



# **ELLIS PREPARATORY ACADEMY**

2010-2011

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

**SCHOOL:** 10X397  
**ADDRESS:** 99 TERRACE VIEW, BRONX, NY  
**TELEPHONE:** (718) 220-1889  
**FAX:** (718) 220-8758

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 10x397      **SCHOOL NAME:** ELLIS Preparatory Academy

**SCHOOL ADDRESS:** 99 Terrace View Avenue, Bronx, NY

**SCHOOL TELEPHONE:** 1-718-220-1889      **FAX:** 1-718-220-8758

**SCHOOL CONTACT PERSON:** Norma A. Vega      **EMAIL ADDRESS:** Nvega12@school  
s.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Norma A. Vega

**PRINCIPAL:** Norma A. Vega

**UFT CHAPTER LEADER:** Hedin Bernard

**PARENTS' ASSOCIATION PRESIDENT:** Ana Nunez

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

**DISTRICT AND CFN INFORMATION**

**DISTRICT:** 10      **CFN NAME:** CFN 106

**SSO NETWORK LEADER:** Cindy Kerr

**SUPERINTENDENT:** Doris Unger

**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
<b>Norma A Vega</b>	*Principal or Designee	
Hedin Bernard	*UFT Chapter Chairperson or Designee	
Ana Nunez	*PA/PTA President or Designated Co-President	
Ana Nunez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Ethis Tineo</b>	DC 37 Representative, if applicable	
Yoarís Eustate	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

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

\* Core (mandatory) SLT members.

### SECTION III: SCHOOL PROFILE

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

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

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ELLIS Preparatory Academy opened in the 2008-2009 school year. It is a small learning community designed exclusively for older, recent immigrant teens who are English Language Learners (ELLs). We currently serve the 9<sup>th</sup> thru 11<sup>th</sup> grades and expect to serve all four grades by the 2011-2012 school year. Our student population currently includes 240 students from over 22 countries, collectively speaking 19 languages.

We are affiliated with the Internationals Network for Public Schools which has developed the "Internationals Approach", a curricular program specific to a diverse, multilingual immigrant population. This approach informs our structure, pedagogy and operations and is built upon five (5) basic principles:

- **Heterogeneity and Collaboration:** - Diverse, untracked groupings of students collaborate in multiple ways with their peers inside and outside the classroom. Small teams of teachers are collectively responsible for small groups of students.
- **Experiential Learning:** Students use hands-on activities in the classroom and experiences outside of the classroom to build background knowledge, language skill, and concept formation.
- **Language and Content Integration:** Opportunities for language development embedded in all subject area curricula facilitate rapid, contextualized language acquisition.
- **Localized Autonomy:** Multiple stakeholders in our community are responsible for decisions about our operations, structure, and direction. Teachers collaboratively shape the curriculum which is aligned to State Standards.
- **One Learning Model for All:** Teachers and administrators, like students, collaborate with peers in heterogeneous groupings and learn experientially through ongoing professional development based in the school and classroom. All faculty and students assemble and present portfolios to assess progress.

The Internationals Approach is consistent with the seven core principles of Institute for Student Achievement, our principal partner organization. These seven principles include: a College Preparatory Instructional Program, Distributed Counseling, Dedicated Team of Teachers and Counselors, Continuous Professional Development, Extended School Day and School Year, Parent Involvement and Continuous Organizational Improvement.

At ELLIS, we recognize the importance of knowing our students well while at the same time creating engaging curriculum that sets clear and rigorous standards and makes explicit connections to the real world around us. Our school will provide a full complement of academic courses aligned to the State standards and required summer and academic year apprenticeships designed to lead them to a high school diploma and college acceptance, a trade, or a job.

In addition to this course work, we will ask each of our students to create an Exhibition portfolio that addresses three key areas of student academic and social life: 1) Reasoning and Proof, 2) Social Awareness and Connections and 3) Effective Communication. By creating an engaging and challenging instructional program, students from ELLIS preparatory will be ready for life, in whatever form they have decided to define it, and rapidly become independent and fulfilled contributors to our society.

In order to do this work well, our academic and socio-emotional programs reflect a team of teachers who have the autonomy and the trust of the administration in order to address the academic needs of their students. These teacher teams make a deep commitment to understanding the developmental and linguistic needs of our students while also mapping a coherent course of study that differentiates the instruction.

Furthermore, these teacher teams respect each other's abilities and are able to work collaboratively to develop a plan that enhances student learning and achievement and promotes continuous school-wide improvement. Consistent with the "one learning model for all principle", we have developed a norm of collaboration that models the type of learning we will demonstrate at ELLIS Preparatory Academy, one that allows collective and individual effort, space to grow and make mistakes and an environment where everyone reflects, builds and moves forward.

**SECTION III – Cont’d**

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	ELLIS Preparatory Academy				
<b>District:</b>	10	<b>DBN #:</b>	397	<b>School BEDS Code:</b>	321000011397

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>					<b>Attendance: % of days students attended*</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K						91.2	89.1		
Kindergarten									
Grade 1									
<b>Student Stability: % of Enrollment</b>									
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3						86	87.7		
Grade 4									
Grade 5									
<b>Poverty Rate: % of Enrollment</b>									
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7						98.8	98.2		
Grade 8									
Grade 9		81	94	<b>Students in Temporary Housing: Total Number</b>					
Grade 10			71	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11						1	0		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total		81	165			81	165		
<b>Special Education Enrollment:</b>					<b>Suspensions: (OSYD Reporting) – Total Number</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions		2	1		
Number all others			1	Superintendent Suspensions		0	0		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only		87	164	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs			1	(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		5	10
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals		8	6
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			
		81	165				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American		12	22	Percent more than five years teaching anywhere		20	40
Hispanic or Latino		61	119				
Asian or Native Hawaiian/Other Pacific Isl.		5	15	Percent Masters Degree or higher			
White		3	8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Multi-racial		0	1				
<b>Male</b>		55	102				
<b>Female</b>		36	63				

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes  x  no

If yes, area(s) of SURR identification:

Designated as a Persistently Lowest-Achieving (PLA) School: Yes  No

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

<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>	<u>Category (Check <input checked="" type="checkbox"/>)</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
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							

#### Key: AYP Status

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

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

Ellis Preparatory Academy had an opening class in 2008-09 of 87 students; now in its third year, Ellis has grown to 240 students. All Ellis students are very recent immigrants and are English Language Learners (the two basic requirements for enrollment at Ellis). Spanish is the first language of 74% of Ellis students. 12 percent speak various African languages (Mandingo and Foulani have the largest representation); a little over half of the African students also speak French. Other language groups represented at Ellis are: Bengali (5%), Arabic (5%), Nepalese (3%), Garifuna, Slovak, and Tagalog. Approximately 26% of Ellis students are Students with Interrupted Formal Education; the rest attended school for 7-11 years in their home countries.

### **Performance Trends:**

Over the last 2 years, Ellis saw its students make significant progress in academic accomplishments as well as in English language growth. While the LAB-R assessments and the NYSESLAT are not the *same* language assessment, results from each do show significant growth in English among the first cohort of students with 71% of first-year students rated at a beginning level on the LAB-R (taken in September-October 2008); only 52% of these students were rated at a beginning level on the NYSESLAT, which was taken in April 2009. Twenty-nine percent of students were at an Intermediate level on the LAB-R; this number increased by the spring, with 48% rating Intermediate level on the NYSESLAT. We maintained an overall course pass rate of 80% and Attendance of 88.3% for academic year 2009-2010.

### **Accomplishments:**

Significant accomplishments in year one include the establishment of regular presentations of student work, implementation of an internship program for all students, and a tightly woven program of professional development and peer support for all staff.

The school established the practice of formal presentations of learning to a panel of staff and peers, called Defenses of Learning when they occurred in the middle of a semester, and Portfolio Presentation at the end of each semester. In all, students presented their work seven times. Staff developed a presentation rubric used by the panel to track each student's progress. The rubric measured goals the staff had set at the beginning of the year for students' (1) understanding,

connection, and application of content; (2) meaningful reflection on their own learning; (3) use of oral English; (4) effective communication through public speaking; and (5) participation in a panel of others' presentations. This past year saw us revise our goals and rubric in order to capture a broader range of skills and abilities which were tied more to Habits rather than discrete abilities. As a faculty we decided to focus on the following Habits of Mind: 1) Reasoning and Proof 2) Social Awareness and Connections 3) Presentations Skills and 4) Use of Oral English. We realized that our initial goals were too narrow and did not provide the opportunity for teachers or students to delve into more global ideas. As a result of moving towards these goals student presentations were richer and more meaningful and teacher curriculum became more creative and captured a broader range of content.

In July 2009, Ellis launched its Extended Year program, which was comprised of an internship placement for each student as well as academic enrichment classes at the school. Students work closely with the ELLIS Internship Coordinator to identify individually appropriate sites where they could develop and extend their knowledge and experience of the language and American culture in authentic situations, and simultaneously prepare themselves to participate meaningfully in the "real world." Internships included New York City-based sites as well as service-learning projects across the country and abroad. School-based courses included an internship seminar, college prep workshops, and enrichment classes targeted to students' academic needs. Enrichment classes included foundational numeracy and literacy for SIFE students using Destination Math as well as teacher-developed curricula. Five students piloted a travel/service internship sponsored by Global Teens.

In September of 2009 ELLIS established, Language Day. This day was set aside specifically to address the language needs of first year, and a few 2<sup>nd</sup> year students. After much reflection the faculty came to a consensus that we were not doing as much as possible to accelerate the language development of our students. This urgency comes from the percentage of students, 64%, who would turn 18 by August 31<sup>st</sup> of 2009. The day is dedicated to teaching students a variety of language strategies (split dictation, annotating, word webbing etc) in order for them to access content that would otherwise be quite challenging. Students appreciated the individualized time and attention provided to them and their course grades were evidence of their increased understanding of the work. In September 2010 we launched our independent reading program in response to the need for our students to become avid readers of a variety of genre in order for them to be prepared to handle the amount of reading in college. This program is structured so that students choose the books they want to read and teachers monitor their progress through regular conferencing which incorporates reading aloud as well as student monitored daily reading logs. Within this program is embedded a specific class for students with interrupted formal education where they as well are expected to read a variety of genre at their level. In addition, and in an attempt to further provide opportunities for our students, in September we have begun a pilot with AP on line courses in English literature and American History. In having various forms of accessing content we want to ensure that we are reaching all of our students.

Ellis provided professional development to staff throughout the first and second year in order to lay a strong, shared foundation among the teachers and coaches (two full-time coaches and three part-time coaches). The coaches had all worked together previously and shared a common pedagogical approach. Through individual planning with teachers, modeling effective teaching strategies, and facilitating weekly professional development sessions, coaches gave comprehensive and coordinated support to instructional staff. Particular foci included project-based curriculum development (based on *Understanding by Design*), inquiry, differentiation for SIFE, and integration of literacy and language development across the content areas. In addition, most staff attended the week-long professional development offered by Quality Teaching for English Language Learners. Staff also participated in our yearly ISA retreat in July where they showcased their professional experience in the form of

Teacher Portfolios to their peers, an invaluable form of peer to peer professional development. New teachers also participated in the Internationals Network for public Schools New Teacher Induction Institute held in August. Faculty and Administration also established a practice of peer support and learning through weekly team meetings, looking at student work together, and peer observations.

### **Aids and Barriers to Improvement:**

Challenges faced by Ellis continue to be the vast range of educational background of its students—nearly a quarter of its student body is SIFE, combined with a significant number who were nearly ready for high school graduation in their home country but find themselves needing to complete their studies in a new language—as well as class sizes that are large for a population of recent immigrants learning English. In addition, Ellis is facing the challenge of any third-year school in absorbing three times the number of students and staff: The rapid growth that occurs in the third year demands careful attention to the acculturation of both new students and new staff, maintaining best practices for all, while ensuring that returning members of the community are able to build on their prior years growth rather than simply repeat their earlier experiences.

Structurally, the school is now divided into three interdisciplinary teams of four core academic teachers and 80-85 students in the Junior Institute and five core academic teachers in the Senior Institute with 60 students. Discipline triads (*e.g.*, the math teacher from each team) plan curriculum together, supported by a part-time coach, while the interdisciplinary instructional teams, supported by full-time coaches, regularly look at student work and assessments, guidance issues, and focused inquiry work on supporting SIFE. Students in the Junior Institute are placed in classes that combine mixed first- and second-year students, heterogeneously grouped by home language and literacy. Second-year students are valuable assets in the early success of new students: They are good examples of self-motivated, serious students; they are translators in the classroom; and they provide academic support to their peers in small groups. Third year students are currently by themselves though in the fourth year of the school there will be a mix of third and fourth year students.

Second-year students are continuing their internship placements once a week in order to give them an outside venue to develop their English, apply their growing skills to real-world situations, and explore career opportunities. While these students are off-site, first-year students will stay in school to participate in Language Day, a new venture designed by staff to provide more focused time on reading and written language development. Supported by several coaches, Language Day also addresses the need to develop teachers' capacity for addressing reading both within their curriculum and in extended day and extended year programs. Third year students participate in internships twice a week and a number of students participate in college credit granting courses including AP courses and College Now courses sponsored by the City University of New York.

Ellis students will continue to participate in DYO assessments created by our partner, the Institute for Student Achievement, regular presentations of learning (Defenses of Learning and Portfolio Presentations), as well as the LAB-R and the NYSESLAT. Spanish SIFE will also take the ALLD, as last year. ELLIS will build on lessons learned from last year's experience to ensure that assessments have clear connections to the existing curriculum. This year, formative assessment in reading will be added to that in math and writing so that staff can foreground students' progress in reading as a means to support independent meaning-making.

## 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.

---

### Schools Goal 1

- To create coherence (across classrooms and disciplines) in structures and routines that support language acquisition and development.
- By June, 2011, 75% of our students will demonstrate increased fluency and comprehension of the English language when presenting their portfolios and when formative DY0 assessments in English are administered

### Schools Goal 2

- To create a well-integrated system of school assessments that meaningfully inform classroom instruction, encourage continuous school improvement and provide students with timely feedback on their academic progress
- 75% of our students will increase their scores by 5% when they take English and Math DY0 assessments in 2011

### Schools Goal 3

- To increase parent involvement and voice in relation to a) their children's education and b) their own education and integration into American society
- We will increase our parent participation by 20% by the June, 2011

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To create coherence (across classrooms and disciplines) in structures and routines that support language acquisition and development.</b></p> <p>By June, 2011, 75% of our students will demonstrate increased fluency and comprehension of the English language when presenting their portfolios and when formative DY0 assessments in English are administered</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>A literacy coach who will meet with disciplines and conduct classroom observations which will inform:</p> <ol style="list-style-type: none"> <li>a. A series of whole-staff professional development</li> <li>b. Instructional planning at the classroom and discipline levels</li> </ol> <p>Who will be responsible?</p> <ul style="list-style-type: none"> <li>• Literacy Coach</li> <li>• Teachers</li> <li>• Administrators</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>TLFSF T1SWP CFE</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Throughout the year, there will be regular learning walks, classroom observations and instructional planning meetings. As part of this, coaches and administrators will be using rubrics to track the progress of the work and examining teacher and student work products. Finally, teacher and student portfolio presentations will provide evidence of growth in this area.</p>

<p><b>Annual Goal</b> Goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To create a well-integrated system of school assessments that meaningfully <b>drive</b> classroom instruction, encourage continuous school improvement and provide students timely feedback on their academic progress.</p> <p><b>75% of our students will increase their scores by 5% when they take English and Math DYO assessments in 2011</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>In the first semester, the social studies team will work towards a system of assessments – tests, essays, and projects – that align with and integrate in preparation for external assessments (ISA, Regents, etc.) and also give teachers and students timely and specific feedback on their progress towards specified academic goals. This work will be done in weekly discipline meetings, with implementation in classes throughout the semester.</li> <li>In the second semester, the team will present their progress to the rest of the school at one or two PD meetings, assessing both successes and challenges, and suggesting a system for school-wide implementation.</li> <li>The rest of the school will then design similar systems for their disciplines, hopefully to begin using them before the end of the year.</li> </ol> <p>Who will be responsible?</p> <ul style="list-style-type: none"> <li>ISA and Literacy coaches</li> <li>Teachers</li> <li>Administration</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>TLFSF</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>Increased scores on ISA DYO</li> <li>Increased Passing rates on Regents tests</li> <li>Student portfolios and self-reflections on learning will reflect a deeper understanding of our habits of mind and work</li> </ul>

<p><b>Annual Goal</b> Goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase parent involvement and voice in relation to a) their children’s education and b) their own education and integration into American society</b></p> <p><b>We will increase our parent participation by 20% by the June, 2011</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>a. Parents will have access to ESL, citizenship and technology education classes</p> <p>b. Parents will participate in a variety of informational and educational sessions on the following topics:</p> <ul style="list-style-type: none"> <li>• college information,</li> <li>• school life, activities and academic requirements,</li> <li>• professional development on educational issues impacting their children and</li> <li>• key issues selected by the parent body</li> </ul> <p>c. Parents will participate in the planning and execution of school activities such as school trips and academic and social celebrations</p> <p>d. Classes and participation in school activities will be on-going. Parents will meet regularly throughout the year for educational and informational sessions.</p> <p>Who will be responsible:</p> <ul style="list-style-type: none"> <li>• Guidance Counselor</li> <li>• Parent Coordinator</li> <li>• Administrators</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>TLSWP TLSFS T1ARRASWP</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Administration, including guidance, will track the number of participating parents as well as qualitative data provided by parents in informal and formal interviews. We will also examine progress report and SQR data.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

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

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p>All three English teachers in the school provide small group and one-on-one intensive tutoring at least two times a week before and after school and during lunch time. Their focus is strengthening reading comprehension as well providing language-rich activities that allow students to experience the English language in the four modalities and deepen their thinking and mastery of the content being taught. In addition, the English teachers provide English Regents preparatory classes for at-risk students. A total of 40 students are served.</p> <p>In addition, once a week and in a small group setting (12-14 students), students with the biggest language development needs participate in Language Day. It is a full day of language-rich activities that support the content being studied and deepen the complexity of student thinking while developing their skills in the four modalities of the English language. Teachers receive training from coaches on a weekly basis to develop these activities which include:</p> <ul style="list-style-type: none"> <li>• developing vocabulary (Tiers I, II and III),</li> <li>• reading comprehension</li> <li>• word recognition</li> <li>• listening and note-taking,</li> <li>• public speaking,</li> <li>• writing,</li> <li>• syntax etc.</li> </ul> <p>Coaches have training in the Wilson Reading Program, Schools Attuned and others. They also have many years experience working with SIFE and ELL students.</p> <p>Currently, an independent reading block of 40 minutes has been built into the students' daily schedule. Students with the highest levels of need are placed in special reading classes where, beyond reading independently, they get direct instruction around reading strategies. Many of these students are SIFE; both teachers teaching these classes have experience with SIFE students and work regularly with a coach with over 15 years of work experience with low literacy students and SIFE.</p> <p>Note: In weekly, interdisciplinary team and guidance meetings, teachers analyze student work and data (e.g. Ed Performance Reading Assessment) to identify at-risk students, monitor their progress and develop intervention plans in all subject areas. All resulting intensive tutoring classes and/or supports for at-risk students are coordinated by the teams and included in student schedules.</p>

<p><b>Mathematics:</b></p>	<p>Three small groups each of about 13-15 at-risk students spend 3-4 hours a week before and after school with math teachers. The foci are basic algebraic skills using Destination Math, Regents preparation for Integrated Algebra I, problem solving and writing in math. One-on-one intensive tutoring is also offered.</p> <p>Coaches have over 15 years experience in teaching math to ELLs. Teachers examine math DY0 assessment data with coaches to inform instructional practice and identify students at-risk. They meet weekly with the social worker and/or guidance counselor to develop intervention plans within tiered intervention model.</p>
<p><b>Science:</b></p>	<p>The science teachers have established a chemistry academy to provide intensive tutoring and Regents preparatory classes 2-4 times a week to small groups of at-risk students. In total, 25 students are served. Saturday support classes will also soon be available to at-risk students for Regents preparatory. The science teachers also provide regular one-on-one tutoring 2 times a week during lunch. The third year science teacher has partnered with the third year American history teacher to launch a Homework Club where students can get additional assistance and tutoring, especially around more complex homework and classroom assignments.</p>
<p><b>Social Studies:</b></p>	<p>The social studies teachers provide intensive one-on-one and small group tutoring and Regents preparatory classes to at-risk students 2-3 times a week before or after school. A total of 20 students are served.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Twenty students have been identified as at-risk. The support of the guidance counselor includes:</p> <ul style="list-style-type: none"> <li>• One-to-one and group counseling,</li> <li>• home visits,</li> <li>• phone calls to student homes,</li> <li>• referrals to outside services and</li> <li>• career counseling.</li> </ul> <p>The school guidance counselor develops curriculum that teachers can adapt and deliver in the biweekly advisory classes. The curriculum supports existing at-risk students and aims to prevent others from becoming at-risk. It focuses on both academic planning as well as physical, social, psychological and emotional health.</p>

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

*NCLB/SED requirement for all schools*

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

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

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

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

**Section I. Student and School Information**

Grade Level(s) **9, 10 and 10th**                      Number of Students to be Served:     60     LEP      Non-LEP

Number of Teachers     3                          Other Staff (Specify) \_\_\_\_\_

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

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

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

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

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At ELLIS Preparatory Academy we utilize a content-based ESL program for our recent immigrant students. Our 13 teachers and 6 coaches work in the context of 3 interdisciplinary teams design and implement standards-based, interdisciplinary, project-based curricula for the 240 students they mutually share. Teachers in all content areas infuse their curricula with ESL methodologies and strategies for language development. Most course work in the classroom is completed in cooperative learning groups, where students are heterogeneously mixed (by ability and gender) so as to optimize opportunities for language development. This year our students will be taking the chemistry and integrated math regents and there is a strong need for supplemental support in order for specific students to pass the course and the exams.

Number of students to be served in Chemistry

- 25

Number of students to be served in mathematics

- 40

Grade level(s)

- 9, 10 and 11<sup>th</sup>

Language(s) of instruction

- English is the language of instruction, however careful heterogeneous groupings supports students in maintaining their native language, which is essential to their ability to develop their academic, intellectual, and social abilities.

Rationale for the selection of program/activities

- These afterschool programs were chosen because we wanted to ensure that students who were experiencing difficulties in Chemistry and Mathematics were provided with intensive individual support in order that they have the highest chance in acquiring course credit and passing the exams.

Times per day/week

- Chemistry Academy meets twice a week in the afternoon
- Math Academy will meet 3 times a week

Program duration

- Chemistry Academy will run from October 2010-June 2011
- Math Academy will run from October 2010-June 2011

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

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Our school has high expectations for both students and teachers thus we provide high levels of support the following describe what all teachers in our school receive in terms of professional development. For the two teachers who will be facilitating our afterschool programs in Chemistry and Math they will be attending QTEL in order to further support their ability to differentiate instruction and support their students to pass their classes and pass the regents exams.

The following is what teachers receive regularly in our school:

- Weekly professional development meetings, which will include the following topics:
  - Differentiation of instruction
  - Language development
  - Analysis of student work in order to improve instruction/design interventions
  - Analysis of student assessments (formative assessment, progress reports, report cards, etc.)
  - Scaffolding instruction
  - Incorporating technology in the curriculum
  - Peer critiques of teacher-generated curricula
  - Developing native language projects to support English language acquisition
- Peer observations – teachers will observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result of the inter-visitations.
- Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.
- Participation in the Institute for Student Achievement workshops and retreats- Three times during the year teachers have the opportunity to reflect, plan forward and network with other ISA teachers to share and learn best practices. These retreats and workshops are aligned to ISA’s 7 principles which, if evident in a school, work to build a strong instructional program and healthy school community.
- International High Schools Inter-visitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly to visit our sister IHSs across the city and learn from them.
- Formative Assessment – our staff will participate in ongoing professional development throughout the school year in developing and refining formative assessments for our school (in conjunction with staff members from our sister IHSs) as part of the DOEs design your own (DYO) formative assessment program.

All the staff are teachers of ELLs and all professional development is targeted for teachers of ELLs. As stated above, weekly, hour long, professional development targets curricular development and instructional strategies that support ELLs.

**Section III. Title III Budget**

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	16,772	Chemistry Teacher at 94hrs x 49.89 = 4690 Math Teacher at 94hrs x 49.89= 4690 Social Studies Teacher at 74hrs x 49.89= 3692 English Teacher at 74hrs x 49.89= 3692
<b>Purchased services</b> - High quality staff and curriculum development contracts.	3,594	QTEL Professional Development provided by the DOE <ul style="list-style-type: none"> <li>• 7 teachers at \$500 each</li> </ul>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	2,396	19 Graphing Calculators @ 100 each= 1900 10 Integrated Algebra Regents Review Books @ 8.00 each = 80 27 English Regents Review Books @ 8.00 each= 216 10 Chemistry Regents Review Books @ 8.00 each= 80 15 Global Studies Regents Review Books@ 8.00 each= 120
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>	1,198	4 college information sessions on Saturdays at 2hrs x 4 x 49.89 = 200 ESL Classes (2 hrs/week) = 500 Health and Wellness Classes (2 hrs/week) = 500
<b>TOTAL</b>	23,960	

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

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

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

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

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

**Data and Methodology:** Upon acceptance into Ellis Preparatory Academy, each student is interviewed orally and in writing about his/her first language as well as the language with which the parents are most comfortable. This information is recorded in each student's emergency card, on ATS, and on an in-house master spreadsheet of Ellis students.

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.

**Findings and Dissemination:** The master spreadsheet—with each student's first language as well as the language parents prefer for school communication—is given to each staff member, including school secretaries, classroom teachers, and advisors.

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

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

**Goal 1: Parents will receive in a timely manner all pertinent school materials in their native language**

**Goal 2: Parents will be able to understand in their language any conversation that takes place that involves their child or school issues**

**Goal 3: Anticipate any obstacles in translation and interpretation to minimize any confusion for parents**

<p><b>ACTION STEPS (What needs to be done to accomplish goals?):</b></p>	<ol style="list-style-type: none"> <li>1. Have all pertinent school forms translated in appropriate languages</li> <li>2. Have interpreters available to translate any pertinent conversations</li> <li>3. Ensure that all materials are reflective of the languages that parents speak and readily available</li> </ol>
<p><b>WHEN:</b></p>	<p>2010-2011</p>
<p><b>BY WHOM:</b></p>	<ul style="list-style-type: none"> <li>• Pupil Personnel Faculty</li> <li>• Instructional Faculty</li> <li>• Community Associate</li> <li>• Parent Coordinator</li> <li>• Principal</li> </ul>
<p><b>SUPPORT:</b></p>	<ul style="list-style-type: none"> <li>• We will receive support from our Network team, other International high schools and The Office of Translation and Interpretation</li> </ul>
<p><b>INDICATORS OF SUCCESS AND/OR ACCOMPLISHMENTS (How will we know our strategies are working?):</b></p>	<ul style="list-style-type: none"> <li>• Increased participation in school-wide and family events  <ul style="list-style-type: none"> <li>Parent-teacher conferences</li> <li>Curriculum night and celebrations</li> <li>PTA meetings</li> </ul> </li> <li>• Increased participation in decision-making at the school</li> <li>• Greater clarity about the mission and vision of the school</li> </ul>

**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:	303,927	10,212	
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,039		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	15,196	*	
4. Enter the anticipated 10% set-aside for Professional Development:	30,393	*	

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

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.

1. ELLIS Preparatory Academy will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA):
  - a. Collaborate with the officers and members of ELLIS Preparatory Academy (ELLIS PREPARATORY ACADEMY) Family Association to conduct a needs analysis of parents/guardians of ELLIS PREPARATORY ACADEMY students.
  - b. Design and implement a plan of action for parental involvement based on needs identified by this needs analysis.
  - c. Involve parents/guardians in the decision about how the Title I, Part A funds reserved for parental involvement are spent.
2. ELLIS Preparatory Academy will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
  - a. Hold regular meetings of the ELLIS PREPARATORY ACADEMY Family Association to jointly address areas of concern regarding student achievement at the ELLIS PREPARATORY ACADEMY.
  - b. Involve parents/guardians of ELLIS PREPARATORY ACADEMY students in the creation and review of the annual Comprehensive Educational Plan (CEP).
3. ELLIS Preparatory Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - a. The evaluation of the parental involvement will consist of several components including written surveys/questionnaires and publicly advertised, open meetings of the ELLIS PREPARATORY ACADEMY Family Association.
  - b. The evaluation of parental involvement will be coordinated by the ELLIS PREPARATORY ACADEMY Parent Coordinator, President of the ELLIS PREPARATORY ACADEMY Family Association, and the ELLIS PREPARATORY ACADEMY Principal.
  - c. Parents will be asked to provide feedback on the school’s parental involvement policy as well as provide future direction for the revision and continued implementation of this policy. Parents will also take leadership roles in the revision and implementation of the policy through the Family Association and volunteer opportunities at the school.
4. ELLIS Preparatory Academy will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the activities described below:

- a. Each year, ELLIS PREPARATORY ACADEMY will provide several opportunities for parents/guardians to attend a Family Orientation session to review the school’s academic program and how it meets or exceeds the State’s academic content standards as well as State’s student academic achievement standards. Each student studies on an interdisciplinary, instructional team. This orientation and subsequent meetings of the ELLIS PREPARATORY ACADEMY Family Association will provide workshops on understanding students’ quarterly Progress Reports and Report Cards. Workshops will also include specific strategies for parents/guardians to work effectively in a mutually supportive way with ELLIS PREPARATORY ACADEMY teachers and staff. These teams will work with the ELLIS PREPARATORY ACADEMY Parent Coordinator to provide this orientation to parents/guardians.
5. ELLIS Preparatory Academy will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
    - a. providing English as a Second Language (ESL) classes for parents/guardians
    - b. providing computer technology workshops for parents/guardians
    - c. conducting workshops on supporting students’ native language development
    - d. involving family members in school special events and off-site learning experiences such as educational visits to museums and cultural organizations
    - e. holding curriculum information/celebration sessions and
    - f. providing workshops on the college application process
  6. ELLIS Preparatory Academy will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by the strategies and activities described elsewhere in this documents including:
    - a. Working closely with the ELLIS PREPARATORY ACADEMY Family Association officers and members
    - b. Conducting regularly scheduled meetings of the ELLIS PREPARATORY ACADEMY Family Association
    - c. Providing parent orientation sessions for all families each year
    - d. Providing forums for discussion between teacher and parents/guardians
    - e. Regularly scheduled parent-teacher conferences to discuss students’ academic progress- this year, increased to four times a year
  7. ELLIS Preparatory Academy will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
    - a. ELLIS PREPARATORY ACADEMY will provide all major notices to parents/guardians in the major native languages spoken in the homes of our students. This includes written notices or announcements as well as public workshops/meetings at which significant numbers of parents/guardians are present.
    - b. ELLIS PREPARATORY ACADEMY will utilize internal staff resources for translation/interpretation services in as many languages as possible. ELLIS PREPARATORY ACADEMY will endeavor to utilize external translation/interpretation services available from the NYC Department of Education as well as local community organizations.

**Adoption**

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by the PTA agendas and minutes.

This policy is adopted by ELLIS Preparatory Academy on will be in effect for the 2008-09 academic year. The school will distribute this policy to all parents of participating Title I Part A children on or before November 1, 2010.

Principal's Signature: **Norma A. Vega**  
Norma A. Vega

***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.

**ELLIS Preparatory Academy** and the parents of the students participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2010-2011.

### **ELLIS Preparatory Academy**

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:

#### **Mission**

Our mission is to develop our students' social, academic and leadership skills through collaboration, project-based curriculum and experiential learning opportunities that will emphasize English language development and build on native language skills. Our college preparatory program is committed to creating an environment that values students' cultures, native language and individual differences, while preparing them for academic and professional success in a changing world.

## **Core Beliefs**

- English Language Learners (ELLs) need to understand, speak, read and write English proficiently in order to realize their full potential within an English-speaking society.
- In an increasingly interdependent and globalized world, fluency in English, mastery in one's first language and knowledge of other foreign languages are vital resources for the students, the school and society.
- English and native language proficiency is most effectively developed within a content-based and collaborative instructional approach across the curriculum.
- Technological literacy and the use of technology are essential for both teachers and students in their learning and their language development.
- Experiential learning, both inside and out of the classroom, (such as project-based activities, internships and community service) provides students with language-rich opportunities, in English and Spanish, connecting classroom learning with real-world experiences, and promoting personal growth and leadership skills.
- Students learn at different rates and in different manners therefore, teachers must use a variety of approaches to make content and language accessible to students. Students must have multiple ways in which to demonstrate their learning and assessment should encompass a variety of means including formative, authentic, performance based (portfolios, exhibitions) and standardized (classroom tests, Regents).
- Successful learning communities emphasize high expectations and support students and their families in realizing these goals.
- As an integral part of the broader community, the school and its partners collaborate and share responsibility with teachers, students and parents to achieve success.
- A successful school governance model emphasizes collaboration in which faculty participate in the school decision-making process, not only in the areas of instructional program design, curriculum development, and materials selection, but also in committee work, peer selection, support and evaluation

ELLIS Preparatory Academy is a multicultural high school for recent arrivals, serving the needs of students with varying degrees of limited English proficiency. Our mission is to enable each of our students to develop the linguistic, cognitive and cultural skills necessary for success in high school, college and beyond. ELLIS Preparatory Academy gives priority to students of limited English proficiency, who have been in the United States under a year. All of our students enter as limited English proficient (LEP). They come from 16 different countries and speak 17 different languages. Once admitted, the students remain with us for their entire high school careers.

ELLIS Preparatory Academy offers a high school/college curriculum combining substantive study of all subject matter with intensive study and reinforcement of English while supporting their native language.

The interdisciplinary curriculum in the team of four teachers that we currently have is structured to provide for a balance of exposure to humanities and

mathematics/science/technology. Different disciplines are viewed as interacting, reinforcing and broadening a student's perspective. Reading and writing are infused throughout the entire instructional program to ensure language acquisition and support content area instruction.

All classes are heterogeneous and non-graded, i.e., students are not grouped according to language level in English, literacy in native language, achievement level, or age. They are supported by 13 teachers and 2 interns; all teachers are regularly licensed and assigned to the school, 3 have more than 3 years teaching experience and 3 of them hold masters degree.

The school year is programmed on a yearly schedule. Students stay with the same teachers for two years. Classroom projects are designed to explore interdisciplinary themes and structured for both collaborative and individual work. Instructional teams are given a portion of funds allocated to the school to purchase texts and libraries, which support the curricular goals of the teams. It is rare that an entire class will use one textbook. Our expectation is that our graduates will be able to work in-depth both collaboratively and independently, using a wide variety of resources. Teachers provide multiple assessment opportunities to learn about their students from different vantage points and, thus, monitor and track their learning. Multiple assessments also provide students a variety of ways to show understanding, increasing their chances of overall success.

During the 2010-2011 school year all resources have been used to support our interdisciplinary learning curriculum model. We are a Title I funded school and all funding is used to provide direct instruction and support services for our students. Performance driven budgeting allows our team of teachers to assess at the grass roots what is needed and allocate resources to quickly support those needs. All teachers provide English and native language development through the content area of their instructional program. As students acquire their second language (English) they maintain and develop their native language and all students receive the benefits of all the programs and grants.

Our commitments to parents to ensure their effective participation in the life of the school and, thus, increase student success include:

- Holding parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. These conferences will be held during one afternoon and one evening in the fall and one afternoon and evening in the spring. (Parents will be notified as the exact dates are finalized by the NYC Dept. of Education.)
- Providing parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Narrative Progress Reports, including a quantitative breakdown of their children's grades, are provided to parents four times a year at the end of the fall semesters and a narrative at mid-points during both semesters. A Final Report Card with extensive narrative is provided to the parents at the end of each school year. In addition teachers make frequent contact with parents via telephone and email in order to keep them abreast of their child's attendance and academic progress.
- Providing parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Teachers and the team are in frequent contact with parents via telephone and email. Parents are constantly being reminded that teachers are available to meet and that all a parent needs to do is contact the guidance counselor or contact the school's secretary to set up an appointment. Parents receive a parent handbook at the beginning of each year which includes teachers contact information as well as class schedules. In addition parents are invited to attend monthly PTA meetings and workshops which are attended by many ELLIS staff members. Equally important is the role of the advisor

whose key responsibility is to work closely with parents, maintaining regular contact to effectively support the social and academic progress of their children.

- Providing parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:  
Parents are strongly encouraged and always invited to visit their child's classes. In addition, on two days a year we have open classroom days which are specifically aimed at accommodating parents in the classroom. This year the open classroom days are Thursday December 11, 2008 and Friday December 12, 2008. Parents will also be encouraged to participate in their child's portfolio presentations.

On November 16, 2010, we held our first Curriculum Night for ELLIS families, attended by more than 20% of the parent body. With the above actions, we hope to increase parental participation in school life and events in the upcoming months.

## **PARENT RESPONSIBILITY**

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

- *support 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 either 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 district;*
- *supporting the school's discipline policy;*
- *express high expectations and offer praise and encouragement for achievement;*

## PART II OPTIONAL ADDITIONAL PROVISIONS

### STUDENT RESPONSIBILITIES

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

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning, pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *follow the school's dress code;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for tests and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive in school every.)*

<b>ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES (REQUIREMENTS THAT SCHOOLS MUST FOLLOW, BUT OPTIONAL AS TO BEING INCLUDED IN THE SCHOOL-PARENT COMPACT</b>
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#### **ELLIS Preparatory Academy will**

- involve parents in the 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 the Title 1, Part A programs, and to explain the Title 1, Part A requirements, and the right of parents to be involved in Title 1, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title 1, Part A programs (participating students), and will encourage them to attend;

- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title 1, Part A programs that includes a description and explanation of the school’s curriculum, and the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
- provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children.
- provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics;
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1 Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

**SIGNATURES**

School Staff-Print Name	Signature	Date
Parent(s)-Print Name(s)		
Student (if applicable)- Print Name		

**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.

ELLIS Preparatory Academy is a small learning community designed exclusively for recent immigrant English Language Learners (ELLs). We serve 240 students who hail from over 22 countries and collectively speak 17 languages. We are one of ten such International High Schools in the city and belong to the Internationals Network for Public Schools, a Gates Foundation funded non-profit organization.

All of the International High Schools in the city follow the “Internationals Approach.” This approach is built upon five core principles. These principles inform all aspects of our structure, pedagogy and operations, and include:

### **Heterogeneity and Collaboration**

We strive to attract as diverse a student population as possible in terms of ethnicity, country of origin, native language, race, gender, English proficiency and academic level. All of our classes are untracked and completely heterogeneous.

Research has shown that students learn best when they learn from each other. Thus in every class, students work together in small cooperative learning groups. Only through working together can they complete the interdisciplinary projects assigned to them. Through various extracurricular activities students have the chance to collaborate in new and different ways.

### **Experiential Learning**

Research has also shown that students learn best by doing. As a result, we support experiential learning, whereby students have opportunities to grow academically and linguistically outside of the school’s four walls. These include field trips and career internships. All students in their junior year complete a twelve-week long intensive internship where they gain on-the-job experience, knowledge, and skills in order to prepare them for the world of work.

### **Language and Content Integration**

The International High Schools integrate language and content in a “content-based ESL” approach to pedagogy. This means that there are no discrete ESL classes where students are learning the mechanics of English in a vacuum. Instead, ESL is embedded within all subject area classes and all teachers provide opportunities for language development. Students acquire English and content area knowledge hand-in-hand throughout each school day.

### **Localized Autonomy**

We believe that decisions about instruction, operations, and budget are best made by those who are closest to our students – our staff. As a result, decisions are made collaboratively in a group where all constituencies of our learning community are represented. As an Empowerment School within the New York City Department of Education, we are fortunate to have even greater flexibility in decision-making on a broader scale.

### **One Learning Model for All**

Whatever is good enough for the students is good enough for the rest of us too. Recognizing that everyone in the learning community is continually growing and acquiring new knowledge and skills, the staff adhere to the same principles that guide the way we educate our students. Teachers work collaboratively in teams much like students in their classrooms. Teachers also sit down at weekly meetings to discuss the progress of their shared community of learners, create interdisciplinary curricula, and analyze data surrounding teaching and learning.

In addition, we adhere to Habits of Mind- reasoning and proof, social awareness and connections and effective communication- and Habits of Work- Persistence and Quality, Citizenship and Organization and Time Management. Aligned with State Standards, we rely on these power standards to inform our curriculum planning and teaching practices.

1. Instruction by highly qualified staff. The staff are highly qualified according to definitions and standards of NCLB.

2. 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.

As an Empowerment School, we are able to select the type of professional development that we as a staff feel is most germane to our needs as educators of ELLs. Such self-selected professional development activities include:

- RFP PD Projects – small, self-selected groups of teachers engage in action research projects throughout the year in order to learn more about specific ESL methodologies and strategies in order to enhance student achievement; all faculty present findings and recommendations to rest of staff so that all may benefit from the work of the rest.
- Weekly professional development meetings, which will include the following topics:
  - Differentiation of instruction
  - Language development
  - Analysis of student work in order to improve instruction/design interventions
  - Analysis of student assessments (formative assessment, progress reports, report cards, etc.)
  - Scaffolding instruction
  - Incorporating technology in the curriculum
  - Peer critiques of teacher-generated curricula
  - Supporting effective independent reading in our students and
  - Strengthening our portfolio-based system and student mastery of oral defenses of work
- Peer observations – teachers will observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result
- Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.
- International High Schools Inter-visitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly to visit our sister IHSs across the city and learn from them.
- QTEL/OELL trainings – Our classroom teachers are encouraged to complete workshops with QTEL and other OELL offerings, which highlight best practices, like scaffolding and differentiation, for working with ELLs in the content areas.
- Formative Assessment – our staff will participate in ongoing professional development throughout the school year in developing and refining formative assessments for our school (in conjunction with staff members from our sister IHSs) as part of the DOE's design your own (DYO) formative assessment program as well as classroom-based interim assessments.

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

We advertise through the NYC Department of Education's Open Market System, as well as through other educational venues such as the Teaching Fellows Program, InsideSchools.org, Math for America, and Education Weekly. We only interview candidates who are fully certified in their content area.

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

See Appendix 3, Parts A and B

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

N/A

6. 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.

Staff has been intimately involved with the creation and implementation of the new DY0 Interim Assessments. These assessments will be administered periodically throughout the year to students in an effort to gauge their ongoing language and content acquisition and progress. Faculty are involved in the implementation, grading, and joint analysis of the results of these assessments in order to alter curriculum development and instruction accordingly, so that all students' needs are sufficiently met. Weekly meeting time- as teams, disciplines and whole staff- is built into our school schedule in order to facilitate these and other conversations and workshops that will improve instruction and identification of students with specialized needs.

7. 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.

See Appendix I and II, Parts A and B

8. 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.

All students in their first year participate in Language Day once a week where they receive direct instruction in language in all content areas. As part of their language instruction, students in their second year participate in a weekly internship for the year whereby they actively practice their communication in the English language and receive training and skills in the world of work. Internships continue into the third year where students receive targeted support based on classroom and Regents performance.

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

### ***Explanation/Background:***

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

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

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

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

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

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

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

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

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

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

1. Use program resources to help participating children meet the State standards.

Funds will support a challenging and engaging curriculum aligned to state standards in addition to providing opportunities for students to put to practice their new found knowledge as they participate in their internships during the summer and throughout the year.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

The students are the school and any planning that occurs is about the existing school. These funds are an integral of the development of our school and provide the additional support that our school needs in order to serve our student population.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours.

Our values are reflected through our emphasis on the complete learner, through the infusion of language development in all our interdisciplinary studies and our careful attention, and mitigation, of the obstacles that face these students in their day to day lives. Our school will provide a full complement of academic courses aligned to the State standards and required summer and academic year apprenticeships designed to lead them to a high school diploma and college acceptance, a trade, or a job. In addition to this course work, we will ask each of our students to create an Exhibition portfolio that has three areas of focus: Instructional, Experiential and Social Emotional Development.

4. Coordinate with and support the regular educational program;

Our teachers are organized into interdisciplinary teams. They share the same students for a period of two years. The teachers who will be providing the supplemental support are the same teachers that will be instructing them during the day.

5. Provide instruction by highly qualified teachers;

At present we have teachers who have an average 2-3 years experience in their content area. However, each teacher has an instructional coach with an average teaching experience of 15 years.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Please read professional development program under Title III, Part A, LEP Program.

7. Provide strategies to increase parental involvement;

Parents of students and our students who are parents will attend Curriculum Night, our Cultural Festival, and other school functions where student achievement in various areas is exhibited and celebrated. They are also involved in both the PTA and School Leadership Team where their viewpoints and opinions are incorporated into the decisions made about school policy and future growth. In conjunction with our lead partner, Institute for Student Achievement, we will offer a wide range of parental involvement opportunities at both the school and the partner's sites.

8. Coordinate and integrate Federal, State and local services and programs.

Our school will avail itself of any relevant services provided by the government. The funds will support some our teachers attending QTEL (Quality Teaching for English Learners) in January which is hosted by the Office of English Language Learners of the Department of Education of NY.

Our school will also apply for Grants that are available from the state. The SIFE grant is an example of an opportunity that our school has already participated in since we have a large population of students with interrupted formal education.



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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

Currently, we have no students in temporary housing.

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

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

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

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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	English Language Learners and International Support							
<b>District:</b>	10	<b>DBN:</b>	10X39	<b>School</b>	321000011397			
<b>DEMOGRAPHICS</b>								
Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	
	1		5		9	v	Ungrade	
	2		6		10	v		
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-	
Pre-K	0	0	0			88.2	89.1	
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>				
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-	
Grade 2	0	0	0			72.6	87.5	
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>				
Grade 4	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-	
Grade 5	0	0	0			98.8	97.6	
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>				
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-	
Grade 8	0	0	0			5	6	
Grade 9	85	85	87	<b>Recent Immigrants - Total Number:</b>				
Grade 10	0	80	91	<i>(As of October 31)</i>	2007-	2008-	2009-	
Grade 11	0	0	61			63	49	
Grade 12	0	0	0	<b>Special Education</b>				
Ungraded	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-	
Total	85	165	239					
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-	
# in Self-Contained Classes	0	0	0	Principal Suspensions		3	0	
# in Collaborative Team Teaching (CTT)	0	0	0	Superintendent Suspensions		0	0	
Number all others	0	0	0	<b>Special High School Programs - Total Number:</b>				
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-	
				CTE Program Participants		0	0	
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				Early College HS Program Participants		0	0	
<i>(As of October 31)</i>	2008-	2009-	2010-	<b>Number of Staff - Includes all full-time staff:</b>				
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-	
# in Dual Lang.	0	0	TBD					
# receiving ESL services only	76	153	TBD	Number of Teachers		7	10	
# ELLs with IEPs	0	0	TBD	Number of Administrators and Other Professionals		3	4	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals		0	0	

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
		63	160	% fully licensed & permanently assigned to this		71.4	62.5
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		14.3	40.0
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers		57.0	80.0
American Indian or Alaska Native	0.0	0.0	0.4			80.0	50.0
Black or African American	9.4	13.9	13.4				
Hispanic or Latino	84.7	73.3	73.2				
Asian or Native Hawaiian/Other Pacific	3.5	9.1	10.5				
White	1.2	1.8	2.5				
<b>Male</b>	52.9	60.6	56.5				
<b>Female</b>	47.1	39.4	43.5				

**2009-10 TITLE I STATUS**

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

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

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

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

**Individual Subject/Area AYP Outcomes:**

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 106</b>	District <b>10</b>	School Number <b>397</b>	School Name <b>ELLIS Preparatory Ac</b>
Principal <b>Norma Vega</b>		Assistant Principal <b>Renée Ehle</b>	
Coach <b>Maribel Tineo</b>		Coach <b>Annie Smith (p/t)</b>	
Teacher/Subject Area <b>Stephanie Grasso</b>		Guidance Counselor <b>Hedin Bernard</b>	
Teacher/Subject Area <b>Jeremy Heyman</b>		Parent <b>Ana Nuñez</b>	
Teacher/Subject Area <b>Nancy Heacock</b>		Parent Coordinator <b>Annel Tineo</b>	
Related Service Provider <b>none</b>		Other <b>Deo Persaud, Social Worker</b>	
Network Leader <b>Cyndi Kerr</b>		Other <b>Iris Blanco, Social Worker</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>6</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>8</b>

### C. School Demographics

Total Number of Students in School	<b>234</b>	Total Number of ELLs	<b>234</b>	ELLs as Share of Total Student Population (%)	<b>100.00%</b>
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## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- 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 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

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

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

1. All students admitted to Ellis Preparatory Academy (X10397) are newcomers; those who have been in a New York City middle school or high school for up to one year have scored below the cut-off score on the NYSESLAT. Upon arrival at our school, prospective students and their families are interviewed by Hedin Bernard (certified guidance counselor with bilingual extension), Deo Persaud (certified school social worker), or Iris Blanco (certified school social worker), all members of the guidance staff. The interview includes the Home Language Identification Survey, the SIFE oral interview questionnaire where appropriate, and an explanation of the school's programs and policies. As necessary, Hedin, Deo, and Iris conduct the interview (including the HLIS and the SIFE questionnaire) in the student's native language, making use of in-person interpreters or telephone-based interpretation through the NYCDOE Office of Translation and Interpretation. New students are given the LAB-R examination within the first 10 days by Renée Ehle, who is a certified ESL pedagogue and serves as the school's ESL coordinator. Renée also works each spring to ensure that the NYSESLAT is administered to all qualifying ELLs, by analyzing enrollment data, LAB-R scores, and ATS data. All ELLs take the NYSESLAT. Students who are absent for any part of the test are tested during a series of make-up sessions. The school's goal is always to test every ELL in the school. (N.b. Home Language Identification Surveys reveal that a large number of our students speak languages not recognized in standard NYCDOE lists. These "other" language groups for our current ELL population are as follows: Krio--1; Nepali--6; Soninke--7; Slovak--1; Foulani--3; Mandingo--8; Burmese--1; Twi--1; Garifuna--3; Tagalog--1 Wolof--1; other West African languages--8).

2. Hedin Bernard (certified guidance counselor with bilingual extension), Deo Persaud (certified school social worker), or Iris Blanco (certified school social worker) conduct an orientation for parents and family members of new students. Orientation usually takes place in the context of a one-on-one or small group session. Generally, the above-mentioned guidance staff conduct the initial interview, orientation, and registration for enrollment on the same day (we have the power to register students on-site, as opposed to having to send them to a registration center), and are assisted by Annel Tineo-Nuñez, our Parent Coordinator. After an introduction to our school and the completion of the HLIS and SIFE questionnaire, parents are shown the video highlighting the three program options, in the appropriate native language if available. The guidance staff, with interpretation assistance if necessary (either another staff member or through the NYCDOE Office of Translation and Interpretation), explains the three program options and answers any questions families may have regarding each one. After their questions have been satisfactorily answered, parents then complete the Parent Survey and Program Selection Form, in their native language or with translation support by guidance staff or through the NYCDOE Office of Translation and Interpretation. Parents choose one of the three NYCDOE program models. If parents choose a freestanding ESL program for their child, we place that student into our freestanding ESL program. If parents choose otherwise, we help the families facilitate a transfer to another school. However, should the number of parent selections for either a dual language or bilingual TBE model reach the required number, we will consider opening a bilingual TBE or dual language program at our school, per regulations found in CR Part 154. The above guidance staff along with Renée Ehle, ESL-certified pedagogue, routinely analyze our Parent Surveys and Program Selection Forms for such trends.

3. Since the parent orientation occurs on the same day that families come into school to register their children as students, Parent Surveys and Program Selection Forms are filled out on-site and returned to us that day. Hedin Bernard (certified guidance counselor with bilingual extension), Deo Persaud (certified school social worker), or Iris Blanco (certified school social worker), with the assistance of Parent Coordinator Annel Tineo-Nuñez, give parents the entitlement letter on our school letterhead upon receiving the completed Program Selection Form. The student is then immediately placed in the proper program. The original HLIS, SIFE questionnaire, and Program Selection Forms are placed in the student's cumulative file and copies are kept in the guidance office. Guidance staff and the Parent Coordinator ensure that continuous entitlement letters are sent home in subsequent years.

4. Students are placed in our ESL program based upon selections made on the Program Selection Form on the day that they register. We have block scheduling throughout the school; guidance staff consult with teacher leaders to determine which "team" the new student should enter, then supply the new student with a complete schedule. The student is then placed into class. Our ESL program and the schedule are explained to students and their families in the native language when necessary. Guidance staff as well as several other staff members are bilingual in several languages; we also use the NYCDOE Office of Translation and Interpretation if we do not have a staff member able to communicate with families in the native language. If parents are interested in a program change, they are able to meet with the principal to discuss such issues, also with the help of interpreters.

5. Our schools use a language development model, the Internationals Approach, which is classified as an all-day, self-contained ESL instructional program by the NYCDOE. All parents (100%) of new students have requested a Freestanding ESL since our opening in September 2008. Hedin Bernard (certified guidance counselor with bilingual extension), Deo Persaud (certified school social worker), and Iris Blanco (certified school social worker) keep copies of all Program Selection Forms in the guidance office. They are responsible for all such record-keeping.

6. The program models at our school are aligned with parent requests. Should the number of parents requesting a bilingual or

dual language program increase to the required minimum, we will consider opening a bilingual TBE or dual language program at our school.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										6	6	3		15
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	6	6	3	0	15

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	234	Newcomers (ELLs receiving service 0-3 years)	231	Special Education	1
SIFE	47	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	231	47	1	3	3	0	0	0	0	234
<b>Total</b>	231	47	1	3	3	0	0	0	0	234

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										62	65	43		170
Chinese														0
Russian														0
Bengali										6	6	1		13
Urdu										1				1
Arabic											6	1		7
Haitian														0
French												1		1
Korean										1				1
Punjabi														0
Polish														0
Albanian														0
Other										12	14	15		41
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	82	91	61	0	234

# Part IV: ELL Programming

## A. Programming and Scheduling Information

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

1a. The organizational model at Ellis is an all-day, self-contained, freestanding ESL program. Following the language development model called the Internationals Approach, students are taught content integrated with English language development throughout the school day. Teachers work collaboratively in interdisciplinary teams of 4-5 pedagogues to plan instruction for groups of 60-85 students.

1b. Ellis follows a block programming model, in which a heterogeneous group of students (mixed by proficiency level as well as by native language) travels together throughout the day. In addition, two blocks each contain a mixed group of 9th and 10th graders. A third block is made up of 11th graders; classes within the 11th grade block are also heterogeneous by proficiency level and native language. While the blocks and the class sections within a block are all heterogeneous, teachers sometimes place students within small groups that are homogeneous by proficiency level for specific projects or activities. Additionally, Ellis provides an extended year program in which students are placed in small enrichment courses for literacy, numeracy, and Regents preparation.

2. All students are programmed to ensure that they have the mandated number of minutes of ESL instruction. Following our heterogeneous programming model in which classes have mixed proficiency levels, all students receive a minimum of 540 ESL minutes per week (at least 270 minutes in ELA/ESL class, and 270 minutes in ESL through social studies, science, or math). All required ESL minutes are fulfilled in ESL classes with ESL-certified pedagogues where the content areas are supported.

3. All students take math, science, social studies, and English/ESL every year. The language of instruction is English; however, students are encouraged to use their native language as a resource in developing both English language competency and competency in the content areas. Students work both individually on tasks at their level, as well as in groups to complete collaborative tasks that develop both language and content knowledge. Teachers use layered curriculum, leveled reading materials, collaborative group work, station work, oral presentations, project-based assessments, and a variety of QTEL strategies. Throughout the curriculum, teachers develop instruction using scaffolding and differentiation strategies appropriate for the students' language and academic proficiencies. Students in their first year at Ellis participate in Language Day, in which each teacher (ELA/ESL teachers as well as content teachers) provide small group instruction via language development activities that target specific speaking, listening, reading, and writing skills, using the content that students have encountered on previous instructional days. Students who have been at Ellis for one year begin an internship program during their first extended year (summer) program, and continue an internship placement once or twice a week in subsequent years at Ellis. Through this internship program, supported through the in-school advisory program, students continue their language development in a real-world setting. Students are placed in internships commensurate with their interests and their language proficiency. The 11th grade block is piloting online A.P. courses in Composition and American History, supported by necessary language scaffolding in class. Students at all levels have a reading period (either independent reading with leveled books, or guided reading in small groups) 4-5 days each week. In the independent reading classes, students are encouraged to read alternately in their native language and in English. Additionally, Ellis provides an extended year program in which students are placed in small enrichment courses for literacy, numeracy, and Regents preparation.

4a. SIFE students from all blocks receive their own homogeneous ESL class with a certified ESL teacher and a teacher/student ratio of 1:7. In all other content area classes, all SIFE students are heterogeneously mixed with their ELL peers. Instruction in all classes is project-based and

incorporates multiple strategies for the acquisition of both language and content, including layered curriculum, leveled reading materials, collaborative group work, station work, oral presentations, project-based assessments, and a variety of QTEL strategies. Additionally, Ellis provides an extended year program in which SIFE students are placed in small enrichment courses for literacy, numeracy, and Regents preparation. SIFE students in their first year at Ellis participate in Language Day, in which each teacher (ELA/ESL teachers as well as content teachers) provide small group instruction via language development activities that target specific speaking, listening, reading, and writing skills, using the content that students have encountered on previous instructional days. Upon assessment of their language proficiency at the end of their first year, SIFE students either continue in Language Day for an additional year, or begin an internship program during the extended year (summer) program, and continue an internship placement once or twice a week in subsequent years at Ellis. Through this internship program, supported through the in-school advisory program, SIFE students continue their language development in a real-world setting. Students are placed in internships commensurate with their interests and their language proficiency.

4b. ELLs in the U.S. school system for 0-3 years are placed in heterogeneous classes with their ELL peers. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including layered curriculum, leveled reading materials, collaborative group work, station work, oral presentations, project-based assessments, and a variety of QTEL strategies. They are also placed in either an independent reading group for one period a day (and supplied with a variety of leveled books in English and in native language) or in a guided reading group. Additionally, Ellis provides an extended year program in which newcomer students are placed in small enrichment courses for literacy, numeracy, and Regents preparation. Newcomer students in their first year at Ellis participate in Language Day, in which each teacher (ELA/ESL teachers as well as content teachers) provide small group instruction via language development activities that target specific speaking, listening, reading, and writing skills, using the content that students have encountered on previous instructional days. Upon assessment of their language proficiency at the end of their first year, newcomer ELLs either continue in Language Day for an additional 1-2 semesters, or begin an internship program during the extended year (summer) program, and continue an internship placement once or twice a week in subsequent years at Ellis. Through this internship program, supported through the in-school advisory program, newcomer ELLs continue their language development in a real-world setting. Students are placed in internships commensurate with their interests and their language proficiency.

4c. ELLs receiving services for 4 to 6 years are placed in heterogeneous ESL and content area classes with ELL. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including layered curriculum, leveled reading materials, collaborative group work, station work, oral presentations, project-based assessments, and a variety of QTEL strategies. They are also placed in either an independent reading group for one period a day (and supplied with a variety of leveled books in English and in native language) or in a guided reading group. Additionally, Ellis provides an extended year program in which students receiving services for 4 to 6 years are placed in small enrichment courses for literacy, numeracy, and Regents preparation. Students receiving services for 4 to 6 years continue an internship placement once or twice a week. Through this internship program, supported through the in-school advisory program, these students continue their language development in a real-world setting. Students are placed in internships commensurate with their interests and their language proficiency.

4d. Ellis is currently in its third year; as all of our incoming students are newcomers or have been in the U.S. school system for less than one year when they enroll in Ellis, we currently have no long-term ELLs. In the future, should we have long-term ELLs, we will place them in heterogeneous ESL and content area classes with ELL peers. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including layered curriculum, leveled reading materials, collaborative group work, station work, oral presentations, project-based assessments, and a variety of QTEL strategies. They will also be placed in either an independent reading group for one period a day (and supplied with a variety of leveled books in English and in native language) or in a guided reading group. Additionally, Ellis provides an extended year program in which long-term ELLs will be placed in small enrichment courses for credit recovery, literacy, numeracy, and Regents preparation. Long-term ELLs will continue an internship placement once or twice a week. Through this internship program, supported through the in-school advisory program, these students will continue their language development in a real-world setting. Students will be placed in internships commensurate with their interests and their language proficiency.

4e. ELLs identified as special needs are accommodated per the mandates of their IEPs, which may include modified outcomes in content classes, extended time for testing, or a paraprofessional who speaks the student's native language who accompanies the special needs ELL student to all of his/her classes, providing language and academic support. These students are placed in heterogeneous classes with their ELL peers. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including layered curriculum, leveled reading materials, collaborative group work, station work, oral presentations, project-based assessments, and a variety of QTEL strategies. They are also placed in either an independent reading group for one period a day (and

supplied with a variety of leveled books in English and in native language) or in a guided reading group. Additionally, Ellis provides an extended year program in which special needs students are placed in small enrichment courses for literacy and numeracy support. ELLs with special needs participate in Language Day, in which each teacher (ELA/ESL teachers as well as content teachers) provide small group instruction via language development activities that target specific speaking, listening, reading, and writing skills, using the content that students have encountered on previous instructional days. Upon assessment of their language proficiency at the end of their first year, ELLs with special needs begin an internship program during the extended year (summer) program, and continue an internship placement once or twice a week in subsequent years at Ellis. Through this internship program, supported through the in-school advisory program, ELLs with special needs continue their language and social development in a real-world setting. Students are placed in internships commensurate with their interests, their language proficiency, and the recommendations of their IEP.

## B. Programming and Scheduling Information--Continued

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

5. Targeted intervention programs in ELA include a dedicated reading program in which each student is placed according to need (independent reading, guided reading, or homogeneous ESL class with a focus on reading for SIFE students) and after-school academic support classes. Targeted intervention programs in math, science, and social studies include after-school support classes, Regents preparation classes, and Saturday/Sunday tutoring programs. Students in their first year at Ellis participate in Language Day, in which each teacher (ELA/ESL teachers as well as content teachers) provide small group instruction via language development activities that target specific speaking, listening, reading, and writing skills, using the content that students have encountered on previous instructional days. Students who have been at Ellis for more than one year but whose proficiency levels in English lag significantly behind their peers are kept in Language Day for an additional 1-2 semesters before being placed in the internship program. Our extended year program also provides intervention through credit recovery, literacy, numeracy, and Reading Recovery programs are offered in English, with peer and teacher support in native language as needed.

6. Our instructional model, the Internationals Approach, insures that students who reach proficiency on the NYSESLAT continue to develop their academic language alongside their ELL peers in our heterogeneously mixed classes. Teachers differentiate their collaborative, project-based curriculum so that all of our students, ELLs and former ELLs alike, are being challenged in reading, writing, speaking and listening at their level of proficiency. Former ELLs in their third year at Ellis have access to online A.P. courses supported by their classroom ESL and content teachers. Former ELLs continue an internship placement once or twice a week in subsequent years at Ellis. Through this internship program, supported through the in-school advisory program, former ELLs continue their language development in a real-world setting. Students are placed in internships commensurate with their interests and their language proficiency. Former ELLs continue to receive testing accommodations, which include extended time, the use of bilingual dictionaries, and translated versions of the test where available.

7. New programs this year include: A dedicated reading class for all students (students are placed in an independent reading group with leveled books in English and native language, or in a guided reading group, or in a homogeneous ESL class with a focus on reading for SIFE students); an online A.P. course in composition; an online A.P. course in American history. In addition, the internship program, which was a once-a-week placement for 10th graders, has been expanded to a 2-afternoons-a-week placement for 11th graders. We have also opened a media center/library, which is staffed and available before school, at lunch, and after school for individual and small group study. Thirty I-Pads have been purchased and will be piloted during the dedicated reading period to expand the availability of multi-leveled texts.

8. No services or programs for ELLs have been discontinued.

9. As over 95% of our student body are ELLs, all of our school programs are designed for and available to ELLs. Arts and other electives offered within the school day include ballroom dance, modern dance, violin, visual arts, and computer. After-school and Saturday/Sunday academic support and Regents preparation courses are also available to all ELLs. In addition, campus-wide sports teams are equally available to ELLs and their non-ELL peers; information about these campus-wide after-school opportunities is disseminated to students at the beginning of each semester.

10. All teachers design their own collaborative and project-based curricula, which include a wide array of instructional materials including: activity guides featuring scaffolded and differentiated approaches to both language development and content understanding; a variety of texts at various reading levels; visual and manipulative resources to support language development and content understanding; Microsoft Word™, Excel™, and Powerpoint™ programs (on 25 desktop computers in the media center and on 60 laptops available for classroom use); I-Pads for use in reading groups; Smartboards (currently installed in three classrooms, where teachers use them to record student discussions and compositions as well as to demonstrate science and math concepts/procedures and to enhance the use of visual supports to language development and content understanding; an additional seven Smartboards are on order and will be installed in all classrooms). Other instructional resources include personnel from the Bronx Arts Ensemble to provide arts instruction for all ELLs; a visual artist from Bronx Arts Ensemble also team teaches with content teachers (rotating through ELA/ESL, science, math, and social studies courses) to provide art instruction to enhance understanding and assessment of both language and content knowledge.

11. All of our classes use students' native language to support and enhance both English language development and content understanding. Students are generally grouped within classes to allow for both cross-cultural collaboration and peer support in native language. In addition to peer support, students are supported in their use of native language by community partners, family members, and/or school personnel. Teacher-developed curricula include opportunities for students to use and develop their native language in journal-writing, exploration of new concepts in both speaking and writing, research, and demonstration and application of concept understanding. Native language resources include: bilingual dictionaries in Spanish, French, Arabic, Bengali, and Nepali; online translation programs such as Google™ Translator; bilingual and/or native language texts in all content classes. Our media center/library and classroom libraries include a growing number of native language books for independent reading and research.

12. All of the required services for high-school-aged ELLs are available to our students. All of our students are 16-21 years old; resources, instructional materials, and reading materials are thus chosen and/or developed by teachers to engage and challenge these older adolescents while providing them with the content material appropriate for their grade and proficiency levels. Wireless access in all classrooms and in the media center also provides our ELL students to access online resources appropriate to their age and grade levels.

13. As the majority of our incoming students are very recent immigrants (arriving in the U.S. less than one year before enrolling at Ellis), enrollment is on a rolling basis. Newcomer ELLs who arrive in the late spring and early summer are invited to participate in our July extended-year program of small-group literacy and numeracy classes, prior to joining our regular program in September. Incoming students who arrive during the summer are invited to one-on-one or small group orientation during the last two weeks of August; this orientation program is conducted by guidance staff (Hedin Bernard, certified guidance counselor with a bilingual extension; Deo Persaud, certified school social worker; Iris Blanco, certified school social worker; Annel Tineo-Nuñez, parent coordinator) and includes information about our academic and extra-curricular programs and school vision, approach, and policies. Students who enroll after the beginning of the school year participate in this orientation program on a rolling basis. Prior to the start of the school year, new students are assigned to heterogeneous teams and classes; where possible, they are assigned to classes and advisories with returning students who speak their native language and who act as their translator and advocate in class. During the first two weeks of school, all teachers plan classroom-based orientation activities in which returning students collaborate with new students in understanding school-wide Habits of Mind and Habits of Work.

14. Currently, we do not offer language electives; we anticipate adding such electives to our program in our fourth year.

### 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)?

We have no dual language programs.

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

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

1. Professional development for all staff (ELL teachers, non-ELL teachers, and guidance staff) is designed specifically to build staff capacity towards improving both language development and academic achievement of ELLs. Professional development occurs in a variety of ways throughout each week, including:

- a. Interdisciplinary teams of teachers critique curriculum (unit plans and daily lessons) to improve instruction and design interventions;
- b. Interdisciplinary teams of teachers examine student work (development of understanding as well as both formative and summative assessments) to improve instruction and design interventions;
- c. Interdisciplinary teams of teachers examine social-emotional progress of students to improve instruction and design interventions;
- d. Discipline-based groups of teachers meet several times a week during common planning time, and with a coach once a week, to design benchmarks for assessing student progress throughout the grade levels at Ellis as well as plan unit-based curricula and daily lessons together;
- e. School-wide professional development occurs every other week, facilitated by ESL-certified teachers and coaches, and targets points of intervention and strategies for improving the academic achievement and language development of ELLs (this year, school-wide professional development is focusing on reading, including the use of multi-layered texts and examining text complexity in core classes as well as in independent and guided reading groups, reading conferences to determine students' reading levels and progress, and the teaching of reading comprehension strategies).

In addition to these weekly and bi-weekly activities, staff develop their capacity to improve ELL academic achievement and language development through professional development such as:

- Peer observations – several times a year, teachers visit one another's classrooms to observe best practices and offer constructive criticism on improving ELL achievement;
- International High Schools intervisitations – teachers visit ELL classrooms at our sister schools to observe best practices, bringing practices and strategies back to their interdisciplinary teams at Ellis;
- Internationals Network for Public Schools workshops – teachers attend summer and/or fall conferences at which they meet with their peers from our sister schools and attend workshops facilitated by ELL-certified teachers; recent topics include: layered curriculum, integrating language development and content instruction, web-based applications for the ELL classroom, incorporating Regents preparation into project-based math for ELLs, comprehensive college readiness for ELLs, ESL methodologies applied to various content-based high-level study such as Shakespeare, government/economics, and research skills, and meeting the academic and language needs of SIFE students; other workshops apply ESL methodologies to proven best practices curricula such as Reading Horizons and Facing History.
- Participating in QTEL and other professional development opportunities offered by the Office of ELLs.

2. All of our incoming students are at least 16 years old and very recent immigrants; as such, the transitions that they face include: one or more years of high school in their country to a U.S. high school system (the majority of our students); little or no school to a U.S. high school system (SIFE); middle school in their country to a U.S. high school system (very few of our students); myriad cultural transitions; living with one parent in their home country to living with the other parent—and possibly stepparent—here; living with extended family in their home country to living with parent(s) here (or vice versa); living with family in their home country to living with friends or living alone in New York. Additionally, our ELLs anticipate making a transition from high school to college and/or the workplace. Structures in place to support ELLs undergoing these transitions include a school-wide advisory program and an internship program for students having completed at least one year at Ellis. Staff are supported in assisting ELLs as they make these transitions by trained guidance staff (Hedin Bernard, certified guidance counselor with bilingual extension; Deo Persaud, certified school social worker; Iris Blanco, certified school social worker; and

Annel Tineo, Parent Coordinator and Internship Coordinator. The guidance staff meet weekly with interdisciplinary teams of teachers to discuss the social-emotional progress of students shared by a teacher team and provide support and training in strategies and interventions to assist ELLs in their transitions. They also provide teachers with advisory curricula covering topics such as Self & Community, Personal Values, Stereotypes & Discrimination, Health, Cross-cultural Communities, Family & Relationships, and College Preparation. In addition, the guidance staff plan visits to colleges for all ELLs each year, and provide advisors with materials and activities to support their ELL students before, during, and after these trips.

3. All professional development at our school is focused on ELL training, since the majority of our students (and all of our newly admitted students) are ELLs. The professional development program described in #1 above provides multi-year, on-going professional development for all members of the faculty according to the mandates of Jose P. The bi-weekly whole-school professional development on ESL methodologies, facilitated by ESL-certified teachers and coaches, combined with participation in an Internationals Network for Public Schools workshop ensures that each Ellis staff member participates in at least 25 hours of Jose P.-mandated ELL professional development.

## 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?

The majority of our students are ELLs (and all newly enrolled students are ELLs). Parental involvement at Ellis is difficult for several reasons: Many families fall below the federal poverty level, so parents often work two or more jobs; parents themselves experience difficulty making cultural transitions to a U.S. school system and are unaccustomed to being involved in their child's school; as our entire ELL population is 16-21 years old, a great number of them live with siblings or other more distant relatives or friends who do not acknowledge a responsibility to support our students academically, and many of our students live independently. Nevertheless, parent involvement at Ellis has been steadily increasing. At a recent PTA meeting, nearly 25% of our ELL students had family representation, an increase from an average of 5-10% PTA involvement in the previous year. Workshop topics planned for future PTA meetings, held monthly, include Using ARIS; Speaking to Your Adolescent; and Health and Nutrition (Diabetes). Parent conferences (Open School Night and Open School Afternoon, held three times per year) typically have a much better turnout, with an average of 60-75% of parents coming to speak with their child's advisor and/or teachers about their child's progress. A few parents are regularly involved in volunteering at Ellis, supporting the Parent Coordinator and other staff, and several parents provide translation and interpretation services during monthly PTA meetings.

2. Ellis Preparatory Academy partners with Institute for Student Achievement and Internationals Network for Public Schools, both of which provide support and professional development for teachers and guidance staff in meeting the needs of parents and families. In addition, the International Rescue Committee (IRC) provides valuable parent, family, and student support in the way of legal, financial, employment, housing, and cultural transition services and/or workshops, primarily to our families from South Asia and Africa. The YMCA of Greater New York houses a New Americans Welcome Centers on the premises at Ellis. Its office is staffed from 11:00 a.m. to 8:00 p.m. four days a week (Irma Bajar, Program Coordinator, and Ianna Hall-Colon, Program Counselor). The Center offers free evening classes in English Language and Literacy, Computer Literacy and Job Readiness, and Citizenship Preparation. In addition to classes, the Center offers free vocational and family support services. While the New Americans Welcome Center is open to all immigrants in the city, Irma and Ianna, with the assistance of Annel Tineo, Ellis' Parent Coordinator, conduct particular outreach to the families of Ellis students, several of whom are currently enrolled in evening classes. The New Americans Welcome Center also offers an after-school program in Independent Living Skills for Ellis students not currently living with their families.

3. Parent needs are determined through surveys, questionnaires, and interviews or group discussions, distributed and/or conducted at various times throughout the year, such as orientation (for new families), PTA meetings, and Open School events. Surveys and questionnaires are developed under the leadership of Annel Tineo, Parent Coordinator, with the assistance of guidance staff as well as administration and teaching staff. In addition, advisors regularly call the homes of their student advisees and at times ask parents to come in for formal and/or informal conferences. In addition to discussing their child's progress, these conversations provide an opportunity for advisors to build relationships with parents and uncover parent needs and preferences for involvement and support.

4. Annel Tineo, Parent Coordinator collects and analyzes parent surveys and questionnaires, and gathers input from guidance staff, advisors, and administration. On the basis of this information, she coordinates workshop topics to be conducted through PTA meetings to meet the needs of Ellis families.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)											34	10		44
Intermediate(I)											30	39		69
Advanced (A)											0	5		5
Total	0	0	0	0	0	0	0	0	0	0	64	54	0	118

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B											26	6	
	I											32	28	
	A											6	15	
	P											4	6	
READING/ WRITING	B											26	8	
	I											37	40	
	A											1	5	
	P											4	1	

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	0	0	0	
Math <u>Int.Alg.</u>	73	0	34	
Math	0	0		
Biology	0	0		
Chemistry	47	0	3	
Earth Science	0	0		
Living Environment	0	0		
Physics	0	0		
Global History and Geography	53	0	17	
US History and Government	0	0		
Foreign Language	0	0		
Other	0	0		
Other	0	0		

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA ELA	0	0		
NYSAA Mathematics	0	0		
NYSAA Social Studies	0	0		
NYSAA Science	0	0		

**Native Language Tests**

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

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

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

In addition to the administration of the LAB-R to all newly enrolled ELLs at Ellis to determine their English literacy level, we also administer the first of our Design-Your-Own periodic writing assessments (along with other schools in partnership with the Institute for Student Achievement) within the first two weeks of school. We also administer a native language reading assessment to our Spanish- and French-speaking students (many of our West African students speak and read French as a second language). Analysis of these early literacy assessments show that: A majority of our students are literate in their first language; approximately 25% have low literacy in their first language (either because of interrupted education in the case of SIFE or because of a poor quality of education in their home countries); incoming students' English literacy ranges from pre-literate to emerging literate levels, with a small handful entering with beginning or intermediate English literacy levels. On the basis of these early assessments, teachers design their differentiated and multi-layered curricula, choose multi-layered texts for classroom use, program students into independent, guided, or SIFE-oriented reading groups, and assign students to heterogeneous core classes. Within classes, teachers use these assessments to form small working groups, moving students from heterogeneous to homogeneous groups as the needs of particular lessons demand.

2. Analysis of LAB-R and NYSESLAT results show that our older ELL population is vastly heterogeneous in English language achievement

add an additional period to our schedule in order to program each student in a targeted reading group (independent reading, guided reading, or SIFE-oriented literacy instruction). We also conducted in-school summer professional development, and have designed our bi-weekly series of school-wide professional development for this school year, to focus on reading—analyzing text complexity, choosing multi-layered texts for classroom use, and teaching reading comprehension strategies. We have joined the NYCDOE/AUSSIE-directed literacy pilot to enhance our professional development in this area, and are building up school-wide and classroom-based library resources.

4. a. 90% our ELL population who took the Integrated Algebra I Regents examination at the end of their second year; of these, 47% passed. Approximately 65% of these students took the Global Studies Regents examination at the end of their second year, with 32% of these passing. A little over half of this first cohort of Ellis students have taken the Chemistry Regents examination (after only one year of integrated language/content instruction), with 6% passing this challenging subject. While our students have the opportunity to take these exams in their native language where available (the Chemistry exam is only available in English), they opt to use the native language version as a reference point only and prefer to take the exams in English. This state assessment data shows us that use of the collaborative, project-based Internationals Approach to integrating language development and content instruction is successful for the majority of our ELL population. Current second- and third-year Ellis students will have further opportunities to take these exams; third-year ELLs will also take the U.S. History exam and the ELA exam for the first time later this year. In addition to these state-mandated examinations, all students at Ellis participate in oral presentations of learning before a panel of peers and adults four times a year. These presentations (Defenses of Learning and Portfolios) are assessed using a teacher-developed rubric, and show regular progress in both language development and content understanding among all ELLs.

b. School leadership uses the results of our DYOPeriodic Assessments to make structural and programmatic changes as well as to guide the design of professional development. We have added an additional period to our schedule in order to program each student in a targeted reading group (independent reading, guided reading, or SIFE-oriented literacy instruction). We also conducted in-school summer professional development, and have designed our bi-weekly series of school-wide professional development for this school year, to focus on reading—analyzing text complexity, choosing multi-layered texts for classroom use, and teaching reading comprehension strategies. Teachers use the results of our DYOPeriodic Assessments to refine their differentiated and multi-layered curricula, implement changes in instructional methodologies, and program students into targeted reading groups as well as both heterogeneous and homogeneous working groups within core classes.

c. Periodic Assessments show that use of the collaborative, project-based Internationals Approach to integrating language development and content instruction is successful for the majority of our ELL population, although an increased focus on reading complex text is demanded across all curricular areas. While the Periodic Assessment in writing is designed to assess literacy in English, students have the option of taking the math Periodic Assessment in their native language. Rubrics for the math assessment allow teachers to determine a student's achievement in mathematical thinking in either English or native language.

5. We have no dual language programs.

6. Success of our program for ELLs is determined through a variety of data sources, including:

- Assessment analysis as described in responses to questions 1, 2, and 4, above;
- Classroom-based assessments in all four modalities;
- Students' oral presentations of learning, conducted four times a year;
- Course pass rate
- Regents pass rate
- Attendance rates
- Learning Environment Survey – student results
- Learning Environment Survey – parent results
- Learning Environment Survey – teacher results

### Additional Information

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

n/a

## Additional Information

## 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		11/5/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		

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

**School DBN: 10X397**

*All Title I SWP 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:	303,927	9,515	
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,039	95.15	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	15,196.35	*	
4. Enter the anticipated 10% set-aside for Professional Development:	30,392.70	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **63%**
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. **The teachers not yet considered High-Quality in 2009-2010 were in the process of completing their Masters degrees; all of**

them will have completed this work by the 2010-2011 school year and will be High-Quality Teachers. In addition, Ellis provides ongoing professional development for its staff through full- and part-time coaches who plan with teachers individually, model effective teaching strategies, and facilitate weekly professional development sessions. Particular foci include but are not limited to project-based curriculum development, inquiry, differentiation, integration of literacy and language development across the curriculum, writing strategies, outcomes-based assessment, independent reading, and the development of core competencies within each discipline in alignment with the Core Curriculum standards.

\* 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**.

**See CEP pp. 29-30**

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

involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

## **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.

**See CEP pp. 36-39**

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

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

**See page**

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

6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to

provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

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

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

have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in
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<sup>1</sup> **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.

<sup>2</sup> **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.

						<b>this plan.</b>	
		<b>Yes</b>	<b>No</b>	<b>N/A</b>		<b>Check (✓)</b>	<b>Page #(s)</b>
Title I, Part A (Basic)	Federal	√			303,927	√	Pp 29-30, pp 36-39
Title I, Part A (ARRA)	Federal	√			9,515	√	Pp 29-30, pp 36-39
Title II, Part A	Federal	√			N/A	√	N/A
Title III, Part A	Federal	√			23,960	√	Pp 36-39
Title IV	Federal	√			N/A	√	N/A
IDEA	Federal	√			N/A	√	N/A
Tax Levy	Local	√			1,300,669	√	

