



**HOSTOS-LINCOLN ACADEMY OF SCIENCE
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 07X500

ADDRESS: 475 GRAND CONCOURSE BRONX, NY 10451

TELEPHONE: 718-518-4333

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TABLE OF CONTENTS

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

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

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

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

SECTION IV: NEEDS ASSESSMENT.....10

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

SECTION VI: ACTION PLAN.....12

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

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

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

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

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 07X500 **SCHOOL NAME:** Hostos-Lincoln Academy of Science

SCHOOL ADDRESS: 475 Grand Concourse Bronx, NY 10451

SCHOOL TELEPHONE: 718-518-4333 **FAX:** 718-518-4321

SCHOOL CONTACT PERSON: Nicholas Paarlberg **EMAIL ADDRESS:** npaarlberg@scho
ols.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Edmundo Vazquez

PRINCIPAL: Nicholas Paarlberg

UFT CHAPTER LEADER: Edmundo Vazquez

PARENTS' ASSOCIATION PRESIDENT: Patricia Dais

STUDENT REPRESENTATIVE:
(Required for high schools) Arlene Castillo

DISTRICT AND NETWORK INFORMATION

DISTRICT: 7 **CHILDREN FIRST NETWORK (CFN):** 521

NETWORK LEADER: Cass Conrad

SUPERINTENDENT: G. Taylor-Green

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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
Nicholas Paarlberg	*Principal or Designee	
Edmundo Vazquez	*UFT Chapter Chairperson or Designee	
Patricia Dias	*PA/PTA President or Designated Co-President	
Raymond Warlick	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Mary Williams	DC 37 Representative, if applicable	
Arlene Castillo	Student Representative	
Hermes Contero	UFT	
Annette Quinones	UFT	
Pat Johnson	Parent	
Andrea Perez	Parent	
Edilia Ramirez	Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

School Background

Hostos-Lincoln Academy of Science is an early college secondary school; a collaboration between the New York City Department of Education and City University of New York. Located on the campus of Hostos Community College, the school utilizes the college's library, computer lab, physical education facilities and science labs.

School Mission

As an early college secondary school, all members of the school community promote the ideals of high expectations and high standards as prerequisites for achievement, in both the academic and personal lives of our students. Our collaboration with Hostos Community College, our challenging curriculum, small class sizes, after school and Saturday tutoring, extracurricular activities, and parent participation give our students the environment and support to become confident and independent learners prepared to meet the demands of their future college education.

Our affiliation with Hostos Community College

Hostos-Lincoln Academy students are programmed for an academically rigorous course load which allows them to take a wide array of college courses. These are taught by college professors at Hostos Community College; college credit is awarded to the students upon successful completion of the course. The following are some of the courses available to our students at Hostos Community College:

Expository Writing, Criminal Justice Administration, Introduction to Business, Medical Terminology, Foundations of Education, Pre-Calculus, Calculus, Intermediate Algebra, Thinking and Reasoning, General Psychology, Introduction to Sociology, Spanish, Drama, Music, and Fundamentals of Web Design.

The graduating class of 2010 had a 95% graduation rate with ninety-nine percent of the graduating class of 2010 enrolled in post-secondary education. Seventy-five percent attended four-year colleges and universities and twenty-five percent attend two-year colleges. A large number of our students are first generation college students.

AP/Honors courses and Special Programs

We offer Advanced Placement courses in the areas of English, Spanish, and Calculus and honors courses in the areas of History and Math. Courses in Creative Writing, Law, Drama, History of New York, and SAT/college preparation are also available. Our students may also participate in Proyecto Access at Hostos Community College, a program designed for economically disadvantaged middle and high school students with the potential to become scientists or engineers.

Extracurricular Activities

Hostos-Lincoln Academy offers a variety of extracurricular activities. Selected students are invited to be part of the National Honor Society. Students may also participate in our award winning literary magazine (Mindframe), STEP Team, Dance Team, Yearbook club, Student Government, Volleyball, Basketball, and Wrestling.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Hostos-Lincoln Academy of Science				
District:	7	DBN #:	07X500	School BEDS Code:	320700011500

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		91.2/89.4	92.8/91.9	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		95.6	94.8	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	54	101	88	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	60	57	97		65.7	64.7	67.2		
Grade 8	71	66	60						
Grade 9	83	71	73	Students in Temporary Housing: Total Number					
Grade 10	51	90	87	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	77	59	89		0	18	TBD		
Grade 12	108	73	65						
Ungraded	0	0	1	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	504	517	560		1	5	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	12	22	Principal Suspensions	10	25	TBD		
No. in Collaborative Team	32	32	43						

DEMOGRAPHICS							
Teaching (CTT) Classes							
Number all others	11	20	20	Superintendent Suspensions	7	5	TBD
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	242	294
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	27	36	26	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	4	19	(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	37	34	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	9	11	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	TBD
	6	3	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	97.3	100	TBD
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	51.4	67.6	TBD
Black or African American	22.8	27.3	26.4	Percent more than five years teaching anywhere	45.9	47.1	TBD
Hispanic or Latino	74.6	69.8	70.9				
Asian or Native Hawaiian/Other Pacific Isl.	2.4	2.5	1.8	Percent Masters Degree or higher	70	74	TBD
White	.2	.4	.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.7	89.7	TBD
Multi-racial							
Male	41.9	43.9	44.3				
Female	58.1	56.1	55.7				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate**	
All Students	✓	✓	✓	✓	✓	✓	
Ethnicity							
American Indian or Alaska Native							
Black or African American	✓	✓					
Hispanic or Latino	✓	✓		✓	✓		
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities	✓ s h	✓					
Limited English Proficient							
Economically Disadvantaged	✓	✓		✓	✓		
Student groups making AYP in each subject	5	5	1	3	3	1	

Key: AYP Status

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

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A/B	Overall Evaluation:	NR
Overall Score	87.4/60.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.9/8.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.1/16.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	48.4/33.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	12.0/2.0	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

School's Strengths:

- Small class size
- Experienced faculty
- Student support system
- Writing program
- College counseling program
- Early College environment and curriculum

School's Accomplishments 2008-2010:

Academic Distinctions and Awards:

- Ranked as top school in
 1. *Parents' Guide to New York City's Best Schools* by Clara Hemphill
 2. Insideschools.com
 3. *New York Magazine*
 4. Silver Medal from *U.S. News & World Report* ranking of top schools in America.
 5. *Post's* top thirty-five high schools
- Literary magazine, *Mindframe*, considered one of the best in New York City
 1. Gold Medal, Columbia Scholastic Press Association
 2. Superior Ranking (nominated for highest award) National Council Teachers of English
- Creative Writing Awards:
 1. Random House Creative Writing Competition
 1. Fiction & Drama, Karylce Edwards, "The Day I Lost My Home"
 2. Memoir, Sheila McPherson, "To the End of Time"
 2. The Columbia Scholastic Press Association
 1. First Place, Non-Fiction Article or Interview for Magazines, staff of *Mindframe*
 3. ScenariosUSA Scriptwriting Contest
 1. Three semifinalists: Josue Melendez, Jazmin Rosa, Andrew Vinales
- Drama Awards:
 1. Award of Excellence for performance at YES Conference
- Economics:
 1. National Financial Literacy Challenge, U.S. Treasury
 1. 1 in top 1%, \$2500; 6 in top 25%

Dominican "Meritorious Student Award" – Arlene Castillo, 10th grade

Athletics:

- Middle School Boys' Basketball, semifinalists (CSAL)
- Upper School Girls' Basketball, semifinalists (CSAL)
- Upper School Boys' Basketball, champions (CSAL)
- Upper School Wrestling, two city champions (PSAL)

School's Challenges:

- Maintaining small class sizes and elective classes
- Using longitudinal data to address individual students and inform instruction
- Using technology for student and parent engagement as it relates to instructional enhancement
- Balancing programmatic decisions within the Early College model

SECTION V: ANNUAL SCHOOL GOALS

- **Increase passing rates for 9th grade special education students and lowest third on Living Environment and Global Studies Regents Exams**
- **Increase 8th grade ELA performance on state exam**
- **Increase passing rates on Global Regents for students in need of remediation.**

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.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • Increase passing rates for 9th grade special education students and lowest third on Living Environment and Global Studies Regents Exams
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Seventy-five percent passing rate for focus group
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Use of technology to augment classroom instruction • Special education teacher in CTT environment • Saturday Academy to support tangential interest instruction • Parent involvement – classroom visitation and technology training
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Weekly meetings – analysis of student work • In-class writing data • Unit assessments • Quarterly grades • Parent attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • Increase 8th grade ELA performance on state exam
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Fifty percent improvement on focus group – special education and lowest third
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Return to one period English classes • Addition of reading period and elective periods on a ten week cycle • Smaller class sizes, increase of staff • Professional development on conferring techniques and writing strategies • Influx of at-level books • Small group instructional model – creating memorable educational moment
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Bi-weekly meeting to discuss student work • Unit assessments • 1st Semester writing challenge • Book club monitoring • State assessment

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • Increase passing rates on Global Regents for students in need of remediation.
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Eighty percent passing rate on Global Regents for focus group
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Bridge the gap for lowest third, ELL, and former ELL students who have fallen behind one year Global Studies program • Use of technology to support classroom instruction • Focus group will be broken down with supplemental writing instruction • Addition of one staff member • Scheduling will require pull-out from some physical education classes and use of seminar periods to supply time for small group instruction • After school sessions to support strategies and writing component
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Bi-weekly meeting to analyze student work • Unit assessments • January Regents • June Regents

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	35	41	28	32	28	0	26	0
7	65	25	25	41	31	0	23	0
8	73	53	18	43	28	0	12	0
9	12	18	11	14	31	0	19	0
10	15	21	12	16	43	0	26	0
11	21	14	14	21	40	0	24	0
12	8	6	6	18	35	0	12	0

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	(6-12) small group, one-to-one tutoring during school, after school, and on Saturdays; (6) daily corrective reading program during school, (7) after school corrective reading program, (6-12) ESL after school program, (6-8) on-level classroom reading libraries, supplemental classroom instruction
Mathematics:	(6-12) small group, one-to-one tutoring during school, after school, and on Saturdays; focus is on problem solving, SAT prep, and project-based learning initiatives, (6-11) content enhancement through literacy strategies (Dear Confused letters, read alouds, word building, and mathematical narratives), supplemental classroom instruction
Science:	(6-12) small group, one-to-one tutoring during school, after school, and on Saturdays; focus is on laboratory analysis, analytical thinking skills, and content enhancement strategies, (6-8) content enhancement through literacy strategies (Dear Confused letters, read alouds, word building), supplemental classroom instruction
Social Studies:	(6-12) small group, one-to-one tutoring during school, after school, and on Saturdays; use of content enhancement strategies (outlines, diagrams, mapping, oral presentations, and project-based problem solving), supplemental classroom instruction
At-risk Services Provided by the Guidance Counselor:	small group, one-to-one counseling during and after school; focus is on goal setting, self-reflection, and process analysis – parental meeting
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	small group, one-to-one counseling during and after school; focus is on goal setting, self-reflection, coping mechanisms, and family issues – parental meeting
At-risk Health-related Services:	occurs during day and night workshops; student-parent involvement workshops focused on decision-making, safety issues, and goal-setting

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 6-12 Number of Students to be Served: _____ LEP 37 Non-LEP

Number of Teachers 1 Other Staff (Specify) 6

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.

Hostos Lincoln Academy has a 6-12 program. The school provides a free-standing ELL program, placed according to their most recent NYSELAT scores.

ESL Program:

- Throughout the year one fully certified ESL teacher will provide whole class instruction to nine high school students five periods a week as well as supplemental instruction to eight seventh grade ELL students five periods a week. Five uncertified ELA teachers will provide supplemental support for reading and writing initiatives – SRA Corrective Reading program five periods a week for ten sixth graders and three seventh graders – four eighth graders receive supplemental reading and writing instruction five periods a week.
- ESL instruction is provided, as determined by LAB-R or NYSELAT, and is consistent with CR Part 154 requirements.
- Students will be programmed for supplementary support through a reading and writing program.
- ESL instruction is aligned to the NYS Learning Standards for English as a Second Language: The Teaching of Language Arts to Limited English Proficient/English Language Learners.
- The classroom teachers will use ESL strategies such as the Point of Entry Model, Balanced Literacy, and content enhancement strategies to deliver content area instruction.
- All middle school English classes are based on the Teachers College Reading & Writing Project and its emphasis on reading at-level texts, in addition, all 6th grade ELL students participate in a five-day reading program that augments their English classroom instruction.
- All content area classroom teachers are available for tutoring – in addition there is technology support for ELL students in math
- There is an after-school English class to provide support for high school ELL students across the grades
- All content area teachers provide additional support after school
- Tutoring is made available before, during, and after school
- Technology based support is available
- We have used after-school activities such as art, literary magazine, film society, and science club to provide additional access points for the students. We also offer athletic opportunities for students before and after school.

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

- Teachers serving ELLs will participate in regional professional development offerings as well as school-based professional development focused instruction of ELL students in content area classrooms.
- Content teachers have the opportunity to meet with ELL professional development staff during planning time to assist them in planning, delivery of instruction, and assessment. ELL staff coordinates two workshops for content area teachers each semester focused on pedagogical strategies. ELL staff support content teachers by assisting them in planning, delivery of instruction, and assessment on an individual basis after the general presentations.

Section III. Title III Budget

School: Hostos-Lincoln Academy of Science BEDS Code: 320700011500

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	11,250.64	54 hours per session / 2,266.92: supplemental English class (ms) 54 hours per session / 2,266.92: supplemental English class (hs) 20 hours per session / 839.60: math tutoring (ms) 20 hours per session / 839.60: science tutoring (ms) 60 hours per session / 2,518.80: Earth science, Living Environment, Chemistry tutoring 60 hours per session / 2,518.80: professional development, ELL instructor and four content teachers / six week cycle
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	3,749.36	At level supplemental books for content classes for tutoring.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	15000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - At the beginning of school parents are informed of translation services – the assumption is that services will be needed – bi-lingual letters are sent out informing parents of services.
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.
 - Services are used during parent association meetings and during parent communication.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - In-house staff is used to meet translation needs – per session provides fiscal support for translation services outside of the academic day.
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.
 - In-house staff is available for translation services during the academic day and school events.
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>.
 - The parent coordinator provides outreach to parents concerning translation services. Parents are notified at the beginning of school and throughout the year.

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:	392,859	214,078	606,937
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,928.59	2,140.78	6069.37
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	19,642.95	*	
4. Enter the anticipated 10% set-aside for Professional Development:	39,285	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 90%

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. Professional inventory coupled with appropriate professional development.

* 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

Hostos-Lincoln Academy agrees to implement the following statutory requirements:

- o The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

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

Explanation – School-Parent Compact:

1. Hostos-Lincoln Academy will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: In consultation with the parents’ executive committee we will format a plan of action.
2. Hostos-Lincoln Academy will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: In consultation with the parents’ executive committee and SLT we will review our outreach program annually.
3. Hostos-Lincoln Academy will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Monthly newsletter, on-site visits, consultation with parents’ executive committee, and parent meetings.
4. Hostos-Lincoln 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 school quality. 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 about 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. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining

what role parents will play) In consultation with the parents' executive committee and the SLT the school will evaluate the effectiveness of the initiative twice a year.

5. Hostos-Lincoln Academy will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: through workshops with the parent coordinator and guidance department
 - iv. The school 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: workshops with the guidance department
 - b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal 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 in how to implement and coordinate parent programs and build ties between parents and schools, by: In consultation with the parents' executive committee we will create a format for involvement and distribution of materials essential for parent involvement.
 - c. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of 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: monthly newsletter and appropriate mailings

School Responsibilities

Hostos-Lincoln Academy will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: twice a year – 1st and 2nd semester
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: academic report cards at least four times a year
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Before, during, and after the academic day.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may contact the school or the parents' executive committee to learn about volunteer activities.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. 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.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their 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.
- 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.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
 - Support extended class, tutoring, teacher professional development, and parent involvement.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
 - Resources enable all students to participate in the Early College program by supporting instruction and parent involvement.
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;
 - Emphasis is on giving students time on task with at level readings. Ensure that students learn study-skill strategies that maximize instructional time. Enable teachers to understand and implement instructional strategies such as; conferring skills, note presentation, front-loading, authentic assessment, and skill-based tutoring.
4. Coordinate with and support the regular educational program;
 - Professional development around curriculum mapping allows teachers to codify instruction and curriculum around standards-based instruction.
 5. Provide instruction by highly qualified teachers;
 - Ensure that teachers received professional development that provides specific strategies and fulfills curricular needs.
 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 - Ensure that professional development focuses on broad vision of the Early College program while at the same time providing instructional strategies that affect classroom instruction.
 7. Provide strategies to increase parental involvement: Provide opportunities for parents: principal’s breakfasts, workshops, classes, student projects, chaperones – as a means of getting parents on campus and engaged in their child’s learning environment.
 8. Coordinate and integrate Federal, State and local services and programs.
 - Use of college liaison, guidance counselor, social worker, and parent coordinator to support external initiatives that provide support for families.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) 6 students
2. Please describe the services you are planning to provide to the STH population.
 - Access to support organizations via social worker and parent coordinator that can provide housing, vocational opportunities, and emotional support.

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Hostos-Lincoln Academy of Science									
District:	7	DBN:	07X50	School		320700011500				
DEMOGRAPHICS										
Grades Served:	Pre-K		3		7	v	11	v		
	K		4		8	v	12	v		
	1		5		9	v	Ungrade			
	2		6	v	10	v				
Enrollment				Attendance - % of days students attended:						
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-	
Pre-K	0	0	0				91.2/89	92.8/	94.0 /	
Kindergarten	0	0	0							
Grade 1	0	0	0	Student Stability - % of Enrollment:						
Grade 2	0	0	0	<i>(As of June 30)</i>			2007-	2008-	2009-	
Grade 3	0	0	0				95.6	94.8	96.9	
Grade 4	0	0	0							
Grade 5	0	0	0	Poverty Rate - % of Enrollment:						
Grade 6	101	88	75	<i>(As of October 31)</i>			2008-	2009-	2010-	
Grade 7	57	97	92				65.7	67.2	76.2	
Grade 8	66	60	90							
Grade 9	71	73	87	Students in Temporary Housing - Total Number:						
Grade 10	90	87	81	<i>(As of June 30)</i>			2007-	2008-	2009-	
Grade 11	59	89	87				0	18	13	
Grade 12	73	65	88							
Ungraded	0	1	0	Recent Immigrants - Total Number:						
Total	517	560	600	<i>(As of October 31)</i>			2007-	2008-	2009-	
							1	5	0	
Special Education				Suspensions (OSYD Reporting) - Total Number:						
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-	
# in Self-Contained Classes	12	22	23	Principal Suspensions			10	25	4	
# in Collaborative Team Teaching (CTT)	32	43	38	Superintendent Suspensions			7	5	8	
Number all others	20	20	23							
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
				<i>(As of October 31)</i>			2007-	2008-	2009-	
				CTE Program Participants			N/A	0	0	
				Early College HS Program Participants			0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)										
<i>(As of October 31)</i>	2008-	2009-	2010-							
# in Transitional Bilingual Classes	0	0	TBD	Number of Staff - Includes all full-time staff:						
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>			2007-	2008-	2009-	
# receiving ESL services only	36	26	TBD	Number of Teachers			37	34	34	
# ELLs with IEPs	4	19	TBD	Number of Administrators and Other Professionals			9	11	9	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			0	0	1	

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	6	3	18	% fully licensed & permanently assigned to this	97.3	100.0	89.2
				% more than 2 years teaching in this school	51.4	67.6	88.2
				% more than 5 years teaching anywhere	45.9	47.1	58.8
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		70.0	74.0	85.3
American Indian or Alaska Native	0.0	0.0	0.3	% core classes taught by "highly qualified" teachers	88.5	89.7	91.8
Black or African American	27.3	26.4	25.0				
Hispanic or Latino	69.8	70.9	72.0				
Asian or Native Hawaiian/Other Pacific	2.5	1.8	1.7				
White	0.4	0.9	0.7				
Male	43.9	44.3	44.5				
Female	56.1	55.7	55.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						

Overall NCLB/Differentiated 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:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v	-	-	-	-	
Hispanic or Latino	v	v		v	v		
Asian or Native Hawaiian/Other Pacific	-	-	-	-	-	-	
White							-
Multiracial							
Students with Disabilities	vsh	v	-	-	-	-	
Limited English Proficient	-	-	-	-	-	-	
Economically Disadvantaged	v	v		v	v		
Student groups	5	5	1	3	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	A / B	Overall Evaluation:	P
Overall Score:	65.6 /	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	8.5 /	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	10.9 /	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	42.4 /		
<i>(Comprises 60% of the</i>			
Additional Credit:	3.8 / 6		

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CUNY	District 07	School Number 500	School Name Hostos-Lincoln
Principal Nicholas Paarlberg		Assistant Principal Vincent Marano	
Coach		Coach	
Teacher/Subject Area TC Niemann, ESL		Guidance Counselor Daniel Jackson	
Teacher/Subject Area		Parent Patricia Dais	
Teacher/Subject Area		Parent Coordinator Basilica Sanchez	
Related Service Provider		Other	
Network Leader Cass Conrad		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	10

C. School Demographics

Total Number of Students in School	598	Total Number of ELLs	36	ELLs as Share of Total Student Population (%)	6.02%
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Part II: ELL Identification Process

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

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

- description must also include any consultation/communication activities with parents in their native language.
- 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.)
 - 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.
- During the interview for accepted students (and post), the guidance counselor upon creating the student's schedule makes an initial assessment. Student-parent interviews inform placement. Results of the HLIS decide whether or not to pursue the LAB-R. The NYSESLAT is given annually for those students who meet the requirements.
 - Parents receive an outline of program choices and how our school can meet their child's needs. We use parent workshops during the first semester to describe in detail our support programs.
 - Parents are informed of programmatic choices for their child in September. Though some parents have indicated a desire to limit ESL opportunities for their child, the school's administration addresses this issue with a transcript analysis and goal-setting meeting with the parents and the student. The administration takes pro-active steps to eliminate stereotypical parental concerns based on either embarrassment or a lack of information. Parental response to survey questions is often focused on parental needs and a simplified student ESL program. The administration believes that though ESL classes for parents offer a bridge to their child's academic experience, it is the diversity of the student's ESL program that will provide an ELL with an academic program that will address the four major skill areas: listening, speaking, reading, and writing.
 - As a secondary school we offer many avenues of support with parents opting for our Freestanding ESL Program as well as reading and writing programs. Our program aligns with parent requests and guidance counselor recommendations.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							4	10	11	2	4	4	1	36
Total	0	0	0	0	0	0	4	10	11	2	4	4	1	36

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	11
		Special Education	18

SIFE		ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	3
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Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	11		8	3		1	3		1	17
Total	11	0	8	3	0	1	3	0	1	17

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4	10	11	2	4	4	1	36
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	4	10	11	2	4	4	1	36

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.

- Throughout the year one fully certified ESL teacher will provide push-in and pull-out instruction five periods a week for 9-12 grade students. In addition, some of these students receive a support period for classroom work. Students are programmed for additional reading and/or writing periods depending upon their proficiency and needs. Students in the 6-8 grades are provided supplemental support for reading and writing initiatives. The 6th grade uses the SRA Corrective Reading program five periods a week, the 7th and 8th grade receive supplemental reading and writing instruction five periods a week based upon their proficiency levels.

- The instruction is divided into specific units: reading strategies, writing process (prewriting, drafting, revising, and proof reading), oral presentations, listening strategies, learning strategies for accessing information, and collaborative activities. One certified and one uncertified ESL teacher collaborate in their preparation creating a learning environment that is student centered and needs based. In addition, an after school program supports content-area classes by focusing on strategies and skill development specific to classroom activities; for example: map reading, lab reports, vocabulary acquisition, and logic structure. Though interim assessments and NYSESLAT scores provide a starting point, it is the dialogue between content-area teachers and ESL teachers coupled with an analysis of student work on a consistent basis that keeps support current and student-centered.

- ESL instruction is aligned to the NYS Learning Standards for English as a Second Language: The Teaching of Language Arts to Limited English Proficient/English Language Learners.

- Classroom teachers will use ESL strategies such as the Point of Entry Model, Balanced Literacy, and content enhancement strategies to deliver content area instruction in English.

- All middle school English classes are based on the Teachers College Reading & Writing Project and its emphasis on reading at-level texts.

- All content area classroom teachers are available for tutoring – in addition there is technology support for ELL students in science, math, and social studies.

- Our ninth, tenth, eleventh, and twelfth graders receive many of the same support systems. History and science Regents present a barrier that is addressed with skill development around information acquisition coupled with content-area examples. Organizing information and analyzing that information in the written word continues to be an area of concern. Though an advanced ELL often presents him or herself with initial signs of understanding, many content-area teachers misunderstand this presentation. The ESL teachers offer two professional development sessions throughout the year to remind content-area teachers of methodology around differentiated instruction. This internal professional development keeps student needs at the forefront of daily instruction. As with the middle school, we use extended sessions after school to support skill and strategy development. In addition, a basic grammar and creative writing class support students who have reached proficiency on the NYSESLAT, but need further skill development to remain confident and successful with their reading and writing skills. This class was developed to address the student who leaves as the high performing ELL only to discover life as an underperforming content-area student.

- As a secondary school we have a transitional and supportive model for Long-Term ELLs and those with special needs – in our middle school proficiency levels are met through a codified reading program and a supplemental reading and writing program. In the high school we offer targeted support for content area classes as well as reading and writing classes.



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

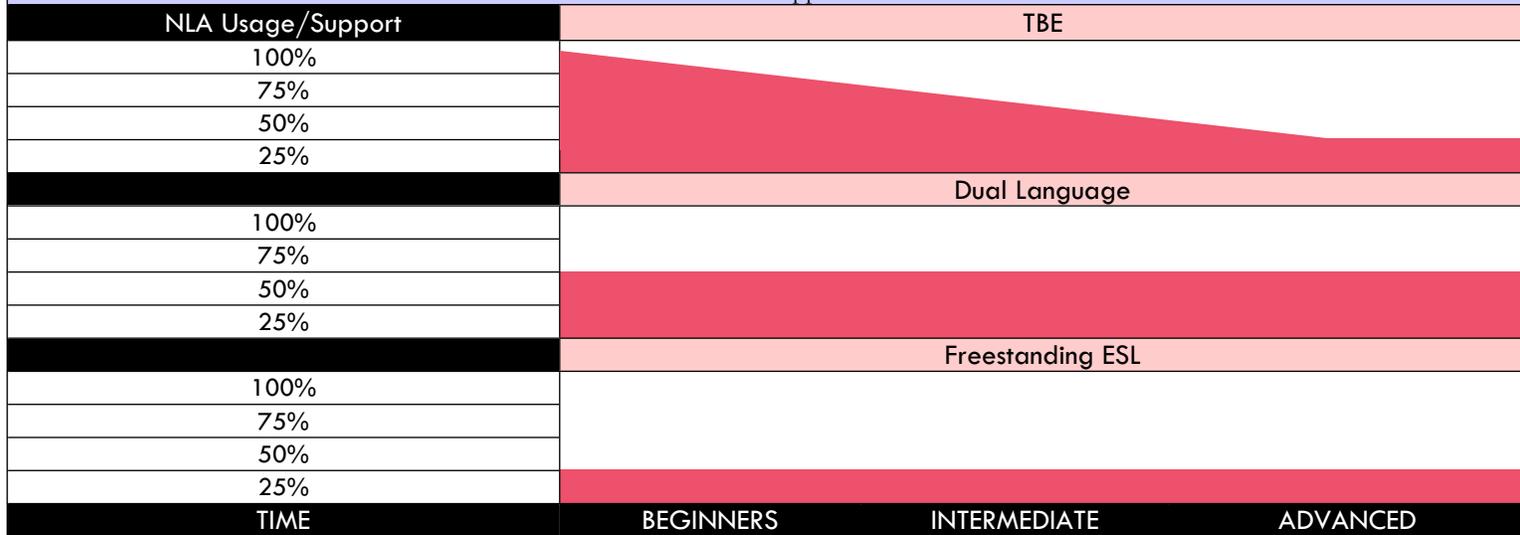
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

- Target intervention programs (Corrective Reading, At-level reading), electives (Creative Writing, Playwriting), and tutoring are all offered in English.
- Teachers use a variety of materials and methods to bridge the gap between ESL instruction and content-area instruction. A student may read a dramatic production, view the same dramatic production, and then use the writing process to convey analysis and interpretation. The instruction and method are often varied to address specific areas of growth. An essential component of this approach is the dialogue between the ESL instructors and the content-area teachers.
- Online support materials are available for ELL students in Living Environment, Chemistry, U.S. History, Global Studies, Algebra, and Geometry.
- We have modified an after-school ESL class, and substituted an open-tutoring period where students can receive support in content area classes.
- ELL students have equal access to all school programs.
- ELL students have the opportunity to take Spanish.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

- The ELL teachers receive training in specific program areas: content enhancement, reading at-level books, SRA Corrective Reading Program, workshop model, literacy strategies, and the writing process.

- There is professional development focused on the academic and social process for students progressing from ELL to former ELL and the subsequent gaps. Strategies are presented that address these inherent gaps.
- Though the faculty participates in professional development initially during the first semester, ongoing professional development from ELL teachers to content area teachers occurs throughout the year. Specifically, we strive to address assumed foundation material with common planning and push-in models.

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?

- We use initial parent meetings to describe our program. Subsequent workshops throughout the year address various need areas: reading, homework support, and organizational skills.
- A parental survey helps us decide which support activities will meet their needs. For example, we have used such data to provide ESL classes for parents and computers to middle school parents. Resultant feedback from parents has been positive about our program.

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)									1	1				2
Intermediate(I)							1	2	7		3	1		14
Advanced (A)							3	2	3	1	1	3		13
Total	0	0	0	0	0	0	4	4	11	2	4	4	0	29

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
4					0
5					0
6	6	2			8
7	8	3			11
8	3	1			4
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3		3		2				8
7	4		4		2				10
8	1		2		1				4
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	1		1						2
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	2								2
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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5		3	
Math <u>A</u>	2		1	
Math <u>Algebra</u>	9		6	
Biology				
Chemistry				
Earth Science	5		2	
Living Environment	9		6	
Physics				
Global History and Geography	8		5	
US History and Government	5		2	
Foreign Language	4		4	
Other <u>Geometry</u>	1		1	
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

- High school students are successful on state exams when they are supported by individual tutoring and an instructional model that front-loads concepts while providing multiple access points.
- Two areas are addressed: reading comprehension and the ability to synthesize information from multiple texts into a succinct written passage. We evaluate the success of our program within this parameter.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		