate on time.
- o There is also mandatory afterschool tutoring geared towards students taking Regents. This includes ESL students, and the ESL teacher pushes into classes with ESL students to do small group instruction with the ELLs within the main classroom.
- o Purchase quality books and other learning resources that are commensurate to those provided to English-proficient students, such as content area and instructional materials in native languages.
- o Use of a bilingual guidance counselor to help mentor ELLs to navigate admissions requirements, encourage post-secondary education, and address non-school related obstacles that impede ELL student success for all the sub-groups.
- o All Special Education accommodations are adhered to in the ESL classroom, including additional support with time, glossaries, questions read, use of bilingual para-professional, extended time, etc. for all students with special needs. The ESL teacher is aware of every student with an IEP in the class and every effort is made to make sure the students' needs are being met.
- o Use of textbooks designed specifically for Newcomers are used in the ESL classroom.
- o Data analysis is done for all subgroups to see where they are failing and why they are failing. Then targeted instruction is given in those areas in the classroom.
- o There are meetings between the guidance department and ESL teacher to create graduation plans for the ELLs, with a focus on the long-term ELLs that have been in ESL for more than 6 years.
- o There is differentiated instruction for ELLs across the board in all their classes. Since high school students are not granted a grace

period for taking Regents, immediate attention is given to the fact that these students will be taking the Regents alongside their native English speaking peers. There is a focus across the board in trying to get these students to pass by the use of various strategies outlined above in number 3. It is of utmost importance to make the content accessible to ELLs in each subgroup.

5. Targeted interventions include, but are not limited to the following below:

ELA: All subgroups receive focused literacy intervention with the Achieve 3000 program. There have already been gains garnered in literacy levels from students that started using this program last year. It continues to be a great asset. There is also a major focus on vocabulary development, as vocabulary knowledge is a significant determinate of reading comprehension ability, early lessons and activities that promote vocabulary knowledge and other reading skills are critical.

Math: Bilingual math classes are offered to students who are in the ninth grade Integrated Algebra class. This year, the majority of newcomers are scheduled for that class, so the support in the native language of Spanish is very beneficial. Also, students are given textbooks in their native language in their other Math classes. There are also bilingual para-professionals that travel with the Newcomer cohort.

Social Studies and Science: There are bilingual para-professionals available for the Newcomer cohort in their Social Studies and Science classes. In all subgroups receive native language support with textbooks in Spanish.

All content area teachers collaborate with the ESL teacher to make modifications to their lessons. All teachers use differentiated instructions for the ELLs across the subgroups.

6. English Language Learners who achieve proficiency still require additional support services. These students will be monitored by both the ESL teacher and the Guidance Counselor. Students who reach Proficiency on the NYSESLAT are not given continued ESL classes, unless it is determined they should. However, former ELLs of up to two years are still given accommodations by their teachers in class and during tests. Their progress academically as well as on standardized state exams will be monitored for accountability and early academic intervention.

7. New plans for the upcoming school year include, changes to scheduling so that we can offer more bilingual classes to ELLs. In addition there is a plan to offer native language classes, so that proficiency in Spanish is still continued as they learn English. Increase classroom libraries to include literature in native language and to purchase bilingual books where the native language is one page and the English translation is on the other page for classic novels. LIHS is also committed to improving parent communication and involving them more in their students' academic life. Parents will be given access to the same program that their students use, Achieve3000 and this way, they too can take a role in their learning as well as to be able to monitor their child's progress.

8. At this time there are no plans to discontinue any services for ELLs, only to add programs.

9. ELLs have access to ALL programs available to the general school population. There is a before school tutoring program targeted only for ELLs, then there is mandatory tutoring for ELLs and gened students taking the Regents. In addition, there is a PHIPPS program that ninth-grade ELLs can participate. This program provides after school help to students in all their classes. There is also a sister program to this offered in another school where there is a bilingual after school help offered in Spanish. Once Regents approach, there will be Saturday school offered to them as well. Students are invited through mailings to parents in their native language, there are announcements at school, there are flyers in English and

Spanish throughout the hallways, automated phone message system in English and Spanish, and teachers tell students personally in the classroom regarding all activities at the school. There is a concerted effort to make sure all text that is mailed or posted is accessible by every student.

10. Instructional materials, including textbooks and other classroom material are offered in the students' native language. Every effort is made to purchase high quality textbooks for ELLs which is comparable if not the exact same as the ones used by the general ed population. Newcomer, Beginning, and Intermediate classes are given additional periods to use Achieve3000 on school laptops. This is an internet based literacy program that not only strengthens their reading and writing, but in addition it improves their technological literacy as well. There are also audio books and audio centers with headphones available for ELLs. Classroom instruction always incorporates the students' native language with textbooks and translated materials.

11. Native language support is given to all subgroups of ELLs in all their classes. Teachers translate material, vocabulary acquisition through native language cognates, and bilingual para-professionals provide student with support in their native language.

12. Required services support and resources do correspond to ELLs age and grade level. Currently all the classes are of mixed age and grades, but every effort is made to be cognizant of individual student needs.

13. In order to assist Newcomers that we are aware of at the beginning of the year, we plan to have a Newcomers orientation for them a week before school starts, so they can get familiar with the layout of the school and the protocols of high school. Unfortunately, the reality is that most Newcomers we received this year, came over the counter randomly every day for a month after school started. In this case, students are usually paired with a buddy who is already familiar with the school and this buddy helps them throughout the day. The environment at LIHS is of one of a large family; the staff, administrations, teachers and students all help one another, especially in the case of Newcomers.

14. Students are offered Spanish language electives; where they can take Advanced Native Language Speaker classes.

D. Professional Development Plan – This year more than ever LIHS is focusing our yearly in-house professional developments on best practices in ESL strategies and methodologies. The in-house PDs will be provided during common planning workshops during 3rd period as well as through on-going support provided by the district ELL Curriculum Instructional Specialist and ESL teacher. The ESL teacher as well as content area teachers partake in a variety of PDs throughout the year which are specifically focused on ELLs. Our school is proactive in edifying content area teachers with effective ELL instructional models, as is evidenced in numerous faculty meetings facilitated by the principal and assistant principal. We are also aware of the Jose P. 7.5 hours of ELL training for teachers outside ESL/Bilingual license field. Topics that will be looked at this year are: use of data to drive instruction, NYSESLAT, Vocabulary across the Content Areas, Language Allocation Policy, and Sharing of Best Practices. In addition the ESL teachers as well as content area teachers, administrators, including the assistant principal attend PDs offered through our network, Fordham University, BETACs, UFT, and other offices that offer effective practices in instructing ELLs. In addition, there are various meetings facilitated by the ELA consultant on ELL best practices in the classroom. The ESL teacher is trained in QTEL and there are plans to send content area teachers for training in QTEL content area PDs.

As students transition from one school level to another, they need support targeted for different goals. There are benchmarks that each grade

should reach and teachers review these at grade level meetings so everyone is aware of where a particular grade student should be at. Knowing this information helped a teacher guide a student. Teachers will support students as they graduate through the years and in order to do that teachers need to understand what is required of students at various levels. This is done by having common planning meetings where the focus is on how to move ELLs smoothly from different levels of school and proficiency.

E. Parental Involvement- Parents are given an orientation at the beginning of the year on their choices of English language learning programs. There was a large turnout this year, year; however, there are still parents who were not able to attend. However, overall, overall parental involvement has increased significantly in the past few years, especially among ELL parents. Parents are always kept informed of student behavior in classrooms, both positive and negative, with phone calls from either the teacher, para-professional who translates, or a guidance counselor. Parents are always kept abreast of any concerns that may arise. In, tThis past weekcurrent school year we had one of the largest ELL parent turnouts for Parent Teacher night in the past 3 years. Correspondences are sent to parents in their native language. Parents are encouraged to be involved in their student's learning. They are given ids for the literacy program Achieve 3000, so they too can improve their literacy, while at the same time share in the activity with their student. Unfortunately, there are still many parents that are reluctant or simply unable to attend school events due to conflicts in work schedules. In these cases, any written material that is used at parent orientations or workshops are translated and mailed to the parents in their native language. Also, with the addition of the new school web site, there is always updated real-time data streamed onto the website. Parents have unlimited access to the website. The needs of parents will be assessed using different surveys in order to make sure they are aware of what is going on with the school, as well as to make sure any questions, concerns, or suggestions are heard by the school. Also, teachers and administrators always make themselves available for meetings with parents, outside of scheduled parent/teacher nights.

There are future plans for the ESL teacher to provide ESL workshops to parents after school. They would partake in instruction in English language acquisition as well as with learning procedures and steps for various functions, ranging from educational needs for their student to completing everyday activities. Aside from this, we would solicit help from our network leaders to facilitate workshops.

Part V: Assessments and Analysis:

1. ELLs were administered reading Achieve3000's Level Set, an online assessment tool that utilizes the Lexile Framework, which offers a scientific means of matching students to informational texts. This measure is unique because it measures text difficulty and reader ability on the same scale. The Lexile Framework has been linked to many national and state norm-referenced assessments, including the SAT-10, SAT-9, SDRT-4, MAT-8, TerraNova Assessment Series (CTBS/5 and CAT/6), and the Iowa Tests (ITBS and ITED), as well as many state tests. In 2003, the National Center for Education Statistics (NCES) chose the Lexile Framework as its own measure of text difficulty. This measure is based on two well-established predictors of how difficult a text is to comprehend: semantic difficulty and syntactic complexity. Semantic difficulty refers to the frequency with which a word appears in each five-million words of a corpus of nearly 600-million words. Syntactic difficulty refers to the length of a sentence. Long sentences are likely to contain more clauses and therefore communicate not only more information and ideas, but also an interrelationship between them. Researchers also speculate that longer sentences require the reader to retain more information in short-term memory. Sentence length is a powerful indicator of the syntactic complexity of a passage.

Based on all this information, we are able to determine a student's reading level. This test is extremely helpful in planning instruction because teachers are aware of what reading level their material should be in order for the student to be able to access it. After analyzing this year's test results, the Newcomer/Beginner cohort are all at a Beginner Reader level, the Intermediate cohort ranges from a reading level of 2.1-3.2. The Advanced Cohort ranges from 3.2-6.1. This is very useful when teachers select text for the class.

2./3. From looking at the data this year, it is evident that the majority of our ninth graders, who make up the vast majority of the Newcomer/Beginner cohort, are at a beginner level across the board in all modalities. As students move up from Beginning to Intermediate, their Listening and Speaking scores increase, however, their Reading and Writing needs improvement. The Advanced students are advanced or Proficient in the Listening and Speaking, but they struggle with the Reading and the Writing. Knowing this information is greatly beneficial for classroom instructions because we know where to focus our instruction. Improvement in reading is a major focus across the board as that is the foundation of improving language acquisition, but as far as the other modalities, they are targeted based on the class needs. Keeping this information in mind, there is a push to target student needs in improving literacy, especially with differentiated programs, like Achieve3000 as well as for more targeted instruction during before and after school tutoring.

4. From looking at the results of the latest Regents scores from June 2010, there needs to be more focus on Regents preparations. There was not a drastic difference in students that took the test in their native language versus ELLs who chose to take it in English. Last year 16 ELLs took the Global History and Geography report, out of those students, 12 took it in English and 4 took it in Spanish. The results were that 2 students passed taking the English version and 0 students passed taking Spanish version. Likewise, last year 9 ELLs took the Living Environment Regents, 7 students took it in English and 2 students took it in Spanish. The results were 4 students passed in English and 1 student passed in Spanish. After analyzing trends, we have noticed that consideration must be given to the specific content area being analyzed, since there are many variables that go into a test. The greatest focus should be on ELA, Social Studies, and Math preparation. There is continued data analysis of Regents scores in all departments and within subgroups. Improving scores across the board is a big topic of common planning this year. At risk students were targeted for extended day tutoring and they are also given the option to come to our Title III morning tutoring program or Saturday School. Tutoring is available in all content areas by content area teachers as well as the ESL teacher.

Information from the Periodic ELL Assessment is greatly useful in instructional planning because you can see specific areas of strengths and weaknesses. The Periodic results are viewed online and it gives a question-by-question breakdown for each students. Knowing this information allows you to plan specifically for each student. The ESL teacher, content area teachers and administration are involved in analyzing the data and implementing changes based on the information.

6. There is always room for improvement and always room for making changes for the best. Improving Regents scores for our student population across the board is of the utmost importance this year. That is one of the main focuses of discussion this year during teacher common planning time. So far this year, there have already been great changes in the way we deal with the different sub-groups in our building and we plan to continue this work. As we continue to analyze the data, we will set plans into motion. This is a collaborative effort between every teacher, administration and the students. The ultimate goal for everyone is success for each and every student.

Additional Information

As our student population changes, instructional and school practices are also changing in order to meet the needs of all the students. Currently, the whole school does its best to accommodate the needs of its ELL population. Every day we look for new and better ways to reach these students and we do see successes every day. Instructing ELLs is on the top of the list of common planning agenda. New practices and new programs have been put into place to reach these students. It is a collaborative effort and it is has brought our school team closer in trying to achieve this one goal. Although, this is a hard process and we are all dedicated to making sure that each student leaves our doors as a successful young adult who is ready to take on the obstacles of the world ahead of them.

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

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

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

Section I. Student and School Information

Grade Level(s) 9-12 **Number of Students to be Served:** 45 LEP 45 Non-LEP

Number of Teachers 1 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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: 9x276 BEDS Code: 320900011276

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) - Per session - Per diem	\$4,889	100 hours of per session for ESL and General Ed teacher to support ELL Students: 100 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	\$5,000	Consultant, Ms. Carol Turoff, working with teachers and administrators 1 day a week on development of curriculum enhancements
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$2,500	10 NookBook, Cassette Recorders, Headphones, Book Bins,
Educational Software (Object Code 199)	\$2,611	Achieve 3000 development software packages for after-school program

Travel		
Other		
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - After distributing and receiving the Bilingual Education Student Information Survey (BESIS), as well as providing our parents with a needs assessment, we concluded that we had a great need for translated documents in Spanish.
 - In our guidance intake we determine the primary language by having a conversation in English and Spanish. If the parent does not speak either language we call the language interpretation unit.
 - This information is recorded on the emergency cards and the home language survey and eventually is input into ATS by our Pupil Accounting Secretary.
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.
 - a. We have surveyed parents and students. Based on our own school survey data we found an increased of the number of students with Spanish as their home language. We reported the findings via mail to all parents. We informed the school community via memos and posters throughout the building. We hired bilingual support staff to help with the verbal and written communication.

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.
 - Leadership will survey and identify staffs that are fluent in languages other than English. These teachers will be asked if they could make themselves available for any translations needed during the school day.
 - We will contact the Office of English Language Learners and request their translation materials.

- Office personnel will provide written translation services.
 - Parent Coordinator will provide written translation and request translation material from the Office of ELL.
 - Leadership will mail home surveys to identify the need of different languages.
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.
- a. We will have staff available on site to translate in the needed language. In the event that we have no one to translate, we will contact the Translation and Interpretation Unit.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
- Leadership will fulfill Section VII of Chancellor's Regulations A-663 by adding the regulation to our welcoming package. Parents will receive this regulation via mail prior to the opening of school, as well as, at our special student and parent orientations. Parents will be informed and will be helped in understanding this most important regulation. Leadership understands that this regulation must be mailed or given to parents within 30 days of a student's enrollment.
 - Leadership will also have the following forms available on site: Translation Request Form (for offices), Translation Request Form (for schools) Interpretation Request Form, Request to Translate a Foreign Language Transcript.
 - At Leadership we will also have bilingual bulletin board with posters advertising school wide community events.

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	330,056	4,751	334,807
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,300		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		47.51	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	16,502		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		237.55	
6. Enter the anticipated 10% set-aside for Professional Development:	33,005		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		475	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100
9. If the percentage of high quality teachers during 2009-2010 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.

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**.

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Leadership Institute agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

1. Leadership Institute will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Increase the number of parent members on the School Leadership Team.
- Recruitment letter campaigns to parents from the principal and the parent coordinator.
- Increase recruitment announcements at PTA meetings.
- Increase scheduled parent meeting times to discuss recruitment events (after school and Saturday).
- Increase telephone outreach to parents to inform them about recruitment opportunities.
- Post recruitment events on school bulletins and the school website (as it is developed).

2. Leadership Institute will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Increase the number of parent members on the School Leadership Team.
- Recruitment letter campaigns to parents from the principal and the parent coordinator.
- Increase recruitment announcements at PTA meetings.
- Increase scheduled parent meeting times to discuss recruitment events.
- Increase telephone outreach to parents to inform them about recruitment opportunities

3. Leadership Institute will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Increase awareness of parents whose first language is one other than English.
- Create a system where constant translation and interpretation services are offered to parents.
- Increase letter campaigns to parents from the principal and parent coordinator informing them about school events and opportunities
- School website will provide information about parent opportunities at Leadership Institute (as it is developed)
- The school website will update parents about school activities.
- A series of informative breakfasts will be held to increase parent awareness about school objectives.
- A series of student exhibitions will be held to communicate learning objectives in all subjects to parents.

4. Leadership Institute will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)

- Parent-Student Book Club
- After school support class in Literacy for Parents and Students
- After school Project Based Math Classes
- Student Exhibition Ceremonies four times per year.

5. Leadership Institute will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
- The Parent Coordinator will assess the level of parent involvement by conducting a school and community survey for each semester.
 - The Parent Coordinator will coordinate telephone and letter outreach to parents
 - The Principal will meet monthly with the Chairperson of the School Leadership Team to develop strategies for increasing the involvement of parents and community members at Leadership Institute.
 - The Parent Coordinator will maintain the parent portion of school's website.
6. Leadership Institute will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 1. Informative sessions about New York State Performance Standards held four times per year.
 2. Creation of a parent handbook outlining graduation requirements
 3. Informative sessions about graduation requirements conducted by the Guidance Counselor twice per semester
 4. The rationale for budgetary information with respect to resources will be posted on the school's web-site (as it is developed) Parents will have an opportunity to provide feedback and suggestions.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Parents will be invited to participate in After School Programs to assist their children in Literacy and Math
 - Student exhibitions will be held four times throughout the year to acquaint parents about content areas for all subjects.

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
 - Work with our community partners to inform them about the collaborative opportunities they offer between teachers and parents
 - School wide community walk held twice per year. Staff at the school will conduct a walking tour of the neighborhood. Parent Coordinator will coordinate visits with participating parents who can inform staff about the needs and concerns of the community and their children

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - After School Literacy Program
 - After School Math program

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

Increase translation and interpretation services

Ensure that the school news bulletin is available in languages other than English

Ensure that the school website services parents and the community in languages other than English

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and

providing other reasonable support for parental involvement activities under section 1118 as parents may request

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

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

Leadership Institute High School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
- Each student will have a full program as mandated by New York State Department of Education. Students will be assigned to Small learning communities and have support personnel assigned to them based on their chosen community.
- hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:
- Parent teacher conferences are held twice annually.
- provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
- Student report cards are distributed 6 times a year and student promotions in doubt letters are sent home a minimum of twice a year.

- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
- Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment.
- provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
- The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities.

Parent Responsibilities

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

- supporting my child's learning by making education a priority in our home by:
- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her school activities everyday;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed;
- monitoring the amount of television my children watch;
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school discipline policy;
- express high expectations and offer praise and encouragement or achievement;

PART II OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

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

(Describe the ways in which students will support their academic achievement, such as:

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning-pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *follow the school's dress code;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for test and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

Leadership Institute High School will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as

possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;

- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to parents an individual student report about the performance of their child on the State assessment in least English language arts and mathematics; and
- To help build and develop a partnership with parents to help their children achieve the State's high academic standards, Leadership Institute High School will:
- recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams;
- work with the LEA in addressing problems, if any, in implementing parental involvement activities in Section 1118- Parental Involvement of Title I, Part A.
- work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving in issue of violations(s) of a Federal statute or regulation of Title I, Part A programs in provided to parents of students and to appropriate private school officials or representatives.

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

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.

Please refer to SECTION IV -- NEEDS ASSESSMENT (INFORMATION GATHERING & PATTERN ANALYSIS) ON PAGE S 11-12

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.

- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

Based on the NCLB Legislation, Leadership Institute will ensure that staff meets the following criteria:

- Highly Qualified Teachers: To be deemed highly qualified, teachers will have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach.
- State Requirements: *NCLB* requires states to 1) measure the extent to which all students have highly qualified teachers, particularly minority and disadvantaged students, 2) adopt goals and plans to ensure all teachers are highly qualified and, 3) publicly report plans and progress in meeting teacher quality goals.
- Demonstration of Competency: Teachers (in middle and high school) must prove that they know the subject they teach with: 1) a major in the subject they teach, 2) credits equivalent to a major in the subject, 3) passage of a state-developed test, 4) HOUSSE (for current teachers only, see below), 5) an advanced certification from the state, or 6) a graduate degree.

High, Objective, Uniform State Standard of Evaluation (HOUSSE): *NCLB* allows for the development of additional avenues for current teachers to demonstrate subject-matter competency and meet highly qualified teacher requirements. Proof may consist of a combination of teaching experience, professional development, and knowledge in the subject garnered over time in the profession

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.

Common planning time was voted (SBO) to allow for daily and weekly professional development at our school. As a school we meet and discuss our school data, department goals on a weekly basis. We provide staff development on topics such as student engagement and student improvement, among other topics.

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

Among the strategies to be utilized to attract, recruit and employ highly qualified teachers are: year round search for prospective teachers, recruitment at various universities and teacher training colleges, ongoing communication with NYCDOE Office of Recruitment, teaching fellows program, TOP programs, and word of mouth referrals from current faculty. Designated staff will attend all NYCBOE job fairs.

6. Strategies to increase parental involvement through means such as family literacy services.
Our Parent Coordinator facilitates parent involvement by sending calendars and letters regularly to parents and scheduling and delivering parent workshops.
We will implement a parent involvement outreach program that will include: meetings held around the availability of parents i.e., evenings and Saturday; a parent training academy will be established that will offer services that directly respond to parental request. It is expected that parents will be involved an ongoing series adolescent workshop and training, guidance related workshops on promotional and graduation requirements, college search and financial aid 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.

Not Applicable

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.

Workshops will be provided to teachers that include: article reviews on student assessment, review of protocols on assessing student work, protocols on examining assessments, professional development on team work and assessment of group work.

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.

Leadership Institute will implement several intervention programs during the school year to assist struggling students. Prior to the implementation of these programs students will be assess via testing tools. Once identified students will be assigned to appropriate intervention. These interventions will take place before /after school, as well as, on Saturdays.
Additional time will be provided in student programs to ensure that students have enough time to master the level of academic achievement.

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.

At Leadership Institute we have several programs to help to our student population, which will be paid through Title I/III funding. These services include: Saturday Academy program, extended day program, literacy program, math program and regents prep. The programs will service grades 9th-12th.

11. 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.
12. Schoolwide reform strategies that:
 - c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - d) 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.
13. Instruction by highly qualified staff.
14. 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.
15. Strategies to attract high-quality highly qualified teachers to high-need schools.
16. Strategies to increase parental involvement through means such as family literacy services.

17. 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.
18. 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.
19. 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.
20. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal		✓				
Title I, Part A (ARRA)	Federal		✓				
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

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;

-
- 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.

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: Not Applicable **SURR³ Phase/Group (If applicable):** Not 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: Not Applicable

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

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.)

We currently have 7 Temporary Housing students attending our school.

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

In response to our STH population we immediately begin outreach with a parent and student meeting to see how we can help connect family to service. We conduct guidance meetings to monitor progress. The DOE liaison is contacted to ensure consistent attendance. We monitor progress by reviewing attendance data, progress reports and report cards. Outreach is done by including in group counseling sessions.

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:	Leadership Institute						
District:	9	DBN:	09X276	School		320900011276	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K		0	0				81.7
Kindergarten		0	0				
Grade 1		0	0				
Grade 2		0	0				
Grade 3		0	0				
Grade 4		0	0				
Grade 5		0	0				
Grade 6		0	0				
Grade 7		0	0				
Grade 8		0	0				
Grade 9		114	83				
Grade 10		89	77				
Grade 11		51	59				
Grade 12		42	43				
Ungraded		0	0				
Total		296	262				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
			87.3

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		93.5	81.9

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
			15

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
			4

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		16	26	Principal Suspensions			73
# in Collaborative Team Teaching (CTT) Classes		9	12	Superintendent Suspensions			12
Number all others		19	13				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants			0
Early College HS Program Participants			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	TBD	Number of Teachers			23
# in Dual Lang. Programs		0	TBD	Number of Administrators and Other Professionals			5
# receiving ESL services only		25	TBD	Number of Educational Paraprofessionals			3
# ELLs with IEPs		11	TBD				
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
			80	% fully licensed & permanently assigned to this school			100.0
				% more than 2 years teaching in this school			43.5
				% more than 5 years teaching anywhere			21.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native		1.0	0.4	% core classes taught by "highly qualified" teachers			100.0
Black or African American		39.5	33.2				
Hispanic or Latino		56.4	63.4				
Asian or Native Hawaiian/Other Pacific		1.0	1.1				
White		1.4	1.9				
Male		54.1	52.3				
Female		45.9	47.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native						
Black or African American				-	-	
Hispanic or Latino				vsh	vsh	-
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial						
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				v	v	-
Student groups making				3	3	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	D	Overall Evaluation:	P
Overall Score:	45	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	8	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	11.4	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	25.6		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 406	District 09	School Number 276	School Name Leadership Institute
Principal Marta Colon-Jusino		Assistant Principal Jose Martinez	
Coach type here		Coach type here	
Teacher/Subject Area Mr. Roberto Saavedra/ History		Guidance Counselor Manuela Guzman	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator type here	
Related Service Provider Loveena Thomas, ESL		Other type here	
Network Leader Christina Mana Jiminez		Other type here	

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	270	Total Number of ELLs	50	ELLs as Share of Total Student Population (%)	18.52%
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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. At the time of enrollment students are administered a Home Language Identification Survey (HLIS). If it is determined that the home language is something other than English, there will be an informal interview with student and family members to determine the home or native language of the student. Oral interview will be performed by a pedagogue. If it is determined that the student speaks another language than English and speaks little to no English then we administer the Language Battery Assessment (LAB) to determine the student's proficiency level in English. Students that are unable to take the English LAB-R exam will be given the Spanish LAB. Depending on the outcome of this test, students are placed in the correct ESL class, which includes Beginning, Intermediate and Advanced. Students who test Proficient on the LAB are not given ESL services and enter general education classes. In the Spring of every year, ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT). Students who score below proficiency will continue to be an ELL and receive services. Members involved in these processes include the Secretary, Bilingual Guidance Counselor, and the ESL teacher. The ESL teacher administers all the assessments and determines the qualifications for ELL eligibility. The LABs are administered to students within the first 10 days of entry into the school and the eligibility, intake, and placement process is completed within this time frame. They are immediately placed into ESL classes.

The pedagogue responsible for conducting the initial screening and administering of placement test is a fully-qualified, licensed ESL teacher by the state of New York. The current ESL teacher, Loveena Thomas, speaks English, Malayalam, and basic Spanish. Loveena Thomas is responsible for administering the HLIS and the LAB-R.

2. Every effort is made to ensure that parents are made aware of their options. There is a parent orientation during the day and during the evening so they can view the options DVD from the EPIC case. The school communicates information about the orientation to the parents via phone calls, mailings, and letters through the students. All mailings and communication are given to parents in their native language and in English. Orientations are given to parents within 10 days of student entry, however due to scheduling conflicts; private meetings are setup between parents and the ESL teacher in lieu of group sessions. LIHS has future plans to extend our communications with parents regarding the education of their child. We plan to hold meetings to inform parents of the State's academic content standards, the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

We also want to provide parent workshops will provide information for parents to access government and state websites to help them understand State content

and achievement standards. There are also plans to share the results of periodic assessments with parents so they are more aware of their student's progress the school year, in addition to the progress and report cards that are sent home. Parents also have the option of attaining their students grades through www.engage.com, which is an online teacher tool used by many teachers at LIHS. On this site, parents can see a real-time snapshot of how their student is doing and what upcoming assignments are due. In addition to Engage, LIHS has also launched its own interactive school website, which provides the latest information on all school activities. There are translated materials on the website, so parents can access the material in their native language. Lastly, students use the web-based literacy program Achieve3000 in the class. Parents are given passwords, so they can not only monitor their student's work, but they themselves can use the site to improve their literacy.

3. Mailing is sent to parents via mail and copies are also sent with students to give to their parents. Bilingual paraprofessionals also call the parents to let them know to expect these mailings. All mailings and communication are given to parents in their native language and in English. Returned forms are stored in a secure location in the school.

4. After meeting with parents, reviewing their preferences, and based upon the availability of staffing, students are placed accordingly. Every effort is made to make sure parents are aware of their options as well as to make sure their concerns and needs are being addressed. The vast majority of parents that have come to informational sessions and have had interview with school personnel prefer to have their student in an ESL program versus a Bilingual program. According to the feedback, students are placed in a Free-Standing ESL program, however, as needs change, the school will look into making the necessary adjustments to program and staffing. Every effort is made to make the parent know they have a voice in their child's education. The school always has a bilingual Spanish translator present at meetings or orientation workshops when it is necessary and the Bilingual Spanish Guidance Counselor is present at the majority of meetings as well to give further advice and consultation when it comes to the bigger picture for the student.

5. After reviewing Parent Options and Survey forms, the trend is that the vast majority prefer to have their son/daughter in a Free-Standing ESL program, as opposed to a Bilingual Program. Out of 7 parents that attended the parent orientation in September 2010,

six of them chose ESL and one guardian chose a Bilingual program.

6. As of right now, LIHS is currently offering the parent preferred choice of ESL. This is determined from the information we received from parents that have responded to the parent survey. At the Leadership Institute, we are constantly monitoring various programs that are already in place so make sure it makes the most sense for the students. We want to make sure we are not only honoring the wishes of the parents, but likewise constructing the best learning environment for the student. This is done through collaboration between parents and the school. At the current time, most parents have chosen a Free-Standing ESL program for their student. If the need changes, steps will be taken to make sure LIHS provides the necessary and desired program model.

Part III: ELL Demographics

A. ELL Programs

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

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	32	Special Education	14
SIFE	9	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	8

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	32	5	3	13	4	7	8												4	5	
Total	32	5	3	13	4	7	8												0	4	5

Number of ELLs in a TBE program who are in alternate placement: 0

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										26	13	11	1	51
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian											1			1
Other											1			1
TOTAL	0	0	0	0	0	0	0	0	0	26	15	11	1	53

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./2. Instruction is delivered through self-contained Free Standing ESL classes. Students are clustered homogeneously by proficiency levels regardless of what grade they are in. Students are scheduled to 3 (Beginners), 2 (Intermediate), or 1 (Advanced) periods a day depending on their proficiency level. Intermediate and Advanced students and some Intermediate students are also given an additional ELA period, Beginning students do not receive any additional ELA classes. Specifically, Advanced ESL students take one unit (180 min/week) of ESL and one unit of ELA Intermediate students take 2 unites (360 min/week), with some Intermediate students taking a one unit of ELA as well. Beginning students receive 3 units (360 min/week) and they receive their ELA instruction strictly from their ESL classes and take no mainstream ELA. Samples of student schedules for each proficiency level are attached. All ESL students receive ESL instruction from a certified ESL teacher. LIHS uses the Longman Keystone program, which is a multilevel program designed for English learners whose academic achievement is two or more years below grade level. Since vocabulary knowledge is one of the best indicators of students' future academic success across the curriculum, this program provides explicit instruction in academic vocabulary throughout the units. There are six thematic units with essential questions and content- area reading across the curriculum with learning strategies that students can use throughout their academic career. Throughout each there is a focus not only on vocabulary, but also grammar and writing, listening and speaking workshops. Writing instruction is scaffold through modeling, exemplar, brainstorming, eliciting prior knowledge, vocabulary instruction and review, and the use of graphic organizers. Rubrics are used to guide students and to develop their metacognitive skills. Students also read various novels in class to prepare them for the ELA regents. Reading instruction is scaffold through modeling, use of graphic organizers, brainstorming, double-entry journals and pre-reading questions which are then answered after reading. Vocabulary is supported through the use of picture libraries, computer images, and realia. Vocabulary study is ongoing, being introduced or reviewed in all content areas, and then maintained through written usage and active use of Word Walls.

In addition to ESL classes, students also receive additional literacy support with a period of Achieve 3000, which is a web-based, individualized learning program that uses online, summative assessment tools to differentiate language arts instruction and to improve reading comprehension, vocabulary, and writing skills among struggling learners. Students receive daily high-interest, non-fiction articles that are differentiated to each student's reading level and then tested on the article using questions similar to ones found on standardized tests. Students constantly have to revert back to the article, which in itself is a reading strategy, in order to find the answers. Students are engaged in the article and have to use vocabulary from the article, this providing a context for new vocabulary.

3. Content area classes are delivered by content area teachers in English. However, there are some bilingual Math classes offered in Algebra. Going forward, the school is planning to see what other bilingual content area classes it can offer based on scheduling availability. There is collaboration between the ESL department and the content areas in order to assure students receive extra support in the academic language. Content-based ESL methodology is used in classrooms, this method integrated English as second language instruction with subject matter instruction. The techniques used focus not only on acquiring a second language, but also using that language as a way to learn content subjects, such as math, science, social studies, and other content. Teachers try to develop ways to make sure that content-based instruction is meaningful and understandable to the learner, thereby giving the student multiple opportunities to understand and use the language in context. Teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning activities that connect new content to students' prior knowledge, that require collaboration among students, offers ELLs the grade-level content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level. When comprehensible input is given, students will feel less anxiety, thereby facilitating second language acquisition. This

approach is very similar to sheltered English, at this time there are no separate content classes only for ELLs. Content area teachers are cognizant of ELLs and use various ESL strategies in the classroom on a daily basis, such as, the use of visual aids, native language support, use of movies, use of realia, textbooks in the native language, differentiated and modified projects, vocabulary preview, activation of prior knowledge, group activities where ELLs are paired with students of the same native language in the classroom, etc.

4. Differentiated Instruction for ELL sub-groups includes, but are not limited to:

Newcomers Plan – Students who arrive at LIHS as newcomers to either NYC or the United States will be evaluated using the LAB- R exam. Results of this exam will be reported to the Department of Education and to the school's admission team. A parent / student interview will be conducted with the ESL teacher and the guidance counselor. Parents will be provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child after attending the parent orientation.

Special Needs / ELL - All support and instructional programs available for ELL students and Special Needs students are available for students identified as both ELL and Special Needs. Within this program, parents, guidance counselors, related service providers, ESL teachers and Special Education teachers collaboratively work toward providing the identified student with the instruction and educational support necessary to be successful within the ESL and Regents curriculum. Some strategies include academic intervention services, one-on-one tutoring, counseling and collaborations among all content teachers.

ELLs receiving 4-6 years of service are also supported in various capacities. First, we examine the data to identify the student's strengths and weaknesses. This will provide us a better understanding of where we need to target instruction. Students in this group are given the proper native language support, along with sheltered English methods in their content area classes, as well as morning tutoring, after-school tutoring, and access to Saturday school. Students are constantly monitored for progress or decline in the different modalities. Teacher at LIHS make it a point to make students aware of their goals and what they need to work on to improve in school. So there is a constant monitoring and revisiting of goals between teacher and student. As with all students, there is constant communication with the bilingual guidance counselor, teacher and students to ensure there is a check on progress.

Long Term ELLs and Extension of Services- Our plan is to address these students with specific academic and social support. ELL students in need of extended services will be provided with individual counseling from our guidance staff and one-on-one tutorial assistance from both the ESL teacher as well as a certified English Language Arts instructor. These services will be provided via a PM school support program.

Other interventions include but are not limited to:

- o Personalized instruction and smaller class sizes for SIFEs.
- o A strong literacy-based computer program to help SIFEs with basic reading and writing using Achieve3000, geared toward SIFES and Newcomers, but it benefits all the ESL students as the vast majority are not on grade level for reading.
- o Currently, the ESL teacher offers before school Tutoring for all ESL students to attend. There is also Saturday School available for ELLs, since such programs have been proven to assist ELLs in learning English and native language arts, as well as gaining additional credits in content courses to catch up to grade level and graduate on time.
- o There is also mandatory afterschool tutoring geared towards students taking Regents. This includes ESL students, and the ESL teacher pushes into classes with ESL students to do small group instruction with the ELLs within the main classroom.
- o Purchase quality books and other learning resources that are commensurate to those provided to English-proficient students, such as content area and instructional materials in native languages.
- o Use of a bilingual guidance counselor to help mentor ELLs to navigate admissions requirements, encourage post-secondary education, and address non-school related obstacles that impede ELL student success for all the sub-groups.
- o All Special Education accommodations are adhered to in the ESL classroom, including additional support with time, glossaries, questions read, use of bilingual para-professional, extended time, etc. for all students with special needs. The ESL teacher is aware of every student with an IEP in the class and every effort is made to make sure the students' needs are being met.
- o Use of textbooks designed specifically for Newcomers are used in the ESL classroom.
- o Data analysis is done for all subgroups to see where they are failing and why they are failing. Then targeted instruction is given in those areas in the classroom.
- o There are meetings between the guidance department and ESL teacher to create graduation plans for the ELLs, with a focus on the long-term ELLs that have been in ESL for more than 6 years.
- o There is differentiated instruction for ELLs across the board in all their classes. Since high school students are not granted a grace period for taking Regents, immediate attention is given to the fact that these students will be taking the Regents alongside their native English speaking peers. There is a focus across the board in trying to get these students to pass by the use of various strategies outlined above in number 3. It is of utmost importance to make the content accessible to ELLs in each subgroup.

5. Targeted interventions include, but are not limited to the following below:

ELA: All subgroups receive focused literacy intervention with the Achieve 3000 program. There have already been gains garnered in literacy levels from students that started using this program last year. It continues to be a great asset. There is also a major focus on

vocabulary development, as vocabulary knowledge is a significant determinate of reading comprehension ability, early lessons and activities that promote vocabulary knowledge and other reading skills are critical.

Math: Bilingual math classes are offered to students who are in the ninth grade Integrated Algebra class. This year, the majority of newcomers are scheduled for that class, so the support in the native language of Spanish is very beneficial. Also, students are given textbooks in their native language in their other Math classes. There are also bilingual para-professionals that travel with the Newcomer cohort.

Social Studies and Science: There are bilingual para-professionals available for the Newcomer cohort in their Social Studies and Science classes. In all subgroups receive native language support with textbooks in Spanish.

All content area teachers collaborate with the ESL teacher to make modifications to their lessons. All teachers use differentiated instructions for the ELLs across the subgroups.

6. English Language Learners who achieve proficiency still require additional support services. These students will be monitored by both the ESL teacher and the Guidance Counselor. Students who reach Proficiency on the NYSESLAT are not given continued ESL classes, unless it is determined they should. However, former ELLs of up to two years are still given accommodations by their teachers in class and during tests. Their progress academically as well as on standardized state exams will be monitored for accountability and early academic intervention.

7. New plans for the upcoming school year include, changes to scheduling so that we can offer more bilingual classes to ELLs. In addition there is a plan to offer native language classes, so that proficiency in Spanish is still continued as they learn English. Increase classroom libraries to include literature in native language and to purchase bilingual books where the native language is one page and the English translation is on the other page for classic novels. LIHS is also committed to improving parent communication and involving them more in their students' academic life. Parents will be given access to the same program that their students use, Achieve3000 and this way, they too can take a role in their learning as well as to be able to monitor their child's progress.

8. At this time there are no plans to discontinue any services for ELLs, only to add programs.

9. ELLs have access to ALL programs available to the general school population. There is a before school tutoring program targeted only for ELLs, then there is mandatory tutoring for ELLs and gen ed students taking the Regents. In addition, there is a PHIPPS program that ninth-grade ELLs can participate. This program provides after school help to students in all their classes. There is also a sister program to this offered in another school where there is a bilingual after school help offered in Spanish. Once Regents approach, there will be Saturday school offered to them as well. Students are invited through mailings to parents in their native language, there are announcements at school, there are flyers in English and Spanish throughout the hallways, automated phone message system in English and Spanish, and teachers tell students personally in the classroom regarding all activities at the school. There is a concerted effort to make sure all text that is mailed or posted is accessible by every student.

10. Instructional materials, including textbooks and other classroom material are offered in the students' native language. Every effort is made to purchase high quality textbooks for ELLs which is comparable if not the exact same as the ones used by the general ed population. Newcomer, Beginning, and Intermediate classes are given additional periods to use Achieve3000 on school laptops. This is an internet based literacy program that not only strengthens their reading and writing, but in addition it improves their technological literacy as well. There are also audio books and audio centers with headphones available for ELLs. Classroom instruction always incorporates the students' native language with textbooks and translated materials.

11. Native language support is given to all subgroups of ELLs in all their classes. Teachers translate material, vocabulary acquisition through native language cognates, and bilingual para-professionals provide student with support in their native language.

12. Required services support and resources do correspond to ELLs age and grade level. Currently all the classes are of mixed age and grades, but every effort is made to be cognizant of individual student needs.

13. In order to assist Newcomers that we are aware of at the beginning of the year, we plan to have a Newcomers orientation for them a week before school starts, so they can get familiar with the layout of the school and the protocols of high school. Unfortunately, the reality is that most Newcomers we received this year, came over the counter randomly every day for a month after school started. In this case, students are usually paired with a buddy who is already familiar with the school and this buddy helps them throughout the day. The environment at LIHS is of one of a large family; the staff, administrations, teachers and students all help one another, especially in the case of Newcomers.

14. Students are offered Spanish language electives; where they can take Advanced Native Language Speaker classes.

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

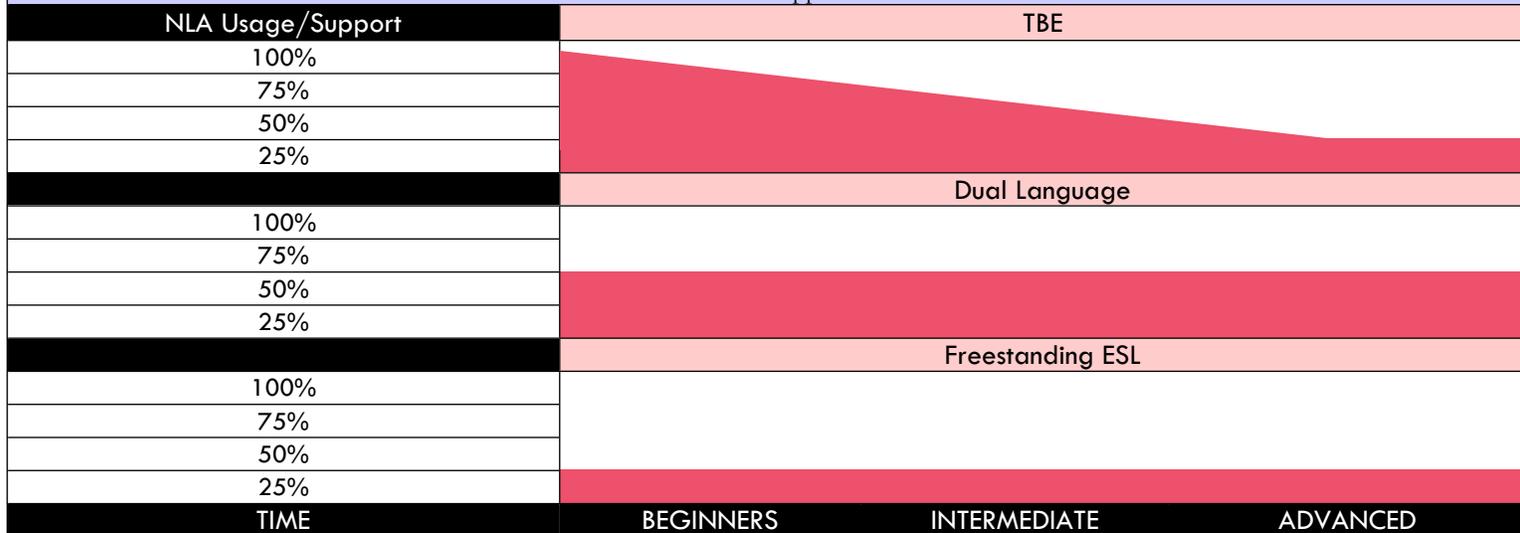
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

with the school and this buddy helps them throughout the day. The environment at LHS is of one of a large family; the staff, administrations, teachers and students all help one another, especially in the case of Newcomers.

14. Students are offered Spanish language electives, where they can take take Advanced Native Language Speaker classes.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

D. Professional Development Plan – This year more than ever LHS is focusing our in-house professional developments on best practices in ESL strategies and methodologies. The in-house PDs will be provided during common planning workshops during 3rd period as well as through on-going support provided by the district ELL Curriculum Instructional Specialist and ESL teacher. Our school is proactive in edifying content area teachers with effective ELL instructional models, as is evidence in numerous faculty meetings facilitated by the principal and assistant principal. We are also aware of the Jose P. 7.5 hours of ELL training for teachers outside ESL/Bilingual license field. Topics that will be looked at this year are: use of data to drive instruction, NYSESLAT, Vocabulary across the Content Areas, Language Allocation Policy, and Sharing of Best Practices. In addition the ESL teachers as well as content area teachers, administrators, including the assistant principal attend PDs offered through our network, Fordham University, BETACs, UFT, and other offices that offer effective practices in instructing ELLs. In addition, there are various meetings facilitated by the ELA consultant on ELL best practices in the classroom. The ESL teacher is trained in

QTEL and there are plans to send content area teachers for training in QTEL content area PDs.

As students transition from one school level to another, they need support targeted for different goals. There are benchmarks that each grade should reach and teachers review these at grade level meetings so everyone is aware of where a particular grade student should be at. Knowing this information helped a teacher guide a student. Teachers will support students as they graduate through the years and in order to do that teachers need to understand what is required of students at various levels. This is done by having common planning meetings where the focus is on how to move ELLs smoothly from different levels of school and proficiency.

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?

E. Parental Involvement- Parents are given an orientation at the beginning of the year on their choices of English language learning programs. There was a large turnout this year; however, there are still parents who were not able to attend. However, overall parental involvement has increased significantly in the past few years, especially among ELL parents. Parents are always kept informed of student behavior in classrooms, both positive and negative, with phone calls from either the teacher, para-professional who translates, or a guidance counselor. Parents are always kept abreast of any concerns that may arise. In this current school year we had one of the largest ELL parent turnouts for Parent Teacher night in the past 3 years. Correspondences are sent to parents in their native language. Parents are encouraged to be involved in their student's learning. They are given ids for the literacy program Achieve 3000, so they too can improve their literacy, while at the same time share in the activity with their student. Unfortunately, there are still many parents that are reluctant or simply unable to attend school events due to conflicts in work schedules. In these cases, any written material that is used at parent orientations or workshops are translated and mailed to the parents in their native language. Also, with the addition of the new school web site, there is always updated real-time data streamed onto the website. Parents have unlimited access to the website. The needs of parents will be assessed using different surveys in order to make sure they are aware of what is going on with the school,, as well as to make sure any questions, concerns, or suggestions are heard by the school. Also, teachers and administrators always make themselves available for meetings with parents, outside of scheduled parent/teacher nights.

There are future plans for the ESL teacher to provide ESL workshops to parents after school. They would partake in instruction in English language acquisition as well as with learning procedures and steps for various functions, ranging from educational needs for their student to completing everyday activities. Aside from this, we would solicit help from our network leaders to facilitate workshops.

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)										19	3	1		23
Intermediate(I)										3	7	7	1	18
Advanced (A)										4	5	3		12
Total	0	0	0	0	0	0	0	0	0	26	15	11	1	53

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

LISTENING/ SPEAKING	B										13	5	1	0
	I										3	3	4	0
	A										7	4	3	0
	P										4	3	1	1
READING/ WRITING	B										18	4	1	0
	I										5	6	0	1
	A										5	4	8	0
	P										0	0	0	0

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

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

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

NYS Social Studies					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	7	0	0	0
Math <u>Int. Algeb</u>	21	5	4	1
Math				
Biology				
Chemistry				
Earth Science	4	1	0	0
Living Environment	7	2	4	1
Physics				
Global History and Geography	12	4	2	0
US History and Government	8	1	1	1
Foreign Language	4	0	4	0
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?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. ELLs were administered reading Achieve3000's LevelSet, an online assessment tool that utilizes the Lexile Framework, which offers a scientific means of matching students to informational texts. This measure is unique because it measures text difficulty and reader ability on the same scale. The Lexile Framework has been linked to many national and state norm-referenced assessments, including the SAT-10, SAT-9, SDRT-4, MAT-8, TerraNova Assessment Series (CTBS/5 and CAT/6), and the Iowa Tests (ITBS and ITED), as well as many state tests. In 2003, the National Center for Education Statistics (NCES) chose the Lexile Framework as its own measure of text difficulty. This measure is based on two well-established predictors of how difficult a text is to comprehend: semantic difficulty and syntactic complexity. Semantic difficulty refers to the frequency with which a word appears in each five-million words of a corpus of nearly 600-million words. Syntactic difficulty refers to the length of a sentence. Long sentences are likely to contain more clauses and therefore communicate not only more information and ideas, but also an interrelationship between them. Researchers also speculate that longer sentences require the reader to retain more information in short-term memory. Sentence length is a powerful indicator of the syntactic complexity of a passage. Based on all this information, we are able to determine a student's reading level. This test is extremely helpful in planning instruction because teachers are aware of what reading level their material should be in order for the student to be able to access it. After analyzing this year's test results, the Newcomer/Beginner cohort are all at a Beginner Reader level, the Intermediate cohort ranges from a reading level of 2.1-3.2. The Advanced Cohort ranges from 3.2-6.1. This is very useful when teachers select text for the class.

2./3. From looking at the data this year, it is evident that the majority of our ninth graders, who make up the vast majority of the Newcomer/Beginner cohort, are at a beginner level across the board in all modalities. As students move up from Beginning to Intermediate, their Listening and Speaking scores increase, however, their Reading and Writing needs improvement. The Advanced students are advanced or Proficient in the Listening and Speaking, but they struggle with the Reading and the Writing. Knowing this information is greatly beneficial for classroom instructions because we know where to focus our instruction. Improvement in reading is a major focus across the board as that is the foundation of improving language acquisition, but as far as the other modalities, they are targeted based on the class needs. Keeping this information in mind, there is a push to target student needs in improving literacy, especially with differentiated programs, like Achieve3000 as well as for more targeted instruction during before and after school tutoring.

4. From looking at the results of the latest Regents scores from June 2010, there needs to be more focus on Regents preparations. There was not a drastic difference in students that took the test in their native language versus ELLs who chose to take it in English. Last year 16 ELLs took the Global History and Geography report, out of those students, 12 took it in English and 4 took it in Spanish. The results were that 2 students passed taking the English version and 0 students passed taking Spanish version. Likewise, last year 9 ELLs took the Living Environment Regents, 7 students took it in English and 2 students took it in Spanish. The results were 4 students passed in English and 1 student passed in Spanish. After analyzing trends, we have noticed that consideration must be given to the specific content area being analyzed, since there are many variables that go into a test. The greatest focus should be on ELA, Social Studies, and Math preparation. There is continued data analysis of Regents scores in all departments and within subgroups. Improving scores across the board is a big topic of common planning this year. At risk students were targeted for extended day tutoring and they are also given the option to come to our Title III morning tutoring program or Saturday School. Tutoring is available in all content areas by content area teachers as well as the ESL teacher. Information from the Periodic ELL Assessment is greatly useful in instructional planning because you can see specific areas of strengths and weaknesses. The Periodic results are viewed online and it gives a question-by-question breakdown for each students. Knowing this information allows you to plan specifically for each student. The ESL teacher, content area teachers and administration are involved in analyzing the data and implementing changes based on the information.

6. There is always room for improvement and always room for making changes for the best. Improving Regents scores for our student population across the board is of the utmost importance this year. That is one of the main focuses of discussion this year during teacher common planning time. So far this year, there have already been great changes in the way we deal with the different sub-groups in our building and we plan to continue this work. As we continue to analyze the data, we will set plans into motion. This is a collaborative effort between every teacher, administration and the students. The ultimate goal for everyone is success for each and every student.

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.

As our student population changes, instructional and school practices are also changing in order to meet the needs of all the students. Currently, the whole school does its best to accommodate the needs of its ELL population. Every day we look for new and better ways to reach these students and we do see successes every day. Instructing ELLs is on the top of the list of common planning agenda. New practices and new programs have been put into place to reach these students. It is a collaborative effort and it has brought our school team closer in trying to achieve this one goal. Although, this is a hard process and we are all dedicated to making sure that each student leaves our doors as a successful young adult who is ready to take on the challenges of the world ahead of them.

Part VI: LAP Assurances

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

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

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 09x276

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$330,056	\$4,757	\$334,813
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3301	\$	\$
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16502	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$33006	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

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

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

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	✓			\$277,247	✓	27 – 30, 39 - 41
Title I, Part A (ARRA)	Federal	✓			\$4709	✓	27 – 30, 39 - 41
Title II, Part A	Federal				\$	✓	

¹ **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.

² **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.

Title III, Part A	Federal	✓			\$8,658	✓	23 - 26
Title IV	Federal			✓			
IDEA	Federal	✓			\$6,768	✓	27 - 30, 39 - 41
Tax Levy	Local	✓			\$1336720	✓	27 - 30, 39 - 41