



WOMEN'S ACADEMY OF EXCELLENCE

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 08X282

ADDRESS: 456 WHITE PLAINS ROAD, 3RD FLOOR

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 08X282 **SCHOOL NAME:** Women's Academy of Excellence

SCHOOL ADDRESS: 456 White Plains Road, 3rd Floor, Bronx, NY 10473

SCHOOL TELEPHONE: 718-542-0740 **FAX:** 718-542-0841

SCHOOL CONTACT PERSON: Arnette F. Crocker **EMAIL ADDRESS:** ACrocke@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Marilyn Ambrose-DeCosta

PRINCIPAL: Arnette F. Crocker

UFT CHAPTER LEADER: Marilyn Ambrose-DeCosta

PARENTS' ASSOCIATION PRESIDENT: Yvonne McDowell

STUDENT REPRESENTATIVE:
(Required for high schools) Dana Cayetano

DISTRICT AND NETWORK INFORMATION

DISTRICT: 08 **CHILDREN FIRST NETWORK (CFN):** 562

NETWORK LEADER: Barbara A. Gambino

SUPERINTENDENT: Eleni Papaliberios

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Arnette F. Crocker	*Principal or Designee	
Marilyn Ambrose	*UFT Chapter Chairperson or Designee	
Yvonne McDowell	*PA/PTA President or Designated Co-President	
Nicholas Mayleas	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Dana Cayetano	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tracy Smith	Member/Teacher	
Michael Friedman	Member/Teacher	
Jennifer Allen	Member/Parent	
Carmen Stevenson	Member/	
Sheri Benjamin	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.

The Women's Academy of Excellence (WAE) opened in 2004 as TYWLS, Bronx in order to service grades 7-12. In 2009, the school became a 9-12 high school and was renamed. The WAE is the first all-girls' public high school in the Bronx in over 30 years. The mission of the WAE is to create a community of lifelong learners, to nurture the intellectual curiosity and creativity of young women, and to address their developmental needs. The goal of the school is to provide a quality education for young women with a focus on math, science, and civic responsibility. The school provides targeted academic intervention for students that are in need of additional instructional support, and it also provides a guidance support system. The WAE has a Saturday Enrichment Program, and an after school tutoring program. As a small school, the Saturday enrichment program classes consist of approximately 10 to 15 scholars per section which enable the teachers to address the individual needs of the students. The teachers are able to meet during common planning periods in order to establish, reflect, implement, and modify educational practices and school policies.

The school presently serves a population of approximately 300 students from various cultural backgrounds and will reach capacity at 432 students. The school population consists of students from Mexico, Central America, Pakistan, India, and West Africa. The student population is approximately 62% Black, 35% Hispanic, and, 3% either Pakistani, or Indian. Fifty percent of the students are from low-income families, and approximately 40% qualify for either free or reduced lunch.

The students are addressed as scholars and are required to wear uniforms daily. They must comply with the rules and regulations established by the school community. The scholars wear uniforms to affirm their membership in the WAE, and they embrace high standards for their education, behavior, and personal responsibility. The goal of the WAE is to have the scholars engage in activities that build character, integrity and self-esteem. The WAE also offers scholars the opportunity to participate in student government, leadership programs, and community service projects. Our expectation is that the students will become leaders in school and in their communities.

The school incorporates an advisory program, which is used to facilitate a strong relationship between each scholar and her advisor. Each scholar is part of a small advisory group, and the majority of the teachers are advisors. The Advisory meets weekly for 50 minutes, which allows for team building activities, discussions of personal/ social issues that concern the scholars, peer support, and conflict resolution. The advisors serve as mentors, advocates, friends, cheerleaders, taskmasters and disciplinarians. The Advisory is a home base for building positive social relationships and connecting to the school community. Twenty minutes of the advisory period is used for the "Drop Everything and Read and Write" (literacy) program. The scholars are challenged to read 50 books each school year. The advisors often encourage the scholars to work collaboratively with their peers in order to research and design community service projects and fundraisers. The advisory program also serves as a liaison to the parents.

The WAE believes that community service is a foundation for great leaders. It builds character, self esteem, and instills a sense of civic responsibility. The WAE scholars are required to complete 200 hours of community service prior to graduation. **The WAE is** proud to be affiliated with and supported by the following organizations: Lehman College, Monroe College, PS 64, Soft Sheen- Carson (L'Oreal Cosmetics), The New York Coalition of One Hundred Black Women, Inc., and The Mary J. Blige *Foundation for the Advancement of Women NOW* (F.F.A.W.N.).

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Women’s Academy of Excellence			
District:	08	DBN #:	08X282	School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:					Attendance: % of days students attended*				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					91.7	92.6			
Kindergarten									
Grade 1									
Student Stability: % of Enrollment									
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					98.3	98.5			
Grade 4									
Grade 5									
Poverty Rate: % of Enrollment									
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	49				66.5	52.7	53.7		
Grade 8	76	54							
Grade 9			101						
Students in Temporary Housing: Total Number									
Grade 10			65	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11			73		1	5			
Grade 12			67						
Ungraded									
Recent Immigrants: Total Number									
				(As of October 31)	2007-08	2008-09	2009-10		
Total						2	0		
Special Education Enrollment:					Suspensions: (OSYD Reporting) – Total Number				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes			18	Principal Suspensions	14	8			
Number all others	17	18	7	Superintendent Suspensions	8	1			
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS									
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)					
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10		
(As of October 31)				CTE Program Participants	14	8			
# in Trans. Bilingual Classes				Early College HS Participants	8	1			
# in Dual Lang. Programs									
# receiving ESL services only	3			Number of Staff: Includes all full-time staff					
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10		
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	20	17	19		
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	3	4			
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals					
	1	2							
				Teacher Qualifications:					
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	90		
American Indian or Alaska Native				Percent more than two years teaching in this school	30	52.9	62		
Black or African American				Percent more than five years teaching anywhere	30.0	35.3	38		
Hispanic or Latino				Percent Masters Degree or higher	55	47			
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.2	94.3	95		
White									
Multi-racial									
Male									
Female									

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 checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

The Women's Academy of Excellence classroom teachers provide instruction that is student-centered, project-based, and collaborative. The school uses a school-wide BBC (blackboard configuration which include the Do Now, Aim, Standards, Essential questions, Agenda and Homework) in order to provide students with clear expectations for each lesson. The teachers also practice and implement a variety of instructional activities in order to accommodate different learning styles, and provide multiple assessments tools. The teachers are provided with data to assist them in order to inform instructions, such as attendance information, the Progress Report, state/acuity exams results, transcripts, Learning Environment Survey, Student Learning Style surveys, informal/formal observations, and scholarship reports. The teachers also conduct baseline exams in September, and periodic assessments after six weeks of instruction. The teachers also participate in learning walks within their departments, and within their grade teams.

The school staff will continue to provide scheduled parent consultations at the end of each marking period, and parent-teacher conferences will be offered to parents by scheduled appointments. All teachers will be provided with professional development to assist them in the use of the specialized strategies in order to meet the needs of the special populations. The special education program is primarily a push-in service. All IEP students are fully integrated into all aspects of the school day. Individualized and small group tutoring occur during the school day and during the 9th period. Special education students are mainstreamed into all classes. The students receive small group and individualized instruction during their time in the resource room which is facilitated by a Special Education teacher. The Special Education teacher works collaboratively with the mainstream teachers in order to assist all students, and to help modify instruction for students with Individual Education Plans (IEP).

The primary strategy for improving instruction and student performance in Math and English during the 2009-2010 school year included making significant changes in the math department personnel, including hiring a consultant who provided professional development for all teachers with an emphasis on differentiated instruction. During the 2009-2010 school year, we maintained the math consultant (AUSSIE). The literacy initiative has been led by the ELA department, and the team has been charged with establishing curriculum/strategies that included reading comprehension, independent/paired reading, shared reading, guided reading, literacy centers, literature circles, writer's workshop, interactive read aloud, word study, and teacher/student reading and writing conferences. The goal is for the team to take a leadership role in supporting the other departments based on their research and strategies developed. The new teachers also have support from New Visions and a bi-weekly Mentor meeting with the principal.

Last year, the Women's Academy of Excellence officially became a 9-12th grade configuration. A few of the challenges that the school has encountered is the incorporation of AP courses for the senior year, adopting a successful credit recovery program, establishing an effective academic support structure that will meet the needs of the high school scholars, and the improvement of attendance for the high school scholars. The school is presently researching a data system that will be able to support these efforts, and is planning to incorporate Power Schools in 2010-11.

The school wide goals this year have been determined by the students, parents, and teachers' comments on the Learning Environment Survey as well as the recommendations from the 2008-2009 Quality Review. The teachers have always created curriculum maps for every subject area, and the pacing calendars were primarily used in the ELA and math areas. This year, all subject areas will incorporate a pacing calendar, and the goals established by each teacher will include benchmarks and qualitative components to instructional goals.

Formal observations will include how teachers are using data that is provided to drive instruction and assessments. The school will also use the new data system in order to provide more detailed progress and improvement information to parents and students. The school will also incorporate scheduled parent-teacher conferences after each report card distribution.

Goal Number 1	
Goal Objective	To increase credit accumulation of ninth grade students in the area of Living Environment.
	The ninth grade credit accumulation will increase in Living Environment by 5% from the 51% achieved during the June 2009-2010 school year.
Goal Number 2	
Goal	To increase credit accumulation of ninth grade students in the area of Algebra.
Objective	The ninth grade general education students' credit accumulation will increase in Algebra by 5% from 65% achieved during the June 2009-2010 school year. The ninth grade credit accumulation will increase in Algebra by 5% from 56% in the CTT class achieved during the June 2009-2010 school year.
Goal Number 3	
Goal	To increase the number of ninth grade students achieving 65 or above on the 2011 Algebra regents.
Objective	The Algebra regent passing rate will increase by 5% with a grade of 65 or higher from the 71% achieved with the ninth grade general education students' during the June 2009-2010 school year. The Algebra regent passing rate will increase by 5% with a grade of 65 or higher from the 24% achieved with the ninth grade special education students' (CTT class) during the June 2009-2010 school year.

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.

PART V – SECTION A: English Language Arts – Reading, Writing, and Accountable Conversations (Including English as a Second Language, where applicable)

Goal: To continue to improve literacy skills for all students so that they will demonstrate 80% proficiency in reading, writing, speaking and listening in accordance with the New York State Standards.

Objectives:

- To enable 95% of all 11th grade scholars to pass the English Regents exam with a 65 or above.
- To prepare 100% of scholars with reading, writing, and speaking, and critical thinking skills that will allow them to succeed in introductory college level courses.
- To enroll a minimum of 25% of upper classman to take Advanced Placement course in ELA.

Description of Proposed Instructional Strategies for English Language Arts (*that are based on scientifically based research*):

Independent Reading and Writing
Shared Reading and reading aloud
Word Study and Vocabulary
Literature Circles

The writing process: including pre-writing, drafting, revision, editing, publishing, strategies used throughout the writing process: conferencing, peer review, independent editing

Strategies for facilitating discussion: jigsaw, literature circles, “fishbowl”, accountable talk, pair & share

Professional Development:

Intensive Professional Development, including:

- School-based Professional Development Team, which includes the Principal and other essential participants who will demonstrate outstanding classroom, practices to other teachers in the school.
- Ongoing PD for all teachers, coaches, and school administrators.
- AP English College Board Professional Development for ELA and ESL teachers.

PART V – SECTION B: Mathematics

Goal:

High School - To Improve all student academic achievement in mathematics by having 80% of the students who sit for their regent’s exam achieve a 65 or better.

Objectives:

- To motivate and inspire WAE scholars toward a deeper understanding of mathematics through curriculum development and collaborative projects.
- To have 100% of scholars pass a math regents exam.

Description of Proposed Instructional Strategies for Mathematics: All Students will receive 200 minutes of mathematics instruction per week. Students will have at least five 40 minute math classes per week. Teachers will use a variety of instructional practices to reach students on their respective levels. Instructors will run their class in a manner that allows for students to work individually, with a partner, and with group investigation.

Components of the Comprehensive Instructional Approach for Mathematics

Grade 9 Instructional Materials: Prentice Hall Integrated Algebra, NY Edition; Brief Review Integrated Algebra; Graphing Calculators; Resources from jmap.org

Grade 10 Instructional Materials: Prentice Hall Geometry, New York Edition; McDougal Littell Geometry, New York Edition; Graphing Calculators; Resources from jmap.org

Grade 11 Instructional Materials: McDougal Littell Algebra 2, New York Edition; Graphing calculators; Resources from jmap.org.

Grade 12 Instructional Materials: Semester 1: McDougal Littell Algebra 2, New York Edition; Semester 2: Houghton Mifflin Pre-Calculus with Limits, A Graphing Approach; Graphing Calculators; Resources from jmap.org

Professional Development:

- Ongoing Professional Development for all teachers and school administrators
- Professional Development provided based on the needs of students and teachers.

PART V – SECTION D: Social Studies *(Including civics and government, economics, history, and geography)*

Goal:

High School:

- 80% of students achieve proficiency in Social Studies by achieving a 65 or above on the New York State Global History and Geography Regents Exam
- 85% of students achieve proficiency in Social Studies by achieving a 65 or above on the New York State United States History and Government Regents Exam
- 100% of students will receive a 85% or above on their final exams or projects for Participation in Government and Economics

Objectives:

- To enable students to achieve 65 or above on both the Global History and Geography Regents and the United States History and Government Regents.
- To prepare the scholars to become lifelong learners through appreciation and respect for high learning. This would be measured by the enrollment of 100% of these scholars who graduate into a 2 or 4 year college.

Description of Proposed Instructional Strategies for Social Studies *(that are based on scientifically based research):*

High School

Align curriculum to state standards and Regents Exams.

Use of data to drive daily instruction

Implement a variety of instructional methods to meet students learning Styles

Provide tutoring for struggling students who have not met the standards and goals during the allotted teaching time. (P.M., Dec & Jan, May, and June).

Integrate **content and non-content vocabulary with the curriculum.**

Breakdown guided structure for Thematic essay writing and DBQ Essay –Document Based Question

Professional Development:

On-going Professional Development and support provided by Dr. Romina Gutierrez, New Visions (Data, Smart Goals, Teaching Matters)

Learning Walks

PART V – SECTION E: Foreign Languages

Goal: To develop and improve language and literacy skills in the foreign language (Spanish) for all students enrolled in the class. All students will demonstrate proficiency in reading, writing, speaking and listening at the appropriate level in the foreign language in accordance with the New York State Standards. Upon completion of the required units of study, all students will demonstrate proficiency in reading, writing, speaking and listening in accordance with the New York State Regents exam.

Objectives: To enable 100% of the scholars to pass the Spanish Regents exam by 12th grade with a 65 or above. To prepare students with reading, writing, speaking and critical thinking skills that will allow them to succeed in introductory foreign language courses at a college level. To enhance the literacy of native Spanish speakers in the language.

Description of Proposed Instructional Strategies for Foreign Languages *(that are based on scientifically based research)*

Word study and vocabulary building

Independent reading and writing

Shared reading and reading aloud

Reading/Writing circles based on student level/ability

Listening and speaking activities: dictations, educational videos, TPR activities

Comparisons of English and Spanish: Translation, grammar drills

Cultural Study: Readings, videos, research projects, hands-on activities (cooking, acting, etc.)

Strategies for facilitating discussion: jigsaw, KWL charts, reading circles, accountable talk

Professional Development:

School-based Professional Development Team, which includes the Principal and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.

Foreign Language training/conferences throughout the city : ACTFL

Ongoing PD for all teachers, coaches and school administrators

Additional support for Students

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): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve literacy skills that will demonstrate proficiency in reading, writing, speaking and listening in accordance with the New York State Standard and to prepare them for Advanced English courses. The following outlines the strategies implemented to achieve this goal:</p> <ol style="list-style-type: none"> I. To <u>strengthen</u> the reading capacity of all scholars at WAE to allow for critical thinking and analysis by implementing reading stamina protocols, which will reflect a minimum of 180 hours of reading per year yielding results in compliance with New York City ELA standard E1A. II. To <u>elevate</u> the writing ability of all WAE students to yield expressive, concise, and thoughtful writing by: Modeling the writing process for each unit of study, Requiring a minimum of 1 essay per unit of study, requiring essays to be a minimum of 500 words and meet all stated criteria of the English Regents Rubric for New York State. III. To <u>increase</u> the level of listening comprehension of all WAE scholars to elicit mindful analysis of public and private discourse by: engaging scholars in read aloud selections of mentor texts for the related unit of study once weekly. Read-alouds will emanate from a variety of genres and media for example, CD narrations and/or DVD excerpts; explicitly teaching note-taking strategies through the use of graphic organizers including Cornell notes and outline format. IV. To <u>develop</u> the speaking skills of all WAE scholars to ensure they are persuasive and articulate individuals by: impromptu speech exercises guided by appropriate speaking rubrics to include use of relevant vocabulary in unit of study once a week; academic discussion using accountable talk and question skills as well as the Socratic method once weekly; require verbal class participation in the form of
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	<p>whip-arounds where all students are required to speak using appropriate volume and language to answer prompts. Students will perform significant passages from literature using proper diction, enunciation and voice inflection one monthly and will be evaluated according to the appropriate speaking rubric.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> I. <ol style="list-style-type: none"> 1. Provide instruction in vocabulary development through the use of relevant text and related context. Ex. While reading <i>Red Scarf Girl</i> by Ji Li Jiang students are also introduced to the vocabulary of the Cultural Revolution through authentic text obtained through online resources such as EdHelper.com 2. Provide instruction in reading strategies such as: identifying an author's purpose, point of view, sequence of events, fact and opinion, plot, characters, motivation, et al. 3. Provide a diverse selection of reading genres. 4. Provide opportunities for independent reading and reflection. 5. Involve parents in scholar's reading skill development through the use of daily reading logs which parents will sign. II. <ol style="list-style-type: none"> 1. Execute interdisciplinary units with all core subjects in order to give student's knowledge of writing for numerous subjects. 2. provide the opportunity for students to create meaningful opinions by teaching accountable talk and discussion skills. 3. Teach structure using graphic organizers, steps of the writing process and essay structure including the Toulmin body paragraph format. 4. Enhance vocabulary and grammar skills through peer editing and knowledge of technical processes. III. <p>Students will be able to speak one on one and in front of a group on a variety of topics. They will show an increasing comfort in delivering oral reports through the use of body language and projection. They will be able to speak at least 5 minutes on a prepared topic.</p> <ol style="list-style-type: none"> a. Scholars are asked to do oral presentations across the curriculum. b. Scholars will present book reports, personal responses, essays, labs, projects and so on. IV. <p>Implementing read aloud and think aloud activities to model for the scholars what a good listener does and thinks while they listen can be one manner to increase listening skills. Instituting note-taking strategies during classes and providing graphic organizers in order to offer students various ways to compile information, data, fact, ideas, etc. that they have gathered through active listening can also prove to be extremely helpful. This will harness the visual and audio learning process.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Through the contracted services of educational consultants, professional development will be provided in analysis of student work and learning communities. New Visions will provide services for new teachers in building classroom resources and processes.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Students will be able to speak in class during class discussions and one on one. 2. Students will be able to stand up and/or in front of the class for presentations. 3. Students will be able to use body language and presentation voice while speaking at length. 4. Scholars will be responsible for reading assignments, focused participation in literature circles and accountable talk as informal measures. Projects and unit tests/quizzes will also be used to assess skill acquisition. 5. Scholars will be assessed formally eight (8) times throughout the school year (4 progress reports/ 4 report cards) Acuity periodic assessments will be conducted every six weeks. 90% of all WAE scholars will increase their skill level in reading, writing, listening and speaking.

Subject/Area (where relevant):

Social Studies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>High School:</p> <ul style="list-style-type: none"> • 80% of students achieve proficiency in Social Studies by achieving a 65 or above on the New York State Global History and Geography Regents Exam • 85% of students achieve proficiency in Social Studies by achieving a 65 or above on the New York State United States History and Government Regents Exam.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> I. Instruction in concept development. II. Use of graphic organizers to help retain information and the “Big Idea” III. Student Work Analysis IV. Use data to drive instruction –targeted population is the bottom third. V. Administer formative assessments VI. Skills based instruction VII. Instruction in scaffolding. VIII. Skills applications IX. Differentiated Instruction X. Incorporate Learning Styles XI. Focus on essay writing skills and techniques.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>ELL coordinator Special Ed push-in for every subject. LCD Projectors in every classroom. Smaller class sizes.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> I. 10% increase in skill level and content on each 6 week periodic assessment II. 80% increase of students meeting proficiency on assessments. III. To increase by 90% in the number of students doing homework and the quality of homework and projects. IV. To improve the scholars writing quality of essays by 80%

LIVING ENVIRONMENT

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>I. Achievement of 80% mastery on each benchmark. II. 10% increase between periodic assessment intervals for bottom third scholars. III. 90% of scholars with 90% or higher attendance rate will pass NYS Regents exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>I. Develop 1 inter-disciplinary assignment with a connection to history, math or the arts per semester. II. Develop an archive of real-world application activities per course III. IV. Invite guest speakers. V. Schedule field trips. VI. Continue an ongoing development of a Science Department Media Library. VII. Conduct independent Learning Walks with varied IFL principles in mind. VIII. Completion of required labs.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>I. Acquisition of SMART boards for each classroom by Term I. II. Three more LCD projectors with speakers. III. ScanTron machine and scans IV. 2 student computers and a printer in each classroom. V. SMART Board training. VI. PD on technological/media implementation. VII. Training in student data analysis VIII. Training in inquiry, problem IX. Additional lab supplies in physics, earth science, chemistry and living environment, as specified separately by each teacher.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>I. One periodic assessment per marking period. II. Classroom exams and quizzes III. Project presentations IV. Differentiated assignments for bottom third scholars. V. Independent conferences with scholars, evidenced by student folders and teacher binders.</p>

Subject/Area (where relevant): CHEMISTRY

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>I. Achievement of 70% mastery on each benchmark. II. 10% increase between periodic assessment intervals for bottom third scholars. III. 70% of scholars with 90% or higher attendance rate will pass NYS Regents exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>I. Develop 1 inter-disciplinary assignment with a connection to history, math or the arts per semester. II. Develop an archive of real-world application activities per course III. Development of 1 departmental end-term project with 1 central focal theme and separate disciplinary modules (relevant to Biology, Chemistry, Earth Science, and Physics.) IV. Invite guest speakers. V. Schedule field trips. VI. Continue an ongoing development of a Science Department Media Library. VII. Conduct independent Learning Walks with varied IFL principles in mind. VIII. Alignment of content and labs</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>I. Acquisition of SMART boards for each classroom by Term I. II. Three more LCD projectors with speakers. III. ScanTron machine and scans IV. 2 student computers and a printer in each classroom. V. SMART board training. VI. PD on technological/media implementation. VII. Training in student data analysis VIII. Training in inquiry, problem IX. Additional lab supplies in physics, earth science, chemistry and living environment, as specified separately by each teacher.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>I. One periodic assessment per marking period. II. Classroom exams and quizzes III. Project presentations IV. Differentiated assignments for bottom third scholars. V. Independent conferences with scholars, evidenced by student folders and teacher binders.</p>

Subject/Area (where relevant): PHYSICS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> I. Achievement of 70% mastery on each benchmark. II. 10% increase between periodic assessment intervals for bottom third scholars. III. 70% of scholars with 90% or higher attendance rate will pass NYS Regents exam.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> I. Develop an archive of real-world application activities per course II. Invite guest speakers III. Schedule field trips. IV. Continue an ongoing development of a Science Department Media Library. V. Conduct independent Learning Walks with varied IFL principles in mind. VI. Alignment of content and labs.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> I. Acquisition of SMART boards for each classroom by Term I. II. LCD projectors with speakers for each classroom. III. ScanTron machine and scans IV. 2 student computers and a printer in each classroom. V. SMART board training. VI. PD on technological/media implementation. VII. Training in student data analysis VIII. Training in inquiry, problem IX. Additional lab supplies in physics, earth science, chemistry and living environment, as specified separately by each teacher.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> I. One periodic assessment per marking period. II. Classroom exams and quizzes III. Project presentations IV. Differentiated assignments for bottom third scholars. V. Independent conferences with scholars, evidenced by student folders and teacher binders.

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>I. High School: To increase the passing rate on the mathematics regents exam by 5% on the June Regents exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>I. To offer a 9th period regents prep class starting in September 2010 for high school scholars who need to pass the Integrated Algebra Regents.</p> <p>II. Credit Recovery 6th period on Mondays & Saturday School.</p> <p>III. To align instruction with the New York state standards.</p> <p>V. To create lessons that target a variety of student learning styles and abilities.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Through the contracted services of AUSSIE, educational consultant Tom Frossinakis provides professional development in the area of mathematics. Additional areas such as differentiated instructions.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>I. 6-8 Periodic Assessments administered by staff and/or Acuity</p> <p>II. To use a variety of assessments from standard aligned projects, exams, and portfolio pieces to measure growth</p>

Subject/Area (where relevant): Support Services - Special Education

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To raise the reading level of all the IEP students by one grade level from their present level of performance over the course of one year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>I. There will be a mandated 37 1/2 minute period that is focused on reading comprehension for all IEP students. II. Met cognitive reading comprehension strategies (i.e. making text-to-world connections) will be used to support students reading comprehension in collaborative team teaching classes. III. Vocabulary lessons will be integrated within the collaborative team teaching English and Social Studies classes to support the special education students reading. Vocabulary comprehension will be measured every two weeks. New words will also be introduced every two weeks.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>I. Investment in a reading program (i.e. Wilson, Seeing Stars or Lindamood Bell) II. Training on teaching reading and enhanced comprehension is necessary to fulfill the goal. III. Assessment programs (i.e. the Woodcock Johnson or Wechler) IV. Purchase leveled reading materials targeted at the students needs. V. Purchase low reading level high interest text books.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>I. Weekly assessments. II. Periodic assessments (i.e. The Acuity and the Performance Series test) III. Teacher assessments. IV. Teachers will conduct and informal reading battery for each IEP student in September and June.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	21	13						
10	12	60	59	9				
11	8	44	32	28				
12	17	26	22	16				

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Tutoring – Small Group Regents Preparation Credit Recovery – Monday 6 th Pd & Saturday School
Mathematics:	Tutoring – Small Group Regents Preparation Credit Recovery – Monday 6 th Pd & Saturday School
Science:	Tutoring – Small Group Regents Preparation Credit Recovery – Monday 6 th Pd & Saturday School
Social Studies:	Tutoring – Small Group Regents Preparation Credit Recovery – Monday 6 th Pd & Saturday School
At-risk Services Provided by the Guidance Counselor:	
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

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

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
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.
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:	115,011	228,350	343,361
2. Enter the anticipated 1% set-aside for Parent Involvement:	1150		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	5750	*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

Hire teachers for the 2010-2011 school year who are highly qualified

* 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.

Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore the Women's Academy of Excellence, (HS 08x282) *[in compliance with the Section 1118 of Title I, Part of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implement a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. The Women's Academy of Excellence's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. The Women's Academy of Excellence will support parents and families of Title I students by:

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

7. To provide workshops based on parent needs and interests to enhance their professional, personal lives and to assist them in that goal for their children.

The Women's Academy of Excellence Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parent to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

The Women's Academy of Excellence (08x282) will further encourage school-level parent involvement by;

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events
- establishing a Parent Resource Center or lending library, instructional materials for parents.
- *hosting events to support men asserting leadership in education for their children, parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

¹Please note that only New York City Public Schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

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

School-Parent Compact

The Women’s Academy of Excellence (08x282), *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB Act)]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and families. The Women’s Academy of Excellence (08x282) staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- providing parents with information regarding events up to the information to parents/guardians via school messenger telephone system;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide Parents reasonable access to staff by:

- ensuring that staff will have access to interpretations services in order to communicate with limited English speaking parents effectively;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member
- arranging opportunities for parents to receive training to volunteer and participate in their child's class and to observe classroom activities;
- planning activities for parents during the school year (e.g. Open School Week);

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming, respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

- sharing and communication best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child is consistent in wearing the proper uniform and communicate with school officials if there is difficulty in obtaining the uniform;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and her age;
- check and assist my child in completing homework tasks, when necessary;
- encourage my child to read and discuss what my child is reading each day (for a minimum of 15 minutes/day);
- set limits to the amount of time my child watches television, plays video game or is on the computer (unless it is for an assignment/project);
- promote positive use of extracurricular time such as, extended day learning opportunities, Saturday academy classes, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school, on field trips, or assist from my home as time permits;

- participate, as appropriate, in the decisions related to my child’s education. I will also:
 - communicate with my child’s teachers about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
 - take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Advisory Councils. School or District Leadership Team; and
 - share responsibility for the improved academic achievement of my child;

Student Responsibilities

- attend school regularly, arrive on time and come to school with all required materials (e.g. notebook, pens, pencils, etc);
- come to school every day in required school uniform at all times unless permission is given for a school-wide dress down day
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

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.

At the beginning of each school year a Baseline Assessment is done in each subject area to determine the needs assessment of each student, and is follow up with periodic assessments, mock regents, and in-class assessments.

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.

A Credit Recovery Program, which is held on Mondays during 6th period, and a Saturday School Program has been put into place to assist students who need to recover credits in Math, ELA, Social Studies, & Physical Education.

3. Instruction by highly qualified staff.

A yearly review of teacher certification, by means of the BEDS Survey, ensures that all teachers are highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Utilization of professional development services provided by AUSSIE, New Visions, and Dr. Roberta Frenkel will continue to develop the skills all teachers and support staff.

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

Teacher recruitment through New Visions and the DOE, will aid in the process of obtaining high-quality teachers.

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

Title I Parent Meetings are held each month, and workshops for the spring semester are being coordinated to increase parent involvement in ESL, ELA, and Science Literacy.

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.

- **Grade Team Meetings are held twice per month so that teachers have an opportunity to meet together to brainstorm strategies to improve the individual student achievement and the overall instructional program.**
- **Teacher Tuesday's have been implemented for teachers to schedule individual meetings with the principal to discuss strategies to improve academic achievement.**

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.

37 ½ minutes held Monday through Thursday of each week provides opportunities for students who are experiencing difficulty in Math, ELA, Science & Social Studies to meet with their teachers to receive the additional assistance needed to master proficient or advanced levels of academic achievement.

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

Our programs include: Peer Mediation, 3E Workshops, Jazz Foundation Music Program, NASA Program, Music Unites, Soft Sheen Carson Mentoring Program, 100 Black Women Mentoring Program, Zeta Phi Beta Mentoring.

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

Explanation/Background:

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	Yes			18,794	Yes	Pg(s) 5,10,24 – Credit Recovery & Saturday School Programs

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

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

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

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;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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



SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Women's Academy of Excellence						
District:	8	DBN:	08X282	School		320800011282	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.7/88.6	92.6/	88.5
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	54	0	0				
Grade 9	75	101	91				
Grade 10	79	65	87				
Grade 11	74	73	67				
Grade 12	0	67	62				
Ungraded	0	0	0				
Total	282	306	307				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	98.3	98.5	94.1

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	66.5	53.7	79.5

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	1	5	7

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	0	2	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	14	8	26
# in Collaborative Team Teaching (CTT) Classes	0	18	23	Superintendent Suspensions	8	1	1
Number all others	18	7	14				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	0	0	TBD	Number of Teachers	20	17	20
# ELLs with IEPs	0	0	TBD	Number of Administrators and Other Professionals	3	4	6

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

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	0	0	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	2	12	% fully licensed & permanently assigned to this school	100.0	100.0	82.3
				% more than 2 years teaching in this school	30.0	52.9	55.0
				% more than 5 years teaching anywhere	30.0	35.3	40.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	55.0	47.0	70.0
American Indian or Alaska Native	0.4	0.7	0.3	% core classes taught by "highly qualified" teachers	92.2	94.3	77.6
Black or African American	53.5	50.0	44.0				
Hispanic or Latino	41.1	42.8	49.5				
Asian or Native Hawaiian/Other Pacific	1.8	2.3	2.6				
White	1.4	2.3	3.3				
Male	0.0	0.0	0.3				
Female	100.0	100.0	99.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	53.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	16.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	28.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 22	District 08	School Number 282	School Name Women's Academy of E
Principal Arnette Crocker		Assistant Principal Eric Ford	
Coach		Coach	
Teacher/Subject Area Raegan Patrick-Mudd/ESL		Guidance Counselor Najah Smalls-Taylor	
Teacher/Subject Area Marilyn Ambrose/Global History		Parent	
Teacher/Subject Area Tracy Smith/Science		Parent Coordinator Sonja Burns	
Related Service Provider		Other Alyssa Donnelley Dean	
Network Leader Barbara Gambino		Other Priscilla Guzman Counselor	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	12

C. School Demographics

Total Number of Students in School	311	Total Number of ELLs	12	ELLs as Share of Total Student Population (%)	3.86%
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Part II: ELL Identification Process

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

- 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).
- 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.

Paste response to questions 1-6 here

1. The following outlines the steps the school takes to identify potential ELL's: New students enrolled in the school who are determined to be new to the school system, their parents are administered the HLIS by the parent coordinator, Ms. Burns. The parents will also be given an oral interview conducted by Ms. Burns. If the parent indicates another language is spoken at home, they will be interviewed in their native language. If the survey indicates that the student's home language is other than English, the ESL teacher Ms. Patrick-Mudd, will administer the LAB-R, within 10 days of the student's admission. If a student scores below proficiency on the LAB-R they become eligible for state mandated ELL services. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. The NYSESLAT is administered every spring of the school year. At the beginning of the year the scores of all identified ELL's are reviewed and a determination is made on what areas of need should be focused on in instruction. New ELL's are given assessments by the ESL teacher to help determine skill levels. Students are prepared during the year through their English and ESL classes for the NYSESLAT. The scores also help teachers plan programs that best fit ELL needs by allowing them to group like students for tailored learning activities, pair students at different proficiency levels in class, or determine how much instructional time should be spent in the native language and English. The NYSESLAT is administered by the testing coordinator Ms. Ambrose.
2. A parent orientation is given by the parent coordinator, Ms. Burns prior to the start of the school year for all newly enrolled students. Part of the orientation is an explanation of all ELL programs and which programs are offered at the school. In the beginning of the school year information packets are sent home which also include program descriptions of ELL programs. Information regarding ELL programs is also shared at the monthly parent association meetings and during parent/teacher conferences.
3. Once a student is determined to be eligible for ELL services, immediately, entitlement letters are generated and packaged for students to take home to their parents, as well as mailed home. Parents are also called within 24 hours and notified and invited for an orientation conference. During the conference parents are reminded of entitlement and how it was determined. Then they are given a full orientation which includes the parent video, a description of ELL programs and the programs offered at the school. They also receive the Parent survey and Program selection form which they fill out and return before the end of the orientation. The forms are also mailed home for parents who have not come in for the orientation. The parent coordinator will make calls to remind parents to return the forms to the school. Collected forms are stored in the students permanent files which are located in the main office.
4. Once a student is identified as an ELL, as mentioned above, a meeting is held with parents to describe the programs available. When placing eligible ELL's in programs the Parent Survey and Program Selection form is considered, however due to the small number of ELL's in our school and one ESL teacher, the offered program is Freestanding ESL. Currently translation is offered during these meetings for Spanish speaking families.
5. Due to the small number of ELL students in our school the past 6 years the program trend has been freestanding ESL.
6. Program models are in line with the available program at the school, again due to the small number of ELL's enrolled in our school.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained											4	2		6
Push-In										6	1			7
Total	0	0	0	0	0	0	0	0	0	6	5	2	0	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	4
SIFE	2	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	5		1	4	2	1	4		2		13
Total	5	0	1	4	2	1	4	0	2		13

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

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

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

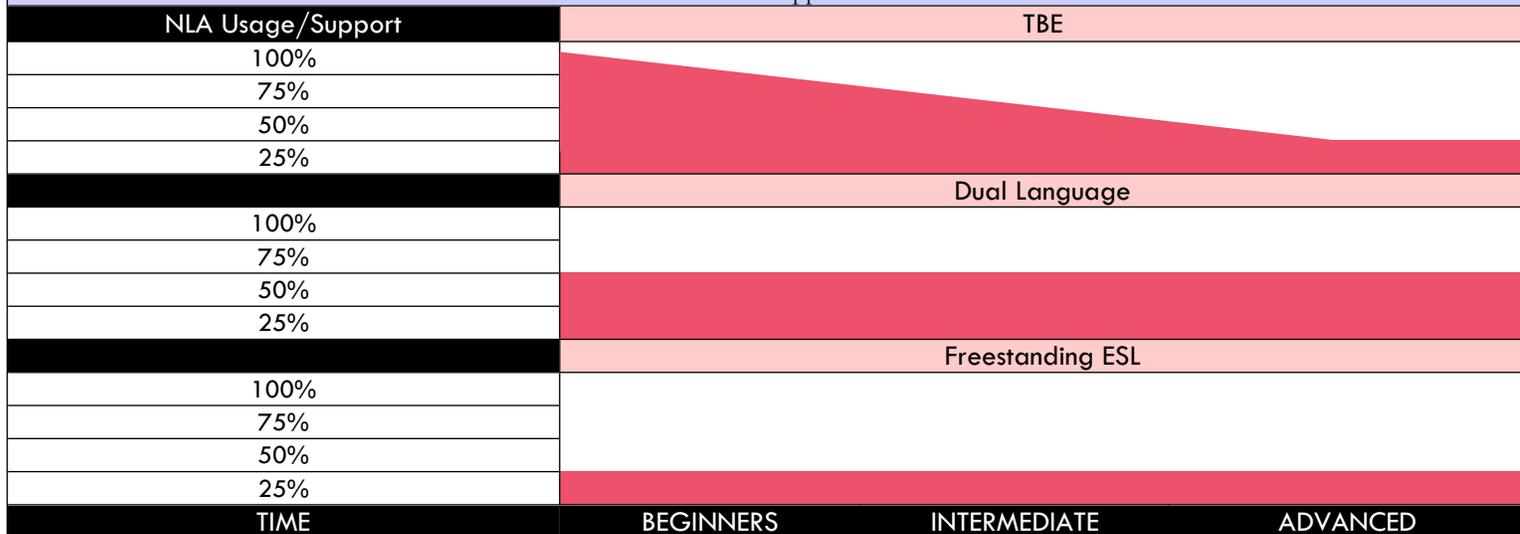
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

1. The instructional organization at our school includes CTT classes. These classes accommodate the mandates of our special education students. 4 of our 14 ELL students are special students with CTT mandates so they are placed in these classes as well. All classes are blocked and homogeneous
2. The ESL teacher was given a limited program of teaching periods in order to provide push-in and pull-out services for the ELL's to meet their mandated instructional minutes. ELL's automatically are scheduled for a period of ELA instruction per day. As well as a writing elective to support their ELA instruction. ESL services are provided specifically through a push-in/pull-out model. The ESL teacher created a schedule to meet the mandates of each ELL student. 9 out of the 14 ELL's are grouped in the same classes and therefore provides the teacher the ability to push-in/pull-out as needed.
3. ESL support is given in the content areas through providing strategies to content teachers. The ESL teacher also pushes into the classes to provide support. During the ESL pull-out content area material is also used to support the instruction and enhance language development
4. Instruction is differentiated for ELL's through strategies being provided to content teachers through ESL teacher support.
 - a. Students identified as SIFE are given extra academic support through 37 ½ minute tutoring as well as a requirement to attend Saturday school. Students would also receive a weekly session with their guidance counselor to provide support socially and academically. ESL teacher support would be provided in their classes also.
 - b. ELL's identified as 3yrs or less will be provided support by the ESL teacher, Saturday school and 9th period tutoring.
 - c. ELL's receiving services for 4-6 years will be provided support from the ESL teacher specifically targeting those areas identified on assessments(periodic, NYSESLAT) which identify in need of improvement. They will also be mandated for Saturday school and 9th period classes.
 - d. Long-Term ELL's will be provided targeted assistance based on need identified on the NYSESLAT. The ESL teacher will push into their classes to directly provide instruction needed to increase the skills needed for the NYSESLAT. Guidance support will also be scheduled for all long term ELL's.
 - e. ELL's with special needs will have their needs addressed through required mandates on their IEP's or 504 accommodation plans.
5. The 9th grade ELL's are mandated for Math and ELA tutoring during the 37 ½ minute period. ESL support is provided in ELA through push-in scheduling by ESL teacher.
6. ELL's who reach proficiency on the NYSESLAT will continue to receive testing accommodations as well as guidance support to help navigate their needs based on report card, progress reports, attendance, and transcripts.
7. Program considerations for next year will include grouping ELL's on each grade levels in same classes. Also adopting a reading program to support ELA instruction.
8. Currently there are no programs/services which would be discontinued next year.

9. ELL's are notified of all school programs the same as all other students. Any after school programs are open to all students and may be recommended to those students who would benefit from the various programs.
10. Books and dictionaries have been ordered in the identified languages of the ELL students in our school. There are also use of smart boards, lap tops and overhead projectors within the classrooms.
11. Native language support is provided through books and resources in native language to enhance language acquisition.
12. All services, resources, and supports are delivered at appropriate age and grade levels.
13. Newly enrolled ELL's are invited to attend our school orientation over the summer.
14. Currently ELL's are offered Spanish as an 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 teachers are given a PD needs assessment in the beginning of the year. Based on the needs teachers are recommended for PD's to address those needs. Every Monday is an early release day for students, the remainder of the day is for professional development, faculty, grade, and departmental meetings. During these sessions strategies are shared regarding addressing the needs of ELL students. The Principal also places notices of PD's in mailboxes of teachers which may pertain to their content area and support the needs of ELL's and other students.

2. Transition support for staff regarding ELL's is provided through PD's where data is reviewed and instructional planning is discussed based on what needs are assessed.

3. The 7.5 hours are met throughout the year in the weekly professional development meetings where ELL needs are addressed.

Paste response to questions 1-3 here

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parents are involved in many of the school activities as well as through the PTA and school leadership team. All parents are welcome to participate in these activities.
2. The school has many partnerships that support all scholars including ELL's. These organizations include: The Foundation For the Advancement of Women Now (FFAWN), Soft Sheen Carson, 100 Black Women,
3. Parental needs are evaluated through responses and concerns raised at parent meetings. Parental needs are also identified through the learning environment survey.
4. Parental involvement activities address the needs of parents by providing information through literature and speakers on areas of concern.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2			

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math <u>Algebra</u>	5			
Math <u>Geometry</u>	7			
Biology				
Chemistry	7			
Earth Science				
Living Environment	5			
Physics				
Global History and Geography	5			
US History and Government	2			
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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?

2. NYSESLAT data shows proficiency in acquired in reading, writing, listening, and speaking. Depending on scores over the years, we can identify what areas the student is more proficient or had more support and where that support is needed.
3. These modalities instruct classroom practices by identifying areas need to be incorporated into lessons. These modalities also inform what professional development is needed as well as what areas in tutoring and Saturday school need to be offered.
4. According to NYSESLAT scores the students are progressing over the three years identified. However there is shown a difficulty for some students to reach proficiency levels.
5. Success of ELL programs is based on testing proficient on the NYSESLAT as well as progress identified on other assessments including periodic assessments, and regent exams.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		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		11/1/10
	Coach		
	Coach		
	Guidance Counselor		11/1/10
	Network Leader		
	Other <u>ELL Coordinator</u>		11/1/10
	Other		
	Other		
	Other		