



**PEACE AND DIVERSITY ACADEMY**

**2010-2011**

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

**SCHOOL:** 12X278  
**ADDRESS:** 1180 REV. JAMES POLITE AVE, BRONX, NY 10459  
**TELEPHONE:** (718) 991-1855  
**FAX:** (718) 991-2998

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 12X278      **SCHOOL NAME:** Peace and Diversity Academy

**SCHOOL ADDRESS:** 1180 Rev. James A. Polite Avenue, Bronx, New York 10459

**SCHOOL TELEPHONE:** 718-991-1855      **FAX:** 718-991-2998

**SCHOOL CONTACT PERSON:** Andrew M.L. Turay      **EMAIL ADDRESS:** aturay@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Doxene Roberts

**PRINCIPAL:** Andrew M.L. Turay

**UFT CHAPTER LEADER:** Mohammed Jalloh

**PARENTS' ASSOCIATION PRESIDENT:** Sulai Sanchez

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Victor Osorio and Shikya Thomas

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 12      **CHILDREN FIRST NETWORK (CFN):** 411

**NETWORK LEADER:** Emily Sharrock

**SUPERINTENDENT:** Geraldine Taylor-Brown

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Andrew M.L. Turay	*Principal or Designee	
Mohammed Jalloh	*UFT Chapter Chairperson or Designee	
Sulai Sanchez	*PA/PTA President or Designated Co-President	
Diana Onofre	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Carmen Perez	DC 37 Representative, if applicable	
Shikya Thomas Victor Osorio	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Amanda Quinones	CBO Representative, if applicable	
Doxene Roberts	Member/Parent	
Novlin Gordon	Member/ Parent	
Festus Issacs	Member/Parent	
Seth Miran	Member/Teacher	
	Member/	
	Member/	
	Member/	

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

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

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

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**Peace and Diversity Academy is a unique school, which is in conjunction with the Anti-Defamation League, seeks to create leaders who have the requisite knowledge, skills and attitudes to build an increasingly just and democratic global society. We will do so by promoting excellence, developing critical thinkers and modeling an inclusive and democratic community which engages all families, educators and partners. Our school is committed to fostering anti-bias attitudes, inspiring social justice and peace activism, building student and teacher skills in active communication, conflict resolution, mediation, diplomacy and human rights leadership. Graduates of Peace and Diversity Academy will be leaders who build bridges of intercultural understanding across all levels of human diversity.**

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	Peace and Diversity Academy				
<b>District:</b>	12	<b>DBN #:</b>	X278	<b>School BEDS Code:</b>	321200011278

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					87	87	79		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					71	74.3	75.4		
Grade 8									
Grade 9	91	66	73	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	74	81	73	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	113	71	82		2	7			
Grade 12	60	113	102						
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	338	331	330		1	0	2		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	0						
No. in Collaborative Team Teaching (CTT) Classes	7	8	30	Principal Suspensions		TBD	31		
Number all others			17	Superintendent Suspensions		TBD	6		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	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	27	31	43	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	3	6	8	(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	24	26+1 ATR	21+1 Dist75
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	5	5	4
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	2	2
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	6	0	0.9	Percent more than two years teaching in this school	71	96	95
Black or African American	28.1	30	33.3	Percent more than five years teaching anywhere	33	77	
Hispanic or Latino	67.9	69.7	62.1				
Asian or Native Hawaiian/Other Pacific Isl.	0	0	1.8	Percent Masters Degree or higher	71	100	
White		.03	1.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	100
Multi-racial							
<b>Male</b>	46.9	46	44.8				
<b>Female</b>	53.1	54	55.2				

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-2010</b>		<b>Quality Review Results – 2009-2010</b>	
Overall Letter Grade	C	Overall Evaluation:	➤
Overall Score	C	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	➤
School Environment (Comprises 15% of the Overall Score)	B	Quality Statement 2: Plan and Set Goals	➤
School Performance (Comprises 25% of the Overall Score)	C	Quality Statement 3: Align Instructional Strategy to Goals	➤
Student Progress (Comprises 60% of the Overall Score)	C	Quality Statement 4: Align Capacity Building to Goals	➤
Additional Credit	3	Quality Statement 5: Monitor and Revise	➤
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

The School Leadership Team, Cabinet and Department heads reviewed our goals for last year and reflected on those that we felt needed to be developed further.

In addition, we received the 2009-2010 Expedited Quality Review, learning Surveys, grants received, the results of the New York State Education Department State Assessments in English Language Arts and Mathematics in particular, Adequate Yearly Progress status and Periodic Assessment results.

Performance Trends, Accomplishments and, Aids/Barriers to continuous Improvement

Based on the data reviewed, we have decided to focus on:

1. Literacy
2. Professional Development – to endure and enrich literacy across the disciplines
3. Purchase READ 180 to address English Language Learners, Special Education and other at-risk literacy needs
4. Expand the Inquiry Team (we partner with District 75)
5. Reactivated pupil needs
6. Continue to address Expedited Quality Review accommodations

We have decided to redouble our efforts to attain a School Progress Report of "B" (which we came very close this year) or better. We attained a "C".

Six teachers who transferred this year were replaced, as said; we are in the mist of rebuilding our learning community culture.

Graduation accommodation

- ✓ Improving School Progress Report from an "F" (2008-2009) to a respectable "C" (2009-2010).
- ✓ Increase graduation rate from 39% (2008-2009) to 50% (2009-2010).
- ✓ Earned designated "Exemplary Outcome" in these areas:
  - SETTS - CTT
- ✓ Matched the City's 'City Horizon' in Mathematics (2.53) and Global History (1.61)

**2009-2010 Progress Report: A year in Review.** The self-explanatory Report sets forth the tremendous progress we made this year, particularly in these areas –

- ✓ Student Performance
- ✓ Student Progress
- ✓ Overall Score

**2009-2010 the New York State Report Card: A Year in Review.** We made:

- ✓ AYP Graduation Rate for all students and
- ✓ AYP Using Safe Harbor Target

The end for total cohort results in ELA after four years in upward. In sum, much overall progress was made this year. Among the variant factors accounting for the results we achieved this year include:

- Relentless school leadership, singular, uncompromising focus on excellence and achievement by all subgroups
- Establishment of vigorous results oriented, data/evidence based instructional practices, and needs based sustained professional development that had integrity and coherence
- Unflinching support from our Network-CFN 411 team members
- Teacher inter-collaborative, collegial and instructional leadership
- Student resilience

**Continuing Significant Barrier to Improvement**

- Meaningful parent partnership/Involvement
- Selected student/group apathy
- Lack of technology
- Lack of air conditioning
- Limited classroom space
- Need for more a classroom teachers [Bilingual and/or ESL, etc. for example]
- Need for a second Assistant Principal

The school has a calm and respectful tone which provides an environment conducive to student and adult learning.

- School leaders and faculty have wisely chosen to implement the practice of academic “Looping”. Looping students have the same teachers for the same subjects from 10<sup>th</sup> through 11<sup>th</sup> grade. As a result, students and their families are well known by a set of teachers.
- The small school environment promotes a sense of unity and closeness among staff and students. One student states, “It’s like family. We treat each other with respect.”

School leaders and faculty gather data to develop a general view of student trends in an effort to support learning needs.

- Some teachers work collaboratively in aligning their lessons with State standards and evaluating the effect of their instruction. Three 11<sup>th</sup> grade teachers met during summer break and continue these informal meetings sharing the impact of their collaborations through examination of student achievement.
- Individual teachers develop quizzes, tests, and other student work to get a general picture of student progress. They use the assessment results to develop class lessons to improve student success.

School leaders provide formal opportunities for all teachers to meet daily so they can share compare and discuss teaching strategies that positively affect student learning.

- Teacher team meetings began in February. This forum provides an opportunity for teachers to share what works and what doesn’t work in helping students. One teacher states, “We talk about how to reach students.”
- Some teachers meet with a facilitator who is an instructional specialist. The facilitator asks questions to “push thinking” and gives “guidance and advice” to improve instruction. This practice has begun to positively impact student learning.

The Parent Coordinator, Parent Teacher Association and assistant principal have begun community outreach to partner with community based organizations that address family needs and support student academic and emotional growth.

- Students feel comfortable and safe in their school environment. On student stated that the school is a place “where you can build good relationships with teachers.”
- The PTA President is working with school personnel to establish partnerships with community-based organizations in the school’s new home community. This complements the already established working relationships with CBOs such as Bronx Works, which trains students to be peer mediators. These external partnerships enhance the internal structures that empower students and facilitate their commitment to academic success.

Teachers convey high expectations for students, promoting student engagement in school activities and heightening students’ desire to succeed.

- The Parent Coordinator contributes in a myriad of ways in the school. She promotes high expectations for students and parents by encouraging improved student attendance and parent participation through her personal home visits. As a result, student attendance has slightly improved.
- Some parents are members of the school leadership team. In this capacity, they have the opportunity to contribute when school decisions are made at these meetings.

Some of the interventions and programs that are being implemented are:

- Professional development opportunities for all teachers which will focus on new strategies to help struggling students;
- Literacy and mathematics coaches in our school who will work with teachers everyday to improve the quality of their teaching;
- New teaching strategies and smaller class sizes for struggling students;
- Continued recruitment of highly-qualified and certified teachers to staff our classrooms;
- More classroom time devoted to reading and math skills;
- PM School;
- Saturday Academy;
- After School for ELLS;
- Special Education;
- Literacy Inquiry;
- Credit Recovery;
- SES (Supplemental Educational Services);
- Strategies to increase daily attendance;
- Expanded parental involvement programs to include PTA, SLT; and
- Other

### **Collection, Analysis and Utilization of Data - Recommendations**

- ✓ Develop a comprehensive school-wide system for ongoing data collection and analysis. Performance data should be disaggregated school-wide, by cohort and by grade level across all subgroups and content areas. Conduct effective data analysis to monitor student achievement, develop appropriate assessments and interventions and improve student achievement.
- ✓ Establish appropriate data verification and submission procedures to ensure availability of nySTART reports.
- ✓ Establish focused data inquiry procedures and a structure that targets students farthest from the State Learning Standards. Next, expand this system to all students.

- ✓ Use a variety of data, including both summative and formative assessments, to develop and deliver multiple entry points into curriculum and instruction to meet the needs of students.

### **Teaching and Learning – Recommendations**

- ✓ Develop comprehensive curriculum maps, lesson plans, assessments and monthly pacing calendars for each content area that are aligned with the NYS Learning Standards and Performance Indicators. Curriculum maps should indicate essential questions, strategies, skills, assessments and resources.
- ✓ Ensure that unit/daily assessments are developed, which include rubrics to guide teachers and students in monitoring academic progress and mastery of content.
- ✓ Develop an effective AIS program to support the individualized needs of targeted students. To maximize program effectiveness, consider the type of program or strategy (e.g. Wilson, Great Leaps, etc.), and the schedule for when the services are provided (i.e. before, during or after the regular school day, extended week, etc.).
- ✓ Review Regents examinations results, develop individual item skill analyses of each examination, and create individual student learning plans. Aggregate the results to identify departmental and school priorities.
- ✓ Use the individual item skills analysis to design effective AIS intervention.
- ✓ Integrate reading and writing into all content areas. Ensure that all students write in all subjects and with various purpose and lenses. The NYS Education Department’s ELA Core Curriculum, indicates that “teachers in all content areas share responsibility for the development of reading, writing, listening, and speaking competencies.”
- ✓ Provide a structure to involve teachers in studying the NYS ELA Core Council on Advancing Adolescent Literacy.
- ✓ Provide a structure to involve teachers in studying the NYS ELA Core Curriculum and develop a viable standards-based curriculum and pacing calendar that delineates the minimum number of writing pieces each student should complete each semester, to encompass all writing purposes (i.e. information and understanding, critical analysis and evaluation, persuasive writing, critical lenses, procedural writing, etc.).
- ✓ Engage teachers in studying the grade-specific Performance Indicators delineated in the ELA Core Curriculum. Encourage teachers to develop a deeper understanding of what specific skills need to be taught and how to improve and enhance the skills. Ultimately, the NYS Learning Standards should be utilized interactively in daily classroom instruction,
- ✓ Develop and utilize a uniform and well-defined curriculum guide, curriculum map and pacing calendar to provide high expectations and rigorous daily instruction.
- ✓ Conduct inter-class visitations. Ensure that meaningful feedback and discourse take place after visitations.
- ✓ Ensure that all teachers utilize assessment data, including formative and summative assessments, to understand their students’ needs. In planning daily lesson, incorporate specific strategies to ensure that individual student needs are met.

- ✓ Ensure that teachers incorporate technology in their daily instruction, when appropriate. This could include books on compact discs, listening centers, video clips, internet access, SMART Boards, computers, web-based applications, etc.

### **School Leadership – Recommendations**

- ✓ Implement a process
  - for delivering clear communication and high expectation for student learning;
  - for providing teachers with formal and informal feedback on instructional practices, monitoring of student progress, outlining next steps, and informing and providing differentiated professional development for staff;
  - to ensure that classroom instruction reflects ongoing adjustments, as informed by formal and informal observations, to improve student achievement for at-risk students;
  - to explicitly focus on areas where the teacher has not implemented recommendations for improvement of instructions; and
  - to utilize the coach and network for support in the development of teachers.
- ✓ Develop comprehensive and cohesive action plans that will maximize available support. Clarify roles and responsibilities for all. Effectively utilize available resources (i.e., budget, time, and human resources).
- ✓ Obtain professional development to support effective school from the New York City Department of Education (NYC DOE) Office of Curriculum, Standards, and Academic Engagement; the Council of Supervision and Administrators (CSA)/Executive Leadership Institute (ELI); and the Network that serves PDA on the following topics:
  - Mentorship on the submission and verification of performance data.
  - How to conduct formal and informal observations.
  - How to develop standards-based curriculum maps and pacing calendars.
- ✓ Meet regularly with teachers to reflect on the data collected to improve instruction in order to ensure that students are being met and to implement school improvement plans.

### **Infrastructure for Student Success – Recommendations**

- ✓ Convene a comprehensive team, with roles and responsibilities clearly defined, to develop and implement a plan that results in effective scheduling of classes, address the needs and challenges of all students, and ensure students' timely completion of graduation requirements.
- ✓ Develop an infrastructure that allows for student success with consistent systems, effective communication and alignment of resources.
- ✓ Provide alternative proactive communication paths for parents/guardians to interact with the school.

### **Professional Development – Recommendations**

- ✓ Designate leadership to coordinate the development and oversee the implementation of a comprehensive school-wide professional development plan to meet the differentiated needs of all staff and administrators, including guidance counselors and the parent coordinator.
- ✓ Ensure that the professional development plan supports the clear delivery of instruction, academic rigor, accountable talk, meaningful student work, purposeful rubrics, and providing teacher feedback.
- ✓ Utilize professional development, currently provided by the Teachers College literacy coach, the AUSSIE literacy consultant, and math consultant, to address the implementation of the NYS Learning Standards and Performance Indicators in ELA and mathematics, with an emphasis on differentiated instruction based on student needs, as determined by ongoing data analysis and teacher observations.
- ✓ Ensure that professional development sessions are tiered (i.e., organized by skill levels) to meet differentiated needs of teachers, with provisions for coaches and grade level/content staff to articulate and collaborate on plans for the improvement of instruction.

**Facilities and Resources – Recommendations**

- ✓ Expand and accelerate the science lab schedule to ensure that students meet the coursework objectives in a timely manner.
- ✓ Ensure that the school's library media center has open access. Increase the collection and circulation of books.
- ✓ Reallocate the school's fiscal resources to expand the use of technology (i.e., for both equipment and applications), to support instruction.
- ✓ Investigate the availability of funding from NYC Resolution A and Title IID Enhancing Education Through Technology to secure new equipment (i.e., laptop computers) and professional development in order to support technology integration across the curriculum.
- ✓ Ensure that students have access to grade/age/gender appropriate reading materials in all disciplines.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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<b>GOAL 1</b>	<b>By June 2011 - Increase by 5% the number of students earning 10 credits or more in grades 9, 10 and 11.</b>
<b>GOAL 2</b>	<b>By June 2011 - Increase the graduation rate by 5%, from 50% (2010) to 55% (2011)</b>
<b>GOAL 3</b>	<b>By June 2011 - Increase by 5% students passing Regents examinations</b>
<b>GOAL 4</b>	<b>By June 2011 - Implement major EQR recommendations</b>

**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):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011 - Increase by 5% the number of students earning 10 credits or more in grades 9, 10 and 11.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Provide students who are almost on track additional support to meet promotion requirements by offering before and after school tutorial, opportunities to earn/recover credits.</p> <ul style="list-style-type: none"> <li>• Emphasize credit recovery/mastery of pertinent content</li> <li>• Focus school wide teacher professional development/coaching around all facets of credit recovery learning</li> <li>• Adapt the revised School Quality Review rubric to plan, teach and use data for continuous improvement</li> <li>• Emphasize literacy skills in all classes across the disciplines</li> </ul> <p>Dedicate part of Saturday Academy to credit recovery (providing findings available for teacher per session)</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• HSST / ARIS Report</li> <li>• Improvement in pertinent groups' credit accumulation in June 2010</li> <li>• Student Progress in the 2010-2011 School Progress Report</li> <li>• Include teacher performance practices, quality of professional development students' marking period report card grades</li> </ul> <p>End term/year teacher scholarship reports</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	
<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2011 - Increase the graduation rate by 5%, from 50% (2010) to 55% (2011)</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Review students’ Regent Examinations Details and group candidates for the January examinations per need</li> <li>• Have ELA and Math coaches, working with teachers vigorously item analyze students’ June Regents examinations to determine areas of most weaknesses</li> <li>• Focus Regents review in areas of candidates arêtes of greatest weakness</li> <li>• Provide ongoing school based Principal Professional Development</li> <li>• Differentiate Regents review and instruction</li> <li>• Use Regents format rubrics to analyze student work for instruction/increased learning</li> <li>• Use academic Language Literacy across the disciplines</li> <li>• Adapt plans, activate and use all available technology to custom learning</li> <li>• Personalize learning by developing and using students’ preferred strategies/learning plans</li> <li>• Conduct several mock Regents review in areas where students skills are weakest</li> </ul> <p>Implement SES – to meet AYP in ELA and Math for Latinos/Hispanics</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• School Progress Reports</li> <li>• Upgraded student transcripts</li> <li>• Coach PD logs</li> <li>• SQR Report</li> </ul> <p>Teacher reflections/scholarship report</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Documented (DI) PD agendas, samples/lessons/ activities/projects</li> <li>• Formal observations</li> <li>• Student reflections</li> <li>• Teacher reflections</li> <li>• Student learning plans</li> <li>• Coach PD logs</li> <li>• SQR Report</li> </ul>
<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2011 - Increase by 5% students passing Regents examinations</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Provide differentiated instructional plans, including at after school and Saturday school so students can meet graduation</li> <li>• Personalize learning</li> <li>• Offer incentives to increase student interest and motivation in learning</li> </ul> <p>Effectively use evidence based/student learning data to facilitate student progress</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• HSST reports</li> <li>• Transcripts</li> <li>• Higher graduation rate in June 2010 and June 2011</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Increased attendance</li> <li>• Sustained student engagement in meaningful learning</li> <li>• Increased student accountability</li> <li>• Demonstrated evidence of learning in depth via project</li> <li>• Increased student/teacher satisfaction as reflected in spring 2009 Learning Survey of choices</li> <li>• Sample communications to parents informing them of our high expectations of their youngsters - as evidence that students are involved in goal setting and of taking their next learning steps towards improvement</li> </ul>

	Individual goal setting charts and action plans for students in ELA and math
<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>By June 2011 - Implement major EQR recommendations</b>
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	

## **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	66	66			15			
10	81	34			12			
11	50	34			74			
12	20	30						

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

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

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

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>Every Saturday from 9:00 a.m. to 12:00 noon, teachers are available for one-to-one tutoring, as well as group tutoring. Tutoring is also provided after-school and during lunch. Provide ESL services to our ELLL students.</p>
<p><b>Mathematics:</b></p>	<p>Every Saturday from 9:00 a.m. to 12:00 noon, teachers are available for one-to-one tutoring, as well as group tutoring. Tutoring is also provided after-school and during lunch.</p>
<p><b>Science:</b></p>	<p>Leonisa Miller, Teacher of Earth Science and Imee Ramilo, Teacher of Living Environment - Every Saturday from 9:00 a.m. to 12:00 noon, teachers are available for one-to-one tutoring, as well as group tutoring. Tutoring is also provided after-school and during lunch. Provided services to approximately 50% of our students.</p>
<p><b>Social Studies:</b></p>	<p>Therese Zosel, Teacher of Social Studies - Every Saturday from 9:00 a.m. to 12:00 noon, teachers are available for one-to-one tutoring, as well as group tutoring. Tutoring is also provided after-school and during lunch. Provided services to approximately 50% of our students.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Paulette Parris - Mandated counseling, one-on-one counseling, peer mediation, conflict resolution, read, observe and write annual report of social emotional performance of IEP students, write short and long term social and career goals of IEP students. Review related services recommendations.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>Alan Monteith, School Psychologist - Complete academic and psychological evaluation, parent conference with IEP Team to discuss best placement, referral to CSE. Provided services to approximately 5% of our students.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>John Lajara, School Social Worker - Mandated counseling, one-on-one counseling. Provided services to approximately 2% of our students.</p>
<p><b>At-risk Health-related Services:</b></p>	<p>Sakinat Azeez, School Nurse - Provided related services based on IEP recommendation.</p>

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

*NCLB/SED requirement for all schools*

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

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

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

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

**Section I. Student and School Information**

Grade Level(s) 9-12                      Number of Students to be Served: 43 LEP        Non-LEP

Number of Teachers 1                      Other Staff (Specify) \_\_\_\_\_

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

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

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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### **TITLE III Instructional Program Narrative**

#### **Program Types:**

Bilingual club  
After school tutoring and homework help

#### **Number of student to be served:**

About

#### **Grade Levels:**

9-12

#### **Language of Instruction:**

English and Spanish

### **RATIONALE FOR SELECTED PROGRAMS/ACTIVITIES**

The Bilingual Club is intended to provide LEP students with an environment that welcomes different languages and cultures. In particular, it provides a transition for newcomers to familiarize themselves with the American school system, culture, and language. Foreign films and American movies, music, internet, food and art are some ways to engage students and allow them to use multiple modalities.

The club is after school every Thursday from 3:15 pm – 4:15 pm. The Spanish teacher and the ESL teacher collaborate with English and Spanish resources and it is open to all students in ESL. Both teachers are certified in their areas. Snacks are provided.

After school tutoring and homework help will support LEP students in their coursework and better prepare them to succeed in the classroom. This is particularly helpful for SIFE students, newcomers, and long-term ELLs. It is a daily after school program Monday, Tuesday, Wednesday and Friday from 3:15 pm to 5 pm. Individualized tutoring and bilingual help is available with ESL teacher in all subjects, as well as extra preparation and practice for Regents exams. Snacks are provided.

**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.

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Additionally, the ESL teacher will be available one hour before or after school to provide curriculum support/modifications for other teachers and professional development workshops. This staff development/teacher support is intended to share best practices among staff across contents to better support ELLs in all classes and raise academic achievement on the Regents exams.

The ESL teacher will draw from relevant ELL-related PD from 2007-2009 activities such as “Bilingual Education Compliance” by Bronx BETAC 9/18/07, “ELL Identification” by the DOE 9/21/07, “Preparing ELLs for the English Regents Challenge” 12/6/07, Bilingual Education Compliance Technical Assistance Information Session 9/25/07. “BESIS Data Collection 12/12/07, NYSESLAT Training 3/25/08 and 3/26/08, NYSESLAT Scoring Training 5/19/08, and “The Challenge of Learning Academic English: Research-based Instruction for Language and Literacy Development” with Jim Cummins 1/23/09.

**Section III. Title III Budget**

School: 12X278 BEDS Code: 321200011278

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	<b>\$6230</b>	\$5390.40 for ELL teacher – after school tutoring program for ELL students (\$1.78 hrs x 72 days x \$41.98 = 5390.40)  \$839.60 for ELL teacher – after school or Sat school PD/Curriculum support for other staff (1 hr/week x 20 weeks x \$41.98 = \$839.60)
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	<b>\$3, 199 Per Session to teachers</b>	ESL teacher to work with the mainstream teachers on differentiating instructions for after school programs (1 hr/week x 19 weeks x \$41.98 = \$3,190.48)
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials. Must be clearly listed.</li> </ul>	<b>\$5571</b>	\$4,250 for 5 laptops at \$850 each \$1321 for 1 LCD projector  Laptops will be used for after-school for language games and reading programs, internet research and Google translator.
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	<b>\$15,000</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

##### **Consultant who translates**

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.

n/a

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

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

n/a

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.

n/a

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$349,060	\$0	\$349,060
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,491	\$0	\$3,491
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$17,453	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$34,906	*	

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.

**Peace and Diversity Academy** agrees to implement the following state 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. **Peace and Diversity Academy** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
2. **Peace and Diversity Academy** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
3. **Peace and Diversity Academy** 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: (List activities.)

4. **Peace and Diversity Academy** 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.)
5. **Peace and Diversity Academy** 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)
6. **Peace and Diversity Academy** 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.)
  - 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: (List activities.)
  - 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.)
  - 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: (List activities.)
  - 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.)

**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.

**Peace and Diversity Academy**, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-09.

### **School Responsibilities**

#### **Peace and Diversity Academy will:**

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. ongoing, and timely way.
8. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
9. 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 (participating students), and will encourage them to attend.

10. 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 practicable, in a language that parents can understand.
11. 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.
12. On 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.
13. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
14. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### **Parent Responsibilities**

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

## 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.

**In order to design an effective educational program to set and meet high standards for all students, we will conduct comprehensive needs assessments using the following data:**

- a. Acuity Periodic Testing
  - b. HSST grade report
  - c. Student work such as the identity projects, other projects, class work, reports
  - d. Analysis of Inquiry Team targeted population performance
  - e. Teacher developed assessment including rubrics,
  - f. Student portfolios
  - g. Mock regents
  - h. NYSESLAT tests
  - i. oral presentation
  - j. regents exams scores
- 
2. Schoolwide reform strategies that:
    - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
    - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
      - o **Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.**
      - o **Help provide an enriched and accelerated curriculum.**
      - o **Meet the educational needs of historically underserved populations.**
      - o **Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.**
      - o **Are consistent with and are designed to implement State and local improvement, if any.**

3. Instruction by highly qualified staff.

**100%**

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.

**ARIS**

**Performance Series**

**Smart Board**

**Differentiation**

**Use of Data**

**Learning Differences**

**Pertinent PDs for staff in content area, CTT, ESL webcast**

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

**Make deliberate effort to recruit, interview, train and retain highly qualified teachers. Within 3 years, only 2 teachers have transferred to another school.**

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

**ELL, ELA, Math and Special Education workshops, raffle, attend trips, career day, phone calls, PTA meetings, focus on parents who have leadership qualities to encourage other parents to be more involved.**

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

**n/a**

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

**ARIS, needs assessment by coaches, grade level planning focusing on need of students, teachers autonomy to decide the timing of periodic assessments, debrief every time test is given to do things better, encourage students to debrief after testing – periodic assessments, teacher made tests**

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.

**Inquiry Team, pre-diagnostics, tutoring after and before school, Saturday academy**

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.

**Coop Tech, YABC program, temporary housing programs, health education, drug abuse counseling, and appropriate referrals as necessary, referral to Bronx Lebanon Hospitals**

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

***Explanation/Background:***

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

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

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

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

	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	✓			\$293,210	✓	Add Page #
Title I, Part A (ARRA)	Federal			✓	N/A	N/A	N/A
Title II, Part A	Federal			✓	N/A	N/A	N/A
Title III, Part A	Federal	✓			\$ 15,000	✓	Add Page #
Title IV	Federal			✓	N/A	N/A	N/A
IDEA	Federal	✓			\$117,715	✓	Add Page #
Tax Levy	Local	✓			\$1,601,687	✓	Add Page #

#### 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;
5. Provide instruction by highly qualified teachers;

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– IDEA: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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:** Improvement Year 2      **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

For 2010-2011, our school is identified as the following:

Title I School Improvement (SINI) Status	NCLB Parental Notification Requirements	
	Parent Notification Letters	Supplemental Educational Services (SES) Information
<input type="checkbox"/> Improvement Year 1	<input checked="" type="checkbox"/> All Students	<input checked="" type="checkbox"/> Free-Lunch Eligible Students Only
<input checked="" type="checkbox"/> Improvement Year 2		
<input type="checkbox"/> Corrective Action Year 1		
<input type="checkbox"/> Corrective Action Year 2		
<input type="checkbox"/> Restructuring – Year 1		
<input type="checkbox"/> Restructuring – Year 2		
<input type="checkbox"/> Restructuring – Advanced		
<input type="checkbox"/> School Under Registration Review (SURR)		
<input type="checkbox"/> Persistently Lowest Achieving (PLA)		

**Accountability Phase:**    Improvement    Corrective Action    Restructuring

**Year in accountability phase:**    year 1    year 2    Advanced

**Accountability Category:**    Basic    Focused    Comprehensive

**Differentiated Accountability Intervention:**    SQR    ESCA    JIT    Not Required

\_\_\_\_\_  
School Under Registration Review (SURR)

Activity to Address SINI Status	P	C	F	Cost	Dates of Activity
PM School		✓			9/10 – onward
Saturday Academy		✓			9/10 – onward
After School for ELLS		✓			9/10 – onward
Special Education		✓			9/10 – onward
Literacy Inquiry		✓			9/10 – onward
Credit Recovery		✓			9/10 – onward
SES		✓			9/10 – onward

**(2009-2010) Accountability measures:**

**High School ELA – Improvement – Year 2 – Comprehensive  
High School Math – Improvement – Year 1 - Basic**

Overall Accountability	Hispanic or Latino Economically Disadvantage	English and Math English Language Arts
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**(2009-2010) Secondary-Level English Language Arts:**

Students in each accountability group perform	
All Students	26:100
Hispanic or Latinos	15:65
Economically Disadvantage	12:66

**(2009-2010) Secondary – Level Mathematics:**

Students in each accountability group perform	
All Students	26.100
Hispanics or Latinos	15:65
Economically Disadvantage	12:66

**(2009-2010) Graduation Rate:**

Students in each accountability group perform	
All Students	83

### **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.

#### **10% Title 1 funds used for coaches (math and literacy)**

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
  - **Coaches (math, ELA, other conten)**
  - **CFN 12 monthly PD for selected staff**
  - **Monthly school based PD by principal and supervisors**
  - **Intervisitations**
  - **Providing teachers with best practice research base literature for use in classroom**
  - **Expanding the use of technology in the classroom – smartboards**

- **Supervisory PD sessions**
  - **Teacher Leadership sessions offsite**
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.
- **Flyer/letter, written in English and Spanish, to parents inviting them to informational session/fair. Parent coordinator calling each parent.**
  - **Sign in sheet and agenda created available.**
  - **Review application process fully so parents are aware that the final decision on provider has to come from them**

The school has a calm and respectful tone which provides an environment conducive to student and adult learning.

- School leaders and faculty have wisely chosen to implement the practice of academic "Looping". Looping students have the same teachers for the same subjects from 10th through 11th grade. As a result, students and their families are well known by a set of teachers.
- The small school environment promotes a sense of unity and closeness among staff and students. One student states, "It's like family. We treat each other with respect."

School leaders and faculty gather data to develop a general view of student trends in an effort to support learning needs.

- Some teachers work collaboratively in aligning their lessons with State standards and evaluating the effect of their instruction. Three 11th grade teachers met during summer break and continue these informal meetings sharing the impact of their collaborations through examination of student achievement.
- Individual teachers develop quizzes, tests, and other student work to get a general picture of student progress. They use the assessment results to develop class lessons to improve student success.

School leaders provide formal opportunities for all teachers to meet daily so they can share, compare and discuss teaching strategies that positively affect student learning.

- Teacher team meetings began in February. This forum provides an opportunity for teachers to share what works and what doesn't work in helping students. One teacher states, "We talk about how to reach students."

Some teachers meet with a facilitator who is an instructional specialist. The facilitator asks questions to "push thinking" and gives "guidance and advice" to improve instruction. This practice has begun to positively impact student learning

### **What the school needs to improve**

Develop curriculum for all subject areas that is clearly aligned with State standards, includes formal interim and long-term checkpoints for consistent monitoring and provides opportunities for rigorous and differentiated instruction that helps all students succeed.

- The school does not have an established curriculum for the major subjects. Nor do they have pacing calendars or curriculum maps to guide instruction. Additionally, teachers of common subjects do not have common planning time. As a result, the content taught varies from class-to-class.
- School leaders and faculty have not yet established a curriculum that is aligned with the State standards and that offers a variety of opportunities to engage students at all levels. As a result, both low and high achieving student are not consistently challenged.

Establish strategic systems and structures that will support and inform interim and long-term organizational and instructional decisions and ensure that all resources are directly linked to improving student achievement.

- In February the school increased report card marking periods from two to three. Although frequency of grading increased, the school did not establish a system with timelines to promote regular data examination for implementing changes in teaching and in school structures. This lack of systemization weakens the consistency of implementing effective change.
- The school establishes annual goals at the beginning of the school year. However, goals have not been consistent from year to year due to a lack of depth in the school's analysis of data. This generalized data analysis has impeded efforts to positively move the school forward.

Extend the range and variety of data gathered to get a clear and specific understanding of outcome trends and implement analysis practices that empower all faculty to consistently use this information to govern their instructional decisions.

- The school gathers data from multiple sources, but there is a lack of sufficient disaggregation. For example, school leaders examined subject passing percentage rates but did not fully scrutinize this information for each individual teacher. This lack of in-depth data analysis impedes the development of a clear picture of student strengths and weaknesses.
- The school implemented Academic Intervention Services (e.g., PM School and Saturday School) based on minimal data examination of the percentage of students passing and failing Regents exams. Thus far there has been no analysis of the impact of these interventions. School leaders have no assurances that their interventions are clearly aligned to student needs or effective.

Implement goal setting processes on the school, grade, content and class level that involve multiple stakeholders and ensure that all goals are specifically based on the schools' strengths and areas of need.

- There are three established school goals. However, these goals are general and do not focus on the deeper school need to improve academic outcomes for specific subgroups of students. As a result, the learning needs of some students are not addressed.
- School leaders use scheduled meetings, such as the PTA and faculty conferences, to inform stakeholders about school issues including school goals. These gatherings provide a venue for informing participants but there is no evidence of their involvement in promoting efforts to support these goals.

Create a comprehensive professional development (PD) plan which is regularly evaluated, connects all PD activities and links teacher growth with improved student outcomes.

- School leaders observe classroom teaching. However, there is no consistent follow-up to ensure that teachers are implementing the recommendations. As a result, there is an uneven implementation of the administrative instructional focus.
- School leaders and faculty state that teacher growth is an important factor. However, currently the school does not have a comprehensive professional development plan that “connects all PD opportunities for teachers.” This disjointedness impedes consistent teacher development and the academic advancement of students.

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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

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

**7 students**

2. Please describe the services you are planning to provide to the STH population.
  - **Money allocated to assist students in their urgent needs**
  - **Tutoring provided to bring students up to State's academic content and standards**
  - **Distribute residency questionnaire and Mc-Kinney Homeless Assistance Guide for Parents to all newly enrolled students and students changing their address**

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

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

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Peace and Diversity Academy								
<b>District:</b>	12	<b>DBN:</b>	12X27	<b>School</b>		321200011278			
<b>DEMOGRAPHICS</b>									
Grades Served:	Pre-K		3		7		11	v	
	K		4		8		12	v	
	1		5		9	v	Ungrade	v	
	2		6		10	v			
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
Pre-K		0	0						79.3
Kindergarten		0	0						
Grade 1		0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2		0	0	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 3		0	0						91.6
Grade 4		0	0						
Grade 5		0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6		0	0	<i>(As of October 31)</i>			2008-	2009-	2010-
Grade 7		0	0					75.4	80.3
Grade 8		0	0						
Grade 9		73	51	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10		73	61	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 11		82	78						8
Grade 12		102	88						
Ungraded		0	3	<b>Recent Immigrants - Total Number:</b>					
Total		330	281	<i>(As of October 31)</i>			2007-	2008-	2009-
									2
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
# in Self-Contained Classes		0	0	Principal Suspensions					31
# in Collaborative Team Teaching (CTT)		30	36	Superintendent Suspensions					6
Number all others		17	13						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>			2007-	2008-	2009-
				CTE Program Participants					0
				Early College HS Program Participants					0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>									
<i>(As of October 31)</i>	2008-	2009-	2010-						
# in Transitional Bilingual Classes		0	TBD	<b>Number of Staff - Includes all full-time staff:</b>					
# in Dual Lang.		0	TBD	<i>(As of October 31)</i>			2007-	2008-	2009-
# receiving ESL services only		26	TBD	Number of Teachers					23
# ELLs with IEPs		5	TBD	Number of Administrators and Other Professionals					7
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals					2

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
			58	% fully licensed & permanently assigned to this			100.0
				% more than 2 years teaching in this school			91.3
				% more than 5 years teaching anywhere			43.5
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11				100.0
American Indian or Alaska Native		0.9	1.1	% core classes taught by "highly qualified" teachers			
Black or African American		33.3	36.3				100.0
Hispanic or Latino		62.1	60.5				
Asian or Native Hawaiian/Other Pacific		1.8	1.4				
White		1.2	0.7				
<b>Male</b>		44.8	44.8				
<b>Female</b>		55.2	55.2				

**2009-10 TITLE I STATUS**

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

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

SURR School	If yes,						
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

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

**Individual Subject/Area AYP Outcomes:**

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>	UPF
<b>Overall Score:</b>	56	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	UPF
School Environment:	9.2	Quality Statement 2: Plan and Set Goals	UPF
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	UPF
School Performance:	13.6	Quality Statement 4: Align Capacity Building to Goals	UPF
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	UPF
Student Progress:	30.2		
<i>(Comprises 60% of the</i>			
Additional Credit:	3		

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN</b>	District <b>12</b>	School Number <b>278</b>	School Name <b>Peace and Diversity</b>
Principal <b>Andrew M. L. Turay</b>		Assistant Principal <b>Michelle Noonan</b>	
Coach <b>Courtney Brown</b>		Coach <b>Tobe Joffe</b>	
Teacher/Subject Area <b>Jabnia Garcia / Spanish</b>		Guidance Counselor <b>Paulette Parris</b>	
Teacher/Subject Area <b>Samantha Cass / ESL</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Jackie Fernandez</b>	
Related Service Provider <b>Evelyn Hernandez</b>		Other <b>type here</b>	
Network Leader <b>Emily Sharrock</b>		Other <b>type here</b>	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>22</b>

### C. School Demographics

Total Number of Students in School	<b>285</b>	Total Number of ELLs	<b>43</b>	ELLs as Share of Total Student Population (%)	<b>15.09%</b>
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## Part II: ELL Identification Process

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

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

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

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

(1.) In compliance with ESL assessments and standards: Eligibility is determined by a few ways: first, the bilingual Parent Coordinator or guidance meet with parents and all new enrolling students. Parents and new admit students complete the HLIS during the registration process with Parent Coordinator (bilingual), Jackie Fernandez, or the guidance counselors Lubi Ruiz (bilingual) and Paulette Parris, who are trained by the ESL Coordinator, Samantha Cass completed within 10 school days.

The HLIS is then reviewed by the ESL Coordinator to determine the OTELE code. LEP students are identified by a Home Language code under the "OTELE" box in the HLIS forms, according to the Home Language codes given to the schools by the DOE. HLIS forms that clearly indicate that the student has no LEP indicators are not referred to the ESL Coordinator. Any HLIS forms that are referred to and reviewed by the ESL Coordinator with clearly non-eligible students are marked as "NO" for their OTELE code on the HLIS form. These forms are copied and returned to guidance to file in the students' cumulative files, which are stored in the guidance office.

New admits who have home languages other than English then go through an informal oral interview and any further action, such as an informal diagnostic, before identifying students as eligible to take the LAB-R test. This process is done with several steps: Guidance counselors bring in or refer the parents and potentially eligible LEP students to the ESL Coordinator, if possible, to conduct an informal parent oral interview in Spanish or English. Other language-speaking parents may use the native language support by providers from the Translation Unit through the DOE. The ESL Coordinator is able to speak, read, and write basic Spanish and some French. If the ESL Coordinator thinks the student may be eligible to take the LAB-R, she has an informal conversation with that student to determine conversational speaking and listening skills, as well as other information about home/school languages, and utilizes a short diagnostic to assess academic reading, writing, speaking, and listening skills. The ESL Coordinator then conducts an informal written assessment with the student with a guiding writing question in the native language in the first section and English in the second section. The student responds in both languages. This process also provides some information to help determine if the student is a potential SIFE or with early literacy skills in either languages.

These writing samples and information gathered from the informal interview of each student are recorded in a "New ELL Intake" journal. Additionally, the ESL Coordinator created a template to record new Intake information. The completed forms and the template are in the ELL Compliance Binder under "Intake Process." She administers the LAB-R to determine if the student is eligible for ESL services. After the test is completed, she copies the scantron, hand-scores the test according to the raw and scaled score rubric given by the DOE, and stores the copy in the students' files and the ELL Compliance Binder. If the student fails the LAB-R by scoring in the Beginning, Intermediate, or Advanced Level, this student is LEP. If the student's native language is Spanish, the Spanish entrance exam, the LAB, is given either with the Spanish speaking/listening support of the Spanish Teacher, Jabnia Garcia, or the bilingual paraprofessional who has been trained on the LAB, Evelyn Hernandez. If the student scores proficient on the LAB-R, this student is not an ELL and enters a general education program. Depending on the scores, the student is deemed eligible for ESL in the B, I, A classes.

Every spring, the ESL teacher administers the NYSESLAT annual exam. She prepares a list of names of all participating ELLs required to take the NYSESLAT and sends this list to the teachers of ELLs to notify them of the dates and times of the test. Students are notified of their required participation and completion of the exam in person, and parents by letter and/or phone call. With the ESL Coordinator, students begin preparing for the test two months beforehand, and the curriculum is aligned to support students to pass the NYSESLAT.

(2.) The ESL Coordinator and the Parent Coordinator plan an ELL Parent Orientation Meeting. A letter is mailed home to notify parents of the date and time of the orientation. Parents who do not attend are sent a follow-up letter and/or phone call; this year as a last resort, the school will mail home the ELL Parent Orientation Meeting Agenda, Parent Survey and Program Selection form for completion. The ESL Coordinator will keep a list of parents who received these packets in the ELL Compliance Binder.

At this meeting, parents sign-in, receive an Agenda, watch Program Orientation DVD in their preferred language, and discuss the three program options of TBE, Dual, and ESL. The ESL Coordinator provides some research-based information on the three programs. Additional information available for parents includes the NYSESLAT Parent Information Brochure and more from the DOE. At the end of the meeting, the parents fill out a Parent Survey and Program Selection form that indicates in order which program they prefer for their children. If parents select TBE or Dual above ESL, then the ESL Coordinator or the Parent Coordinator explains to these parents that those options are not available at this school, but that our school can assist the parents locate alternative schools with those language programs. Last year, a parent opted for a bilingual program; therefore, the ESL Coordinator, the Spanish teacher, and guidance

counselors assisted in providing a list of schools with bilingual programs, calling those schools to find open seats, and otherwise supporting the transfer process. However, ultimately the parent did not find open seats in a bilingual program and decided to keep her son in our ESL program. All paperwork from these meetings will be filed in the ELL Compliance Binder.

(3.) Entitlement and Continued Entitlement Letters are mailed home in the parents' preferred languages. Copies are kept on file in the ELL Compliance Binder. Also, second notices requesting parent signatures are sent as a follow-up with students' signing a list acknowledging receipt of the letter; when parents return signed Continued Entitlement Letters, they are checked off and dated on the same list. Copies of the letters are made available during Parent Teacher Conferences with the ESL Coordinator, the Parent Coordinator and the Spanish Teacher as a last resort.

It is necessary that parents attend the ELL Parent Orientation Meeting to receive all the materials and information to make an informed choice about the language program they want for their child. However, if parents do not attend the meeting and do not return the forms, they are sent a follow-up letter and/or phone call. This year as a last resort, the school will mail home the ELL Parent Orientation Meeting Agenda, Parent Survey and Program Selection form for completion in the parent's preferred language, along with a note of encouragement in their preferred languages to come into the school for the orientation or contact the Parent Coordinator or the ESL Coordinator. Parents will also be notified that if they do not return their forms, their default choice is for a bilingual program. Completed Parent Survey and Program Selection forms will be copied and placed into the ELL Compliance Binder, while the originals will be stored in the students' cumulative files.

(4.) An Entitlement letter and ELL Orientation Meeting letter in the parent's preferred language, as indicated during the informal interview during the intake process or by other meetings in person or over the phone, are mailed home to notify parents of ELL entitlement and the date and time of the orientation. Parents who do not attend are sent a follow-up letter and/or phone call; this year as a last resort, the school will mail home the ELL Parent Orientation Meeting Agenda, Parent Survey and Program Selection form for completion in the parent's preferred language, along with a note of encouragement to come into the school or contact the Parent or the ESL Coordinators. The ESL Coordinator keeps a list of parents who received these packets in the ELL Compliance Binder and record the date when these packets are received. The ESL Coordinator and the Parent Coordinator plan an ELL Parent Orientation Meeting for the parents of newcomers.

At this meeting, parents sign-in, receive an Agenda, watch Program Orientation DVD in their preferred language, and discuss the three program options of TBE, Dual, and ESL. The ESL Coordinator provides some research-based information on the three programs. Additional information available for parents includes the NYSESLAT Parent Information Brochure and DOE-provided materials. At the end of the meeting, the parents fill out a Parent Survey and Program Selection form that indicates in order which program they prefer for their children. If parents select TBE or Dual above ESL, then the ESL Coordinator or the Parent Coordinator explains to these parents that those options are not available at this school, but that our school can assist the parents locate alternative schools with those language programs. Last year, a parent opted for a bilingual program; therefore, the ESL Coordinator, the Spanish teacher, and guidance counselors assisted in providing a list of schools with bilingual programs, calling those schools to find open seats, and otherwise supporting the transfer process. However, ultimately the parent did not find open seats in a bilingual program and decided to keep her son in our ESL program. All paperwork from these meetings will be filed in the ELL Compliance Binder.

For continuing ELLs, a Continued Entitlement Letter is mailed home in the parent's preferred language to be signed by parents and returned to the school to keep on file. Second notices requesting parent signatures are sent as a follow-up with students' signing a list acknowledging receipt of the letter; when parents return signed Continued Entitlement Letters, they are checked off and dated on the same list.

(5.) The majority of the Parent Surveys and Selection forms over the years indicate ESL as the first choice. However, at least two parents have requested natively language support in the classrooms for their children.

(6.) Some parents have expressed concern that their children receive help with reading, sometimes only in English, or both native language and English; some parents have requested bilingual programs or bilingual support in classes, after school programs, and Saturday school. Program models are being aligned towards one for newcomers with native language support and literacy interventions for SIFE students and newcomers. This year, our school will have a more structured literacy program and after school program. In response to some parents' requests for after-school programs, Saturday school and literacy support, last year there was an extensive

after-school program and Saturday school that included multiple teachers. This year, after-school will have a Reading Interventions component to assist students with low literacy. The newcomers receive literacy and native language support during their ESL reading period with the ESL teacher and the bilingual paraprofessional. There are Spanish, French, and bilingual books and resources available; the ESL teacher provides translated materials, explanations, directions, or such on a daily basis to assist newcomers.

Since parents wanted more native language support for their newcomers, the Spanish teacher and the bilingual paraprofessional provide native language support to the newcomer cohort in Integrated Algebra and General Science. This year, the ESL teacher co-teaches in the newcomer Global Studies class, senior ELA and the LE Regents prep class, and provides support to the teachers of newcomer ELLs in math, English, and US History.

Last year, students and parents requested more ESL and native language assistance in the content area classes; so last year, the ESL teacher co-taught the newcomer cohort with the US History teacher and provided native language support and ESL methodologies in the class and during the after-school program. This year, the ESL teacher and the US History teacher work together for the older newcomer cohort and the US History teacher provides native language support to both the Spanish and the French-speaking students and employs ESL methodologies in her class.

Last year, the influx of newcomers were Spanish-speaking; therefore, the Spanish teacher decided to create a specialized native language class to support SIFE students and/or low literacy newcomers. That program was very successful and is continued this year. In the beginning of this school year, the ESL Coordinator and the Spanish teacher met to discuss the newcomer ELLs, looking at LAB-R and/or LAB data, informal interview notes and the informal written interview samples. They drew up a roster and a specialized program to support newcomers. The ESL Coordinator will work with the teachers of these newcomer ELLs and their coaches to support the differentiation and accommodation process for curriculum planning, lesson delivery and assessments.

## Part III: ELL Demographics

### A. ELL Programs

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

<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 checked="" 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

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

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

Contained														
Push-In										1	1	1	1	4
<b>Total</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>5</b>								

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	8
SIFE	6	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	15

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	20	2	1	8	3	2	15	0	5	43
<b>Total</b>	<b>20</b>	<b>2</b>	<b>1</b>	<b>8</b>	<b>3</b>	<b>2</b>	<b>15</b>	<b>0</b>	<b>5</b>	<b>43</b>

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

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

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

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										12	11	7	8	38
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										2		1		3
Korean														0
Punjabi														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other										1			1	2
<b>TOTAL</b>	<b>0</b>	<b>15</b>	<b>11</b>	<b>8</b>	<b>9</b>	<b>43</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

(1) The ESL program is self-contained for the Beginner newcomer cohort with a certified ESL teacher. It is co-taught and push-in content area classes for the varied proficiency levels and grades. The self-contained newcomer class has mainly Beginners and a few Intermediate and Advanced ELLs. The newcomer freshman block travels together. The co-taught ELA Regents Prep class and push-in Living Environment Regents Prep class contain junior and senior Intermediate and Advanced ELLs. The co-taught Global Studies 1 class contains the freshman newcomer cohort along with some Intermediate and Advanced ELLs and Intermediate Sped LEP students.

(2) According to compliance mandates Beginner ELLs must receive 540 minutes weekly of ESL. At our school, beginner freshman Spanish-speaking ELLs receive 675 minutes or 15 periods of ESL per week (450 self-contained ESL and 225 minutes in a co-taught Global Studies class. They have native language support during one period of daily independent reading, 45 minutes a day or one period of Spanish for newcomers, and 45 minutes or one period of native language support in the General Science class and Integrated Algebra class. There is one Soninke / Malinke speaker and three French speakers who have 45 minutes of native language support in the independent reading part of the ESL block.

According to compliance mandates Intermediate ELLs must receive 360 minutes weekly. Intermediate ELLs receive 450 minutes of ESL (225 in one of the two self-contained ESL periods and 225 minutes in a co-taught Global Studies class) or ten periods a week. These students have 45 minutes of native language support in the General Science class daily. Two students who are newcomers in 10th and 11th grade scoring at an Intermediate level on last year's NYSESLAT with lower Listening and Speaking scores also have 45 minutes a day of the Spanish for newcomers class.

Some Proficient speakers of English whose total NYSESLAT scores are Intermediate are in an ELA class 45 minutes a day to focus on developing proficient reading and writing skills. According to compliance mandates Advanced ELLs must receive 180 minutes of ESL weekly. Advanced ELLs all have 225 minutes or five periods of ESL support, either through a co-taught or push-in content area and also 225 minutes or five periods of ELA per week with a certified ELA teacher.

(3) The organization of our staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in the ESL program. There are co-teaching, push-in, and self-contained teaching models with the ESL teacher, content teachers and bilingual paraprofessional.

The ESL program has been adapted to support the newcomers and the long-term ELLs with co-taught and push-in classes for content, and a self-contained Beginner newcomer class. The Global Studies 1 class has a mixed proficiency level class of all the newcomers, some 4-6 year ELLs, some SpEd LEP students, and a few long-term ELLs. It is co-taught by the Global Studies certified teacher, the ESL teacher, and supported by a bilingual paraprofessional using ESL methodologies and bilingual support. Both the ESL teacher and the bilingual paraprofessional provide native language support and English language support. The Living Environment Regents prep (with junior and senior LTE students) is taught by the LE-certified teacher with the ESL teacher pushing-in to provide English language support with ESL methodologies. The newcomer Integrated Algebra class is taught by the certified Math teacher with native language support from a bilingual paraprofessional, and the mixed proficiency General Science class with the newcomer cohort is taught by the certified Science teacher with native language support by the Spanish teacher. In the other classes where native language support from teachers is unavailable, ELLs have such native language resources as books, a bilingual paraprofessional, and bilingual dictionaries.

(4) The ESL Coordinator and the Spanish teacher meet in the beginning of the year and discuss the newcomer ELLs, looking at LAB-R and/or LAB data, informal interview notes and the informal written interview samples. Last year, all the newcomers were Spanish-speaking; therefore, the Spanish teacher decided to create a specialized class just for these newcomer ELLs. Last year and this year, the newcomer Spanish-speaking ELLs receive a special Spanish language and culture class delivered completely in Spanish. The course is a year-long and they receive reading, writing, speaking, and listening instruction that supports their general literacy. Based on the data provided in the RNMR report from ATS, students' strengths and weaknesses are identified. Students with low Listening and Speaking scores are going to have more explicit listening and speaking practice. Students with low Reading and Writing scores will have more guided reading and writing activities. Grade teams and department teams meet regularly with one another and with content coaches to discuss student attendance, behavior, performance and progress. Each department meets to curriculum map.

a. SIFE: SIFE students identified on the RSIFE report, or through informal interviews and the ALLD diagnostic, will receive differentiated activities, lesson delivery, support, and/or assessments. The classes for low-performing ELLs, SpEd-LEPs, SIFEs, and newcomer ELLs are restructured in pace, linguistic load, activities, and groupings. The Spanish teacher, the ESL teacher, and the bilingual paraprofessional all work very closely and communicate daily regarding the SIFE students. They plan together during lunch meetings, preps or afterschool; the freshman grade team meets on Fridays as well. The teachers work in close consensus regarding parent and staff communication regarding these students. They provide individualized academic and behavioral support to provide structure for the SIFE students. They monitor student attendance, social behaviors and school motivation and improvements. SIFE students are provided with more targeted literacy support for class instruction such as read-alouds, simplified sentence structure, "chunked" readings, translated readings that are read aloud, and are graded on an adjusted scale for comprehension of concepts rather than assessing writing style or form. Teachers meet to discuss student progress and performance, SIFE strategies, activities, and fair grading policies for SIFEs in mainstream classes. Exit slips will be a routine for the classes to instantly gauge comprehension.

b. Plan for newcomer ELLs: The Spanish teacher and the ESL teacher review academic transcripts with guidance to provide newcomers the most relevant program based on previous coursework, credit accumulation, age of entry, and English language abilities (as per LAB-R, LAB or NYSESLAT). Specific courses are modified or adjusted to fit newcomer needs. The Spanish teacher and the ESL Coordinator work closely with the guidance counselor Paulette Parris to provide native language support during the process. The teachers/coaches support other teachers of newcomers to differentiate their curriculum maps, materials, pacing, and expected goals from their mainstream classes. For example, the ESL teacher plans with the Global teacher for the newcomer class to make curriculum, seating charts, activities, assessments more accessible for the beginners and stay challenging for the intermediate and advanced ELLs. SIFE and beginner newcomers will be in a standard program where they will not deal with Regents exams or pressure for the first year. Teachers meet to discuss student progress and performance, ESL strategies, activities, and fair grading policies for newcomers in mainstream classes. Exit slips will be a routine for the classes to instantly gauge comprehension. Additionally, the first phase of the Reading Interventions Program will include newcomers, SIFEs, and SpEd LEP students. These services will support this subgroup by developing literacy skills in decoding and comprehension in English to prevent unnecessary special education referrals.

c. (4-6 YOS) These students are in co-taught content classes for extra content support. Many of this subgroup, along with the newcomers, have an independent reading and writing component in the self-contained ESL class. These services will support this subgroup in reaching proficiency on the NYSESLAT in literacy and writing.

d. LTE: This year, the LTE population was mainly spread among the 11th and 12th grades. These LTE students have, at different times, verbalized feelings of stigma and shame at being in self-contained ESL classes, but also recognition that they struggle with reading comprehension and writing. Thus, the ESL teacher co-teaches in a senior ELA class and Living Environment Regents Prep to support long-term ELLs. The ESL teacher plans with the Living Environment teacher for senior Regents Prep to tailor curriculum for LTE needs and support ELLs who have passed out. These services will support this subgroup by strengthening motivation and self-esteem, reading skills, concept retention and vocabulary development.

e. SpEd LEPs: Please note that “x-coded ELLs,” or SpEd LEP students, whose IEPs mandate no ESL services do not receive ESL classes as per IEP. The Spanish and ESL teachers participate in setting IEP goals for students during their reevaluation process, program selection, and class assignment. The ESL Coordinator works with the Special Education Department (Alexa Thomas, Robert Li, Katharine Larsen, and Brittany Quigg) in identifying SpEd-LEPs, determining program placements, and ensuring that these students receive their modifications and testing accommodations. In the class, these students also receive more targeted literacy support for class instruction such as read-alouds, simplified sentence structure, “chunked” readings, translated readings that are read aloud, and are graded on an adjusted scale for comprehension of concepts rather than assessing writing style or form. These services will support this subgroup by building up reading comprehension skills and essay writing skills in a comprehensible way.

## B. Programming and Scheduling Information--Continued

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

(5) Intervention Services offered at our school currently includes a literacy program with Read 180 curriculum for struggling readers. The Inquiry target group focuses on ELLs and students with individualized education plans. Students are programmed in a class taught by Special Education teachers Brittany Quigg (Special Education and Math), Katie Larsen (Special Education and ELA) and supported by the ESL teacher and Therese Zosel, a Social Studies teacher. There will be a formal meeting time after-school to analyze data and plan for the week together.

An after-school program for newcomers and SIFEs will run every Tuesday from 3:30 – 5 pm with basic phonics, homework help and study skills. On Mondays and Wednesdays from 3:30 to 5:00 pm, students will have a 60-minute literacy program. The goal of the literacy block is to improve sustained silent reading and reading comprehension. Students can read in their native language or in English. There are books in various languages, bilingual books, English books, and

(6) Transitional support for ELLs reaching proficiency include conferencing with cohort teachers during grade team meetings and/or dept meetings to monitor academic progress and attendance, and planning discussions to support instruction for ELLs. These students are also in the co-taught classes with a content teacher and the ESL teacher (ELA Regents Prep, Global Studies, and Living Environment Prep). Curriculum mapping is beginning to be implemented to help align curriculum and spiral or scaffold skills and knowledge to better support ELLs with a more seamless and efficient curriculum.

(7) Next year, there will be more support and curriculum coordination so the support services have appropriate preparation time. Students with special needs, including ELL students, will be programmed first before the rest of the student population. Also, a bilingual social studies teacher / bilingual special education teacher will be hired next year to accommodate parental preference in alignment to a bilingual program. Also, there will be training for new staff on ESL methodologies, ELL data, and support at the end of this school year and the beginning of next year and coaches will provide more staff training to teachers of ELLs in dept-team meetings to incorporate ELL-focused differentiation. There will also be a training review for guidance counselors of proper protocol for conducting HLIS and informal parent interviews. The ESL Coordinator, administrators, guidance and Parent Coordinators will work closely to be ready for the first 10 days of school regarding intake, proper completion of the HLIS, coordinating LAB-R and LAB testing, parent outreach and support. The counselors and the ESL teacher will review incoming freshman admits and transfers at the end of the spring to identify the newcomer population and program them for a Mandatory “Bridge” summer program. This will start one week before the official school year starts taught by the ESL teacher and the Spanish teacher and/or the bilingual paraprofessional. This transitional program for newcomer ELLs and SIFE students will consist of SIFE screening, LAB –R testing, Home Language Survey review for proper placement, and parent community

activities with the counselor and parent coordinator, and pre-literacy activities with the ESL teacher to support the transition into high school. This saves the teachers and students time once school officially starts and will help students acclimate to the new environment and school system.

Additionally, new incoming ELL students will be diagnosed upon enrollment with the Read 180 diagnostic. Remedial students in Math and Reading will be automatically tracked into a double literacy and math block schedule for their freshman year. Newcomers and SIFE students will have a basic ESL literacy class to support native language learning and/or English language learning on a different pace for their first year upon entry. The class would also support the students with strategies and behaviors to become successful in school. It would be co-taught by the Spanish and ESL teacher. Additionally, there will be a study hall class designed for all newcomer ELLs to support them with the cultural and academic transition for newcomers. They will have one extra period during the day to have time to study, do homework, and other needs. These classes will be staffed by their teachers during a circular six time period. Their school program for the semester will contain classes that are co-taught with either the ESL or bilingual teacher and bilingual paraprofessional with a content teacher.

(8) Due to the sheer size of the ELL population, the ESL program will have a Beginner self-contained ESL class, unlike last year where all ELLs had a self-contained ESL class. The Intermediate level newcomers with less than 3 years of service in the country will be included for at least a part of the Beginning program. Meanwhile, the rest of the ELLs will be supported in content-area classes co-taught with the ESL teacher and the content teacher. Advanced level ELLs will receive extra support by being tracked into cohorts for key Regents time-sensitive areas, according to grade level and course level.

Protocol for intake of new ELL admits will be adjusted so that students and their families will complete HLIS forms with a trained parent coordinator, counselor, or teacher. All staff that has contact with newcomers and their parents and guardians will be trained in how to respond appropriately to ELL requests and needs.

(9) After-school activities exclusively for ELLs include a literacy program Mondays and Wednesdays from 3:30 – 4:30 with the ESL teacher using the Read 180 classroom library and software resources. For newcomer and SIFE students, there is an after school homework and studying program on Tuesdays from 3:30 to 5:00. Every first Friday of the month there is an after-school club with the Spanish and ESL teacher for ESL students with language games, library trips, and English films from 3:30- 4:30. After-school programs and supplemental services for all students include SES, mock trial, National Honors Society, senior Regents prep, SAT prep, track, soccer, and baseball.

(10) Instructional language materials to support ELLs in the ESL program include the Visions Intro textbook, geared specifically for SIFE and newcomer ELL students in language developmental sequence and skills. Some instructional technological materials include a Read180 classroom library and two computers with headsets. Teachers of ELLs have bilingual glossaries or dictionaries in their classrooms. Native language support resources in the classroom include native language glossaries, native language content textbooks and books, bilingual dictionaries, and internet sites such as Google translator, and freerice.org. Some teachers use technological instructional materials such as LCD projectors, a Smart Board, and overheads.

(11) Native language support (French and Spanish) is delivered in a few ways in the ESL program. The course grading policy, directions and supplemental materials for portfolio projects are translated into French and Spanish for the Beginner ESL class. The ESL teacher translates directions and explains them orally or in written form so all students understand class expectations. The ESL teacher stresses the importance of reading and writing in the native language while learning English. Students borrow books that are bilingual or in the native language from the classroom library to read at home and for the in-class independent reading period. Students may write about their independent reading books in their native languages. There is a Soninke / Malinke speaker in the class who receives native language support from two students who also know Malinke. Native language support resources in the classroom include native language glossaries, books, texts, dictionaries, and internet sites such as Google translator, and freerice.org.

(12) The materials are geared for high school level students.

(13) Currently, there are no pre-school activities to support newcomers.

(14) Spanish is offered as a language elective

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

(1) All new teachers and teachers who have not yet received ESL training will attend an off-site ESL professional development in the fall. Additionally, there will be an in-house session for staff to develop best practices for curriculum planning, delivery, and creating differentiated assessments for ELLs.

(2) In the beginning of the school year, the ESL teacher sent out an email and memo identifying the ELL students and ELL subgroups. For new staff, this information included students strengths and weaknesses according to their NYSESLAT performance. The ESL teacher also made available the writing samples and background information of all newcomer ELLs for teachers of ELLs. Additionally, departments work with coaches for curriculum mapping and differentiation practices, and the freshman team works with the ESL teacher to better assist ELLs.

(3) Last spring, there was an in-house two-hour PD with the ELL network compliance person and the ESL teacher titled, "Strengthening Instructional Planning for ELLs in Mainstream Classes." The agenda of this PD focused on the SIOPI Method for ELLs and included examples of differentiation, using the SIOPI Rubric to score teacher case studies using ELL data to differentiate instruction with individual student interventions, and lesson planning with the SIOPI template. This PD addressed the following questions: "How do we support language and content learning for ELLs in our mainstream classes? What does supporting comprehensible input look like for the same lesson in different classrooms? What strategies will help you in your planning to reach these different ELL students? How can you implement the SIOPI method this week?" In continuation of that PD, this year, there will be an in-house PD with the ESL and Spanish teacher to the new teachers of newcomer ELLs as part of the Title III professional development component. Topics to cover will include how to differentiate planning, lesson delivery, activities, assessments, and fair grading practices for a mainstream class with newcomer ELLs, SIFEs, and/or Sped LEPs.

#### E. Parental Involvement

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

(1) PTA & SLT meetings, Bake Sales, Workshops (Planned Parenthood, SES, ARIS) Monthly Newsletters, different parent resources.

(2) The school is working with Ms. Amanda Quiones from Whedco, an organization that works with families in the Bronx who struggle with the multiple challenges that many face today.

(3) Monthly PTA meetings and monthly newsletters.

(4) Providing information and resources to parents, such as free ESL after-school tutoring, free SES tutoring, free immigration information, health coverage information, and contacts to free clinics.

## 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)										8	1	1	0	10
Intermediate(I)										3	7	5	5	20
Advanced (A)										4	3	2	4	13
Total	0	0	0	0	0	0	0	0	0	15	11	8	9	43

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										4	0	0	0
	I										1	1	1	1
	A										0	2	1	3
	P										7	7	4	5
READING/ WRITING	B										5	0	0	0
	I										3	6	5	4
	A										4	3	2	5
	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								0
NYSAA Bilingual Spe Ed	0								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	6		0	
Math	9	4	4	2
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	4	11	3	
Physics				
Global History and Geography				
US History and Government	5	4	2	1
Foreign Language	3			
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4	

	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

(1) Early assessment tools include the LAB-R and the LAB for first time admit newcomers, an informal written interview in native language and in English, the ALLD diagnostic for potential SIFE students, and the ELL Periodic Assessment.

- From this data, we have learned about our ELLs: more students are entering the school with below-grade level literacy in both the mother tongue and the target language.
- This information helps inform our school's instructional plan by identifying our program needs. For example, this data indicates the high priority need for a reading intervention program and a SIFE program. We have just instituted a literacy program and enrolled the newcomers, SIFEs, and SpEd LEP students who struggle with reading.

(2) Data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades from last year revealed that 33% (3 of 9 ELLs) passed the US History Regents, 100% (all 6 ELLs) failed the ELA, 46% (6 of 13 ELLs) passed Math, 75% (3 of 4 ELLs) passed Living Environment, and 100% (all 3 ELLs) passed the Spanish Regents.

(3) Patterns across NYSESLAT modalities affect instructional decisions by prioritizing the need to focus on nonfiction reading for information and analysis and writing to identify main idea and supporting details, writing for literary analysis in the classroom.

(4) For ESL, patterns across proficiencies and grades of student results show that high numbers of ELLs score lowest on the Reading and Writing section of the NYSESLAT and highest on the Listening and Speaking. NYSESLAT patterns indicate that many incoming freshman newcomers enter at the Beginner level, the SpEd LEP students progress slowly. The numbers ELLs progressed one proficiency level from last year's NYSESLAT compared to the previous year's NYSESLAT/ LAB-R are as follows: 4 of 12 incoming freshman, 5 of 8 sophomores, 3 of 5 juniors, and 4 of 5 seniors made progress in proficiency level. From the ELL Periodic Assessments, the school can predict student performance on the NYSESLAT for the listening, reading, and writing modalities according to the ESL performance indicators.

(5) We evaluate the success of our ELL programs in this school with soft and hard data: "soft" data includes attendance in school and after-school programs, and behavior and motivation in the ESL class and content classes. "Hard" data includes course grades, performance on the

### Additional Information

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

## Additional Information

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		11/1/10
	Network Leader		
	Other		

	Other		
	Other		
	Other		