



ACADEMY FOR LANGUAGE AND TECHNOLOGY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 09x365

ADDRESS: 1500 MACOMBS ROAD, 4TH FLOOR, BRONX, NY 10453

TELEPHONE: 718-731-0219

FAX: 718-731-2031

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)...26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 09x365 **SCHOOL NAME:** Academy for Language and Technology

SCHOOL ADDRESS: 1700 Macombs Road, Bronx NY 10453

SCHOOL TELEPHONE: 718-731-0219 **FAX:** 718-731-2031

SCHOOL CONTACT PERSON: Alfa Aquino **EMAIL ADDRESS:** AAquino3@schools.

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Rosa Nuñez

PRINCIPAL: Arisleyda Ureña

UFT CHAPTER LEADER: Johnny Infante-Veloz

PARENTS' ASSOCIATION PRESIDENT: Alma Fuentes

STUDENT REPRESENTATIVE:
(Required for high schools) Yancarlos Mejia, Faustino De la Cruz

DISTRICT AND NETWORK INFORMATION

DISTRICT: 09 **CHILDREN FIRST NETWORK (CFN):** #22

NETWORK LEADER: Barbara Gambino

SUPERINTENDENT: Elena Papaliberios

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Arisleyda Ureña	*Principal or Designee	
Johnny Infante-Veloz	*UFT Chapter Chairperson or Designee	
Alma Fuentes	*PA/PTA President or Designated Co-President	
Luz Reyes	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Debra Mendoza	DC 37 Representative, if applicable	
Yancarlos Mejia Faustino De la Cruz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Rosa Nuñez (UFT)	Member/ Teacher	
Angelica Rodriguez (UFT)	Member/ Teacher	
Elsa Ortiz (UFT)	Member/ Teacher	
Niurka Jimenez	Member/ Parent	
Damaris Saldaña	Member/ Parent	

(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.

VISION

Academy for Language and Technology (A.L.T.) provides a nurturing environment where learning, creativity and freethinking are strongly encouraged. Its close-knit network of parents, community members, and faculty offer each student a supportive foundation from which he or she can develop as an individual and scholar. Students will emerge from A.L.T. as confident learners, responsible citizens, and empowered leaders. All students will be literate, numerate, and proficient in the use of technology. They will become critical thinkers and risk takers who have built the solid civic competence necessary to make positive impacts in their communities.

MISSION STATEMENT

A.L.T. nurtures inquiry learning, character development, and community building. Our focus is to prepare students to compete in the global economy. Advanced learning methods, technology, and a professional environment offer A.L.T. students the opportunity to engage in higher levels of real world learning. Community, leadership, and activism inform A.L.T.'s school culture and cultivate the growth of articulate, responsible citizens.

HISTORY

A.L.T. opened in the Fall of 2007 with 110 ninth graders and will add one grade each year until reaching 432 students in four grades. A.L.T. serves a population of English Language Learners (ELLs) from Spanish-speaking backgrounds. Our innovative, extended-day program admits Spanish-speaking ELLs, most of whom are recent immigrants. We offer a transitional program which prepares our students to become fully bi-literate in both English and Spanish through project-based, interdisciplinary learning using the latest technology. At A.L.T., 98% of our 9th graders have earned 15-17 credits in the 9th grade, and almost all of our first-year students earned promotion to the 10th grade.

ACADEMIC PROGRAM

We prepare our students for academic and professional success through our technology-rich, project-based curriculum led by teams of teacher/learners who plan together. Our interdisciplinary thematic curriculum reflects our core values of *inquiry learning*, the commitment to life-long learning, *character development*, and the ability to consciously use creative imagination to achieve personal and educational goals, and *community building*, strengthening family and community partnerships to support students' overall development. Our core values are further manifested in our school environment. Students are professionally attired in uniforms and attend small classes emphasizing both academic and character development.

During our extended day program, students take rigorous courses in math, science, history, English, Spanish, art, health, physical education, and computers. Additionally, A.L.T. offers academic intervention services in math and a special literacy institute in English.

ENRICHMENT

A.L.T. students participate in several enrichment initiatives. A.L.T.'s is committed to raise awareness of the importance of community service. Students participate in Build On, a non-profit organization that empowers students to make a difference in their own communities and communities abroad, through regular community service projects and the opportunity to build schools in third-world countries. Students also participate in after-school activities such as intramural sports, peer-tutoring activities and student government.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Academy for Language and Technology				
District:	09	DBN #:	365	School BEDS Code:	320900011365

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					94	94.3	93		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					79.2	78.3	TBA		
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6					60	90.8	83.7		
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9	110	90	113		0	31	TBA		
Grade 10		107	99	Recent Immigrants: Total Number					
Grade 11			90	(As of October 31)	2007-08	2008-09	2009-10		
Grade 12					69	88	44		
Ungraded				Special Education Enrollment:					
Total	110	197	302	Suspensions: (OSYD Reporting) – Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
				(As of June 30)	2007-08	2008-09	2009-10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions	0	35	TBA		
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions	0	3	TBA		
Number all others			2	<i>These students are included in the enrollment information above.</i>					

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	102	78	86	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	0	96	192	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	2	(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	8	17	TBA
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	3	4	TBA
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	TBA
	3	2	TBA				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	TBA
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	0	0	TBA
Black or African American	0	0	0	Percent more than five years teaching anywhere	12.5	23.5	TBA
Hispanic or Latino	100	100	99.7	Percent Masters Degree or higher	38.0	65.0	TBA
Asian or Native Hawaiian/Other Pacific Isl.	0	0	0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	80.0	100	TBA
White	0	0	0				
Multi-racial	0	0	0				
Male	57.3	47.7	51.0				
Female	42.7	52.3	49.0				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				✓	✓		
Ethnicity							
American Indian or Alaska Native				-	-		
Black or African American				-	-		
Hispanic or Latino				✓	✓		
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				-	-		
Multiracial				-	-		
Other Groups							
Students with Disabilities				-	-		
Limited English Proficient				✓	✓		
Economically Disadvantaged				✓	✓		
Student groups making AYP in each subject				4	4		

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	NR	Overall Evaluation:	√
Overall Score	NR	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	NR	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	NR	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	NR	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	7	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?
-

Student performance trends

As a school designed primarily for newcomer ELLs, Academy for Language and Technology serves high numbers of SIFE and Long-term ELLs. According to school records, over 30% of our students fall into the category of SIFE, and 15-20% fall into the category of Long-term ELL.

We also serve students who are not performing at grade level in literacy or numeracy. For example, the New York State 8th grade math examination and DY0 periodic assessment program show that 80-85% of our students are at a 4th grade level in math. Their literacy levels in native Spanish, based on the results of the Spanish Lab-R, are similar. Over half of our students rank in levels 1 or 2 in Spanish.

Overall, our students struggle with literacy in Spanish and English. In particular, our research shows that our students struggle most with reading comprehension and writing skills. Because of this, our Inquiry Team action research focuses on Literacy, particularly writing, in both English and Spanish. It is the role of this team to:

- 1- Inform the school community of the current literacy trends among our lowest third (Target Population)
- 2- Present solutions and best practices to situations that we encounter.

It is challenging for us to record and analyze data for many of our students because over 85% of our 9th graders arrive with no pre-existing data. The collection of this data begins with our in-house diagnostics. For those 9th graders that arrived this year with data, 30% scored 3 or above on the English test. Math tests are less conclusive. Of the 20% of students with data, one quarter scored higher than a 2 on the middle school math test.

Greatest accomplishments so far

ALT is currently in its third year. Looking back over our brief history, we can identify the following accomplishments:

1. Sustainability of an instructional program that complements the needs of our students:
 - a. We provide a self-contained, gender-specific Literacy Institute to all students to promote learning in reading and writing English.
 - b. Our daily schedule, divided into two days (A Days, which meets Mon-Tues-Wed; and B Days, Thurs-Fri), allows us to provide sitting time to students in ELA and ESL that exceeds mandates in CR Part 154.

- c. All students are given Native Language Arts (Spanish) support on a daily basis; NLA is also programmed into every program.
 - d. Math instruction is given longer than required.
 - e. AIS is incorporated into all subject areas, with an emphasis given to mathematics and ESL.
2. Teachers have been given several opportunities annually for professional development and training (such as QTEL workshops offered through the Office of English Language Learners). Our teachers also meet daily in Common Planning Time.
 3. COHORT DATA: It is monitored closely very year and every marking period. Grades team, content teams, and Learning Support Unit teams are engaged in supporting every Cohort class with its' specific needs (youth development, and parental/family needs)

Significant aids or barriers to the school's continuous improvement

Our budget allocations strongly reflect our instructional goals and philosophies. For example, this year we secured funds to hire adequate faculty to oversee our Literacy Institute and Native Language Arts (Spanish) courses. We also have hired a literacy Coach for strong teacher support and professional development. All of this is reflected in the literacy initiative at ALT.

We strongly believe that technology can help our students learn. As such, we have hired a technology specialist. We have also allocated funds to purchase Smartboards, LCD projectors, laptops, graphing calculators, and listening centers.

Our extended schedule and budget allocations have also allowed us to extend our academic offerings to students at ALT. Currently, in addition to the core subjects, students enjoy classes in art, health, physical education, Microsoft Application, and Japanese.

Due to their status as newly arrived immigrants, students at ALT tend to have a high mobility rate. They often come late in the year and leave earlier than expected. ALT is fully aware of this situation, and strives to lower the mobility of our students. School counselors and administration hold parent workshops to explain the benefits of consistent education;

ALT also supports overage students who lack academic skills and have not accumulated an appropriate number of required credits for their age. With our extended day school, after-school and summer school programs, we are able to provide students with ample opportunities to recuperate the credits they need for graduation.

The staff at ALT is a highly trained, energetic and motivated group of individuals who are keenly able to meet the challenges and demands of their profession. They have several opportunities to expand their knowledge of ELL issues, as well as acquire best practices from a variety of different perspectives.

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.

Instructional goals for 2010-2011

- **Inquiry-Based Learning:** By the end of the 2010 school year, 70% of all students at ALT (in grades 9, 10, 11, and 12) will successfully complete a problem/project based learning (PBL) interdisciplinary portfolio based on a school-wide rubric following the protocol developed by the Buck Institute for Education and New York State Regents exams and standards in ELA, mathematics, history and science.
- **Character Development:** Throughout the 2010-2011 school year, school leaders and staff will support the core belief of character development by reducing the number of behavior incidents in the school to 10% of what was recorded during the 2009-2010 school year. In particular, the school will target and address incidents that occur during arrival and dismissal, during lunch time, and with regard to the use of the school uniform.
- **Academic Intervention:** Through specific and strategic academic interventions, all major content areas – ELA, Integrated Algebra, Global History and Living Environment – will improve Regents passing rates (65+) by 15% (as compared to passing rates of the Regents in June, 2011) for level 1 and 2 students and 2 to 3 students in the 9th, 10th and 11th grades. Specifically:
 - The overall passing rate (65+) for ELA will improve by 10%
 - The overall passing rate (65+) for Integrated Algebra will improve by 10%
 - The overall passing rate (65+) for Global History will improve by 10%
 - The overall passing rate (65+) for Living Environment will improve from by 20%
- **Technology Instruction**
 - In conjunction with the school-wide, web-based gradebook – TeacherEase, all major constituencies – school leaders, teachers, parents, students and staff – at ALT will utilize our new EChalk school web site, frequently and strategically, to increase communication and promote transparency and accountability. Monitored monthly, EChalk web site will produce data that, ideally, will show active participation (averaging 90%) for all school leaders, teachers, and students throughout the year.
- **School-wide Data:** Throughout the 2010-2011 school year, 100% of ALT faculty will collect and analyze

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Throughout the process, every faculty member will meet individually once a week with their Grade Team to discuss their progress with their PBL unit. Through this conversation, they will identify needs and receive individual support if necessary.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>During the weekly Cabinet Meeting, Principal and Content Leaders will review PD schedules and agendas to ensure that one or more hours have been allocated to teachers to work together on their PBL units.</p> <p>Grade Teams and Content Leaders will meet with each of their teachers weekly to discuss progress with regard to the PBL process, data analysis, student work, and next steps. Information gleaned in these meetings will be turn-keyed to principal during weekly Cabinet Meetings.</p> <p>In December, teachers will report findings (data, etc.) to Grade Teams regarding their individual PBL unit first semester. This will inform grade-level portfolio projects and planning for the spring semester.</p> <p>SMART goals will be used throughout the process to monitor progress and mark success. Grade Teams will make and monitor SMART goals as a team. Teachers will make and monitor SMART goals in the first semester regarding their individual PBL unit. Students will also make and monitor SMART goals. Next, in the second semester, teachers and students will continue to monitor and revise SMART goals.</p> <p>At the end of April, Team Leaders will submit a report and reflection of the team-wide, interdisciplinary PBL experience, including data showing success. These reports will be used in 2011 to set, monitor and accomplish SMART goals.</p>

Character Development

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2010-2011 school year, the faculty at ALT will commit to developing the character of the student body through uniform enforcement. We will plan to have 90% uniform compliance. We will reduce the average number of recorded tardiness to 3% of the student population. We will focus on reducing the number of recorded in-class behavior infraction logs by 10%. Incidents of leaving class without permission will be reduced to no more than 8 weekly incidents. At-risk students with documented patterns of infractions will receive counseling in-school, with additional referral services when necessary. We will reduce the number of suspensions by 10%. As part of character development, we will foster an environment where students learn to use technology/internet responsibly.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Uniform Policy</p> <ul style="list-style-type: none"> - Students are informed upon enrollment of uniform policy. - Students and parents will sign a contract to comply with the school’s uniform policy during the first week of school. - Students who do not comply with the uniform policy will receive lunch detention and a phone call home. - Students who show a pattern of uniform infractions will lose privileges (field trips, prom, office pass, etc.) <p>Tardiness</p> <ul style="list-style-type: none"> - Tardy students will be held in morning detention without access to computers. - Students who are late more than 3 times in one week will have a parent-conference with the school counselor and parent coordinator within the week. - Students who are failing as a result of tardiness will meet with teachers and be expected to make up all missing work. - Students will be counseled on taking ownership for credit accumulation and approaching teachers for missed work. <p>In-class behavior infractions</p> <ul style="list-style-type: none"> - Faculty will set clear expectations for all student behavior. - Faculty members will receive training in August regarding behavioral management and expectations for teacher enforcement, as well as creating an environment of respect and professionalism. - Teachers will report non-compliance with behavior expectations through behavior logs on Teacherease. - Students with a pattern of behavior infractions will be reported to LSU teachers, who will then call a parent-conference with the full grade team, counselor, student and parent. - LSU grade teams will meet to discuss and prepare for parent conferences. - During LSU meeting, student and parent will sign an action plan involving next steps and follow-up strategies. Next steps can include monitoring logs, probation sheets, and weekly counseling with members of the faculty.

	<ul style="list-style-type: none"> - If pattern of misbehavior, student will be recommended for principal or superintendent suspension, depending on level of infraction. <p>Students leaving class without the pass</p> <ul style="list-style-type: none"> - Support faculty will record the number of incidents of students leaving class without the pass. - No more than one student should be outside of the class at a time. - All teachers should have a pass or provide students with a written pass. - Students who are not in compliance with the uniform policy will not receive office pass privileges. - Students who have left class without a pass more than once during a week will be reported to the LSU teachers. <p>Responsible use of technology/internet</p> <ul style="list-style-type: none"> - Students will be trained as members of the technology team through leadership training and training in protocols. - Technology teachers will attend professional development on safe use of internet access. - Students will attend lessons or workshops on appropriate and legal uses of technology (ie; sexting, plagiarism, safety within social networks, etc) - Consequences for non-compliance with technology expectations will result in the same consequences as listed above.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>A member of the faculty has been chosen to serve as Safety Dean for the 2010-2011 school year. In lieu of his responsibilities as Safety Dean, this teacher will receive a reduced teaching load. He will also be given a “Safety Room” to conduct private matters related to this position.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>School aides, Safety Dean, School Counselor, and others will meet during weekly meetings.</p> <p>Establishment of systems throughout the school year (student support panel, LSU-teachers, police liaisons)</p> <p>Progress will be tracked and statistics reported to faculty at Common Planning meetings and to parents at meetings of the Parents Association.</p>

Subject/Area (where relevant): **Academic Intervention**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Through specific and strategic academic interventions, all major content areas— ELA, Integrated Algebra, Global History and Living Environment—will improve Regents passing rates (65+) by 10% (as compared to passing rates of the Regents in June, 2011) for level 1 and 2 students and 2 to 3 students in the 9th, 10th, 11th and 12thgrades.</p> <p>Specifically:</p> <ul style="list-style-type: none"> ■ The overall passing rate (65+) for ELA will improve by 10% ■ The overall passing rate (65+) for Integrated Algebra will improve by 10% ■ The overall passing rate (65+) for Global History will improve by 10% ■ The overall passing rate (65+) for US History will improve by 10% ■ The overall passing rate (65+) for Living Environment will improve from by 10%
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Six times a year, all content area teachers will design, implement, and analyze results from the school’s in-house periodic (DYO) assessments, aligned with the New York State Regents exams and standards. The first of these assessments will be a re-worked diagnostic exam; predictive exams will also be used at intervals prior to administering the Regents. Results from these exams will be collated with previous Regents scores. Once data has been analyzed, students and teachers will establish SMART goals to achieve greater success.</p> <p>Data from the DYO assessments will be submitted to Team Leaders, Department Heads, LSU and school administration six times a year. These results will be used to strategically place students into:</p> <ul style="list-style-type: none"> ■ Daily class groupings in content classes ■ After school tutorials ■ Saturday Academies ■ Individual meetings with teachers, counselors, and other staff. ■ Pull in and Push-In sessions ■ Co-teaching ■ Session III for academically challenged students <p>While the June Regents remain the focus of this goal, all target students will be given opportunities in August and in January to take those Regents exams that they still need to pass. Before these exams, all students will be required to fulfill a minimum of six hours of Regents preparation, either during the day in regularly scheduled intervention periods, after school, or on Saturday.</p> <p>Grade team leaders will facilitate grade-level Inquiry Work, while Department Heads will facilitate department-level Inquiry Work focusing on target populations from these subgroups, for all subject areas. Inquiry Teams will meet at least once a week to monitor the progress of these students, and to implement strategies for helping these students succeed. Inquiry Teams will also monitor SMART goals with students from target subgroups which will be flagged on New Vision's assessment tool.</p>

	<p>Portfolio reviews will be conducted three times each marking period. A school-wide rubric will be created to monitor whether portfolios are preparing the students for Regents readiness. Portfolios will also be checked to see if students in target subgroups and teachers are setting and accomplishing their SMART goals.</p> <p>Learning Walks will be conducted with all staff and teachers at least two times each semester. These Learning Walks will follow the Quality Review walk-through template. Results from these Learning Walks will be discussed in Team Leader meetings, during individual Lesson Clinics, and in monthly meetings with the entire staff.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Approximately \$30,000 of funds from Title I and Tax Levy, have been allocated for after school tutorials and Saturday Academy, which will focus on test preparation. All target students will be mandated to attend.</p> <p>Inquiry work will be done at the grade level and the department level focusing on literacy and numeracy of targeted students. Inquiry Work will take place once a week during regularly scheduled Department meetings to proceed with the process of identifying target populations and helping them succeed on Regents.</p> <p>Additional math teachers will be hired to support numeracy initiatives at all grade levels.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Six times a year, all content area teachers will administer DY0 assessments, based on New York state standards and Regents exams. Results from this exam will be collated with previous Regents scores to measure school-wide progress.</p> <p>Students and teachers will create SMART goals to monitor student achievement. These goals will be revisited three times a semester to monitor progress.</p> <p>Data from the DY0 assessments will be reported to Content Leaders, Grade teams and school administration. From these results, strategic student groupings in daily classes, after school tutorials, and Saturday Academies will be reconsidered and, if necessary, revised. Individual meetings with teachers, counselors, and other staff will be scheduled accordingly.</p> <p>All target students will be given opportunities in August and in January to take those Regents exams that they still need to pass. Results of these Regents will be collected and analyzed immediately after the exam with the goal of producing an item analysis to inform instruction and goal-setting.</p> <p>Formal Inquiry Work will take place least once a week to monitor the progress of these students, and to share best practice for these students' academic achievement. Inquiry Teams will monitor SMART goals with target students three times each marking period during Common Planning meetings and Department meetings.</p> <p>AIS logs and data will be submitted to team leaders for monitoring teacher progress on target populations. Grade Team and Department Heads will further monitor progress by checking regularly on ARIS and Teacher Ease.</p>

Subject/Area (where relevant): School-Wide Data

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Throughout the 2010-2011 school year 100% of ALT faculty will collect and analyze data via participation in Grade Level and departmental Inquiry Work and DY0 periodic assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>DY0 assessments will be designed by each teacher and administered six times a year. Results of these tests (data) will be submitted to principal via Team Leaders six times a year. Each set of DY0 assessments will contain a diagnostic (baseline) assessment and predictive exams for Regents preparation (where applicable). Time lines for submission of data have been established on an individual basis between the Team Leaders and teachers, who, on occasion, worked in content teams to establish these time lines.</p> <p>Inquiry Work will be conducted among content departments and grade levels. Grade Team Leaders facilitate Inquiry Work in grade teams, and department leaders facilitate Inquiry Work in content areas. Inquiry Work will take place during Common Planning Time and in after school PD sessions at least twice a month, approximately four hours total. Each teacher will select a target population and monitor the progress of these students throughout the process and the year.</p> <p>Personal data binders will be used which contain SMART goals and measurements to address the needs of Grade Level, departmental and individual target populations. Each teacher’s personal data binder will be organized and monitored on a weekly basis during the individual Lesson Clinics with Team Leaders. Personal data binders will display the results of the DY0 assessments. They will also include a personal Target Population for the teacher, and display modifications (differentiation, scaffolds, tiered instruction) that have been used to promote the success of that group. Lesson Clinics for each teacher will be conducted with the Team Leader once a week.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Content Leaders have been selected for each department. These members of the faculty have been chosen for their experience and expertise. Each content leader will receive a reduced teaching schedule each semester. In addition, content leaders will only cover classes in the most extreme of situations. (School resources will be channeled into finding appropriate substitutes to cover classes when needed.)</p> <p>Inquiry Team allocation will be used for content area Inquiry Work.</p> <p>DY0 assessments have been given \$5,000 from the tax levy budget line.</p> <p>Common Planning Time, after school PD sessions, and staff retreats have been regularly scheduled throughout the year to accommodate for time to accomplish Inquiry Team work, DY0 assessments, and personal data binders.</p>

Indicators of Interim Progress and/or Accomplishment

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

As mentioned above, DYO assessment data will be collected six times a year. This data will be gathered by Content Leaders and disseminated to the principal and entire school via the Content Leaders.

Checkpoints (listed in CEP goal #1) will be used to monitor teacher development in collecting, analyzing, and using data to ensure student progress.

Inquiry Team work will happen twice a month, approximately four hours total. Every teacher will meet weekly with the Team Leaders in regularly scheduled Lesson Clinics. During these meetings, teachers will discuss the contents of the data binder with the Team Leader. The Team Leader will pass on any vital information from these meetings to the school principal during regularly scheduled weekly Team Leader meetings.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	14	14	14	14	9			
10	18	18	8	18	10			
11	14	7	4	32	4			
12	10	5	5	20	5			

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Because of our extended-day schedule, all students in 9th and 10th grades spend thirty additional minutes each week during the regular school day with certified ELA instructors. All 9th and 10th grade students attend special literacy institute classes two to three times each week. These classes are divided by gender and by English language proficiency. Students attend small group (15-18 students) sessions which target English reading and writing skills and strategies. All ELL students receive beyond the state mandated number of minutes weekly in ESL classes with certified ESL instructors.</p>
<p>Mathematics:</p>	<p>Students who have scored below passing on the Regents exam receive additional instruction in the summer and before Saturday academies prior to the regents. In addition, because of our extended-day schedule, all students in 9th and 10th grades spend thirty additional minutes each week during the regular school day with math instructors. An additional math teacher has been hired in order to provide additional periods of math instruction in 9th grade. The 10th grade group of students who are at-risk receive an additional math period of math class twice a week. The 11th grade students at risk receive small group math intervention twice a week.</p>
<p>Science:</p>	<p>Students who have scored below passing on the Regents exam receive additional instruction in the summer and before Saturday academies prior to the regents. In addition, because of our extended-day schedule, all students in 9th - 12th grades spend thirty additional minutes each week during school hours with science instructors.</p>
<p>Social Studies:</p>	<p>Because of our extended-day schedule, all students spend thirty additional minutes each week during school hours with social studies instructors.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Students target for academic intervention services receive individual, group counseling and class intervention. Counselors may get referrals from teachers, school staff, and class observations about specific student needs. We promote student success, provide preventive services, and identify and respond to students' needs addressing academic, career, and personal/social development. A.L.T. school counselors provide direct services to our students and families, individual student planning services, and preventive and responsive services. Our counseling curriculum:</p> <ol style="list-style-type: none"> 1) Implements developmentally appropriate and prevention-oriented group activities to meet students needs and support school goal 2) Provides leadership and collaborates with others educators to ensure student's academic success 3) Provides individual and group counseling to students with identified concerns and needs 4) Implements effective referrals and follow-up processes 5) Participates in professional developmental activities to improve knowledge and skills. <p>Fosters early awareness and exposure to colleges and careers.</p>

At-risk Services Provided by the School Psychologist:	NA
At-risk Services Provided by the Social Worker:	NA
At-risk Health-related Services:	NA

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s): 9, 10, 11, 12 Number of Students to be Served: 364 LEP: Non-LEP:

Number of Teachers: 27 Other Staff (Specify): One Special Education Teacher

School Building Instructional Program/Professional Development Overview

- Programming students has been affected by NYSESLAT results; currently most newcomers receive over 150% of the required ESL sitting time according to the Chancellor’s regulations. In addition, all students, ELL or otherwise, sit for at least .5 credit of ELA each semester. Furthermore, our classes are self-contained, and student groupings have been created according to English proficiency. In particular, our Literacy Institute, which works in conjunction with our Physical Education, provides us with an opportunity to separate our students by gender. In these classes, students are broken in to homogenous groups by level, and provided with specific, scaffolded instruction.
- Our school is an extended-day school, with an additional period (Period 9) given to all students. NLA is also required for all students, as reading and writing fundamentals are first taught in Spanish. We use Problem Based Learning (PBL) in our instructional planning, and material is presented through thematic units. Teachers

use interdisciplinary planning to meet the needs of students in literacy, numeracy, and content area support. Authentic assessment is encouraged rather than traditional testing. Portfolios are used in most classes.

- NLA is a fundamental component of ALT language allocation. Every student comes from a Spanish background, and each student is required to take one credit of Spanish every semester, grades 9 through 12. It is believed that students will better understand academic material in English if they have first been exposed to it in Spanish. Content area, literacy and numeracy are all represented in the NLA curriculum. Furthermore, all content area teachers are Spanish speakers; and using the Transitional bilingual approach, they vary the amount of English they use in their classrooms according to the English proficiency level of the students

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.

An enrichment program available for all ELLs will be conducted from November 2010 to January 2011. This program will meet on Saturdays from 9:00 a.m. to 1:00 p.m. It will involve students, parents, and select faculty. The program will meet from 8 to 9 sessions, for 9th, 10th and 11th grades respectively. Curricula will be theme-based and interdisciplinary; it will also involve math, English, Art labs, and other hands-on activities. Projected goal for student involvement will be 50%. Student achievement will be monitored and measured via our in-house DY0 assessments, with a 5 to 10 percent increase in student scores over the time the program is in session. Growth will also be measured via student portfolios, which will be compiled and presented at the end of the enrichment program. Throughout the process, students will engage in inquiry-based learning with a PBL component and focus. All events will be conducted in English with Spanish support.

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.

Teachers at ALT have extensive experience with QTEL, Schools Attuned, and Inquiry based Learning. New teachers will participate in further events for Professional Development with these programs and others like it. We have trained teachers in School Attuned, and we provide regular opportunities for development in classroom management through the CHAMPS program and other outside consultants.

Section III. Title III Budget

School: 09x365 BEDS Code: 320900011365

Allocation Amount: 23,851		
Budget Category	Title III	
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	<p>Between February and April, the program will meet for a total of eight weeks. On Tuesdays and Thursdays, four teachers will cover two sections of the program for 1.5 hours. There will be a total of 19 weeknight sessions. This will bring the total number of per session hours (with fridge) to 114 hours.</p> <p>On Saturdays, four teachers will cover two sections of the program for 4 hours. There will be a total of eight Saturdays. This will bring the total number of per session hours (with fridge) to 128 hours. For both the after school and Saturday programs, projected attendance for each section is 25 students. In each session, one teacher will be ESL certified, and the other will be a content specialist (with Spanish bilingual certification, when possible).</p>	<p>Per Session w/ Fringe</p> <p>Session One:</p> <p>4 teachers x 1.5 hours x 12 weeknights = 72 hours/per session @ \$49.89: 3,592.08</p> <p>4 teachers x 4 hours x 6 Saturdays = 96 hours/per session @ \$49.89: 4,789.44</p> <p>4 teachers x 4 hours x 8 Saturdays = 128 hours/per session @ \$49.89 = \$6,385.92</p>
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	<p>All teachers at ALT are familiar with ESL strategies and many of them are, in fact, ESL certified. That said, teachers involved with “Bridges” will be asked to participate in additional workshops through Quality Teaching for English Learners (QTEL) workshops in the spring. These workshops sponsored by WestEd and offered through the Office of English Language Learners at the DOE, provide high quality instruction on the scaffolding of content material for ELLs, and come strongly recommended by many who have attended them in the past.</p> <p>Five teachers associated with “Bridges” will attend various content-based QTEL workshops, either in February or in April, 2010. Last year, the participation cost for each 5-day workshop was \$350.00. Teachers were paid training rate (\$19.12) for six hours each day—a total of 30 hours for the week.</p>	<p>5 teachers x \$350.00 participation costs = \$1,750.00</p> <p>5 teachers x 6 hours x 5 days x \$19.12 / training rate = \$2,868.00</p> <p>Total for Professional Development: \$4,618.00</p>
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	<p>Various supplies and materials will need to be purchased for “Bridges.”</p> <p>Art Supplies will include charcoal, watercolors, colored markers, shape templates, plastic lacing, toothpicks, wire, air dry clay, and plaster wrap.</p> <p>* * * * *</p> <p>T-shirts will be designed and created by the students for the program. For this, a \$50.00 silkscreen will be necessary, along with \$100.00 in silkscreen paint. Each t-shirt will cost \$3.00, for a total of \$450.00</p>	<p>Total cost of Art Supplies: \$475.04</p>
Educational Software (Object Code 199)		
Travel	<p>A lot of “Bridges” will be outdoors, with students exploring and walking the bridges of New York. For the most part, these trips will be cost free, with the exception of public transportation which the school will provide. That said, the program would like to take larger groups of students to three separate destinations, all of which are directly linked to the study of bridges and integral to student learning. First, the program would like to take 50 students and 3 chaperones to the New York Botanical Garden’s Holiday Train Show. At this event, staff of the garden will show our students how all of the major New York bridges are constructed in scale models with recycled products from the Garden. Students will</p>	<p>50 students x \$17.05 = \$852.00</p> <p>50 students x \$46.00 = \$2,300.00</p> <p>2 busses @ \$300/day = \$600.00 Total cost of Camp Getaway = \$2,900.00</p>

	<p>also learn how the park uses bridges throughout its landscape for transportation and aesthetic appeal. The group rate for students to this show is \$17.05 per student. Chaperones are free. Students will provide their own transportation to and from the Garden.</p> <p>Finally, the program would like to take 50 specially selected students to Club Getaway in Connecticut for a one day adventure. At this camp, students learn how to construct trails and bridges in the mountains. They also engage in several team building and leadership activities. Entrance fee for Club Getaway is \$46.00 per student. One chaperone for every 10 children is free. Two charter busses would need to be hired to take students and faculty. Approximately 30 people can ride in each bus, so two busses would be needed.</p>	
Other	Supply for Ink and paper (permission slips, copies etc.)	\$666.52
TOTAL		\$23,851

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

NA...We only have to translate English to Spanish and do it in-house

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.

NA

Part B: Strategies and Activities

We translate everything we give to parents, and there is always someone in the school that can translate for a teacher that does not speak Spanish.

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.

NA

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.

NA

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>.

NA

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:	528,577	0	528,577
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,285	0	5,285
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	26,428	*	
4. Enter the anticipated 10% set-aside for Professional Development:	52,857	*	

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

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

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

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

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

Parents and families of Academy for Language and Technology will have the opportunities to participate in the Parents Association, the School Leadership Team, parent educational activities that relate to building strong home/school partnerships, family celebrations, and field project based trips, family workshops which promote an understanding of performance standards, Regents Examination, NYC DOE promotion criteria and NYS Graduation requirements.

Academy for Language and Technology will build strong parental involvement in order to make sure effective connection and to support a partnership among the school parents, and community to improve student academic achievement, through the following:

- ❖ The State's academic content standards
- ❖ The State's student academic achievement standards
- ❖ The state's and local academic assessments including alternate assessments.
- ❖ The requirements of Title I, Part A
- ❖ How to monitor their child's progress
- ❖ How to work with educators.
- ❖ Support parents in their role as the first teacher through workshops and activities, development in order to help parents comply with the Chancellor's Regulations.
- ❖ Conduct monthly Parent Association meetings.
- ❖ Provide activities and workshops which promote home/school community partnership.
- ❖ Increase the level of awareness of grade level expectations through information workshops and training.
- ❖ Distributing notices, letters, invitations to celebration and school meetings in the language spoken by the parents.

Sample Template for School Parental Involvement Policy: I. General Expectations

Academy for Language and Technology agrees to implement the following statutory requirements:

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

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

Academy for Language and Technology High School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
- Each student will have a full program as mandated by New York State Department of Education. Students will be assigned to Small learning communities and have support personnel assigned to them based on their chosen community.
- Hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - Parent teacher conferences are held twice annually.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Student report cards are distributed 6 times a year and student promotions in doubt letters are sent home a minimum of twice a year.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment.
- provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities.
 - involve parents in planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
 - involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
 - hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs.
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;

- used to measure children's progress, and the proficiency levels students are expected to meet.
- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to parents an individual student report about the performance of their child on the State assessment in least English language arts and mathematics; and

Parent Responsibilities

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

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

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

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

- ❖ Do my homework every day and ask for help when I need to.
- ❖ Read at least 30 minutes every day outside of school time.

- ❖ Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day:
 - Attend School regularly, be prompt and prepared to learn
 - Complete all homework assignments
 - Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day

SIGNATURES:

SCHOOL	PARENT(S)	STUDENT
DATE	DATE	DATE

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

Our extended-day schedule provides students with an extra thirty minutes weekly in all content classes and meets state requirements for ESL time allotment. Our Saturday programs and summer sessions are developed in response to specific student needs with regard to state standards. Students take academically challenging courses such as Chemistry, which includes applied learning in the form of labs. In addition, because our ESL and Literacy classes are included in our regular program, we have no pull-out program so that students spend their entire days in instructed learning. In our third year, we started to offer AP courses, career days, college advisors visits for our students to learn more about different

colleges, college trips, guest speakers (from the Chancellor to the Bronx Borough President, Dr. Pedro Noguera, South Africa Delegation from the Free State University, London Principals and Lead Teachers, Skidmore College Faculty), upgrade of the Smartboards, I-Touches, computer classes, etc.

3. Instruction by highly qualified staff.

All of our teachers are teaching in-license.

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.

A.L.T. tailors professional development to our regular educational program. Professional development opportunities include Common Planning Time three times weekly, weekly meetings with grade teams and mentors, and outside professional development sessions such as QTEL (Quality Teaching for English Learners).

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

Open house for teacher recruitment, attendance to NYC DOE recruitment fairs, TFA contact, accessibility to our school at all times

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

Our Parent Coordinator facilitates parent involvement by mailing monthly calendars and letters regularly to parents and scheduling and delivering parent workshops.

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.

NA

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.

All teachers are involved in developing and analyzing the academic progress of our students

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.

Our curriculum addresses this area. We plan interdisciplinary thematic unit incorporating Problem Based Learning (PBL)

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

Our partnership with the Office of Youth Development supports us with peer intervention services, and our Pupil Personnel Team provides crisis intervention services. Finally, our student government collects donations for families in need to help with the cost of uniforms and participates in community outreach in the form of coat drives, can drives, and so on.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$444,004.68	✓	
Title I, Part A (ARRA)	Federal			✓			
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			Allocation not available		
Title IV	Federal			✓			
IDEA	Federal	✓			\$488	✓	
Tax Levy	Local	✓			\$1,997,966	✓	

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.

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: In Good Standing **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

We currently have 4 students in temporary housing

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

It is school practice to meet with the parent to give guidance and support. That way, students know where to go (parent coordinator, guidance, secretary) if they are in need of food, clothing, transportation, etc. If sick, the school clinic will provide health services.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Academy for Language and Technology					
District:	9	DBN:	09X365	School		320900011365

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.0	94.3	92.9
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	90	113	102				
Grade 10	107	99	113				
Grade 11	0	90	71				
Grade 12	0	0	78				
Ungraded	0	0	0				
Total	197	302	364				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	79.2	78.3	89.1

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	60.0	83.7	98.7

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	0	31	16

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	69	88	44

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	35	26
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	3	6
Number all others	0	2	4				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	78	86	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	96	192	TBD	Number of Teachers	8	17	25
# ELLs with IEPs	0	2	TBD	Number of Administrators and Other Professionals	3	4	3

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

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	2	22	% fully licensed & permanently assigned to this school	100.0	100.0	78.3
				% more than 2 years teaching in this school	0.0	0.0	28.0
				% more than 5 years teaching anywhere	12.5	23.5	24.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	38.0	65.0	60.0
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	80.0	100.0	76.2
Black or African American	0.0	0.3	0.5				
Hispanic or Latino	100.0	99.7	99.5				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.0				
White	0.0	0.0	0.0				
Male	47.7	51.0	50.8				
Female	52.3	49.0	49.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native				-	-	
Black or African American				-	-	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial				-	-	
Students with Disabilities				-	-	
Limited English Proficient				v	v	
Economically Disadvantaged				v	v	
Student groups making				4	4	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10			Quality Review Results – 2009-10			
Overall Letter Grade:	NR		Overall Evaluation:			NR
Overall Score:			Quality Statement Scores:			
Category Scores:			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:						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 562	District 09	School Number 365	School Name Academy for Lang
Principal Arisleyda A. Urena		Assistant Principal Alfa Aquino	
Coach Brenda Daisy		Coach	
Teacher/Subject Area Andrew Simmerman		Guidance Counselor Rosa Nuñez, Pierina De la Cruz	
Teacher/Subject Area Claire Brennan		Parent Alma Fuentes	
Teacher/Subject Area Johnny Veloz-Infante		Parent Coordinator Debra Mendoza	
Related Service Provider type here		Other type here	
Network Leader Barbara Gambino		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	3
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	9

C. School Demographics

Total Number of Students in School	365	Total Number of ELLs	265	ELLs as Share of Total Student Population (%)	72.60%
------------------------------------	------------	----------------------	------------	---	---------------

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.

Paste response to questions 1-6 here

The ELL identification process is conducted by Ms. Daisy, ESL Teacher/Teaching and Learning Liaison and Literacy Coach, and facilitated by Ms. Mendoza, Parent Coordinator. The intake team conducts an informal oral interview in English and Spanish and administers a formal initial assessment in literacy and numeracy designed by our instructors. The assessment includes a DBQ and basic arithmetic and pre-algebra and algebra questions. LAB-R is administered to new comers (over-the-counter) by Mr. Daisy along with the other ESL teachers. To determine Spanish language proficiency, Mr. Gutierrez, NLA Teacher, administers the Spanish Lab. Students who are identified as ELLs are evaluated annually using the NYSESLAT. Data is evaluated to determine program placement (e.g. the number of hours in ESL classes). Common Planning Time is used among all teachers, on all grades, to monitor language progress for all ELLs. Teachers meet in this capacity daily. Furthermore, to emphasize consistency both on a horizontal and vertical levels, content teams meet weekly to monitor progress among target populations, which include our lowest third in all subject areas. At ALT, all of these students are ELLs. Middle school intake happens yearly for our incoming 9th grade cohort. Students who are matched to our school by OSEPO come for orientations in late April, June, and August. In addition, the school provides seats in our 9th grade cohort for over-the-counter students, which represent 30 - 50% of the students in the lower grades. During the intake process, Ms. Mendoza, Parent Coordinator, Ms. Nuñez, and Ms. De La Cruz, Guidance Counselors explain to parents and students that A.L.T. offers a Transitional Bilingual and Freestanding ESL program. Parents and students who determine that our model is the best match for them enroll in A.L.T. Upon arrival, they are placed in classes which allocate English and Spanish language instruction according to their needs, transitioning fully into English-language classes by the 11th grade with Freestanding ESL classes. Ms. Mendoza, Parent Coordinator and Ms. Daisy, ESL Teacher, and Testing Coordinator create entitlements letters each fall based on student performance on the Lab-R (newcomers) and NYSESLAT (returning ELL students). These letters are mailed out to all parents; and copies of each letter are left in the main office and guidance counselor's office. All students who enter A.L.T. come from Spanish-language backgrounds; however, they are not all ELLs. After our guidance counselor and parent coordinator review the Home Language Survey, and after ESL coordinators conduct the LAB-R and Spanish LAB, students in each cohort are placed into one of four groupings based on language proficiency. Students who score advanced or proficient in these assessments are placed in the highest class, which is conducted as a freestanding ESL program. Others are placed by level into one of three remaining classes, all of which are TBE. According to quantitative and qualitative data collected at our school, parents at A.L.T. are overwhelming supportive of the freestanding and TBE choices in our school. In particular, parents of students in the TBE programs have commented in surveys and via direct communication with school administration that they appreciate the TBE model and how it allows for students that arrive with lesser English language skills to gradually transition into academic English. They are also pleased with the focus of instruction: high expectations with high support (scaffolding, tiered instruction, blended learning); emphasis on the four language modalities, etc.

A.L.T. continues to monitor both quantitative and qualitative data in this area. Working particularly with our content teachers, we strive to ensure that all necessary content and skills are given to each student with sound linguistic methodologies. Through our freestanding and TBE models, it is expected that all students will leave A.L.T. with college-readiness for all major academic subject areas in both English and Spanish.

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.

Yes. As described above, our parents have expressed satisfaction in the current ESL program models. That said, to ensure that these models continue, the school will emphasize the needs of these models in its ongoing hiring, programming, and scheduling decisions. It will also incorporate the ESL models in the annual CEP school wide goals. Furthermore, these will be used to carry out professional development for all teachers, new and veteran, with special emphasis given to content area teachers that use both English and Spanish in either the TBE or the ESL freestanding classes.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										38	38	38	0	114
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										38	38	38	0	114
Push-In														0
Total	0	0	0	0	0	0	0	0	0	76	76	76	0	228

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	228	Newcomers (ELLs receiving service 0-3 years)	198	Special Education	3
SIFE	18	ELLs receiving service 4-6 years	27	Long-Term (completed 6 years)	3

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	44	5	0	5	0	0	1	0	0	50
Dual Language										0
ESL	134	5	3	25	5	0	1	0	0	160
Total	178	10	3	30	5	0	2	0	0	210

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										58	23	15	0	96
Chinese														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	58	23	15	0	96								

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										56	80	63	79	278
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	56	80	63	79	278								

Part IV: ELL Programming

A. Programming and Scheduling Information
<ol style="list-style-type: none"> 1. How is instruction delivered? <ol style="list-style-type: none"> 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)? <ol style="list-style-type: none"> 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? <ol style="list-style-type: none"> a. Describe your instructional plan for SIFE. b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs. c. Describe your plan for ELLs receiving service 4 to 6 years. d. Describe your plan for Long-Term ELLs (completed 6 years). e. Describe your plan for ELLs identified as having special needs.
Paste response to questions 1-4 here

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

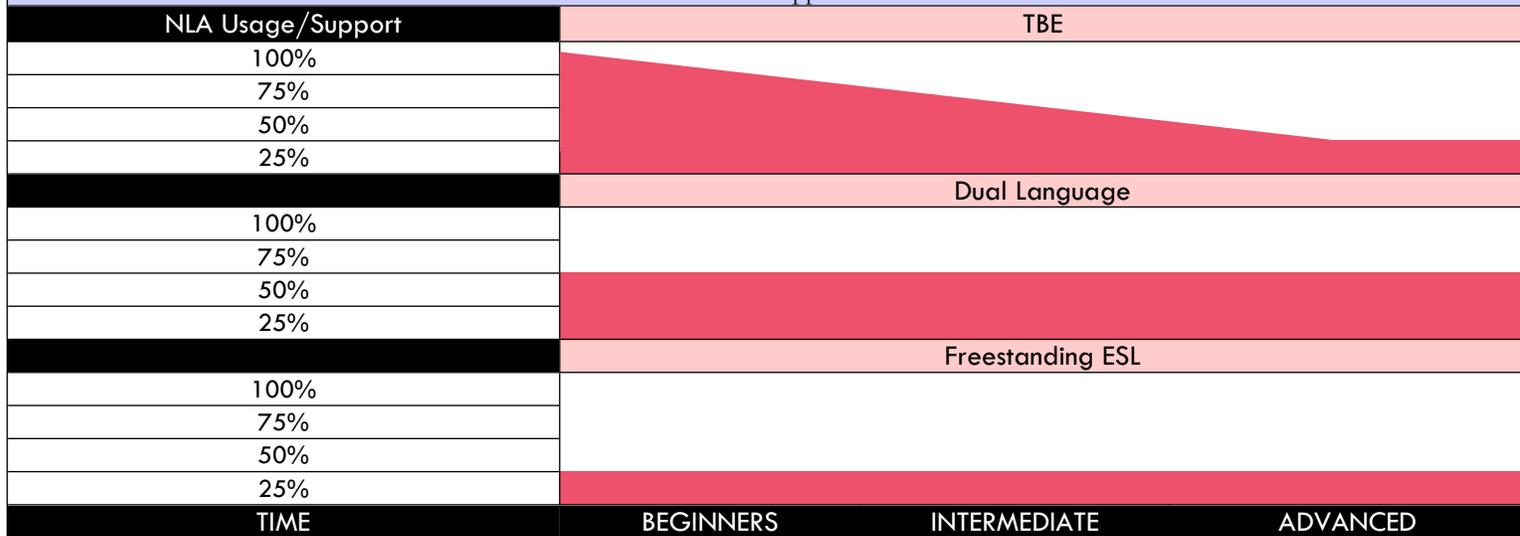
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

At ALT, we have several organizational models to deliver instruction. First, instruction is delivered to all students in self-contained laboratories that are designated freestanding ESL or TBE. Next, students with specific instructional needs are pulled out for small group instruction with certified instructors in all content areas. Several teachers also push-in (co-teach) to offer support in high-stake content classes. Finally, all teachers meet in both grade team meetings and content area meetings to work collaboratively on interdisciplinary units, lesson design and instructional delivery. At A.L.T., all students are placed into self-contained homogeneous laboratories based on students' level of English and passing scores on Regents and other high-stakes summative assessments. Classes are created based on grade level; that is, 9th grade students are placed in 9th grade classes. In the 10th and 11th grade, students continue in grade-level classrooms with the exception of a few students who travel to other classes only during certain periods of the day based on academic needs and Regents performance. Students are scheduled in the allocated time for ESL, ELA and NLA classes with licensed teachers in all areas.

Content: In science classes, instruction is delivered according to the English proficiency level of each self-contained classroom. Approximately one of four grade-level classrooms is categorized as Freestanding ESL and thus receives instruction in English with support in Spanish. The remaining 3 grade-level classrooms are categorized as Transitional Bilingual Education and receive instruction in Spanish, which varies from 60-40%, 50-50%, to 75-25% depending on student's levels and yearly progress. When applicable, additional classroom support is given to target students through Pull-Out and Push-In licensed teachers. Employed inquiry-based instructional approaches vary from Think-Pair-Shares, Proficiency-based Work Group Collaboratives, differentiated instruction, Bloom's Taxonomy Skill Reinforcement, Technology-rich lessons, Scaffolding, blended learning and Literacy/Modality-based activities.

In history, instruction is delivered in either Spanish and/or English with differentiation and tiered instruction according to the English proficiency of the students in the classroom. In 9th grade, one of four classrooms is ESL Freestanding; one classroom is categorized as TBE; and two classrooms are categorized as beginners who also fit into the TBE model. In 10th grade, three classrooms are TBE and one classroom is Freestanding ESL. In the 11th grade, all three classrooms are ESL Freestanding. To facilitate understanding and comprehension, we use scaffolding, tiered instruction, and project based learning. Literacy strategies are infused within the content instruction. Interdisciplinary units are developed within the grade teams. Students receive instruction as a whole group, in small groups, and independently. In order to make content comprehensible, students are exposed to a variety of materials via technology using a blended teaching model.

Literacy support is offered to all students in first and second language classes. ESL and NLA support concepts and skills embedded in ELA Common Core Standards and performance indicators. Content is made comprehensible through various strategies such as scaffolding, sheltered instruction, TPR (Total Physical Response), tiered instruction, and differentiation as it applies to four language modalities (speaking, listening, reading and writing). Students engage in Project/Problem-Based Learning in collaborative projects. In Literacy, all classes are taught entirely in the language of support.

In mathematics, instruction is delivered according to the English proficiency of the classroom. In 9th grade, one out of four classrooms is Freestanding ESL, one classroom is categorized as TBE, and two classrooms are categorized as beginners. In 10th grade, three classrooms are TBE and one classroom is ESL Freestanding. In the 11th grade, all three classrooms are Freestanding ESL. Although students are grouped according to their proficiency in language or the number of Regents exams passed, depending on grade level, the range of students' proficiency in mathematics is broader than other subject areas. This leads to differentiated instruction in each classroom and regularly occurring push-in sessions to meet the needs of all students in all programs.

Students who are recognized SIFE receive additional support in the Academic Intervention Academy and the Literacy Institute. In addition, content teachers provide regularly scheduled pull-outs with these students and after school tutoring. Teachers also meet in content inquiry teams and grade teams to discuss these students' needs, strengths, weaknesses, and progress and determine effective teaching strategies. Interdisciplinary units have been developed to aid SIFE.

Students are arranged in both heterogeneous and homogeneous groups according to English proficiency. Instructors differentiate by using different tasks, texts, and final products. For example, our approach to guided novel reading includes at least three versions of the same text. This allows students to see the text represented in various formats. Students create specific goals for their writing skills, which are updated every marking period, following a formative assessment. These goals are used to create individualized lessons for all students. Students receive additional literacy instruction and practice in Literacy Institute, which is divided by English proficiency level. Literacy Institute allows students to practice all four modalities, according to need, in smaller, gendered groups. Held in conjunction with our physical education program, Literacy Institute is a self-contained grouping of students based on level and gender. During Literacy Institute, SIFE are given special instruction via small groupings, differentiation, tiered learning and scaffolded instruction.

In Science, SIFE are promptly given diagnostic content tests to gauge target areas. After-school and weekend tutoring services are then provided to strengthen weak content-area knowledge. Further, content area teachers collaborate with Pull-Out/Push-In teachers to further enhance content support.

In Math, SIFE are placed in the same learning environment according to their needs in math. After-school tutoring for the target population will include SIFE students that need intense intervention to advance them to the current level of instruction. Scaffolds are used on a daily basis in teacher-directed instruction, differentiated activities and worksheets, and during after-school tutoring. The Pull-Out method is used to give students a smaller student-teacher ratio and support their needs. When the Push-In method is used in mathematics classrooms, one of the teachers will provide extra support for SIFE students during the lesson.

In Literacy, students receive a diagnostic exam in both English and their native language. In the ninth grade, these diagnostics are used to place students in a learning lab suited to their English proficiency. Students receive the required number of minutes in ESL, along with Native Language classes. In the tenth grade, students are prepared for the ELA regents with the expectation that they will pass and have the opportunity to enroll in AP Language classes in 11th and 12th grade. In 11th grade students prepare for the SAT, and students who have not passed the ELA Regents take remedial English classes. Students who qualify will take AP English and Spanish classes. Students who are still designated beginners receive double period blocks of ESL in addition to small group instruction in ESL. In 10th and 11th grade, students in need of additional ESL are pulled out for small group instruction. Students receive after school tutoring, Saturday academy, and summer school for additional support in preparation for ELA Regents. ELA is supported by content teachers through literacy strategies and language development. Some content courses are taught using ESL methodology and/or taught based on English proficiency level of class. In 10th grade, periodic assessments that our instructors have designed in line with the ELA Regents are delivered and analyzed in Literacy Institute. Students evaluate their progress and establish and monitor their goals toward success on this end-of-year exam.

In math, 9th grade students are taught in their native language. As students progress, native language supports are gradually withdrawn to accommodate students' growing English proficiency levels. By 11th grade, students are expected to learn at the regents level, in English.

In Science, three of the four 9th grade classrooms receive instruction in their native Spanish language. Only one of the four classrooms receive instruction primarily in English with extensive Spanish support; that is, materials as well as lessons are presented in both languages simultaneously. Additional support materials consist of distributable lessons in the native language as well as online materials; these items are made available early and consistently throughout the semester to this one classroom. Teachers provide continuous periodic assessment (diagnostic, formative, summative, and predictive exams) to help focus and gauge the effectiveness of content, language, and critical thinking skills acquisition. Similar to the techniques used by the Mathematics Department, the Science department gradually increases instruction in English during the second year of secondary education as dictated by English proficiency levels. By the third year of secondary education, students are expected to absorb, be engaged, and respond to lessons, activities, and written work requests primarily in English.

Students who have been receiving long-term ELL services are placed in classes created to meet their needs. They receive longer periods of Literacy and core content classes with a low teacher-to-student ratio. Many of these students become members of inquiry team target populations, where teachers can focus on their specific learning needs and create intervention strategies to meet their needs.

Students are homogeneously grouped and receive additional support through double blocks of English, small group instruction, pull outs, co-teaching, after school tutoring, and summer enrichment. These students will be monitored via data from several sources (periodic assessments, scholarship, credit accumulation, and so on) to check the progress they are making and to address their needs. Tutoring is prepared based on individual needs of students. Students are expected to complete the requirements for graduation within four years of secondary instruction at A.L.T. Students who require additional support will be provided such support in the effective learning environment to which they are accustomed at A.L.T.

For our long-term ELLs, we have continued to differentiate according to the students' specific literacy deficiencies and strengths. While some long-term ELLs have received small group, specialized instruction, others continue with mainstream ELA classes. Last year, only four students were designated Long-Term ELLs. Two of those students have been discharged, and the other two earned a "proficient" score on the 2009

NYSESLAT (see attached table).

We continue with our literacy practices and uphold high expectations, but also uphold the specific requirements for IEPs. For our special needs students, we have a special needs teacher who supports and enriches students' learning based on their individual IEP. She meets with them three times per week and utilizes hands-on activities, manipulatives, visuals, and other appropriate, differentiated scaffolds in order to accommodate all types of learning modalities. The Science department members quickly share all learning materials with the special needs teacher to also complement and enrich the learning for students with IEPs.

Targeted interventions programs for ELLS in ELA, math, social studies and science include regularly scheduled pull-outs for students scoring low on Regents and/or in-house periodic (DYO) assessments. In general, these pull-outs are conducted in Spanish with English language support, depending on the needs of the students and the language in which the summative assessment will be given. In math and social science, certified teachers have been scheduled to regularly push-in and support students who are in need as identified by content area teachers. In these subject areas, this occurs at least once a week throughout the year. Finally, our Literacy Institutes allow for opportunities to further accommodate students by proficiency level and gender. Students who have reached proficiency on the NYSESLAT continue to learn from content area teachers capable of bilingual instruction when necessary. Furthermore, they are given support in the native language through advanced AP courses, SAT and college preparation courses, etc. Per our professional development programs for all teachers, scaffolded instruction is provided to proficient students as they deepen their understanding of content areas in English.

Next year A.L.T. will continue the implementation and development of its integrated technology courses offered through National Academy Foundation (NAF), supported by a Cisco certification program in Networking with CTE. In addition, the school will help ELLs by incorporating an on-line program of blended learning as a pilot program for the NYC DOE's iZone. In blended learning environments, students and teachers will use technology to expand upon our current applications of scaffolding and PBL (project/problem-based learning). We have also applied for a grant to equip all of our classrooms with voice amplification systems through Calypso Systems to support auditory learning and enhance the ability to focus on auditory instruction for all student subgroups.

As the majority of students at A.L.T. are ELLs, there is little to no conflict between these subgroups and other students in our school. All students in recognized good standing are allowed to participate in after school athletic programs such as our basketball and baseball teams that belong to PSAL. Next year we hope to expand to include Volleyball, Cross Country, and Chess. During the day all students are programmed into art, technology, and language programs. After school music program is also available to all ELLs, supported, in part, by a grant that allowed us to purchase necessary instruments, equipment, and sheet music. Most students are also eligible for our enrichment program sponsored through Title III. This program, which meets after school and on most Saturdays throughout the year, allows students to experience several levels of hands-on academic learning and engagement via various fieldtrips, in-house seminars, and focused PBL learning experiences. Technology is provided in every classroom to support the instruction for ELLs. In particular, each classroom is fitted with a SMARTboard, computer with Internet access, and overhead speakers to allow for enhanced auditory learning. Classroom libraries, organized by level are all present in each classroom. Most content area subjects are taught using bilingual textbooks or textbooks in the native language. If appropriate learning materials are not available, all teachers at ALT have access to two copy machines and an ample supply of copy paper so they can quickly reproduce materials that they have created to support instruction. Teachers work in collaborative interdisciplinary teams as well as content teams to come up with ways of amplifying and deepening material for ELLs. For example, our art and technology teachers often use their class time and materials to support learning that is happening in content areas such as science and history. Listening centers are used to give students opportunities to listen to instruction and/or read-alouds regarding their lessons in language and content area classes. This practice will be expanded to include podcasting with a newly purchased, school-wide set of iTouches, classroom computers, and other forms of technology support. This year all ELL students at A.L.T. will be provided with their own computers for instruction support. These computers will be housed in the same self-contained classroom as the students. Furthermore, the school will continue to provide ample chart paper, bulletin board paper, and additional supplies to teachers to ensure a print-rich environment for all ELL students. Professional development will also be given to all teachers so that they can use these instructional materials more effectively for the growth of their ELLs. For example, a small group of teachers will attend several professional development sessions in blended learning this summer and will support the remaining staff as they implement blended learning throughout the year.

Native Language Arts (Spanish) is offered by certified instructors for at least 45 minutes daily to all students in TBE programmed classes. Many students in freestanding ESL programs are offered courses in AP Spanish Language and Literature, or they are given pullouts with qualified instructors to study content area lessons in the language of support (Spanish). All required services and support at A.L.T. for ELLs corresponds with their ages and grade levels (9th through 11th grade). In particular, the focus of instruction at A.L.T. is to make students "college and career ready," and this is kept in mind as we make all major decisions at the school. Social services, guidance, and parental support also correspond directly with student ages and grade levels.

A one-week orientation for new ELLs is conducted every August at A.L.T. One-day orientations are also offered for students and parents throughout the spring. During these orientations, students and parents are given instruction in various aspects of the school, including student uniforms (dress code), overall academic comporment, and the school's expectations with regard to academic progress. Parents and students are also provided with interactive ways to learn about the school's online communication tools (school web site and grade/progress tracker). These skills are further developed with a series of workshops for parents offered by the parent coordinator and guidance office. Once students arrive in September, the 9th grade cohort, in particular, conducts a series of grade-level "town meetings" to further help the students understand the overall expectations and daily routines of the school. For the most part, these meetings are conducted in Spanish so that students have greater access to the information.

Finally, student government joins with other older students in the upper grades to support our newcomers. This happens through a series of afterschool sessions and peer-to-peer tutorials that allow the newcomers to learn from the experience of their predecessors.

All ELLs at A.L.T. are given opportunities to take lessons in NLA (Spanish), ESL, and ELA. They complete their language requirements for advanced Regents diplomas through their lessons in NLA. In the past, Japanese has been offered as both an elective class and as an after-school club. Through blended learning in the future, we will have the capacity to expand our language offerings. As well as Computer Languages (programming).

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

As all teachers at A.L.T. work primarily with ELLs, professional development for ELLs is on-going and differentiated depending on teacher experience and needs. First, the school offers a week-long in-house professional development week in August that usually focuses on scaffolding, tiered instruction, and language amplification for content area teachers. New teachers, in particular, are required to attend this conference; experienced teachers are strongly encouraged to attend. Throughout the year all teachers are offered support through Lesson Clinics with coaches, team leaders and/or administrators trained in ELL methodologies. For teachers new to ELLs, these clinics happen at least weekly; some teachers receive more attention if necessary. Experienced teachers meet periodically with coaches, team leaders, and administrators, but are generally supported and lend their experience through interdisciplinary Common Planning Time and in school-wide content meetings. All teachers are given several formal and informal observations each year from administration. When these observations occur, administration uses a "walkthrough" tool created to address the special needs of ELLs in our classrooms. By checking through the various categories listed on this tool, teachers and administration alike can look at the various aspects of pedagogy for ELLs, determine needs, and address those needs through future lesson clinics and observations. All teachers meet daily in Common Planning Time and Content Team Meetings. During these meetings, teachers are given opportunities to brainstorm and work together on various issues regarding the ELLs in their classrooms. Together they create and monitor strategies for improvement. These heterogeneous teacher groupings give new teachers specific opportunities to interact with experienced ESL instructors. Through this informal interaction, new teachers have been known to quickly acquire many advanced skills needed to support learning for ELLs. Peer-to-peer observations also occur regularly at A.L.T. During these observations, teachers examine the way they are collectively meeting the needs of ELLs in their classrooms. Teachers often use the same walk-through tool that administration uses, but it may be modified by content teams to focus on a

particular area of instruction. They observe and evaluate scaffolding techniques and other forms of differentiated instruction. After the mutual observations they confer to find ways to further enhance their instruction. Most literacy teachers of ELLs, as well as teachers in every content area, have attended a week-long training in QTEL, Quality Teaching of English Learners. Offered through the NYC DOE and West Ed, QTEL offers a variety of training sessions for ELL teachers in the foundations of quality ELL instruction for intermediate and beginner ELLs, as well as best-practices in content instruction for ELLs. Finally, to support our new NAF/CTE/iZone initiatives in technology, several teachers have attended professional development sessions in the area of instructional technology. These sessions occurred continue this summer and have culminated in the opening of our NAF Academy of Information Technology, our Cisco certification program through CTE, and our blended learning instructional program.

In addition to instructors, other school-based staff receive ongoing professional development which outlines their roles in relation to our ELL students. Administrators, counselors, paraprofessionals, and the parent coordinator meet 2-3 times each week in support staff meetings to review concerns and refine procedures for interacting with and supporting students and parents. Members of this team are also frequently represented in faculty and teacher team meetings to maintain open lines of communication among all staff members. In addition, as a first-year Assistant Principal, Ms. Aquino meets daily with the Principal to discuss best practices in supporting students and teachers. She regularly attends school-based professional development, including Common Planning Time meetings, faculty meetings, and support staff meetings. Finally, her collaboration on the CEP has allowed her to further develop as an administrator who supports our school community and mission.

E. Parental Involvement

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

Paste response to questions 1-4 here

Almost all of our students are ELLs or former ELLs, and their parents are actively encouraged to become involved at the school. Our parents are initially introduced to the school prior to the commencement of their child's first year. Parents and students attend orientation sessions which outline the expectations of the school, as well as programs offered. Ongoing Parent Association meetings are conducted by our Parent Coordinator and Parent Association President Ms. Alma Fuentes. Parents are represented on teams such as the School Leadership Team and are involved in initiatives such as NAF/CTE, in the Comprehensive Educational Plan, and review of the Language Allocation Policy, as evidenced by the participation of Ms. Fuentes, Parent Association President, on this team. Parents who take a leadership role are sometimes invited to and attend staff retreats, and have joined us in the past. Parent participation at our parent conferences is relatively high, at over 75%. Parents are taught how and encouraged to monitor student progress through our online gradebook, TeacherEase. Finally, parents are frequently invited to the school to meet with teachers and counselors to set goals for academic improvement and behavior modification. We partner with several agencies that provide support to our parents. Build On, a community service organization that involves our students, is now involving parents in community service. Parents benefit from our relationships with Donar (Services for Latino Families), as well as Alianza Dominicana Inc. (Dominican Alliance), a community organization that offers family outreach, workshops, and other services to families. We evaluate the needs of parents through monthly meetings, surveys, mailings and other correspondence. The Executive Board of the Parent Association maintains ongoing communication with parents from each grade, and Ms. Mendoza, Parent Coordinator, communicates daily with parents and uses qualitative data to inform the topics of monthly parent workshops. As a result of this active engagement, we now offer evening ESL classes for parents. Ms. Mendoza, Parent Coordinator, communicates daily with parents and uses qualitative data to inform the topics of monthly parent workshops. Every year, based on parent needs, we develop more support systems for parent-teacher conferences with full engagement from the Parent Executive Board.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										24	22	11	0	57
Intermediate(I)										12	54	45	35	146
Advanced (A)										1	15	12	16	44
Total	0	0	0	0	0	0	0	0	0	37	91	68	51	247

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										17	12	7	0
	I										13	44	30	20
	A										6	23	17	23
	P										0	25	12	17
READING/ WRITING	B										21	17	4	0
	I										13	64	41	34
	A										1	15	16	16
	P										1	8	5	0

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	156		156	
Math <u>Integ. Alg</u>	263		183	
Math <u>Geom</u>	31		22	
Biology				
Chemistry				
Earth Science				
Living Environment	263		211	
Physics				
Global History and Geography	162		105	
US History and Government	74		36	
Foreign Language		157		157
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.

Paste response to questions 1-6 here

We see a gradual growth in proficiency from 9th grade to 11th grade. In 9th grade, most students are beginners. This number reduces in 10th grade, and reduces even further in 11th grade so that most students are intermediate, advanced, and proficient. Additionally, our data reflects our intake from year-to-year. Cohorts with a higher number of newcomers (such as the 10th grade, above) demonstrate higher numbers of beginner students at the end of their first year. Our early emphasis on reading and writing is apparent through the rapid increase in these scores through the 9th and 10th grades. Our Inquiry Team work in literacy in these grades impacts these results so that by 9th grade, more students are intermediate, advanced, and proficient. College Prep work will be implemented even earlier in coming years (periodically in 9th and 10th grades) to move students as quickly as possible into academic proficiency in English reading and writing. Our Blended Learning initiative will help us to use technology to increase student proficiency in all modalities, but particularly in listening and speaking. Our ELLs have a high record of success on the ELA Regents, and exam taken entirely in English with English/Spanish dictionary support. In the spring semester of their 11th grade year, only 14 students have yet to pass this exam. Students choose to take tests in the language in which they are most comfortable, which is generally Spanish. Due to the small number of ELLs taking tests in English, it is difficult to determine that there is a significant pattern that emerges. However, results of tests taken in the native language are promising. More students demonstrate higher reading skills on the ELE (Spanish-language exam). We use what we know about literacy in the native language to inform programming and instructional decisions in English. This year, we have chosen to implement DYO Periodic Assessments instead of the ELL Periodic Assessments. Native Language Instruction is provided in content areas for support in our TBE classrooms and through Native Language Arts and AP Spanish language in 11th grade. Our English literacy teachers have created DYO Periodic Assessments this year which are aligned to the ELA Regents but provide scaffolding for ELLs at different levels. Teachers keep periodic assessment folders for each student. In Literacy Institute, students review the results of each assessment and record their scores on each area of the ELA Regents writing rubric so that they can track their progress over the year. Students reflect on their progress and set goals for improvement. Teachers intervene when students fail to meet goals with after-school tutoring and Saturday academy. We evaluate success regularly through student progress reports and periodic assessments. In addition, we identify and monitor academically at-risk students each marking period through our Academic Learning Support Unit. Students are identified as being at-risk based on classes failed, credit accumulation, attendance, and regents accumulation. Interventions are implemented based on need. As we evaluate the success of our programs in an ongoing way, we

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

Additional Information

attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		11/1/10

	Coach		
	Coach		
	Guidance Counselor		11/1/10
	Network Leader		
	Other		