



**ACADEMY FOR PERSONAL LEADERSHIP AND EXCELLENCE  
MS363  
2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 10X363**

**ADDRESS: 120E. 184<sup>TH</sup>. STREET BRONX NY 10468**

**TELEPHONE: 718-220-3139**

**FAX: 718-220-6018**

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 363 SCHOOL NAME: Academy for Personal Leadership and Excellence

SCHOOL ADDRESS: 120E. 184<sup>th</sup>. Street Bronx NY 10468

SCHOOL TELEPHONE: 718-220-3139 FAX: 718-220-6018

SCHOOL CONTACT PERSON: Angelo Ledda EMAIL ADDRESS: aledda@schools.ny  
c.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kevyn Jackman

PRINCIPAL: Angelo Ledda

UFT CHAPTER LEADER: Roxanne Batista

PARENTS' ASSOCIATION PRESIDENT: Juan Jaico

STUDENT REPRESENTATIVE:  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

DISTRICT: 10 CHILDREN FIRST NETWORK (CFN): 109

NETWORK LEADER: Maria Quail

SUPERINTENDENT: Sonia Menendez

**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
Angelo Ledda	*Principal or Designee	
Roxanne Batista	*UFT Chapter Chairperson or Designee	
Juan Jaico	*PA/PTA President or Designated Co-President	
Tamara Rosado	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Rosa Pichardo	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Cristina Hernandez	CBO Representative, if applicable	
Terri Steinberg	Member/UFT	
	Member/	

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

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

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

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

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The *Vision* of The Academy for Personal Leadership and Social Responsibility is to improve student performance so that students will positively impact the community through leadership, respect, and responsibility. The students will acquire the tools they need to develop their highest intellectual, social and personal potential.

As the core *Mission*, the Academy is committed to develop socially conscious leaders of the future, in a safe learning environment where students can take risks, achieve academic success, and demonstrate social responsibility. Staff will implement a rigorous, standards-based curriculum with a community service component. This will empower students to develop their role in society.

As a team of dedicated educators who were devastated when the phase out of their school was announced, we knew we had to continue the services and instructional practices that were implemented in a new school setting. By analyzing the demographics of the students we service, our focus will be at-risk students whose social and emotional well being are affected everyday. Considering that the majority of students in the Bronx are faced with challenges on a continuous basis, both inside and outside of the building, we will offer students a place where they can be educated socially, emotionally, physically and academically. The factors that young people face everyday rarely change. Knowing this, we asked ourselves, “How can we make it better?”

Education in an urban, economically disadvantaged area becomes much more than academics when discussing overall student achievement. When we evaluate the issues that negatively influence the community, we find that the educational practices must improve. Students at The Academy will be provided with the tools and resources to make healthy choices that will positively affect their community. The best way to accomplish this is to bridge the gap between the students’ self-worth and the connection to their neighborhood.

The inspiration for the Academy stemmed from The Student Council, a group of young people, who decided to make a difference in their community. The Student Council at MS 399 played an integral role in working with community members and elected officials when the phase out of their school was announced. This drive and resiliency of The Student Council is what motivated the applicant team to initiate the Academy for Personal Leadership and Social Responsibility. The mission of the Academy is to provide students with a standards-based curriculum implemented through differentiated instruction while giving them the character education they will need to be positive activists in their own community.



**SECTION III – Cont’d**

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	Academy for Personal Leadership and Excellence			
<b>District:</b>	10	<b>DBN #:</b>	10X363	<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT)				Principal Suspensions					

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

2009-10 TITLE I STATUS		
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I

<b>Years the School Received Title I Part A Funding:</b>	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10
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**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>If yes, area(s) of SURR identification:</b>
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**Designated as a Persistently Lowest-Achieving (PLA) School:** Yes  No

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

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

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

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

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

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

**Key: AYP Status**

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

#### SECTION IV: NEEDS ASSESSMENT

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

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

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

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Not applicable because A.P.L.E. is a new school that opened in September 2010

## SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal #1	Create a climate of mutual respect and understanding for all students, staff and parents by implementing a rigorous community service learning program.
Measurable Objective	<ul style="list-style-type: none"> <li>• Student daily attendance and participation in CSL will never be less than 95%.</li> <li>• Decrease the number of incidents in our school by 10%, as measured by the OORS.</li> <li>• 100% uniform compliance on a daily basis.</li> </ul>
Action Plan	<ul style="list-style-type: none"> <li>• Respect for All training to be offered to social workers and guidance counselors.</li> <li>• Professional development conducted by ENACT for the staff, including school aides, cafeteria staff, school safety and custodial staff on dealing with the social emotional needs of the students.</li> <li>• Professional development for faculty on planning and student engagement i.e., Guided Discipline and Differentiated Instruction.</li> <li>• Implementation of theme days to build a sense of community</li> <li>• Intensive Staff PD facilitated over the summer 2010 in CSL.</li> <li>• Establish a partnership with the BBP’s office and offer workshops designed to assist parents.</li> </ul>
Evidence	<ul style="list-style-type: none"> <li>• Weekly monitoring of OORS and monthly discussions with cabinet to examine data and follow up</li> <li>• Teacher feedback via the data smart survey conducted by administration</li> <li>• Monitoring of teacher removals for disciplinary issues. Feedback to AP’s and teachers regarding removals to determine strategies for improvement.</li> <li>• Learning Environment Survey feedback</li> <li>• Weekly guidance intervention logs will be monitored</li> <li>• Agendas, attendance from professional development</li> </ul>

<b>Goal #2</b>	Develop Teacher Data Inquiry Teams consisting of 90% teacher participation that will focus on students in our bottom third population, special education and ELL students in English Language Arts. This will be measured by the targeted 10% population within the bottom third population and there increase of one performance level on the NYS ELA exam. Progress will be measured by the one year of progress made by 5 of the 15 selected students.
<b>Measurable Objective</b>	<ul style="list-style-type: none"> <li>• 10% of the targeted population will increase one level on the New York State ELA Exam.</li> <li>• 5 of the 15 students targeted will show one year of progress in ELA.</li> </ul>
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>▪ Provide PD on the gathering and analysis of data to gain insight into the needs of our students.</li> <li>▪ Mathematics and English Language Arts teachers will participate in professional development on how to access and effectively use Acuity/ARIS.</li> <li>▪ Grade level meetings will focus on assessing student work and using this assessment to focus our planning.</li> <li>▪ Ongoing data collection and assessment through Acuity, ARIS, student work and conference notes will be used in the content areas.</li> <li>▪ During technology classes, students will access their own data on Acuity</li> <li>▪ Provide organizational structures and opportunities for teachers to explore problems, hear different perspectives and share new ideas with other teachers in a safe learning community</li> <li>▪ Create study teams with similar interests and concerns to work together to improve instruction that results in student achievement</li> <li>▪ Provide a variety of professional activities beyond the typical workshop that will encourage and engage reflection of teaching practice that will focus on instruction.</li> <li>▪ Provide opportunities for teachers to engage in inter-visitations within the school and in other schools</li> <li>▪ Provide opportunities for teachers to apply their learning and receive feedback</li> <li>▪ Conduct weekly Inquiry Team meetings to research and analyze student data of the targeted population.</li> </ul> <ul style="list-style-type: none"> <li>▪ Provide 90 minutes of academic intervention services per week for the targeted group.</li> <li>▪ Work in collaboration with AIMS to make home visits and target students who have less than 90% attendance</li> <li>▪ Common planning meetings to take place between members of the Inquiry Team before the intervention services are offered.</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• Data collection through Acuity, periodic assessments and teacher conferencing and student work.</li> <li>• Adopt a child program for the members of the Inquiry team to partner with individual students.</li> <li>• Student binders created by the Inquiry Team to monitor student progress.</li> <li>• Movement of students as noted in the school's Progress Report.</li> <li>• Agendas and minutes from weekly Inquiry Team meetings.</li> <li>• Facilitation of Grade meetings that focus on student work and specific needs of students.</li> <li>• Actual student progress and performance on the periodic assessments</li> <li>• Monitoring of student and teacher use of Acuity to access data.</li> </ul>

<b>Goal: #3</b>	<p>Improve student performance in the area of English Language Arts and Mathematics by developing differentiated instructional strategies in our classrooms. Student performance in the area of ELA will be measured via an in-house reading comprehension rubric which incorporates RTI methodologies and asses student progress toward mastery of the following comprehension skills: predicting, questioning, identifying text structures and features, visualizing, summarizing and thinking aloud.</p> <p>In the area of mathematics, an in-home baseline assessment is administered at the start of the academic year. Within that month, teachers analyze student results and align the curriculum being cognizant of student’s academic needs. These needs are indentify in students individualized learning plans and progress is measured through daily conferrals, progress reports and periodic assessments.</p>
<b>Measurable Objective</b>	<p>Student performance will increase by 15% as measured by the NYS English Language Arts Exam and the NYS Math Exam.</p>
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>▪ Gather standardized test data for all students in grades 6 and 7</li> <li>▪ Analyze test data and gap analysis of student performance on NYS exams in 2009-2010</li> <li>▪ Assess students with previous NYS ELA exams in the Fall, Winter and Spring to determine strengths and weaknesses and monitor student progress throughout the school year</li> <li>▪ Assess all students with Impact Math End of Year Assessments to determine areas of mastery and areas in need of improvement</li> <li>▪ Collect baseline writing samples from all students, monitor progress over time with Midline Writing Sample and End of Year Writing Sample</li> <li>▪ Develop Academic Intervention Plans that establishes goals and objectives for all students not meeting the standard for the grade- monitor progress towards the attainment of goals and objectives periodically 6-8 week intervals</li> <li>▪ Provide professional development to all staff in the area of differentiated instruction to enable them to consider the variety of academic abilities, learning styles/modalities, needs, and special problems in their classrooms</li> <li>▪ Support teachers work in the classroom by providing effective coaching that includes intervisitations, time to learn, experiment, observe others and reflect on instructional effectiveness</li> <li>▪ Focus on student achievement by ensuring that classroom teachers, and Academic Intervention Specialists are working collaboratively</li> <li>▪ Encourage teachers to work together in small study groups to find solutions to similar problems by providing a structure that allows them to meet weekly.</li> <li>▪ Guide the growth and development of teachers because skillful teachers positive impact on student achievement</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>▪ Systematically visit the classrooms to ensure instruction is based on NYS Standards and Performance Indicators.</li> <li>▪ Review lesson plans</li> <li>▪ Conduct formal and informal classroom observations</li> <li>▪ Acuity Predictive and Interim Assessments</li> <li>▪ Unit Tests</li> <li>▪ Student Portfolio’s</li> </ul>



	<p>7<sup>th</sup></p> <ul style="list-style-type: none"> <li>• All students will be required to complete 12 mathematical writing pieces and 12 short answer writing pieces.</li> <li>• Teachers will use data from multiple resources to drive daily instruction.</li> <li>• Periodic assessments, chapter tests/quizzes, class work, homework, independent projects will all be considered appropriate forms or data.</li> <li>• Students will be grouped in heterogeneous groups within the classrooms.</li> <li>• Teachers will confer with students on a daily basis and will provide the student with positive reinforcement as well as next steps to improve student performance.</li> <li>• Teachers will track students progress on an individual and class level basis using a Class at a Glance Report which is teacher created.</li> </ul> <ul style="list-style-type: none"> <li>• Differentiated instruction that will positively affect all students' achievement</li> <li>• Student-centered instruction that allows for the students' to question each other and develop their own sense of understanding about mathematics and the inner workings of math.</li> <li>• Scope and sequence, curriculum maps and pacing calendars will be aligned with New York State Math indicators by grade and will put an emphasis on problem solving strategies.</li> <li>• All students will be required to complete 12 mathematical writing pieces and 12 short answer writing pieces.</li> <li>• Teachers will use data from multiple resources to drive daily instruction.</li> <li>• Periodic assessments, chapter tests/quizzes, class work, homework, independent projects will all be considered appropriate forms or data.</li> <li>• Students will be grouped in heterogeneous groups within the classrooms.</li> <li>• Teachers will confer with students on a daily basis and will provide the student with positive reinforcement as well as next steps to improve student performance.</li> <li>• Teachers will track students progress on an individual and class level using a Class at a glance report which is teacher created.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Tax Levy</b>  <b>Title 1 targeted assistance</b></p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>6<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• <b>A minimum of a 10% decrease in the number of Level 1 and 2 students which is currently 10% and 50% respectively as indicated by the 2011 NYS Math Test.</b></li> <li>• <b>A minimum of a 10% increase in the number of Level 3 and 4 students which is currently 22% and 5% respectively as indicated by the 2011 NYS Math Test.</b></li> <li>• <b>Evidence of growth as indicated by class at a glance, teacher reports, periodic assessments and teacher created assessments.</b></li> </ul> <p><b>7<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• <b>A minimum of a 10% decrease in the number of Level 1 and 2 students which is currently 10% and 60% respectively as indicated by the 2011 NYS Math Test.</b></li> <li>• <b>A minimum of a 10% increase in the number of Level 3 and 4 students which is currently 10% and 3% respectively as indicated by the 2011 NYS Math Test.</b></li> <li>• <b>Evidence of growth as indicated by class at a glance, teacher reports, periodic assessments and teacher created assessments.</b></li> </ul>

Subject/Area (where relevant):

Science [Sixth Grade]

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>The goal of the Science Department by the end of the school year is to</p> <ul style="list-style-type: none"><li>• Implement the spiraled curriculum in all grades.</li><li>• Create students adept at problem solving.</li><li>• Create students that are empowered to take positive risks, using the scientific method, critical thinking, technology and communication, to complete fun projects that effect change in their community.</li><li>• To implement the Urban Advantage Program and demonstrate student understanding of scientific protocols by producing science exit projects on all grades.</li><li>• To increase the number of students performing at or above standards by 10% in the 2010-2011 school year as evidenced from pre- and post-assessments. 50% of student portfolios will contain investigative work and reflections of self-performance.</li></ul>
<p><b>methodAction Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"><li>• Use of Middle School 363 Science syllabus as the guiding tool for the implementation of New York State Common Core Standards, and New York City Science Performance Standards.</li><li>• Use New York State Science 5<sup>th</sup> – 8<sup>th</sup> Core Curriculum guide as additional planning resource tool.</li><li>• Use of Glencoe Science to provide students with Science content knowledge development and Science process skills acquisition. Additional resources for English Language Learners (ESL/Bilingual) will include dual language versions (Spanish/English) of same text.</li><li>• Science Coordinator to act as “Coach” working with multi-content teachers, modeling teaching strategies and assisting in the laboratory experience.</li><li>• Use of science trade books to improve students’ Reading Comprehension skills.</li><li>• Use Lab-Aids, GLENCOE and FOSS inquiry kits, and technology in conjunction with assigned textbook as the primary tool for developing hands-on competency and Science Literacy development.</li><li>• Differentiation of instruction along with the integration of literacy, mathematics, and social studies by incorporating the knowledge and skills of on-site math and literacy coaches to enhance professional development of teachers.</li><li>• Teachers will instruct students individually, and in small groups using a variety of</li></ul>

	<p>instructional strategies and manipulatives.</p> <ul style="list-style-type: none"> <li>• Administer practice [pre- and post-] tests to measure science skills and knowledge competency for data-driven curriculum planning for students on all Levels.</li> <li>• Minimum of four periods of classroom instruction per week of which one period will be a laboratory experience.</li> <li>• Adventure learning in association with Urban Advantage.</li> <li>• After-school and Saturday academy programs.</li> <li>• Increase efforts to address special education and ELL populations through professional development.</li> <li>• Provide teachers with student data as well as professional development on how to use the data to drive instruction through the use of ACUITY.</li> <li>• Provide AIS services to our at-risk student population.</li> <li>• Emphasis on regular assessment and evaluation. Students will have science portfolios for review for inter-class and inter-grade promotion at the end of the school year.</li> <li>• Student progress will be measured as per academic unit.</li> <li>• Responsible staff: Mr. Jackman, Science Coordinator.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Tax Levy Funding</li> <li>• Title I Funding</li> <li>• Per session</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• An increase of 5% from Level 1 to Level 2; 5% from Level 2 to Level 3; and 2.5% from Level 3 to Level 4 in formal/informal assessments in grade 6.</li> <li>• Demonstrated acquisition of learned Science skills as delineated by the New York State Common Core Standards and Science Curriculum.</li> <li>• Quality of students' Science portfolios (evidence of clear expectations and academic rigor).</li> <li>• Quality of students' Science Exit Projects</li> <li>• Students demonstrate general awareness and use of mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions to everyday problems.</li> </ul>

	<ul style="list-style-type: none"><li>• Students demonstrate proficiency in accessing, generating, processing, and transferring information, using appropriate technologies.</li><li>• Students demonstrate an understanding of the relationships and common themes connecting through an interdisciplinary approach Mathematics, Science, and Technology and making connections with Literacy, Social Studies, Physical Education, and other areas of learning.</li></ul>
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	<ul style="list-style-type: none"> <li>• Use Lab-Aids, GLENCOE, and FOSS inquiry kits, and technology in conjunction with assigned textbook as the primary tool for developing hands-on competency and Science Literacy development.</li> <li>• Differentiation of instruction along with the integration of literacy, mathematics, and social studies by incorporating the knowledge and skills of on-site math and literacy coaches to enhance professional development of teachers.</li> <li>• Teachers will instruct students individually, and in small groups using a variety of instructional strategies and manipulatives.</li> <li>• Administer practice [pre- and post-] tests to measure science skills and knowledge competency for data-driven curriculum planning for students on all Levels.</li> <li>• Minimum of four periods of classroom instruction per week of which one period will be a laboratory experience.</li> <li>• Adventure learning in association with Urban Advantage.</li> <li>• After-school and Saturday academy programs.</li> <li>• Increase efforts to address special education and ELL populations through professional development.</li> <li>• Provide teachers with student data as well as professional development on how to use the data to drive instruction through the use of ACUITY.</li> <li>• Provide AIS services to our at-risk student population.</li> <li>• Emphasis on regular assessment and evaluation. Students will have science portfolios for review for inter-class and inter-grade promotion at the end of the school year.</li> <li>• Student progress will be measured as per academic unit.</li> <li>• Responsible staff: Mr. Jackman, Science Coordinator.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Tax Levy Funding</li> <li>• Title I Funding</li> <li>• Per session</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- An increase of 5% from Level 1 to Level 2; 5% from Level 2 to Level 3; and 2.5% from Level 3 to Level 4 in formal/informal assessments in grade 7.
- Demonstrated acquisition of learned Science skills as delineated by the New York State Common Core Standards and Science Curriculum.
- Quality of students' Science portfolios (evidence of clear expectations and academic rigor).
- Quality of students' Science Exit Projects
- Students demonstrate general awareness and use of mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions to everyday problems.
- Students demonstrate proficiency in accessing, generating, processing, and transferring information, using appropriate technologies.
- Students demonstrate an understanding of the relationships and common themes connecting through an interdisciplinary approach Mathematics, Science, and Technology and making connections with Literacy, Social Studies, Physical Education, and other areas of learning.



	<ul style="list-style-type: none"> <li>• <b>Balanced Literacy</b></li> <li>• <b>Student Conferral and Feedback</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Both summative and formative assessments will be given throughout the year to track mastery of learning objectives in reading, writing, listening and speaking. Every unit will contain at least two writing assessments, a reading assessment scored on a universal rubric and a standardized ELA reading and writing comprehension assessment. Students will also use periodic assessments to complete academic S.M.A.R.T. goals each marking period using the student individualized learning plan. Some of the assessments will include:</p> <ul style="list-style-type: none"> <li>• End of section test</li> <li>• Predictive and Interim Assessments</li> <li>• Acuity quizzes</li> <li>• Notebook assessment</li> <li>• Collaborative group work/stations</li> <li>• Universal screening rubric</li> <li>• Short Writing Piece/Long Writing Piece</li> <li>• Teacher/student conferrals</li> <li>• Interactive assignments</li> <li>• Share-Outs/Exit Slips</li> </ul>



	<ul style="list-style-type: none"><li>• Short Writing Piece/Long Writing Piece</li><li>• Teacher/student conferrals</li><li>• Interactive assignments</li><li>• Share-Outs/Exit Slips</li></ul>



## **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	16	24	8	8	4	0	0	0
7	5	7	3	3	0	0	0	0
8								
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)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>AIS is provided as advisory before the official start time of the school day. Students focus on reading and writing within the workshop model.</b>
<b>Mathematics:</b>	<b>AIS is provided as advisory before the official start time of the school day. Students use Destination Mathematics, an interactive software program.</b>
<b>Science:</b>	<b>AIS is provided as advisory before the official start time of the school day. Students use FOSS as a hands on method to understanding Scientific concepts.</b>
<b>Social Studies:</b>	<b>AIS is provided as advisory before the official start time of the school day. Students focus on document based inquiry within the workshop model.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Pull out services are offered during non-core subject classes for both group and individual counseling.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>NA</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>NA</b>
<b>At-risk Health-related Services:</b>	<b>NA</b>

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

*NCLB/SED requirement for all schools*

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

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

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

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

**Section I. Student and School Information**

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

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

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

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

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

selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

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

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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

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

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. **All parent information letters are sent out in English, Spanish and French. Any parent conference held has an interpreter if necessary.**
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. As of October 31<sup>st</sup>, our ELL population is 25.7%. **Our Spanish only speaking parent population is 62%.**

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

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.  
**All written translations are provided in-house**
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 conferences have a translator as needed.**  
**All assemblies are conducted in English and Spanish.**  
**All translations are done in-house.**
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>  
**By creating all documents in English, Spanish and French.**

**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:	143,898.00	0	143,898.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,438.00	0	1,438.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	7,194.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	40,072.00	*	

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

**MS 363 Parent Compact**

The school and parents working cooperatively to provide for the successful education of the children agree:

**The School Agrees**

- To convene an annual meeting for Title I parents in September to inform them of our Title I School wide Project, budget, and their right to be involved.
- To offer monthly meeting at various times during the day and evening to share our goals and objectives of our Title I School wide Project.
- To strive to actively involve parents in school/parent partnerships working with Community Based Organizations.
- To provide parents with timely information about our school programs.
- To actively involve parents in planning, reviewing, and improving our Title I Program.
- To continue to provide high quality curriculum and instruction with an emphasis on professional development.
- To strive for continuing communication between teachers and parents through:
  - Back to School Night – Parents and Teachers
  - Monthly parent meetings
  - Academy contacts and activities
  - High School choice and process activities
  - Principal meeting and working with Parents’ Association
- To facilitate the offering of parent workshops on literacy, reading strategies, ESL, and communication with the adolescent child.
- To encourage parents to work along with staff on site-based planning and school professional development activities.
- To participate in monthly meetings in order to share their goals and objectives for the Title I TA.
- To actively join in on school and academy projects involving parent/student activities.
- To provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

## The Parent/Guardian Agrees

To monitor their children's academic progress and attendance at school and their

- Preparation and homework.
- To become involved in parent workshops that will help them develop as parents and educational partners with their children.
- To be aware of school and community activities that concerns their children.
- To become involved in the Parents' Association and to actively plan activities to benefit the school and community.

To share the responsibility for improved student achievement, both academic and social. To make sure students get to school on time with proper materials.

### **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS (NA)**

#### **Section I: Schoolwide Program (SWP) Required Components**

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

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

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

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

### *Explanation/Background:*

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> 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 <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

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

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

Our Title 1 targeted assistance program services students in a variety of ways. Students receive one on one intervention along with group intervention services. Services are not only provided to targeted students, but also the entire student population. Bi-lingual, mono-lingual, regular education, special education and ELL students receive assistance from providers funded by Title 1 Targeted Assistance funds.

Our Literacy lead teacher works with all staff providing literacy to all students. She provides professional development focusing on curriculum aligned to both the NY State standards and CCS's. Inter-visitations are conducted on a daily basis, and instructional strategies are modeled weekly. All staff participated in an extensive six week summer professional development program which included how to provide assistance to at risk students.

All instruction is provided by highly qualified staff and comparable services are offered to all IEP students if the recommended service is not part of the program. Our extended time program focuses on building character and academic strengths in Math, ELA and Science. Our after school program consists of an academic piece followed by clubs to keep children engaged.

As a new school that has opened in September 2010, our parent involvement has been excellent. Our executive PA board has been established as has our SLT. Our back to school night had a 70% attendance rate for parents and our SLT meetings consist of 10+ parents at each meeting. To continue this success, we offer bi-monthly parent workshops, school based events that celebrate relationships between parents, students and staff. Family trips, parents on patrol, football Sunday's for dads and sons and mother son dances are all planned events that will keep our parent involvement where it is.

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## **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:** \_\_\_\_\_ **SURR<sup>3</sup> 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.

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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.

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) **6**
2. Please describe the services you are planning to provide to the STH population.  
**Students receive individual counseling services.**  
**Parent conferences are held on a weekly basis.**  
**Metro Cards are provided.**  
**Parent workshops are conducted for parents of STH.**

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

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



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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	ACADEMY FOR PERSONAL LEADERSHIP AND EXCELLENCE						
<b>District:</b>	10	<b>DBN:</b>	10X363	<b>School</b>		321000010363	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K			0				
Kindergarten			0				
Grade 1			0				
Grade 2			0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3			0				
Grade 4			0				
Grade 5			0				
Grade 6			124	(As of October 31)	2008-09	2009-10	2010-11
Grade 7			39				60.0
Grade 8			0				
Grade 9			0				
Grade 10			0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11			0				
Grade 12			0				
Ungraded			0				
Total			163	(As of October 31)	2007-08	2008-09	2009-10

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

<b>Poverty Rate - % of Enrollment:</b>			
(As of October 31)	2008-09	2009-10	2010-11
			60.0

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

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

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes			11	Principal Suspensions			
# in Collaborative Team Teaching (CTT) Classes			6	Superintendent Suspensions			
Number all others			19				

<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>CTE Program Participants</b>			
(As of October 31)	2008-09	2009-10	2010-11	<b>Early College HS Program Participants</b>			

<b>Number of Staff - Includes all full-time staff:</b>							
(As of October 31)	2007-08	2008-09	2009-10				
# in Transitional Bilingual Classes			TBD				
# in Dual Lang. Programs			TBD				
# receiving ESL services only			TBD	Number of Teachers			
# ELLs with IEPs			TBD	Number of Administrators and Other Professionals			

<b>Number of Educational Paraprofessionals</b>			
(As of October 31)	2007-08	2008-09	2009-10

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
				% fully licensed & permanently assigned to this school			
				% more than 2 years teaching in this school			
				% more than 5 years teaching anywhere			
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native			0.6	% core classes taught by "highly qualified" teachers			
Black or African American			6.1				
Hispanic or Latino			87.7				
Asian or Native Hawaiian/Other Pacific			1.2				
White			0.6				
<b>Male</b>			54.6				
<b>Female</b>			45.4				

#### 2009-10 TITLE I STATUS

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

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

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

	Phase		Category		
	In Good		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:		ELA:	
Math:		Math:	
Science:		Graduation Rate:	

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 109</b>	District <b>10</b>	School Number <b>363</b>	School Name <b>The Academy Personal</b>
Principal <b>Angelo Ledda</b>	Assistant Principal <b>Marisa Madoo</b>		
Coach	Coach		
Teacher/Subject Area <b>Roxanne Batista/Special Ed</b>	Guidance Counselor		
Teacher/Subject Area <b>Taylor Strack/ESL</b>	Parent		
Teacher/Subject Area	Parent Coordinator <b>Tamara Rosado</b>		
Related Service Provider <b>Roxanne Batista</b>	Other		
Network Leader <b>Maria Quail</b>	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	<b>2</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>1</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>10</b>

### C. School Demographics

Total Number of Students in School	<b>163</b>	Total Number of ELLs	<b>52</b>	ELLs as Share of Total Student Population (%)	<b>31.90%</b>
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## Part II: ELL Identification Process

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

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

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

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

1: A formerly trained ESL teacher (either Taylor Strack-ESL Certified or Dominga Lopez-ESL Certified/Bilingual Extension), who has knowledge and training on the identification of English Language Learners, greets parents as they enter to register their child. The pedagogue provides a Home Language Identification Survey, which is immediately followed with an informal, oral interview in English or the parents' native language to determine if the child is an ELL student. After the parent interview, the pedagogue conducts an interview with the student to collect further relevant information for proper initial program placement. At this time, parents are escorted to a separate location where they prepare to view the Parent Orientation DVD in their native language. The Parent Coordinator Tamara Rosado will facilitate the viewing of the DVD. If the DVD is unavailable in the parents' native language, then translators will be made available. Before viewing the DVD, the parents are provided with information by Taylor Strack or Dominga Lopez about the respective ELL programs the Department of Education offers, the Parents' Rights and Responsibilities, as well as translator services available. While parents are viewing the DVD, their children are escorted to a separate location, with either Taylor Strack or Dominga Lopez, where they are administered the LAB/R. The LAB/R is promptly scored and the data is analyzed to confirm initial student program placement. If the children are unable to complete the LAB/R due to a Spanish language barrier, the test will be bubbled in as "unable to answer in English" and they will be administered the Spanish LAB instead. As the year progresses, the ELL population will be continuously evaluated utilizing the data obtained from the NYSESLAT by Taylor Strack, Dominga Lopez and Assistant Principal Marisa Madoo. The information gathered through this exam will be made into living data and utilized to differentiate lesson planning and curriculum that will better serve the ELL population. Testing modifications and the four modalities of Speaking, Listening, Reading and Writing will be continuously assessed and progress reports will be made available to parents throughout specific times of the scholastic year.

2: After the parents view the Parent Orientation DVD that presents detailed information regarding the three ELL programs provided by the Department of Education, they are given the Parent Survey and Program Selection Form by either Taylor Strack, Dominga Lopez or Marisa Madoo. Parents are informed that they are required to list program choices in order of preference, i.e. 1st, 2nd, 3rd choice. They are instructed that they must list their choices in preference order and not just supply a check mark for their first choice. They are also informed that even though their first choice might not be currently available, they have the option of going to the District Office/CFN to locate a school which provides their preferred program. Parents are also provided with pertinent contact information and office locations as well as Parent Brochures as supplemental materials. If the preferred program choice is unavailable, parent's will be offered Free-Standing ESL as a default choice for their child until the school has enrolled 15 or more students within two consecutive grades, allowing the school to open a preferred choice program. After this information is provided to the parents by the above staff members, they complete an Entitlement Form which is signed, photocopied, and placed into each student's cumulative record by a member of the ELL team. Each parent will also receive a Continuation Letter in the Fall and Spring of the scholastic year informing them of the student's progress, and providing them the option to change their ELL program if the progress documentation, as well as the teacher anecdotes, corroborate this decision. The Continuation Letters will be updated and filed in an ELL Data Binder in the Main Office where it will be accessible to the member of the ELL Team whose responsibility it is to send the notifications for that specific semester. This process ideally occurs immediately upon student registration; however in the case that it is not possible, the entire process will be completed within 10 school days.

3. After the parents view the Parent Orientation DVD, they are provided with the Parent Survey and Program Selection Form. Parents are informed that they are required to list program choices in order of preference, i.e. 1st, 2nd, 3rd choice. They are instructed that they must list their choices in preference order and not just supply a check mark on their first choice. They are also informed that even though their first choice might not be currently available, they have the option of going to the District Office/CFN to locate a school which provides their preferred program. After this information is provided to the parents, they complete an Entitlement Form which is signed, photocopied, and placed into each student's cumulative record by a member of the ELL team. Ideally, once the parents register their children, they will complete and receive copies of both the Parent Survey and Entitlement Letters while the school files the original copies. If by chance Entitlement Letters must be sent home and returned, a member of the ELL team will complete a list of outstanding Entitlement Forms and will contact each parent via phone to ensure that they are returned in a timely fashion. This information will be housed in the ELL Data Binder in the Main Office where it will be accessible to the member of the ELL Team whose responsibility it is to contact parents.

4. The criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs were mentioned above and include the following: formation of a trained ELL Team which will be responsible for greeting potential ELL students and their parents, administering the Home Language Identification Survey, conducting informal, oral parent interviews in English or the parents' native language, interviewing the prospective ELL student, presenting the Parent Orientation DVD in the parent's native

language, providing parents with information about the respective ELL programs the Department of Education offers, as well as the Parents' Rights and Responsibilities, ensuring translator services are available, administering the LAB/R and scoring it promptly to determine whether the student should be placed in a Transitional Bi-Lingual or Free-Standing ESL program, placing the child according to data collected, communicating the placement findings and determinations with parents, and completing an Entitlement Form which is signed, photocopied, and placed into each student's cumulative record. If Entitlement Letters must be sent home and returned, a member of the ELL team will complete a list of outstanding Entitlement Forms and will contact each parent via phone to ensure that they are returned in a timely fashion, and finally filing this information in an ELL Data Binder in the Main Office where it will be accessible to any member of the ELL Team and revisited periodically throughout the year.

5. This question does not currently apply to this school since this is its first year in existence.

6. Program models offered at this school are aligned with parent requests.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>							1	1						2
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							1							1
<b>Push-In</b>								1						1
<b>Total</b>	0	0	0	0	0	0	2	2	0	0	0	0	0	4

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	62	Newcomers (ELLs receiving service 0-3 years)	31	Special Education	19
SIFE	0	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	6

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	28	0	0	0	0	0	0	0	0	28
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	3	0	3	25	0	13	6	0	3	34
Total	31	0	3	25	0	13	6	0	3	62

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							28	0						28
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							28	6						34
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	28	6	0	0	0	0	0	34

## 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.

1A. The organizational models of this school consist of self-contained, free standing ESL and Transitional Bilingual Education with supplemental push-in services for 6th and 7th grade students.

1B. The program models of this school consist of block schedules, where students travel as one group throughout the instructional day. The Transitional Bilingual program is ungraded and consists of a 6th and 7th grade bridge class. Both models are heterogeneous and are comprised of mixed proficiency levels.

2. Teacher Schedules and student programs ensure that the mandated number of instructional minutes is provided and implemented on a consistent basis and are as follows:

2A: Transitional Bilingual Education: In our TBE program, beginning, intermediate, and advanced students receive a scheduled 60 minutes of Native Language Arts (NLA) per day which equates to 300 minutes per week. The TBE program also offers 100 minutes of ESL instruction per day which equate to 500 minutes per week. Finally, a 50 minute block of ELA is provided to the entire class per day, equating to 250 minutes per week of ELA instruction. The Transitional Bilingual Program is designed so that students develop conceptual skills in their native language as they learn English. Instructional components are designed to develop skills in the four modalities of listening, speaking, reading and writing.

Free Standing ESL: Intermediate and Advanced students in the free standing ESL program receive 500 minutes per week of ESL instruction that is embedded into the content area of ELA and Social Studies. They as well receive an additional 250 minutes of ELA instruction where the students must process the strategies that were provided during the ESL component of the day.

3: In this school's TBE program, each child in this ungraded, heterogeneous setting of mixed proficiency levels receives instruction in their native language of Spanish by a licensed ESL teacher with a bi-lingual extension. This program gradually increases English instruction, while steadily decreasing Native Language instruction as students develop English proficiency and literacy skills to eventually participate fully in all English content courses. This is accomplished utilizing ESL strategies such as: modeling, bridging, contextualizing, schema building, text re-presentation, and metacognitive development. Each language is given equal attention when the teacher is planning lessons. Content terms are developed in English and their meaning clarified in the students' native language. Students are provided with opportunities to use concept language and to discuss in their own words in both the Native Language and English. It is also important to note that students are made accessible to first language books in the classroom library. They take part in a buddy system where beginners are paired with intermediates and they are invited to attend after school and Saturday enrichment programs for further language development. In this school's Freestanding, self-contained ESL program, each child in this heterogeneous setting receives instruction in English, while receiving Native Language Arts support, by a licensed ESL teacher that holds both ESL and ELA content credentials. The program provides academic content area instruction in English while making content specific terms accessible via ESL strategies such as modeling, bridging, contextualization, schema building, text re-presentation and metacognitive development. In addition, scaffolding techniques are used extensively to assist students in achieving the appropriate English proficiency for their grade as well as prepare them to meet and/or exceed NYS and City test standards. Content terms are developed in English and their meaning clarified utilizing the ESL strategies and methodologies listed above. As with the TBE program, students are made accessible to first language books in the classroom library. They

take part in a buddy system where intermediates are paired with advanced students and they are also invited to attend after school and Saturday enrichment programs for further language development.

4: This school differentiates instruction for ELL subgroups as follows:

4A: SIFEs- At this point in time, the school does not service any SIFE students but the following will be in place when the need arises. SIFE students will be enrolled in either a TBE or Free-Standing ESL self-contained class where they will be instructed utilizing the above ESL methods and strategies in order to accelerate academic and language development. These include: modeling, bridging, contextualization, schema building, text re-presentation and metacognitive development. In addition, scaffolding techniques will be used extensively. Students will be made accessible to first language books in the classroom library. They take part in a buddy system where SIFEs will be paired with more advanced students and they will also be invited to attend after school and Saturday enrichment programs for further language development. SIFE students will also take part in a pull out instructional period per day where they will be grouped by proficiency level and receive additional instruction to acclimate the students to the scholastic environment as well as provide them more intensive academic as well as social emotional support among their peer group.

4B: ELL NEWCOMERS (less than 3 years) - New comers are enrolled in the TBE program where ESL strategies will be utilized to ensure that the students employ their native language to support the grasping of the English language. This program gradually increases English instruction, while steadily decreasing Native Language instruction as students develop English proficiency and literacy skills to eventually participate fully in all English content courses. This is accomplished utilizing ESL strategies such as: modeling, bridging, contextualizing, schema building, text re-presentation, and metacognitive development. Each language is given equal attention when the teacher is planning lessons. Content terms are developed in English and their meaning clarified in the students' native language. Students are provided with opportunities to use concept language and to discuss in their own words in both the native language and English. Students are made accessible to first language books in the classroom library. They take part in a buddy system where beginners are paired with intermediates and they are invited to attend after school and Saturday enrichment programs for further language development. During these enrichment courses, the students will be exposed to previous NYS ELA and Math exams so they may become accustomed to their format and language. This is an important enrichment strategy since NCLB now requires ELA testing for ELL's after one year of being enrolled.

4C: ELLs 4-6 YEARS – ELLs that have received services for 4-6 years are enrolled in this school's Freestanding, self-contained ESL program, which provides academic content area instruction in English while making content specific terms accessible via ESL strategies such as modeling, bridging, contextualization, schema building, text re-presentation and metacognitive development. In addition, scaffolding techniques or ESL strategic instruction, are used extensively to assist students in achieving the appropriate English proficiency for their grade as well as prepare them to meet and/or exceed NYS and City test standards. Content terms are developed in English and their meaning clarified utilizing the ESL strategies and methodologies listed above. As with the TBE program, students are made accessible to first language books in the classroom library. They take part in a buddy system where intermediates are paired with advanced students and they are also invited to attend after school and Saturday enrichment programs for further language development. This group of ELL's will take part in NYSESLAT enrichment courses in order to ensure that they become acclimated to the exam as well as strengthen any areas they struggle with to increase their abilities and assist them in scoring proficient on the NYSESLAT.

4D: LONG TERM ELLs (Completed 6 Years)- ELLs that have received services at least 6 years are enrolled in this school's Freestanding, self-contained ESL program, which provides academic content area instruction in English while making content specific terms accessible via ESL strategies such as modeling, bridging, contextualization, schema building, text re-presentation and metacognitive development. In addition, scaffolding techniques or ESL strategic instruction, are used extensively to assist students in achieving the appropriate English proficiency for their grade as well as prepare them to meet and/or exceed NYS and City test standards. Content terms are developed in English and their meaning clarified utilizing the ESL strategies and methodologies listed above. As with the TBE program, students are made accessible to first language books in the classroom library. They take part in a buddy system where intermediates are paired with advanced students and they are also invited to attend after school and Saturday enrichment programs for further language development. This group of ELL's will take part in NYSESLAT enrichment courses in order to hone in on areas where they falter on this exam. The NYSESLAT enrichment strengthens the areas the students continue to struggle with in order to increase their abilities and assist them in scoring proficient on the NYSESLAT.

4E: Special Need ELLs: The Special Need ELLs are enrolled in this school's Freestanding, self-contained ESL program, which provides academic content area instruction in English while making content specific terms accessible via ESL strategies such as modeling, bridging, contextualization, schema building, text re-presentation and metacognitive development. In addition, scaffolding techniques or ESL strategic instruction, are used extensively to assist students in achieving the appropriate English proficiency for their grade as well as prepare them to meet and/or exceed NYS and City test standards. Content terms are developed in English and their meaning clarified utilizing the ESL strategies and methodologies listed above. As with the TBE program, students are made accessible to first language books in the classroom

library. They take part in a buddy system where beginners are paired with more advanced students and they are also invited to attend after school and Saturday enrichment programs for further language development. This group of ELL's will take part in NYSESLAT enrichment courses in order to ensure that they become acclimated to the exam as well as strengthen any areas they struggle with in order to increase their abilities and assist them in scoring proficient on the NYSESLAT. If a student is in need of a more restrictive setting, said child will be provided Push-In ESL services during the instructional day as well in order to provide reinforcement of the ESL strategies listed above.

## 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: This school is currently implementing Response to Intervention which is a comprehensive, systematic approach to teaching and learning designed to address academic and behavioral problems for all students, including all level ELLs, through increasingly differentiated and intensified assessments and instruction. Throughout the content areas of ELA, math, social studies, and science, each instructor will continuously assess the level of understanding for each child, design quality and differentiated instruction according to the data available, implement the differentiation via ESL strategies and methodologies, and then reassess for understanding and document each student's progress. This constant cycle will assist in providing the ELL team with consistent data for each ELL child, in each subgroup serviced. This intervention increases in intensity according to the need of each student. For example, a newcomer receives an additional instructional period of targeted intervention instruction to support the ESL strategies implemented in class. The targeted interventions are also reinforced through enrichment programs offered during afterschool and Saturday. All interventions are offered in English and the students' Native Language of Spanish.

6: For ELLs that have reached proficiency on the NYSESLAT, they will continue to receive enrichment services to ensure that the transitional period is gradual yet always supportive. Being that the entire school participates in Response to Intervention or R.T.I., former ELLs will also continue to be supported throughout their general content periods to ensure that the ESL strategies they have mastered are continuously used to improve comprehension and continued English Language acquisition. Former ELLs will also be continuously assessed via formative teacher created assessments to ensure that they continue to progress, yet also to monitor for any signs of regression so that further interventions may be put into place.

7: New programs that are being considered for the upcoming school year will be the creation of an ELL Academy where the teachers and students may collaborate amongst each other for planning, collaborative peer grouping and heterogeneous grouping for enrichment purposes. Another program the school is considering is the implementation of proficiency grouping for a few periods throughout the programs in order to further intensify the instruction of ESL strategies via whole class instruction. Lastly, the school is considering incorporating parental involvement throughout the Saturday Enrichment program by providing English classes for both students and parents. This collaboration between parent and child will assist in the further acquisition of the English language.

8: This school is contemplating discontinuing ungraded classes, such as our current TBE program. It is important to provide grade specific TBE programs that focus on specific grade level instructional material. If resources are available, this school would prefer to open graded TBE programs for each grade serviced.

9: All ELLs in this school are afforded equal access to all school programs because they are offered in English and the students' Native

Language of Spanish. During the school week, the school offers an afterschool program in which the ELLs participate and receive homework assistance as well as a recreational period where they have the option of Robotics Club, Fitness Class, or Step Team. Saturday Enrichment services are also offered in both languages and provide an intensive 1 1/2 hours of ELA(ESL) and 1 1/2 hours of Math instruction per day.

10: This school ensures that materials specific to the needs of our ELL population are readily available for their use. Each ELL subgroup has use of texts and resource materials in their Native Language that supports the acquisition of the English Language. The students as well utilize manipulatives and other instructional resources to assist in the comprehension of content terms and other relevant information that might not be understood. The ELL population as well is exposed to technology such as Smart Boards (interactive black boards), computer stations, and the use of an interactive educational program titled Destination (Math and Reading) which provides reading, math, science and social studies content through the use of guided reading, chunking of text, music, formative assessments and much more, both in English and Spanish, all while aligning to the NYS standards of each content.

11: Native Language support in the TBE program is delivered to beginning, intermediate, and advanced students via a scheduled 60 minutes of Native Language Arts (NLA) per day which equates to 300 minutes per week. They also receive NLA support throughout all content areas as the need arises. Students in the Free Standing ESL program have use of texts and resource materials in their native language which supports the acquisition of the English language. All ELL students as well utilize manipulatives and other instructional resources to assist in the comprehension of content terms and other relevant information that might not be understood.

12: All required services support and resources are both age and grade level appropriate. All ELL classroom libraries have materials that are age appropriate and contain at least 40% of its material in the native language. This resource is leveled based on Lexile and Fountas and Pinell indicators to ensure that each child utilizes materials that are appropriate according to their proficiency level as well.

13: In order to assist newly enrolled ELL students before the beginning of the school year, licensed pedagogues conduct presentations at feeder elementary schools in order to provide ELL information to the student population and their parents. Home visits are conducted as well in order to provide literature to the potential students regarding the programs offered.

14: This is the first year of this school and we currently do not have a language elective option.

### 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)?

This school does not have a dual language program and so we are unable to answer the above questions at this point in time.

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

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

1. As part of the professional development all staff members are entitled to have the opportunity to select from an array of workshops focused on increasing academic achievement among ELLs. Teachers of ELLs have all attended the QTELL Building the Base series offered through the Department of Education as a foundational workshop for building best practices among teachers using scaffolding strategies to build academic independence for ELL students. These workshops are conducted by highly trained facilitators who specialize in modeling targeted, practical strategies for participants. Throughout the year, teachers are required to select two ELL workshops in areas they would like to improve upon. After attending respective workshops, staff members turnkey salient workshop content to staff.

Teacher Team meetings are included in this school's professional development. Teacher Team meetings consist of all pedagogues and occur every Thursday for 40 minutes. These meetings are an isolated, uninterrupted amount of time that are teacher lead and provide an opportunity for staff to gather, analyze and interpret student data. Staff members work with a highly qualified lead teacher who serves a dual role as an instructional coach to develop and cultivate the use of ELL strategies among staff to address the findings and conclusions

drawn from the analysis of student data.

In addition, teachers of ELLs use common planning time and content meetings to discuss, plan and assess instructional lessons as a means of strategically adjusting and differentiating instruction for ELL students. The ESL teacher and Bilingual teachers specifically focus on using students' Native Language as a method to support comprehension in all content areas.

2. In order to support staff in assisting ELLs as they transition from elementary school to middle school, expert, outside consultants are provided during the summer to work with teachers to create and develop advisory programs. Advisory programs are constructed to enable students to adjust socially and emotionally upon their first experience in a new academic setting. Teachers work with students to address specific needs with the expectation that students will be able to make a seamless transition. Academic and school cultural norms are unpacked through discussions.

This school has not yet administered an initial ITA assessment. However, when the time arises, future plans include an analysis of assessment data by teachers and administrators to identify students' needs and develop strategic instructional practices.

3. The minimum 7.5 hours of ELL training for all staff consists of workshops that are conducted by ESL certified, highly qualified educators. These workshops and other development opportunities for teachers of ELL students are offered through the New York City Department Education's Office of ELLs, Borough Offices and CFN Network.

## 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. During the summer months, staff members of the school conduct home visits to the residences of students on the projected enrollment roster. Each home visit consists of an English speaking and Spanish speaking staff member and attempts are made to assign translators of other languages families may speak based on initial phone conversations with families. On each home visit, parents receive pertinent information regarding academic expectations for the upcoming year. These visits also serve as a platform for parents to share questions or express concerns regarding the expectations in the comfort of their own home.

In August, parents and students are invited to an orientation session where they receive an informal walking tour of the school and community (if families are new residents to the neighborhood). After the tour, parents receive information regarding opportunities for involvement throughout the school year. These opportunities range from organized teams such as the Parent Association, the School Leadership Team and Parents on Patrol to informal, recreational opportunities such as Mother/Son, Father/Daughter dances, Get Back to Family Night which promote family unity and foster a positive relationship between home and school.

In addition, this school offers Parent Education classes that are conducted at a convenient time for parents and are led by staff members that cover topics such as Learning How to Support Your Child Academically, Navigating the High School Application Process (when applicable) and Ways to Stay Involved in Your Child's Education. It is the expectation that these offerings establish a positive relationship and cultivate a rich experience for both parents and staff and provide continued support parents need to cultivate and sustain their child(s) success.

2. This school partners with other Community Based Organizations that provide workshops to all parents including parents of ELLs. Organizations include Inwood House which is an organization devoted to responsibility, excellence, achievement and leadership and provides educational enrichment and support through creative arts and fitness opportunities to students in the Bronx. In addition, this school works with ENACT, a program that develops social and emotional skills within students and conflict resolution techniques through drama therapy. Lastly, the school works in conjunction with the Morris Heights Health Clinic which provides programs to promote and ensure physical and mental health. These organizations also offer parent orientation workshops that keep parents abreast about innovative ways to support their children inside and outside of school.

3. At this school, parents needs are evaluated through surveys, parent/teacher conferences and meetings such School Leadership Team meetings. Parent surveys are available during Parent/Teacher Conference Night where parents are asked to complete a survey that asks for feedback on issues such as level of academic rigor, clarity of academic expectations, school culture and opportunities for parental involvement. The feedback from the surveys and informal conferences between teachers and parents is analyzed and adjustments are made by the school in respective areas.

4. The school's use of parent feedback allows the school to revise current systems of parental engagement, revise these decisions and then make strategic adjustments and target specific parent needs that are relevant to our community. As a result, parents feel valued and encouraged to continue a partnership with the school and cultivate a lasting relationship.

# 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)							7	0						7
Intermediate(I)							7	2						9
Advanced (A)							23	3						26
Total	0	0	0	0	0	0	37	5	0	0	0	0	0	42

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							1	3					
	I							3	0					
	A							13	3					
	P							16	3					
READING/ WRITING	B							3	3					
	I							9	3					
	A							21	3					
	P							0	0					

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	21	9	2	0	32
6	4	1	0	0	5
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	7		23		6		0		36
6	1		4		0		0		5
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	6		16		15		3		40
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	26		8		8		0		42
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				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

1. To assess the literacy skills of our students, our school uses an in-house reading comprehension rubric. The rubric measures students' reading comprehension skills and matches respective skills to reading levels and a correlating grade. Our school also works in conjunction with the guidance counselors from the elementary feeder schools to retrieve student portfolios which contain student written work and data from early literacy assessments which our school places in students' cumulative records and are housed in an accessible location for teacher teams to analyze and strategically plan based on demonstrated instructional needs.

2: After reviewing the data that was inputted in the table above, it has been revealed that 70% of the ELL population is at Intermediate or Advanced levels in both grades 6 and 7.

3: After looking at the NYSESLAT modalities it was determined that almost 80% of students tested are either Advanced or Proficient in all 4 areas, listening, speaking, writing, and reading. Based on this data, instructional strategies are focused on moving students into a

4B: School leadership and teachers utilize item analysis reports to target specific areas of improvement in regards to individual student strengths and weaknesses. Data extracted from both the ITA and ELL predictive assessments will be used to create instructional and differentiated student goals.

4C: Upon completion of the ELL periodic assessment analysis, student data will be reviewed and discussed with the ESL instructors so that the instructional and differentiated strategies may be embedded into the daily curriculum and lesson planning. Native language is used to support English proficiency through materials such as bilingual dictionaries, NLA classroom libraries, and technology enrichment.

5: We do not have a dual language program and thus this question does not apply.

6: The success of the ELL population will be measured via the analysis of summative assessments such as: ITA, ELL Predictive, NYSESLAT, NYSELA and NYSMath. Analysis of qualitative data will also be utilized such as reviewing student work, conferral logs, and individualized learning plans.

### 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		