



**THE LEADERSHIP & COMMUNITY SERVICE ACADEMY
CIS 303**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 09X303

ADDRESS: 1700 MACOMBS ROAD, BRONX, NY 10453

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 303 **SCHOOL NAME:** The Leadership & Community Service Academy

SCHOOL ADDRESS: 1700 Macombs Road, Bronx, NY 10453

SCHOOL TELEPHONE: (718) 583-5466 **FAX:** (718) 583-2463

SCHOOL CONTACT PERSON: Patricia Bentley **EMAIL ADDRESS:** pbentle@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Stephanie Carlson

PRINCIPAL: Patricia Bentley

UFT CHAPTER LEADER: Catherine Guimaraes

PARENTS' ASSOCIATION PRESIDENT: Awilda Correa

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 09 **CHILDREN FIRST NETWORK (CFN):** 562

NETWORK LEADER: Barbara Gambino

SUPERINTENDENT: Dolores Esposito

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
Patricia Bentley	*Principal or Designee	
Catherine Guimaraes	*UFT Chapter Chairperson or Designee	
Awilda Correa	*PA/PTA President or Designated Co-President	
Nathaniel Richardson	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Josephine Barreto	DC 37 Representative, if applicable	
Yelin Mena	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Evette Rodriguez	Member/Parent	
Stephanie Carlson	Member/Teacher	
Cherese Pizarro-Winns	Member/Parent	
Larissa Miller	Member/Teacher	
Yudelki Calderon	Member/Parent	
Jacqueline Gonzalez	Member/Parent Coordinator	
Courtney Bradshaw	Member/Teacher	
Carolyn Ambrose	Member/Para Professional	

(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.

Community Intermediate School 303 is a public middle school in the Morris Heights section of the Bronx. We have 340 students, spanning grades 6-8. Over the nine years of its existence, our school has worked tirelessly to reform itself to serve the needs of our young adolescent learners.

CIS 303 has adopted several major school reforms during the past three years. These long-term goals are in an important stage of implementation. Our daily grade-team meetings; teaming allows teachers to plan units collaboratively, as well as communicate much more effectively about student. Our advisory program in which teachers meet with groups of no more than fifteen students has built stronger meta-cognition functioning of students.

This year we have introduced another significant reform. All teachers will focus on 5 techniques drawn from the text, "Teach Like a Champion" by Doug Lemov. The techniques will lead to higher level cognitive thinking, increased academic expectations and a school culture of excellence. The 5 techniques are:

No Opt Out: a questioning technique that focuses on ensuring a 100% response rate from students

Format Matters: All students will be expected to answer questions in Standard English, and teachers will correct non standard forms used orally by students

Wait Time: Teachers will always allow students a suitable amount of thinking time prior to expecting an answer to a question

Normalize Error: The school will develop a culture in which mistakes are seen as important and integral part of learning, not as something to be feared

Sweat the Details: To build high behavioral expectations the school will select a manageable number of procedures and routines which will be instituted school-wide in order to ensure every moment of the day is used efficiently and effectively.

These first two school reforms have helped build a more collaborative and nurturing school community—essential aspects of a middle school environment. Concurrent with our work to improve the school environment, we have also implemented several instructional reforms. Our four core subject areas are using the Understanding by Design planning model. This intensive planning model combines standards-based unit planning with performance-based assessments. While this planning model is demanding for teachers and for their instructional coaches, we have found that student engagement has increased dramatically and that teachers' units are more firmly anchored in standards and essential learnings. Research has also inspired another instructional program here at CIS 303. We have instituted the Building Academic Vocabulary program in all subject areas to assist students in mastering their content area classes. This program explicitly teaches key academic vocabulary so that students are better equipped to master the content of their subject areas classes. We have developed a school wide English Writing Mechanics Continuum, which will focus all teachers on instructing and consolidating key grammatical, punctuation and usage skills consistently throughout the school day.

Finally, our efforts to improve our students' ability to deal with conflicts we are implementing the Resolving Conflicts Creatively Program. We want to support our students and staff in learning that conflict is a normal part of life and we that can acquire tools to handle the conflict well. Our learning community is continually striving to develop our skill and expertise in order to improve the outcomes of our students.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Leadership & Community Service				
District:	09	DBN #:	09X303	School BEDS Code:	320900010303

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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		91.5	92.4			
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		94.8	94.6			
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	123	124	104	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	118	120	133		91.4	95.1	100.0		
Grade 8	109	114	111						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		6	25			
Grade 12	0	0	0						
Ungraded	0	0	1	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	351	358	349		4	8	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	23	24	23						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	1	0			
Number all others	29	26	23	Superintendent Suspensions	0	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)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants			
# in Dual Lang. Programs	0	0	0	Early College HS Participants			
# receiving ESL services only	45	47	53	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	2	3	8	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	26	26	24
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	4	6	4
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	2	4
	5	6					
				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	96.2	100.0	
American Indian or Alaska Native	1.7	0.8	0.3	Percent more than two years teaching in this school	50.0	44.8	
Black or African American	29.3	27.1	22.9	Percent more than five years teaching anywhere	19.2	13.8	
Hispanic or Latino	68.7	71.5	75.9				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.0	0.0	Percent Masters Degree or higher	73.0	62.0	
White	0.3	0.6	0.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.0	87.2	
Multi-racial							
Male	44.4	46.4	47.9				
Female	55.6	53.6	52.1				

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 checked="" 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 checked="" 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	✓ sh	✓	-				
Limited English Proficient	✓	✓	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	6	6	1				

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	NR
Overall Score	58.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.2	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	17.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	29.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	0.8	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?
-

Strengths

Our school has many strengths.

The school has had a clear set of goals and objectives driving all work. These goals stem directly from the school's mission and vision statements. The use of teacher teams to strengthen all areas of endeavor across the school is one of our most successful practices.

Our learning environment, as assessed by parents, staff, and students (DOE Environmental Surveys) is excellent. There is a clear focus on teaching and learning as well as socio-emotional support for all students. The Quality Review reported, "...an atmosphere of care, mutual trust and respect pervades the school".

We are working hard building our skills and the strategies required to ensure differentiated instruction is available for students.

Accomplishments

Prior to last year, our school tremendous growth in all subject areas and among all cohorts:

ELA- From 2006 to present, the number of students scoring at grade level on the ELA test has risen from 38% to 52%. This growth was most drastic over the last year, when the number of students scoring on grade level grew by 14%. The same growth is exhibited within each cohort, where our number of proficient students grew by 13% and 19% in the Black and Hispanic cohorts respectively. The number of special education students scoring a level one in ELA, decreased by 8%. Of our LEP students, not one student scored below level two and we saw a 14% increase in students scoring on or above grade level. This was a very positive movement, but as seen under the "Weaknesses" section below this movement was not sustained last year.

Math – A similar significant fall was also seen in math. Prior to this our progress had been very positive. The number of threes and fours on the State Math test grew by 5% (from 75% to 80%) over the two years previous to last year. In 2008-2009 78 % of our students are at or above grade level in Mathematics.

Weaknesses

The 2009-2010 year saw a higher bar used in the examinations. Our students' scores were considerably lower than in previous years.

In math we saw the number of students at or above grade level 3 drop from 78% to 28%.

In ELA we saw students on grade level and above drop from 53% to 22%.

This tells us that we need to lift our students' deeper, analytical thinking,

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal One

By June 2011 all students will demonstrate progress towards achieving state standards as measured by a 3 - 5% increase in students scoring at Level 3 & 4 on the NYS ELA Assessment

Goal Two

By June 2011 all students will demonstrate progress towards achieving state standards as measured by a 3 % - 5% decrease in students scoring at Level 3 & 4 on the NYS Math Assessment

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant):

<p>Annual Goal # 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 all students will demonstrate progress towards achieving state standards as measured by a 3 - 5% increase in students scoring at Level 3 & 4 on the NYS ELA Assessment</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>Strategy One Our internal school data (grades, diagnostic and DYO assessments, teacher observation, SQR recommendation) all point to the need to improve our differentiation approach in order to develop the critical and analytical thinking of our students require in order to put them on the path to college. In ELA all teachers will implement daily conferencing in order to provide intense differentiated instruction. All students will be targeted. The process will be managed by the assistant principal supported by the AUSSIE consultant. Beginning in week two, teachers will begin small group conferencing. Monthly extended ELA meetings will provide the vehicle for reflection and refining the process. Weekly curriculum meetings will provide ongoing opportunities for dialogue and reflection.</p> <p>Strategy Two All teachers will focus on 5 techniques drawn from the text, <i>“Teach Like a Champion”</i> by Doug Lemov. The techniques will lead to higher level cognitive thinking, increased academic expectations and a school culture of excellence. The 5 techniques are :</p> <p>No Opt Out: a questioning technique that focuses on ensuring a 100% response rate from students.</p> <p>Format Matters : All students will be expected to answer questions in standard English, and teachers will correct non standard forms used orally by students.</p> <p>Wait Time: Teachers will always allow students a suitable amount of thinking time prior to</p>

	<p>expecting an answer to a question.</p> <p>Normalize Error: The school will develop a culture in which mistakes are seen as important and integral part of learning, not as something to be feared.</p> <p>Sweat the Details : To build high behavioral expectations the school will select a manageable number of procedures and routines which will be instituted school-wide in order to ensure every moment of the day is used efficiently and effectively.</p> <p>Implementation</p> <p>All staff members will participate in professional development around the techniques prior to September. There will be ongoing progress checks and structured professional discussions on a weekly basis to monitor, reflect, and if needed, modify the techniques.</p> <p>Next year we will provide deeper professional development prior to the start of the teaching year. Faculty conferences and grade team meetings once each week will be used to the management of the initiative</p> <p>Teacher Personal Professional Development (PPD) plans will include strategies for developing expert skill in at least one of the techniques.</p> <p>Our peer observation process will use the teaching techniques as their focus and grade level teams will be involved in day to day troubleshooting of any issues that arise related to the techniques</p> <p>The staff has already read each of the techniques and had an introductory PD session about them. The entire staff has been surveyed about the new techniques and wholeheartedly supports the initiative (100% approval).</p> <p>.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title One funding : Consultant to provide professional development and teacher coaching</p> <p>C4E: F Status Teacher to mentor new teachers F status teacher to provide support in IEP management and implementation of instruction</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Strategy One : Every 8 weeks, teachers will meet with the assistant principal and report on progress of the conferencing strategy and the progress of students. The administrative team will check in twice every marking period on the progress of this goal. We will use our electronic grade book systems for this task. We will use Interim Assessments and our school's DYO reading and writing data (Oct, Feb, June)</p>

	<p>when that data becomes available.</p> <p>We expect to see an increase in reading data commensurate with a score greater than 1/2 of one year's progress in February, and greater than one full years progress in June.</p> <p>For writing, we project that 80 % of students will make gains on our writing rubric of one level in at least 2 areas by February. By June, we project that 80% of students will make gains of one level in four areas from the baseline data collection.</p> <p>Strategy Two</p> <p>For the first 8 weeks of school weekly grade team check ins will be conducted. From weeks 8 –June, teams will use a specially constructed checklist to monitor progress across the team.</p> <p>School support staff will use the same tool to monitor progress at monthly meetings.</p> <p>Full school reviews will take place at our January and may retreats.</p> <p>Our peer observation process will focus on observation of these techniques.</p> <p>We project that by our mid line assessment period, students will require, on average no more than 3 prompts during a period to use complete sentences and/or Standard English. By our end line assessments, students will require, on average no more than 1 prompt during a period to use complete sentences and/or Standard English.</p>
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<p>Annual Goal # 2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 all students will demonstrate progress towards achieving state standards as measured by a 3 % - 5% increase in students scoring at Level 3 & 4 on the NYS Math Assessment.</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>Our internal school data (grades, diagnostic, teacher observation, SQR recommendation) all point to the need to improve our differentiation approach in order to develop the critical and analytical thinking of our students require in order to put them on the path to college.</p> <p>Our strategies to address these issues are as follows:</p> <p>Teachers will increase their knowledge and use of formative assessments in order to guide differentiated instruction in the classroom.</p> <p>All teachers will be responsible for ensuring that differentiated learning activities take place on a regular basis.</p> <p>In Math, focused classroom talk in a variety of settings will support student learning.</p> <p>Differentiated small group work will form a regular part of the instructional day. Students' formative data will be used to determine needs of students and hence group formation.</p> <p>Problem solving will form a regular part of the math instructional program.</p> <p>The composition of groups, and their configuration, may vary over the course of the year according to tasks and data.</p> <p>We will use PD meetings, weekly grade level curriculum team meetings and monthly</p>

	<p>departmental meetings team meetings to facilitate skill and knowledge development as well as sharing of successful practice.</p> <p>Small group teacher coaching (differentiated to account for varied needs of staff) will constitute the core of the professional development. Supplementary PD will include one on one coaching if required.</p> <p>Peer observation and peer program review will also be used to further build teacher practice.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title One funding: Consultant to provide professional development and teacher coaching, 3 teachers partly funded to support design and implement the curriculum.</p> <p>C4E: F Status Teacher to mentor new teachers and support differentiation implementation in math, F status teacher to provide support in IEP management and implementation of instruction.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Every 8 weeks, teachers will meet with the math coach and consultant to report on progress of the small group strategy and the progress of students. Student grades will be reviewed by both the math department and the administrative team quarterly. Interim assessment data will be viewed immediately following their completion.</p> <p>We project that student scores in the 2nd marking period will have increased by 3-5% from the first marking period. At the 3rd marking period we anticipate an increase in 5- 7% from the first marking period.</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	40	42	12	15	10	N/A	N/A	2
7	13	22	18	20	15	N/A	N/A	8
8	21	19	15	15	8	N/A	N/A	5
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Wilson – group, one on one, before school (Breakfast Club) and during the day Rewards Phonics Program –push-in groups and pull out and during the day Phonics Program and Leap Frog – one on one, small group, before school and during the day Writing Institute – push-in one on one, small group, during the day and after school Oracy Program – one on one, groups pull out, during day and after school Guided Reading – push-in groups, during the day and after school] Small group writing conferences Homework Help Lunchtime Tutoring</p>
Mathematics:	<p>Math Breakfast club = before school TAI Math Program Homework Help Lunchtime Tutoring</p>
Science:	<p>Science Olympiad – after school and Saturday Homework Help – after school and during lunch Guided Reading – push-in groups, during the day and after school Writing Institute – push-in one on one, small group, during the day and after school Homework Help Lunchtime Tutoring</p>
Social Studies:	<p>Guided Reading – push-in groups, during the day and after school using science texts Homework Help – after school and during lunch Writing Institute – push-in one on one during the day and after school Homework Help Lunchtime Tutoring</p>
At-risk Services Provided by the Guidance Counselor:	<p>Individual/group sessions with students who have been identified. Meets with teams each Wednesday to discuss who students are managing in class and how students are progressing with their goals. Meets with Parent Coordinator and Administration regarding progress of identified students.</p>
At-risk Services Provided by the School Psychologist:	<p>NA</p>
At-risk Services Provided by the Social Worker:	<p>Provided by ASTOR and Morris Height Clinic</p>
At-risk Health-related Services:	<p>Health teacher piloting an after-school and lunchtime mentoring program for overweight girls</p>

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

NCLB/SED requirement for all schools

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

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) 6 – 8 Number of Students to be Served: 40 LEP Non-LEP

Number of Teachers 2 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.

The ESL program at CIS 303 relies on data provided by the LAB-R, NYSESLAT, and New York State ELA and math exams to provide additional support to students identified as limited English language proficient, as well as students who require transitional academic intervention services after passing the NYSESLAT. At CIS 303 there are currently 61 English Language Learners, 26 of whom are Long-Term ELLs. Additionally, support is provided to the 30 students who have scored proficient on the NYSESLAT in the last two years as needed.

The ESL program at CIS 303 follows both the push-in and pull-out models of ESL instruction. Based on data provided by tests of English language proficiency and the ELA and math exams for grades 6-8, the ESL program at CIS 303 provides services to students in the classroom and in small groups determined by their level of English language proficiency and grade level. These students receive services from a certified ESL teacher. Under this model, the ESL instructor uses a combination of techniques to supplement and scaffold mainstream classroom instruction, including Wilson Reading Intervention, phonetic awareness exercises, visual aids, song, and balanced literacy to promote reading comprehension and writing conventions. ESL students in this program also benefit from a large resource of technologies, learning materials, and aids. These include the Learning Leapfrog computer program, laptop computers, audio books with accompanying text, phonetic awareness activities and leveled libraries that include picture books, bilingual dictionaries and glossaries.

Through a combination of push-in/pull-out instruction, the ESL teacher supports student learning during Communication Arts (CA) by pushing into students' mainstream classroom, or by pulling small groups of students out of their classrooms to work on specific language-related skills. In this way, ESL instruction is streamlined with the learning that takes place in students' everyday classrooms, and ESL instruction meets both State-wide content-area standards and State-wide ESL standards for students' development in reading, writing, listening, and speaking English. This ESL program provides the mandated students with either 180 or 360 minutes per week of language learning, depending on their level.

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.

All staff members at CIS 303 engage in ongoing professional development to improve their instructional strategies and align instruction with state learning standards. This professional development includes in-school mentoring and strategic planning with a trained instructor, in addition to out of school seminars related to curriculum and instruction strategies. All teachers participate in peer observation which allows them to learn from their colleagues and receive constructive feedback from their colleagues. This enables teachers to continually reflect on their own practice. Teachers at CIS 303 also participate in ongoing professional development through AUSSIE, which includes mentoring and curriculum planning. Additionally, teachers engage in long-term professional development related to State testing standards. This professional development includes in-school meetings and strategic planning as well as inter-school seminars on test preparation techniques. Each year, CIS 303 holds two staff retreats consisting of two days of professional development tailored specifically to fit the needs of the teachers. During these retreats teachers participate in workshops focusing on differentiation, classroom management and discipline, classroom and state assessment, Understanding by Design (UbD) curriculum planning, and building academic vocabulary. The professional development program specifically addresses the needs of ELLs by offering workshops on ESL techniques, ESL strategies in the content areas and assessment differentiation for ELLs. These workshops are available to all staff members. Additionally, the ESL teacher meets with each grade team (6th, 7th and 8th) on a monthly basis to discuss specific ELLs and to give instructional support.

Section III. Title III Budget

School: 09X303 BEDS Code: 320900010303

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) - Training Rate	\$9,000	523 hours of Professional Development for our General Ed teachers and per session for ESL and General Ed teacher to support ELL Students: 523 hours x \$19.12 (current teacher training rate) = \$9,999.72)
Purchased services		
Supplies and materials	\$6,000	Laptops to be used during and after-school programs to support ELL students
Educational Software (Object Code 199)		
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.

At the beginning of the school year, students are asked which language their parents prefer for written and oral communication from the school. This information is kept in a database.

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.

About 38% of our parents prefer to have written and oral communication translated into Spanish. This information was shared with our School Leadership Team, our data specialist and all staff. All correspondence sent to parents are translated into Spanish.

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.

All written communiqué is translated into Spanish. At all parent meetings, translations are always provided either by school personnel, a parent volunteer, or student.

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.

All oral communiqué is translated into Spanish. At all parent meetings, a translator is always provided either by school personnel, a parent volunteer, or a student.

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:	\$494,383	\$0	\$494,383
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 4,943	\$0	\$ 4,943
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 24,719	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 62,889	*	

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

The Leadership and Community Service Academy – CIS 303 , and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This school-parent compact is in effect during school year 2010-2011.

School Responsibilities

The Leadership and Community Service Academy will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
 - **Ongoing Learners**
 - ◆ Once a month all teachers of the same subject will meet to reflect, share, and develop curriculum.
 - ◆ Students will be responsible for presenting twice per year on a topic about which they are passionate during advisory.
 - **Nurturing Community**
 - ◆ The seventh grade will pilot the implementation of the Resolving Conflicts Creatively Program.
 - ◆ There will be one presentation or assembly per marking period addressing the social needs of students.
 - **Value of Achievement**
 - ◆ There will be a ceremony once per marking period that recognizes students for both academic and non-academic achievement.
 - ◆ There will be a National Junior Honor Society with an inducted group of students from all grade levels.
 - **Self-Development**
 - ◆ There will be at least one peer observation per teacher with feedback per marking period.
 - ◆ There will be at least three trips per semester that cover a wide variety of academic and non-academic activities.
 - **Willingness to do one's best**
 - ◆ There will be progress reports given out to every student on the first school day of each month.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement.

Specifically, those conferences will be held:

November 16, 2010 from 1:00 to 3:00 and 5:00 to 8:00

February 16, 2011 from 1:00 to 3:00 and 5:00 to 8:00

3. Provide parents with frequent reports on their children's progress specifically, the school will provide reports as follows:

On the first Wednesday of every month, parents receive a written progress report. Parents also have the ability to log onto a website called Pupil Path in Skedula to check their child's progress. The information includes attendance, test, quizzes, missing homework and behavioral logs.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Every Wednesday student conversations occur on each grade team. Parents have the ability to request a meeting during this time. In addition we have an open door policy. Parents are welcomed to come anytime and meet with any staff member regarding their child.

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

Parents have the ability to participate in their child's daily activities. All they have to do is ask.

Parent Responsibilities

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

Check student's planner daily.

View Pupil Path in Skedula on a regular basis

Monitor attendance.

Review homework.

Monitor the amount of television their children watch.

Volunteer in the school.

Participate, as appropriate, in decisions relating to my children's education.

Promote positive use of my child's extracurricular time.

Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the DOE either received by my child or by mail and respond, as appropriate.

Make spontaneous visit to the school

Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School

Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

C.I.S 303 School-Wide Regulations

1. There will be **silent passing** in the halls. This will be observed by both students and staff.
2. No students are to be **in the hallway without a pass** for any reason. If your class does not have a pass – students are not to leave.
3. Students will **line-up in their classrooms** and will not enter the hallway until the full class is ready to exit. Teachers will not have students stand in the hallway unsupervised for line-up or any other reason.
4. **Dress-code will be strictly observed.** The dress-code is a white collared shirt (MUST have a regular collar like on a polo or oxford shirt) and blue pants/skirt (should fit properly and students will need to wear a belt if the pants are loose-fitting – dockers or dickies). The following procedures will be adhered to:
 - No colored shirts may be worn under white collared shirts
 - No jeans may be worn under academy uniform pants
 - No hoodies of any kind
 - Hoodies are to be placed in the closet first thing in the morning. If a hoodie is taken it will be returned in June
 - Only solid blue, black or white *sweaters* will be allowed
 - Gentlemen are to have their shirts tucked at all times
 - No Make-up
 - No large hoop earrings
 - Skirts not higher than 3" above the knee
5. Students will be sent upstairs beginning at 8:20 – **Advisory begins at 8:30**. Students will be marked late if they arrive to class after 8:30.
6. **Chairs** will be put **up** and **floors** will be **cleaned** in every room at the end of every day.
7. Students are to come to the **cafeteria quietly**. They are to sit at their table with their class and wait quietly to be called onto line.

8. Students are to **leave their tables trash-free**. Teachers are to check to see that their class has removed all trash before they walk them upstairs.
9. There are to be **no cell phones**, if they are seen they will be confiscated.
10. There are to be **no electronic devices** (CD players, gameboys, etc...) of any kind out or in-use during class time. No teacher is to give permission for any student to use an electronic device at any time other than lunch.
11. The **only** drink the students are allowed to bring to school is bottled water.

The Leadership and Community Service Academy will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, The Leadership and Community Service Academy will:

- 1 Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
- 2 Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
- 3 Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

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

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$494,383		
Title I, Part A (ARRA)	Federal				\$0		
Title II, Part A	Federal				\$0		
Title III, Part A	Federal	✓			\$ 15000		
Title IV	Federal				\$0		
IDEA	Federal	✓			\$55,408		
Tax Levy	Local	✓			\$2,070,830		

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.

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.

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.)

We currently have 6 students in Temporary Housing

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

Student in temporary housing have regular sessions with the school counselor. As well as, provide resources, support and advice to parents.

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:	I.S. X303 Leadership & Community Service					
District:	9	DBN:	09X303	School	320900010303	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.5	92.4	90.8
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		94.8	94.6	94.9
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	124	104	104	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	120	133	106		91.4	100.0	99.7
Grade 8	114	111	130				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		6	25	15
Grade 12	0	0	0				
Ungraded	0	1	0	Recent Immigrants - Total Number:			
Total	358	349	340	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	8	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	24	23	25	Principal Suspensions	1	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	1	5
Number all others	26	23	28				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	26	29	26
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	6	4
# receiving ESL services only	47	53	TBD				
# ELLs with IEPs	3	8	TBD	Number of Educational Paraprofessionals	4	2	4

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	5	6	34	% fully licensed & permanently assigned to this school	96.2	100.0	83.3
				% more than 2 years teaching in this school	50.0	44.8	73.1
				% more than 5 years teaching anywhere	19.2	13.8	42.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	73.0	62.0	84.6
American Indian or Alaska Native	0.8	0.3	0.3	% core classes taught by "highly qualified" teachers	93.0	87.2	80.3
Black or African American	27.1	22.9	20.9				
Hispanic or Latino	71.5	75.9	77.1				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.9				
White	0.6	0.6	0.9				
Male	46.4	47.9	50.6				
Female	53.6	52.1	49.4				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	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	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	40.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	25.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.3						

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 New Visions	District 09	School Number 303	School Name CIS 303
Principal Patricia Bentley		Assistant Principal Monica Brady	
Coach Rosalind Cooper		Coach	
Teacher/Subject Area Megan Kennelly/ESL		Guidance Counselor Joyti Kumrah	
Teacher/Subject Area Danielle Lerro/ELA		Parent	
Teacher/Subject Area Brian Harris/Math		Parent Coordinator Jacqueline Gonzalez	
Related Service Provider		Other	
Network Leader		Other	

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

C. School Demographics

Total Number of Students in School	341	Total Number of ELLs	73	ELLs as Share of Total Student Population (%)	21.41%
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Part II: ELL Identification Process

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

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

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

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

1. ELLs are identified at CIS 303 using the New York State LEP Identification Process. When a student is newly enrolled, the Home Language Identification Survey is administered. If the home language is English, the student is not identified as an ELL. If the home language is other than English, an informal interview is conducted in English and the Native Language. If the student is found to speak a language other than English, the LAB-R is administered by the ESL Teacher. Based on the LAB-R score, the student is identified as beginning, intermediate, advanced or proficient. Students that are determined to be ELLs receive the appropriate number of minutes (determined by level) and are evaluated annually using the NYSESLAT. Students will take the NYSESLAT annually until achieving Proficient in all areas. After they score Proficient they will receive two years of transitional services.

2 - 3. When new ELLs are admitted to CIS 303, the ESL teacher arranges a parent orientation with the parent in person or by phone. The form letter identifying a student as an ELL will also be distributed to the parent. The parent orientation meeting is attended by the parent, the ESL teacher, and a translator, who is also knowledgeable about the program choices for ELLs. During the meeting the parent will watch the parent orientation video provided by the NYC DOE and review the materials and brochures describing the program choices. The ESL teacher and translator answer any questions he or she may have about the program choices. The parent is permitted to select the program choice at the meeting if he or she feels certain, he or she may take home the information to consider and return the selection form within the next week.

All parents are encouraged to attend the parent orientation meeting. Because of the small number of newly admitted ELLs we receive in our school each year the return of selection forms is not usually a problem. If a parent does not return the form, the ESL teacher will reach out to the parent and continue to contact them until it is returned. Over the past three years parents of newly enrolled ELLs have chosen the ESL program. As a result our program model of ESL is aligned with parent requests.

4. If a student scores beginning, intermediate or advanced, the parent is informed of their entitlement. The program choices are explained to the parent or guardian and they have an opportunity to watch the video. They are informed that the program available at CIS 303 is freestanding ESL – both pull-out and push-in. The parent then selects the program they would like for their student.

5. Over the past three years parents of newly enrolled ELLs have chosen the ESL program. As a result our program model of ESL is aligned with parent requests.

6. Yes, the program model is aligned with parent selection.

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							3	3	3					9
Total	0	0	0	0	0	0	3	3	3	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	73	Newcomers (ELLs receiving service 0-3 years)	13	Special Education	8
SIFE	1	ELLs receiving service 4-6 years	29	Long-Term (completed 6 years)	31

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	13	1		29		4	31		4	73
Total	13	1	0	29	0	4	31	0	4	73

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

C. Home Language Breakdown and ELL Programs

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

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
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							25	19	20					64
Chinese														0
Russian														0
Bengali														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu									2					2
Arabic							1							1
Haitian														0
French							2							2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	1	1					4
TOTAL	0	0	0	0	0	0	30	20	23	0	0	0	0	73

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. a. Based on data provided by tests of English language proficiency and ELA and math exams for grades 6-8, the ESL program at CIS 303 groups students by their level of English language proficiency with consideration given to their grade level, background knowledge, and number of years in the country. These students are then serviced in classes by a certified ESL teacher. This teacher follows the push-in and pull-out models of ESL instruction.

b. Through a combination of push-in/pull-out instruction, the ESL teacher supports student learning during Communication Arts (CA) by pushing into students' mainstream classroom, or pulling out small groups of students out of their classrooms in homogenous groups to work on specific language-related strategies. Students are grouped homogeneously by grade level. In this way, ESL instruction is streamlined with the learning that takes place in students' everyday classrooms, and ESL instruction meets both State-wide content-area standards and State-wide ESL standards for students' development in reading, writing, listening, and speaking English. This ESL program provides the mandated students with either 180 or 360 minutes per week of language learning, depending on their level.

2. CIS 303 has a freestanding ESL program. Students' minutes are delivered through small group pull-out instruction or co-teaching with a content area teacher and an ESL teacher delivering instruction.

3. All students at CIS 303 participate in a core curriculum that includes communication arts, mathematics, social studies, and science, and ELLs take part in these classes along with their mainstream classmates. Through the CA Literacy program, students participate in reading and writing workshops to build literacy skills through a combination of teachers' strategy modeling and group and individual practice. Every

classroom is equipped with a leveled library, and students read independently each day through the use of trade books that they select themselves in correspondence with their individual reading levels. Mathematics, science and social studies curriculums follow state-wide standards for all grade levels. All teachers at CIS 303 participate in ongoing PD regarding ELLs, differentiation, and best practices for ELLs in the classroom. As a result, all ELL subgroups receive differentiated instruction in all of their content area classes.

4. ELL Subgroups

Newcomers: New LEP students are given instructional and peer support to aid in their integration into the mainstream classroom community. Newcomers receive one on one instruction as needed to develop language. They receive phonics instruction, have access to listening centers and other technology geared towards supporting emerging language. In addition, new LEP students are paired with a native English speaker to explain the routines of the day and promote their understanding of classroom procedures.

SIFE: Students that are determined to be SIFEs are assessed using baselines in all of the content areas to determine if there are areas of significant gaps. Determination of need is made on an individual basis. Students may require one on one tutoring, small group instruction and additional time to learn material that they missed while they were not following the NYS curriculum.

Long-Term ELLs: Long-Term ELLs are identified and provided services as needed. If a long-term ELL is found to have specific needs, they will receive the same services as ELLs. However, if it appears that the reason they are still an ELL is because of difficulty testing proficient on the NYSESLAT and they are performing at or above grade level, they will not need as much ESL instruction as an ELL.

ELLs: See Program Description Above - Based on General ELL population

ELLs with Special Needs: ELLs with Special Needs are serviced as per their IEP.

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

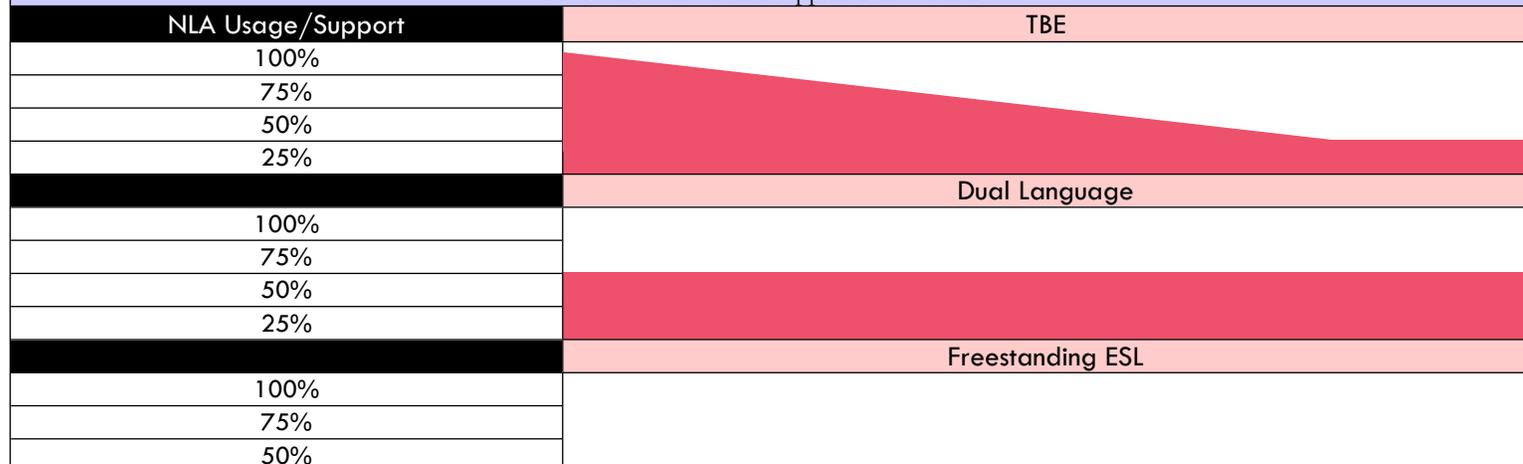
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

5. CIS 303 uses several intervention programs to address the specific needs of ELLs including Wilson, Rewards, and T.I.A. These programs are used along with scaffolded instruction and specific skill-based instruction. Students at CIS 303 are offered academic intervention, resource room, speech, guidance counseling, psychological services, occupational therapy, and nurse care as additional support services, and all services are available to ELLs as well as native English-speaking students.

The supplemental language instruction program at CIS 303 will focus on direct instructional support in the areas of literacy and math, in addition to test preparation for the NYSESLAT exams and State ELA and math tests. These specific programs were chosen based on data provided by student results on the NYSESLAT and State ELA and math exams. For example, after-school programs will focus on language development and math skills. All LEP students and transitional ESL students will take part in the school-wide State test preparation program along with their native English-speaking peers, but they will also have two months after these exams to participate in test preparation and tutoring for the NYSESLAT exam that takes place in May.

After-school program for ELLs in 6-8: Tuesdays, Wednesdays and Thursdays, 3:15-4:45 pm

CIS 303 will use Title III money to provide an after-school program for ELLs in grades 6-8. The after-school program will take place three days a week from 3:15-4:45 pm. During this time a certified ESL teacher will work in cooperation with mainstream teachers to provide supplemental instruction in both literacy and math for ELLs. This program will provide additional support for students' language development and reinforce the standards-based math curriculum by focusing on the development of students' math vocabulary and basic skills.

After-school NYSESLAT test preparation tutoring for ELLs in grades 6-8: Tuesdays and Wednesdays, 3:15-4:45 pm

Starting in March, 2009, all ELLs will be invited to participate in an after-school test preparation for the NYSESLAT exam. This program will take place Tuesdays and Wednesdays from 3:15-4:45 pm for seven weeks prior to the NYSESLAT exam in May, 2009. During this time, a certified ESL teacher will help familiarize students with the test and lead students through practice test exercises using the Getting Ready for the NYSESLAT and Beyond test preparation books (Attanasio & Associates) for grades 6-8.

Breakfast Club Wilson Reading Program for ELLs in grades 6-8: Tuesdays, Wednesdays and Thursdays, 7:05-8:05 am
CIS 303 will be holding a Breakfast Club three mornings a week from 7:05-8:05 to teach the Wilson Reading System. This program is for Intermediate and Advanced ELLs that need additional phonics work to increase their decoding, encoding and comprehension skills. Title III money will be used for one ESL teacher and one mainstream teacher both of whom are certified to teach the Wilson Reading System, Wilson Reading Materials and breakfast for the students.

6. Students who have scored Proficient (P) on the NYSESLAT receive two years of testing accommodations (time and a half). Additionally, these students are monitored by the ESL teacher and their content area teachers. If it is determined that they need additional support they are invited to participate in programs designed to assist ELLs.

7. One new program that will target ELLs struggling in Math in the Morning Math Program. This program will meet twice a week before school to build basics and deliver math instruction in a smaller group. The ESL teacher will work with the math teachers to design the program. Additionally, CIS 303 is incorporating conferencing into both ELA and Math. This enables the teachers to work with small groups of students addressing specific needs and offering more one on one direct instruction.

8. None

9. All students at CIS 303 participate in a core curriculum that includes communication arts, mathematics, social studies, and science, and ELLs take part in these classes along with their mainstream classmates. Through the CA Literacy program, students participate in reading and writing workshops to build literacy skills through a combination of teachers' strategy modeling and group and individual practice. Every classroom is equipped with a leveled library, and students read independently each day through the use of trade books that they select themselves in correspondence with their individual reading levels. Mathematics, science and social studies curriculums follow state-wide standards for all grade levels. All teachers at CIS 303 participate in ongoing PD regarding ELLs, differentiation, and best practices for ELLs in the classroom. As a result, all ELL subgroups receive differentiated instruction in all of their content area classes and have equal access to material.

Additionally, ELLs participate in Health, Physical Education, Art and Technology with their native English speaking peers. They participate in after school electives and programs with their peers and are invited to participate in the following programs designed specifically for ELLs:

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10. The ESL program at CIS 303 utilizes technology in a number of ways to make content more comprehensible for ELLs. Technology is used in all of the content areas. There are lessons delivered using SmartBoards, projectors are used to model work, listening centers are set up in classroom, students may check-out audio books and there are centers to work on oral language with a recording system. Additionally, many teachers post reading assignments on-line with a link to a read aloud.

11. Native language is not delivered in the freestanding ESL program.

12. Yes, materials are leveled appropriately for the students' ages and levels. There are high interested libraries in each classroom that are age and grade appropriate. All teachers differentiate their lessons to ensure that ELLs are receiving the same content but at their language level so the material is comprehensible for them.

13. Students are invited to attend the orientation session where a translator will tell them about the programs at CIS 303.

14. Language electives are not offered at CIS 303.

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)?

N/A

D. Professional Development and Support for School Staff

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

1. All classroom teachers, administration and support staff at CIS 303 receive ongoing professional development. This professional development includes in-school mentoring lessons and meetings with certified mentors, as well as out of school workshops and conferences. Much of this professional development focuses on differentiated instruction in the classroom. Because most classroom teachers instruct ELLs as well as native English speakers in their classrooms, this professional development particularly benefits ELLs by giving mainstream teachers the tools to adapt daily lessons to fit their needs. The certified ESL teacher at CIS 303 also attends in-school mentoring meetings in order to streamline her lessons with the school-wide literacy curriculum.

In addition to providing professional development on school-wide literacy and mathematics curricula to all classroom teachers who work with ELLs, CIS 303 will also provide direct professional development to its ESL teacher through the Bronx BETAC office. This network provides regular professional development sessions on ESL-related topics throughout the year. Topics for 2010-2011 will potentially include the following:

- QTEL
- Test preparation strategies
- Planning instruction in the push-in model
- Planning instruction in the pull-out model

2. When ELLs enter CIS 303 as sixth grade students, all teachers assist in the transition. For the first two weeks of school there are grade-wide assemblies to teach and practice daily procedures. During this time the ESL teacher meets with ELLs to introduce them to the CIS 303 culture and do an initial assessment of their needs. The ESL teacher meets with all staff members to identify ELLs and potential ELLs.

3. At CIS 303 there are monthly PD meeting for the teaching staff. Twice a year these meetings focus on ESL strategies and differentiation. In addition, there are sessions given during school-wide retreats. Teachers receive specific ELL training through monthly meetings with the ESL teacher. The ESL teacher meets with each grade-level team to provide the required hours. These smaller meeting allow the teachers to focus on the needs of specific groups of students.

E. Parental Involvement

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

1-2. The Principal, Assistant Principal, ESL Teacher, Parent Coordinator, Related Service Provider, Guidance Counselor and parents are all considered "Partners" united in a common goal to see that our ELLs are prepared for High School. The ESL program at CIS 303 pays particular attention to increasing parent and community involvement in students' language development.

Every month there are opportunities for parents to attend workshops. These workshops are designed to provide additional information to ESL parents on the school curriculum and ELL-related topics. These workshops will give ESL students' parents a chance to ask questions about

their children's work at school and language development, in addition to giving additional support to parents who may still be unfamiliar with the school literacy or math curricula. A translator will be available at all sessions to assist parents who do not speak English. Tentative topics for ESL parent workshops for the 2010-2011 school year include:

- Workshops on state testing and promotional policy
- Helping your child gain literacy skills when you don't speak English at home
- Curriculum explanations for ESL parents
- ESL homework help

3 - 4. Parents are invited to complete surveys, attend SLT meetings and participate in the workshops listed above. Based on this feedback we are able to evaluate the needs and plan future workshops and events that will suit the needs of parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)									2					2
Intermediate(I)							7	8	6					21
Advanced (A)							25	10	10					45
Total	0	0	0	0	0	0	32	18	18	0	0	0	0	68

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													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	19	2	5	29
7	12	7	0	0	19
8	10	8	2	0	20

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
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		12		10		5		27
7	8		10		1		0		19
8	4		12		3		1		20
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				

New York State Regents Exam

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

Native Language Tests

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

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

1. CIS 303 uses the WRAP diagnostic to assess ELLs' literacy skills. The diagnostic is given at the beginning, middle and end of the year to assess progress as well. The data from this assessment tool is used to plan instruction in reading and writing. All content area teachers use this data to level texts and materials for their students. Additionally, in the 2009-2010 school year all content area classes commenced using

the objectives set for the modality in which they are deficient.

4. The pattern across all grades and proficiencies is that ELLs are scoring lower in the reading and writing modalities than the listening and speaking modalities. The ELL Periodic Assessments do not provide valuable data as compared with the in-school assessments and midline/baseline/endlines that are used at CIS 303. Additionally, the ELLs at CIS 303 are English dominant and therefore Native Language assessments are not used.

5. N/A

6. The program is evaluated by looking at individual students and their growth. Changes are made to the program based on the needs of students. For example, based on the NYSESLAT data indicating that students are deficient in the reading and writing modalities, the program is focusing on conferencing groups that focus on specific reading and writing skills. Additionally, ELLs are supported continuously through all academic years. Because it is a teaming school, there is open communication and conversations about all students and the services and support they require. Every student has an electronic record that all teachers can access and update that is used from 6th - 8th grade. This record includes provides a picture of the whole student and their academic and social history and needs. The records are used to plan and differentiate instruction for ELLs and provide an easy transition throughout grade levels.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		

	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		