



**BANANA KELLY HS
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: O8X530 ADDRESS: 965 LONGWOOD AVENUE
TELEPHONE: 718-860-1242
FAX: 718-860-1934

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 08x530 **SCHOOL NAME:** Banana Kelly HS

SCHOOL ADDRESS: 965 Longwood Avenue

SCHOOL TELEPHONE: 718-860-1242 **FAX:** 718-860-1934

SCHOOL CONTACT PERSON: Andolyn Brown **EMAIL ADDRESS:** Abrown182@schools.nyc.com

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Celena Orgel

PRINCIPAL: Joshua Laub

UFT CHAPTER LEADER: Annie Lerew

PARENTS' ASSOCIATION PRESIDENT: Margarita Brice

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 08 **CHILDREN FIRST NETWORK (CFN):** 22

NETWORK LEADER: Barbara Gambino

SUPERINTENDENT: Elena Papiliberios

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
Joshua Laub	*Principal or Designee	
Annie Lerew	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	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.

Our mission is to do an exemplary job of teaching and motivating our students to learn and to earn their high school diplomas, to graduate and go on to college. We want to help all of our students discover satisfying work and careers that will afford them dignity in a rapidly changing world.

Our mission is to set and achieve standards that demonstrate that small schools can provide an indispensable foundation and excellent platform for all children to learn, no matter the challenges thrown in their path by the dysfunctions of society and their previous educational experience.

One unique aspect of Banana Kelly High School is our dedication to teacher development. We have organized our school around the notion that teaching is a collaborative practice and that teachers' development is contingent upon having time to work colleagues and coaches in developing and reflecting upon units and lessons. Therefore each Banana Kelly teacher schedule has between 3-5 hours of time to think alongside their colleagues.

In addition to teacher development Banana Kelly is also dedicated to youth development. This year we have reached out to a number of community based organization to create a diverse mixture of afterschool and elective programming for our students. Step Up women's network works with a group of our young women on leadership development, Build On works with a group of young people on community involvement and Stella Adler is an arts partner helping us build a theatre program. We also are working on building an even wider after school sports program that includes boys basketball, boys baseball, girls softball, soccer, and wrestling. In addition to this we are building an academically focused youth development program to support students in preparing for regents exams and recovering credits with Princeton Review.

We are a responsive school community that consistently seeks to meet the needs of our families, students, faculty and staff.

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:	Banana Kelly High School				
District:	8	DBN #:	08X530	School BEDS Code #:	320800011530

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K					80.4	80.9			
Kindergarten				Student Stability: % of Enrollment					
Grade 1				(As of June 30)	2006-07	2007-08	2008-09		
Grade 2					86.1	88.3	94.4		
Grade 3				Poverty Rate: % of Enrollment					
Grade 4				(As of October 31)	2006-07	2007-08	2008-09		
Grade 5					86.4	77.0	0.0		
Grade 6				Students in Temporary Housing: Total Number					
Grade 7				(As of June 30)	2006-07	2007-08	2008-09		
Grade 8					11	4	40		
Grade 9	117	132	136	Recent Immigrants: Total Number					
Grade 10	118	113	136	(As of October 31)	2006-07	2007-08	2008-09		
Grade 11	65	111	106		5	12	11		
Grade 12	53	50	87	Suspensions: (OSYD Reporting) – Total Number					
Ungraded	1	1	0	(As of June 30)	2006-07	2007-08	2008-09		
Total	354	407	465		36	41			
				Superintendent Suspensions	2	4			
<i>These students are included in the enrollment information above.</i>				English Language Learners (ELL) Enrollment:					
				Special High School Programs: Total Number					

DEMOGRAPHICS							
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	45	0	50	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	3	0	3	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	25	28	31
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	4	6	9
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals		1	3
	12	11	16				
Teacher Qualifications:							
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	.3	.2	.4	Percent more than two years teaching in this school	32.0	60.7	54.8
Black or African American	29.1	30.5	31.0	Percent more than five years teaching anywhere	16.0	25.0	25.8
Hispanic or Latino	69.2	67.3	65.6	Percent Masters Degree or higher	60.0	64.0	65.0
Asian or Native Hawaiian/Other Pacific Isl.	.8	1.5	1.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.3	73.6	81.7
White	.6	.5	.6				
Multi-racial							
Male	43.5	43.7	43.0				
Female	56.5	56.3	57				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY				
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:		
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):				
<input type="checkbox"/>	In Good Standing		Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2
<input checked="" type="checkbox"/>	Corrective Action – Year 1	<input type="checkbox"/>	Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.				
Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:		ELA:	SINI 2

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

	Math:		Math:			
	Science:		Grad. Rate:	IGS		
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
All Students				X		X
Ethnicity						
American Indian or Alaska Native						
Black or African American				-		
Hispanic or Latino				X		
Asian or Native Hawaiian/Other Pacific Islander						
White				-		
Multiracial						
Other Groups						
Students with Disabilities				-		
Limited English Proficient				-		
Economically Disadvantaged				X sh		
Student groups making AYP in each subject				1		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			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	C	Overall Evaluation:	TBD
Overall Score	C	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	A	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	C	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	C	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?
-

Performance Trends

After examining the data provided by our current Progress Report, the Quality Review dated Spring 2010, a series of New Visions School Snapshots, and our PPR goals we have chosen to prioritize the following areas of need:

Graduation Rate:

Our current four-year rate is 46.7% and we must improve it. This is the most important indicator of our school's performance.

Everything outlined below is connected to improving our school's graduation rate.

In addition, our guidance department is establishing a bi-annual review of the transcript with students and their families. We are creating lists of students who failed a particular exam and we are communicating this information to departments well in advance of Regents exams.

We have designed specific modules that will help students who have previously failed an exam opportunities to learn from their mistakes and build their knowledge and skills in preparation for the exam. We are also encouraging students to set higher expectations for themselves and to work toward earning a seventy-five or better.

Finally, many of our students have had very discouraging school experiences and are on the verge of dropping out very early in their high school career. It is why we have put so much emphasis on 9th grade credit accumulation, and an early attendance intervention.

We believe that if we can get students to believe in themselves and see the fruits of their labor we can win them over to staying in school.

Attendance

Our Attendance Team has developed the following protocols to ensure the accuracy of attendance figures and lay the groundwork for improving reported attendance.

- There are multiple formats for recording attendance, providing the opportunity for reconciling inconsistencies and ensuring a more exact final report.
- Daily electronic sharing of the absentee list with all staff, to ensure that students' attendance has been recorded correctly.
- A bulletin board, updated weekly, that shares with the entire school community the percentages of attendance for each grade.
- An incentive program that recognizes students with perfect attendance as well as those with improved attendance.
- An Inquiry Study that focuses on supporting students with 80-85% attendance in all grades, and those with 70-79% attendance in grades 9 and 12.
- We have identified fifty 9th grade students who had 18 or more absences in the 8th grade and have established a team to meet with these students regularly, promote good attendance and provide students with support for their academic classes. These students will start to participate in a college awareness program to build confidence and establish college planning for every student. This effort is being funded by a \$125,000. AIDP grant.(Children's Aid Society)
- All students(grades 9—12) in temporary housing and those students living "doubled up" are part of a targeted initiative led by Children's Aid Society to support better attendance and encourage them to take advantage of existing programs and enrichment opportunities.

Academics

All current freshman and sophomores are now required to pass 5 Regents with a score of 65 or higher. We are using the following pre-existing structures to challenge students and enhance academic performance. We are improving our coaching system, the specificity of our Inquiry Work, and the after school tutorial programs. Each of these structures has been modified to become more responsive to student need in the following ways:

- Teacher development

Our disciplined based consultants and our literacy coach work weekly to support teachers in Social Studies, Math, Science and Language Arts by guiding teachers through a focused cycle of planning, assessment, and analysis of student work.

To support this cycle we have authored a comprehensive Handbook of Instructional and Operations as reference to guide planning and curriculum development.

- Inquiry Work

Teachers are focused on utilizing periodic assessments to provide concrete data on areas that need remediation, or new strategies to insure more students are able to demonstrate mastery. The first cycle of this works culminates with departments utilizing this information to inform lesson design going forward.

- Tutoring / Credit Recovery

After school tutoring and credit recovery is one way in which Banana Kelly is seeking to strengthen our students' understanding and increase credit accumulation towards graduation. Currently there is after school tutoring for math, and English.

- **College Preparation**

There are a variety of activities, organizations, and programs that are involved in helping prepare our students for college and post-secondary experiences.

Some of the most significant barriers to our schools continuous improvement are:

- # of Special Education students
- # of ELL students
- # of students with attendance issues from middle school or elementary school
- # of students below proficiency as indicated by performance level 1 or 2
- # of students who do not trust the institution of school and do not believe school is in their best long-term interest

Accomplishments

The programs listed below represent our approach to some of these barriers. The work we have put into identifying students needs and building these strategic partnerships (below) to address these needs represent our school's greatest accomplishments.

Initiatives and Partnerships

- **buildOn**

We recently received an \$850,000 grant from the corporation for National and Community Service. Banana Kelly was one of 6 schools in the country to receive a youth engagement zone grant. This grant will establish a service learning program that will serve the entire ninth grade in the 1st year. This program gives students opportunities to take leadership, and advocate for themselves and their community, and do service in their own neighborhoods. We believe that this type of work helps to get students engaged, feel a part of something bigger than themselves, and gives them hope about their future. These are key ingredients but they need care, nurturing, and support from adults.

We hope to expand this program across the entire school.

- **Elevate**

We have a very challenging profile at young people who arrive at our doorstep. Our mission is to support each and every student to make the most of their experience to be prepared for college and the world of work.

Elevate provides mentoring but it's commitment to long-term relationships is what sets it apart from similar programs.

Elevate is training some of our most challenging students to be leaders. It does not train them for something abstract but places them in a local elementary school where they can support the teachers, families, and staff with fourth and fifth grade students. The act of doing this work is that it demands a different kind of internal accountability.

Students need to set a living example. Their performance in school, how they act on the street, and in what ways they give back to the community or support others. Over time we expect to build a pipeline to support students from the 4th grade all the way through high school.

This program will be transformational in the lives of some of our students. It places a committed adult in their life all the way through adolescence. This is exactly when young people need adult conversations, but so many don't have one adult during these critical years of their development.

- **ASPIRA**

ASPIRA Leadership Club coordinates enrichment trips where exposing students to various cultural experiences and career opportunities. Through ASPIRA's Upward Bound Program students visit college campuses - Ivy League, SUNY, and CUNY. In the Upward Bound Program students are given time to develop personal statements and work with a college counselor as they prepare their applications. Upward Bound also partners with Banana Kelly's Guidance Department to offer financial aid and college awareness workshops to parents.

- **CUNY**

In an effort to enhance the achievement of **borderline students**, students who have passed the ELA Regents with a 65 but have not scored a 75 or above and therefore must attend non credit bearing remedial classes when enrolled in a CUNY college, Banana Kelly has paired with CUNY and now offers a jointly designed senior ELA course that focuses on the reading and writing of nonfiction. The course, through the lens of psychology, by reviewing the work of theorists such as Maslow and Kohlberg, looks at the writings of Malcolm X, Geoffrey Canada and others, and asks students to respond to the ideas of both the theorists and seminal community figures . Students are taught to support their arguments with evidence and are asked to write papers significantly longer than those they have written to date.

- **Aspen Science Center – (HS)² Summer Program**

For the past three years Banana Kelly sent a small group of students(nine) who excelled in math and science to a specialized summer program, (HS)² ; students attend for three consecutive summers. Attendees take advanced classes in math, science and English, engage in outdoor activities, live with other students in a dorm like setting, and interact with other students from across the United States. In the third summer, at the end of their junior year, students participate in an intensive college-planning workshop, are assigned an admissions representative, and design a college application plan.

- **STEP UP Women's Network – Pathways to Professions**

This partnership benefits young women who show a particular interest in a specific career. The Pathways Program enables these young women to shadow role models, begin networking, find and interact with professional mentors on a regular basis.

- **College Awareness Day at Banana Kelly**

Each spring the school commits a full day to raising college awareness. This is accomplished through special lessons and teachers speaking about their own college experience. On that day

the entire staff wears t-shirts, sweatshirts, and displays pennants from their different alma maters. Last year a pep-rally was added where the drum line, cheerleaders, student athletes, and step team were featured.

It is through all of these various venues Banana Kelly is seeking to support our students' awareness of post secondary options and facilitate their involvement.

- **Special Education**

In alignment with our school philosophy of inclusion and heterogeneous grouping, we have reorganized our Special Education Department establishing a CTT strand that is currently in grades 9 – 11. We also offer self-contained classes for our most needy SPED students, and a SETSS program for the most able. Providing multiple supports for our special education students optimizes their chances for success, given that special education students comprise 20% of the student body, by thoughtfully addressing their needs the entire community is benefiting.

- **The Arts**

Over the past three years Banana Kelly has strengthened its visual Arts Program. Only three years old the visual arts program offers students courses in both drawing and painting, wherein students examine the work of established artists and challenge themselves to discover the dimensions of each material.

- **Gym**

Central to any high school is a vibrant physical education program and a venue that accommodates performance and public celebrations, and Banana Kelly has neither a gymnasium nor an auditorium. State Senator Ruben Diaz has set aside 1.5 million dollars for the construction of a gymnasium. This space will accommodate our physical education program, our growing number of sports teams and provide a site for town hall meetings and student performances.

The initiatives outlined above help to create a vibrant community that supports academic growth and attendance, and at the same time these venues, now often neglected, nurture the spirit of discovery and the growth of young adults into multidimensional citizens.

Finally, as is clearly evidenced by our budget, support services, too often placed at the periphery of a school's culture, are central to aiding student's success at Banana Kelly.

Students and staff are actively supported by:

- **I Team**

The I Team, Intervention Team, consisting of the director of student life and three Community Associates is responsible for far more than monitoring the hallways, lunchroom, arrival and dismissal; they are the people who facilitate mediation. The I-Team trains peer mediators, but the four also directly intervene and reconcile differences between students, students and teachers. As well the team is responsible for removing disruptive students from class and monitoring suspensions.

- **Guidance and Social Work Personnel**

The work of our guidance counselors and social workers, note there is one per grade, is fundamental to our school's mission. These individuals are an integral part of the school; they serve as grade team leaders, and are consistently accessible to students and adults and assisting all as we negotiate the difficult demands of our environment.

- **United Playaz**

United Playaz is a violence prevention organization that meets every Wednesday during lunch; 35 students attend regularly. Students choose topics, set up workshops and facilitate meeting on current issues that they deem salient. They regularly participate in community service and community action projects. A youth governing structure ensures committed participation.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal 1:

To use periodic assessment as a way of benchmarking student performance, targeting teacher instruction and creating SMART goals for individual and/or groups of students in each core subject area.

Goal 2:

80% attendance for cohort 2010 (Current 9th grade)

Goal 3:

Improve our four-year graduation rate

Goal 4:

Improve Cohort 2011 (Current 9th grade) credit accumulation

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 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To use periodic assessment as a way of benchmarking student performance, targeting teacher instruction and creating SMART goals for individual and/or groups of students in each core subject area.</p>
<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>	<p>Periodic assessment weeks have been calendared by the administrative team. The schools’ administrative team has also built in time into the school day for teachers to score and analyze data gleaned from these assessments in department and grade team meetings. Additionally, the school has included in its professional development plan for the year 3 months in which the school will develop and share promising practice around using SMART goals to improve student learning.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>All students will have the opportunity to take regents aligned periodic assessments in each core subject area three times per year.</p> <ul style="list-style-type: none"> • The school will use an online data base called OARS to enter student performance data. This data base tracks individual student performance and progress along with performance and progress for target groups • Teachers will track the progress of a target group throughout the school year using OARS data alongside course pass rates and regents data to assess the effectiveness of the “change strategy” chosen during the inquiry process
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> 80% attendance for cohort 2010 (Current 9th grade)
<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"> AIDP Last year our school earned an Attendance Intervention and Dropout Prevention program grant. This grant outfits our school with a social worker and a community outreach worker who focus solely on communicating with 9th grade students with regards to their attendance. This team’s primary target group are students coming into our school with less than 75% attendance. The program provides this target group with individual and group counseling alongside consistent family outreach Reintegration Program The Banana Kelly attendance team has developed an innovative re-integration program for LMA and LTA students to re-integrate into the Banana Kelly community. This plan involves students meeting with members of the attendance team daily and members of the attendance team following up and making appropriate contact with families if students miss these appointments Incentive Program Each month the Banana Kelly attendance team will hold a “battle of the grades” in which the grade with the highest attendance percentage receives rewards
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Achieve an 80% attendance rate for our newly admitted freshmen.</p> <ul style="list-style-type: none"> The attendance team will monitor the attendance percentage for the 9th grade on a weekly basis using the RGAR report

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improve our four-year graduation rate</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Periodic student and parent transcript review • Closely monitor the academic progress of senior class through weekly kid talks with the 12th grade team coupled with AIS follow-up. • Targeted Regents test preparation afterschool and on Saturdays for students performing at 64% and below on all exams (especially ELA, Global History and US History) • Using the inquiry process to target students at risk of not graduating and creating targeted instructional practices to assist these students in improving their academic performance in classes and on regents exams • Departmental analysis of student regents exams to identify holes in student learning and develop targeted instructional practices to improve student performance on regents exams
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Achieve a 55% graduation rate with the 2007 cohort (Current 12th grade). 55% of seniors on BK ATS register as of October 31, 2010 will accumulate 44+ credits and achieve a 65 and above on 4+ Regents examinations.</p> <ul style="list-style-type: none"> • Administrative review of course pass rates each marking period • Administrative review of individual student transcripts at the end of each semester • Student performance on regents aligned periodic assessments • Student performance on the January administration of regents examinations • Administrative monitoring of student attendance and completion of credit recovery and regents preparation opportunities

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improve Cohort 2011 (Current 9th grade) credit accumulation</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Utilize our department structure to further develop and publish engaging, accessible and rigorous curriculum with literacy initiatives across the 9-12 continuum • Targeted afterschool support for students performing at 64% and below in classes through the Children’s Aid Society partnership • Offer study skills and academic support to students through advisory • Closely monitor the academic progress of freshman class through utilizing the inquiry process • Identifying students in need of response to intervention and offering classes for targeted phonics, literacy and numeracy support • Periodic celebration of student improvement and excellence
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>70% of 9th grade students will earn 10+ credits in the 2010-2011 school-year.</p> <ul style="list-style-type: none"> • All teachers will highlight their curricula by sharing and publishing their unit overviews on Skedula • Administrative review of student progress in RTI courses • Course pass rates • AIS interventions • Student performance on regents aligned periodic assessments

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	100	99						
10	106	80						
11		82	82	92				
12	13	9	14	34				

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:	Each Saturday from November 20th-January 22nd and April 9th – June 11th students participate in small group tutoring. This tutoring is instructionally focused in that each session is targeted to meet individual student needs based on DY0 and regents assessment data.
Mathematics:	Each Saturday from November 20th-January 22nd and April 9th – June 11th students participate in small group tutoring. This tutoring is instructionally focused in that each session is targeted to meet individual student needs based on DY0 and regents assessment data.
Science:	Each Saturday from November 20th-January 22nd and April 9th – June 11th students participate in small group tutoring. This tutoring is instructionally focused in that each session is targeted to meet individual student needs based on DY0 and regents assessment data.
Social Studies:	Each Saturday from November 20th-January 22nd and April 9th – June 11th students participate in small group tutoring. This tutoring is instructionally focused in that each session is targeted to meet individual student needs based on DY0 and regents assessment data.
At-risk Services Provided by the Guidance Counselor:	Planning interviews and intervention check-ins are held with students who are LTA, LMA, safety transfers etc. The purpose of this service is to re-integrate children into our school community or find educational options that best fit the students' academic and social needs.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	During school and afterschool one-one-ne and small groups dealing with time management, anger management and parenting issues.
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 9-12 _____ Number of Students to be Served: 71 _____ LEP _____ Non-LEP

Number of Teachers 1 _____ 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.

Banana Kelly serves 71 ELL students. All ELL students are served according to NYSESLAT levels. Our ESL program design is for each ELL student to be programmed for a co-taught ELA course that has a licensed ESL teacher and a licensed ELA teacher, beginner and intermediate level students receive an additional ESL course taught by a licensed ESL teacher and beginner level students to have another period of ESL once per week taught by a licensed ESL teacher. To support the literacy development of these ELL students our ESL teachers use standards based instructional materials and the balanced literacy approach to instruction with appropriate language development supports. The materials used are ESL texts, such as Milestones and Pearson Readers, Harcourt leveled readers and novels.

One part of our Title III program is our Saturday Academy. Our 15 Beginner students in grades 9-12 will be attending Saturday school from 10:00am-1:00pm during the months of November, December, January, April, May and June. This program is taught by an ESL licensed teacher where they will have the opportunity to practice English outside of the classroom curriculum. During these sessions they will use an online literacy enhancement tool such as Rosetta Stone in order to improve their reading and speaking skills.

Another part of our Title III program is a supplemental literacy enrichment class offered throughout the year during a zero period (7:45am-8:30am) for our 12 students, grades 10-12, who have been ELLs for longer than three years. This class is taught by an ESL licensed teacher. This is a literacy focused class because these students' largest challenges in regards to the NYSESLAT were their reading and writing scores. To support literacy development within these students our ESL teachers use standards based instructional materials and the balanced literacy approach to instruction with appropriate language development supports. The materials used are ESL texts, such as Milestones and Pearson Readers, Harcourt leveled readers and novels.

A third part of our Title III program is parental outreach. The parents of our 71 ELL students, grades 9-12, will be provided with a meeting twice per year. Students and parents are expected to attend both of these events, bringing our total number of participants to approximately 140 people. Our initial meeting, was held on October 22, 2010 is an outreach and orientation for parents. During this meeting we will outline the ESL programs our school offers and administer Parent Surveys and Program Selection Forms. Additionally this meeting will introduce parents to our LAP program and Title III rights and programs. Food and Metro Cards will be provided in order to maximize attendance. Our second meeting, to be held May 12, 2011, will be a meeting where parents can meet one-on-one with our licensed ESL teachers to discuss students' literacy progress as is evidenced using a combination of DY0 and performance series assessments. At this meeting parents and students will also collaboratively create short term goals for the end of the year and longer term goals for the 2010-2011 school year. We will request DOE translation services to provide interpretation for parents for all parental meetings.

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.

We will continue to seek professional development opportunities offered by the DOE as well as our PSO, New Visions.

Another major part of our Title III plans regarding professional development program involves on-going, in house professional development. This year our school, under the leadership of our assistant principal, has created an ESL critical friends group. The focus of this group is assessment and how we can use assessment to personalize instruction for our ELL students. Once per week, each week, starting November 15, 2010 and continuing until April 16, 2010 for one hour our ESL teacher along with our assistant principal will meet to explore professional literature, engage in critical dialogue and collaboratively plan approaches to assessment and the use of assessment in the ELA and ESL classroom. This group will also discuss patterns and trends within Beginner level, Intermediate and Advanced ELL students and develop interventions to push the learning of the students within these groups. Additionally, the ESL team will share the assessment data and findings they have uncovered regarding our ELL students with the whole staff in grade team meetings held on each Wednesday so that all teachers can better personalize learning for our ELL students.

Section III. Title III Budget

School: Banana Kelly High School BEDS Code: _____

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)	a) \$2,394.72 b) \$2,095.38 c) \$5,497.90	a) 48 hours of per session for ELL Saturday Academy. From November 20 th –January 22 nd and April 9 th - June 11 th one ESL licensed teacher will work on developing speaking, reading and writing skills with beginner level, intermediate level and long term ELL students. Formula used for budgeted amount: 48 hours x 49.89 per session rate x 1 ESL licensed teacher. b) 42 hours of per session for ELL afterschool program. From November 30 th –May 26 th one ESL licensed teacher will work on supporting the academic advancement of beginner level, intermediate level and long term ELL students. Formula used for budgeted amount: 42 hours x 49.89 per session rate x 1 ESL licensed teacher. c) 5 hours of per session for ELL training for General Education teachers. On January 22, 2010 all Banana Kelly General Education teachers will participate in a 5 hour workshop to learn best practices in working with the ELL population. Formula used for budgeted amount: 5 hours x 49.89 per session rate x 22 teachers
Parental Outreach	a) \$900	a) Travel. Twice per year parents will be provided with a one trip metro card to attend ELL family meetings. We estimate that approximately 100 parents will attend these events. Formula used for budgeted amount: \$4.50 metro card x 100 parents x 2 times per year.
Educational Software (Object Code 199)	a) 3,600	a) 6 Rosetta Stone levels 1-5 language development software packages for Saturday school program. Formula used for budgeted amount: \$599.00 cost of software x 6 packages
Other Materials	a) \$522	b) Refreshments. Parents will be provided with light refreshments including water, soda, fruit, cookies, chips and dip. Formula used for budgeted amount: \$261 cost of food and drinks x 2 times per year.
TOTAL	\$15,000	
Allocation Amount:		

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.

We look at the New York City home language surveys to assess the language spoken by our students' families. Additionally, we are holding a parent meeting for parents of ELL students once per semester in which we will survey their satisfaction with the oral and written communications of our school.

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.

According to the language surveys the vast majority of our students who speak languages other than English speak Spanish, however, we also have a growing number of French and Arabic speaking families. In planning for open school night and parent teacher conferences this has been communicated to our school community.

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.

The school will use the DOE translated parent letters in regards to Parent-Teacher conferences, promotion in doubt and summer school. For all other letters, we will use staff and/or DOE translation services to communicate with parents.

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.

Oral translation in Spanish and French will be provided by staff fluent in those languages.

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>.

We will fulfill the Chancellor's Regulations by using the translation services provided by the DOE. We will request the services at least weeks in advance of school mailings.

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:	371,971.00	209,322.00	581,293.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,720.00	2,093.00	5813.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	18,598.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	37,197.00	*	

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

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

School Parent Involvement Policy

I. Title 1 activities

- Banana Kelly parents will have monthly meetings on the third Thursday of every month to discuss school events, student progress, and topics of interest. The first meeting will be held on the third Thursday of September.
- New students will have orientation on the last Monday in August.
- School Leadership Team will meet in October, November, December, February, March, April and June.

II. Parent Notification

- Parents will be notified by mail, email, telephone and “backpacked” letters in regards to school-wide programs and activities.
- A list-serve will be set up so that electronic newsletters and/or memos can be emailed to parents on a monthly basis.
- The Parent Coordinator will be available during the school day for parents to come in to the school.
- Communication with parents will be in English, Spanish and French. We have teachers who are fluent in Spanish and French.

III. Student performance

- The school, through the Parent Coordinator, will provide parent workshops on homework help, subject curriculum, and additional preparation for post-secondary careers.

IV. Parent Concerns

- Written parent concerns will be reviewed by administration team and school leadership team (if applicable). The principal and/or assistant principal will respond accordingly.

SCHOOL-PARENT COMPACT

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

This school-parent compact is in effect during school year 2009-2010

School Responsibilities

Banana Kelly High School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

- a. 50 minute period scheduling in all major content area subject to ensure more time on task*
- b. provide additional tutoring after school and on Saturdays*
- c. continue to provide teachers with ongoing staff development in literacy and differentiation*

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

2 parent teacher conferences will be held: 1 in October and 1 in March

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

Parents will receive official report cards 3x a year. Progress reports will be given every 3 week s. Teachers will make monthly phone calls to keep parent informed of student performance. Academic Intervention services team will inform family of students that are receiving extra academic services by mail and phone.

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

Teachers are available by appointment during their free period or after school. They are also available by phone and email.

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

Parents are invited to come in by appointment to observe students in classes. They are also welcome to participate in school-wide activities such as Thanksgiving feast, field day and field trips.

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.*
- *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 on the School Leadership Team*

Student Responsibilities

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*
- *Meet with my guidance counselor at least 3x a year to keep informed of academic progress, i.e. transcripts, college exams, etc.*

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.

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.

Our needs assessment is based on our incoming profile along with results from state and city assessments.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

Our Theory of Action with regards to improving the performance of underperforming groups is grounded in the inquiry process. Each Banana Kelly teacher is involved in the inquiry process in which they collaboratively choose a target group of students who are outside of the realm of success and collaboratively develop strategies to improve the outcomes of that group of students. Additionally, our school is engaging in designing a purposefully planned Saturday school program to serve Junior and Senior students in danger of not graduating due to Regents exam performance. Finally, this year our school has put together a PPT team dedicated to developing a robust internship and transition program to meet the needs of our upper classman students who are transitioning into adulthood.

3. Instruction by highly qualified staff.

The vast majority of our teaching staff is already highly qualified, however, in order to ensure that we continue to attract highly qualified teaching candidates our school actively recruits at City sponsored and University sponsored teaching fairs.

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.

Staff at Banana Kelly has ongoing professional development in department meetings and DOE sponsored events. We currently have coaches for English and History from Teacher's College, Math from Bard College and Science from City College. Additionally our administrative staff (principal and assistant principal) receive on-going professional development support from New Visions PSO.

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

The vast majority of our teaching staff is already highly qualified, however, in order to ensure that we continue to attract highly qualified teaching candidates our school actively recruits at City sponsored and University sponsored teaching fairs.

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

Our campus plans on engaging parents in our school community through our ongoing college readiness workshops aimed at understanding the needs of families supporting students through the college application process.

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.

In inquiry groups teachers will develop and analyze the performance of students using teacher designed assessments in addition to formalized periodic assessments (e.g. performance series and acuity)

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.

Students receive detailed progress reports every three weeks. Teachers offer opportunities for students to improve their academic standing through offering tutoring after school, during lunch or before school. Additionally, The School Support Team and Academic Intervention Service Coordinator monitor the academic progress of all students using Powerschool and teacher referral and create a plan for students in need of intervention. Families are notified of the students' needs both in writing and over the phone.

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.

Violence prevention programs are integrated in a 9th grade classroom and afterschool with the assistance of the Leadership program and also afterschool with peer mediation training. Students with IEPs are guided through transition process by special education teacher and social worker with the support of the PPT.

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,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used

	<i>or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	the school has met the intent and purposes² 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				371,971.00		Page 23 , pages 17-20, page 31
Title I, Part A (ARRA)	Federal				209,321.00		Page 23 and pages 17-20, page 31
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: SINI (year 1) **SURR³ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.
 - Utilize our university based coaching structure to further develop and publish engaging curriculum with literacy initiatives across the 9-12 continuum.
 - Targeted ELA test prep and support at Saturday Academy for 64% and below ELA students.

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.

Our professional development funds are used to pay for our university coaching model across the school including the English department. Additionally, we are allocating professional development funds to providing professional development to the teachers of our afterschool and Saturday school programs in order to train teachers on how to deliver targeted instruction using assessment data.

School Under Registration Review (SURR)

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

We have a full time teacher coach on staff working with all newly hired teaching staff.

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.

Parents will be notified with a letter that states our status and our action plan. It will also be announced and discussed at multiple parent association meetings and our progress will be monitored and discussed in SLT meetings.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
8
2. Please describe the services you are planning to provide to the STH population.

Our school is partnering with the Bronx office of Youth Development along with the Children's Aid society in developing a school wide program that builds college readiness and offers academic and social emotional support specifically for this population of students.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Banana Kelly High School					
District:	8	DBN:	08X530	School		320800011530

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		80.9	81.9	84.3
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	Student Stability - % of Enrollment:			
Grade 4	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 5	0	0	0		88.3	94.4	92.6
Grade 6	0	0	0				
Grade 7	0	0	0	Poverty Rate - % of Enrollment:			
Grade 8	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 9	136	133	130		77.0	91.7	91.7
Grade 10	136	136	138				
Grade 11	106	108	102	Students in Temporary Housing - Total Number:			
Grade 12	87	86	79	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Ungraded	0	1	0		4	40	14
Total	465	464	449	Recent Immigrants - Total Number:			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					12	11	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	9	14	24	Principal Suspensions	41	53	35
# in Collaborative Team Teaching (CTT) Classes	33	40	60	Superintendent Suspensions	4	4	0
Number all others	36	34	10				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	50	65	TBD
# ELLs with IEPs	3	21	TBD
Number of Teachers	28	31	34
Number of Administrators and Other Professionals	6	9	8
Number of Educational Paraprofessionals	1	1	3

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	11	16	86	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	60.7	54.8	52.9
				% more than 5 years teaching anywhere	25.0	25.8	44.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	64.0	65.0	73.5
American Indian or Alaska Native	0.4	0.4	0.4	% core classes taught by "highly qualified" teachers	73.6	81.7	96.2
Black or African American	31.0	30.8	27.4				
Hispanic or Latino	65.6	65.3	69.7				
Asian or Native Hawaiian/Other Pacific	1.9	1.7	1.8				
White	0.6	0.6	0.7				
Male	43.0	45.0	47.9				
Female	57.0	55.0	52.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v		X	50
Ethnicity							

American Indian or Alaska Native						
Black or African American				v		-
Hispanic or Latino				v		
Asian or Native Hawaiian/Other Pacific Islander				-		
White				-		-
Multiracial						
Students with Disabilities				-		-
Limited English Proficient				-		-
Economically Disadvantaged				v		
Student groups making				4		0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	D	Overall Evaluation:	WD
Overall Score:	42.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	10.5	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	5.7	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	26.1		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

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 type here	District 08	School Number 530	School Name Banana Kelly HS
Principal Joshua Laub		Assistant Principal Andolyn Brown	
Coach Natalie Novod		Coach Roberta Kang	
Teacher/Subject Area Bahar Arsoy Paulson		Guidance Counselor Malinda Diaz	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Margarita Brice	
Related Service Provider Celena Orgel		Other type here	
Network Leader type here		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	453	Total Number of ELLs	71	ELLs as Share of Total Student Population (%)	15.67%
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Part II: ELL Identification Process

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

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

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

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

Part II: ELL Identification

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs.

Step 1: Students attending New York City public schools for the first time are required to complete an intake packet (all documents are in Spanish and English) that includes the Home Language Identification survey. Our testing coordinator (a licensed pedagogue) assists families in completing all documents including the HLIS. While assisting families in completing documents our testing coordinator interviews the family to determine whether or not the student may be an ELL. If it is determined that the student may be an ELL then the family will watch the DOE ELL video and choose the program most appropriate for their child. If our school does not offer the program that the family wants, we place the families name into a database. Once 20 or more parents request a bi-lingual program our school will be required to open a bi-lingual class to meet parents' desire for their children.

Step 2: Our Testing Coordinator, a licensed pedagogue, reviews the survey on the day in which it is handed in and flags students whose home language is not English to our testing coordinator.

Step 3: Once a student is flagged a licensed ESL instructor administers an informal oral interview within 3-5 days of the students' intake. The ESL Coordinator uses her training and discretion in determining whether or not a student needs a formal initial assessment and/or LAB/R testing.

Step 4: If a student is identified as being in need of an assessment the ESL Coordinator conducts the LAB-R with a student.

Step 5: The school uses the LAB-R results to determine whether or not a child should receive ESL services and which services they should receive.

Step 6: Each spring each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services.

ELL Evaluation

All Banana Kelly students identified as ELL students are programmed for stand-alone ESL classes. Our school administers the Listening, Reading and Speaking portions of these exams in class. In order to administer the speaking portion of the NYSESLAT exam the ESL department collaborates with the school community in developing a schedule whereby ESL students and their teachers are given a testing time and location. Students report to the testing location and the speaking portion of the NYSESLAT exam is administered by ESL licensed teachers.

2. What structures are in place at your school to ensure that parents understand all three program choices?

Upon entering the school parents of newcomers are shown the DOE video outlining the programs we offer to ELL in the city of New York by our testing coordinator who is a licensed pedagogue. If the parent chooses a program that the school does not have the parents are advised that their names will be kept in a database.

3. Describe how your school ensures entitlement letters are distributed and Parent Survey and Program Selection forms are returned. Entitlement letters are both mailed to parents' homes and given to students to give to their parents. Our ESL teacher and school support staff calls home to ensure parents have received this letter.

Parent Survey and Program Selection forms are distributed and collected during parent orientations. Parents who do not attend orientation are contacted via telephone. Their options are presented to them and the program selection form is first given to a student to take to their parent and later (if not returned to the ESL coordinator within 3 days) mailed to the parent.

4. Describe the criteria used and procedures followed to place identified ELL students in bilingual or ESL instructional programs. After HLIS determines that a student is LAB-R eligible the ESL coordinator administers the LAB-R. If a student scores below proficiency the student is an ELL. If a student is determined to be an ELL an entitlement letter is issued and a letter introducing the program is issued to the family. Currently we do not have enough students on a grade to form bilingual classes, therefore, all students are programmed for an ESL class and parents are informed that their names will be kept in a database. If 20 or more parents request a bi-lingual program our school will be required to open a class to meet parents' desire for their children.

5. What is the trend in program choices that parents have requested?

Our records indicate that the trend in program choice has been ESL by newcomer parents.

6. Are program models offered at your school aligned with parent requests?

Yes, program models are aligned with our parent requests.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
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										2	2	2	2	8
Total	0	0	0	0	0	0	0	0	0	2	2	2	2	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	71	Newcomers (ELLs receiving service 0-3 years)	15	Special Education	19
SIFE	16	ELLs receiving service 4-6 years	28	Long-Term (completed 6 years)	28

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	15	7	1	28	7	5	28	2	13	71
Total	15	7	1	28	7	5	28	2	13	71

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										23	28	8	10	69
Chinese														0
Russian														0
Bengali										1				1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other													1	1
TOTAL	0	24	28	8	11	71								

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

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

Part IV: ELL Programming

A. Programming and Scheduling Information

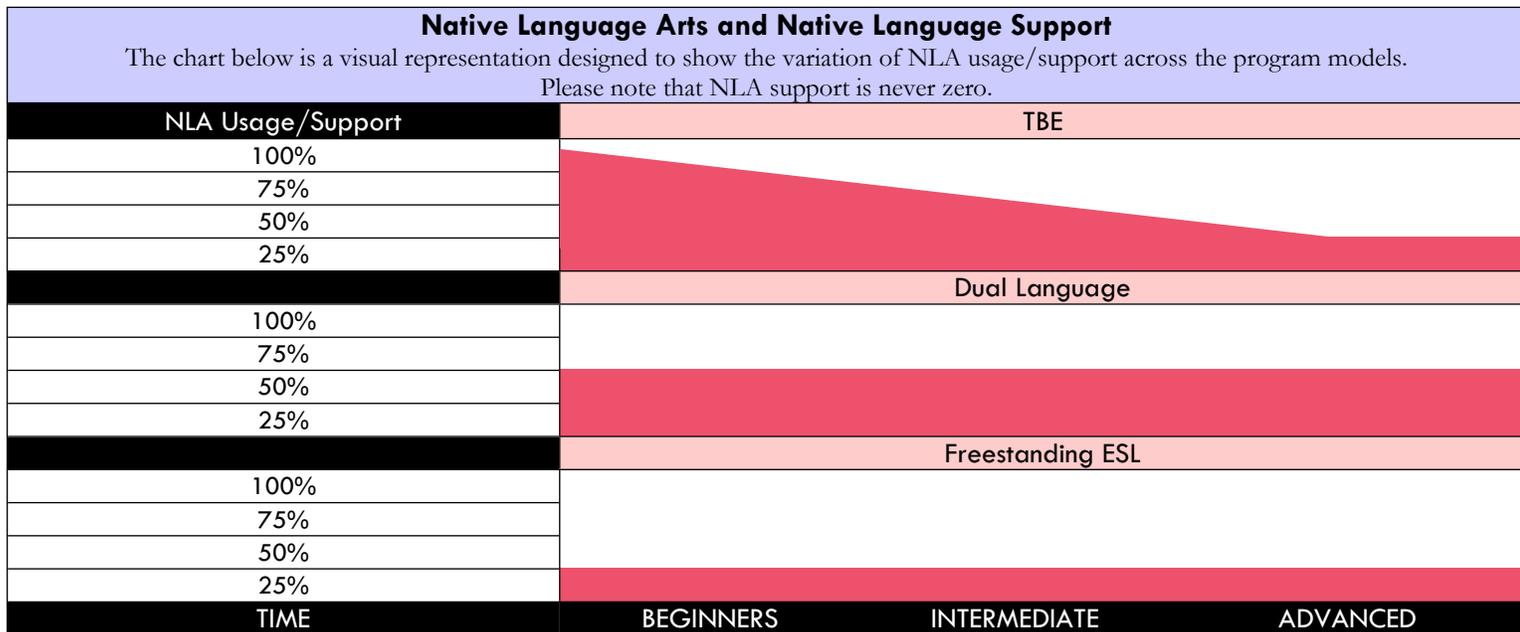
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

1. How is instruction delivered?
 - a. Our school offers all ELL students a combination of stand-alone, push in and pull out ESL instruction.
 - b. Our school offers an ungraded, homogeneous program model based aligned to students' proficiency levels.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in eac program model?
 - a. Our Assistant Principal collaborates with our programmer to highlight students' proficiency levels and properly program them for stand alone ESL classes to meet the mandated number of instructional minutes. All Beginniner ELL students are programmed for one, one hour, stand alone ESL classes that meet 5 times per week, one, one hour ELA class that has a liscensed ESL teacher and a liscensed ELA teacher. This class meets 5 times per week. All Intermediate ELL students are programmed for 1, one hour, stand alone ESL classes that meet 5 times per week and one, one hour ELA class that has a liscensed ESL teacher and a liscensed ELA teacher. This class meets 5 times per week. All Advanced ELL students are programmed for one, one hour, ELA class that meets 5 times per week. This class has a liscensed ESL and a liscensed ELA teacher.
3. Describe how the content areas are delivered in each program model.

All ESL students receive push in support through their ELA classes 5 days per week. These ELA classes follow our general education course maps. In these classes the ELA teacher collaborates with the ESL teacher in designing assessments and scaffolds to gauge and improve student learning. Additionally, Beginner and Intermediate ELL students receive 5, one-hour periods of ESL Monday through Friday. These courses focus on literacy development and align to the ELA courses offered at the school. In these courses teachers use a variety of texts aligned to students' literacy levels and engage students in a number of projects and activities designed to aid in students' reading, writing, speaking and listening abilities.
4. How do you differentiate instruction for ELL subgroups?
 - a/b. Our ESL and ELA teachers collaborate to create differentiated lessons and activities for ELL subgroups. Additionally SIFE students, beginner level students and new comers are invited to attend Saturday school classes. During these classes students will participate in the Hooked on Phonics program in English in order to increase their vocabulary and lower their affective filter.
 - c. Students receiving 4 to 6 years of service are one of two target groups created by our ESL department. We look closely at these students' NYSESLAT testing patterns alongside their regents performance and classroom performance in developing action plans for these individual students. These action plans may involve afterschool tutoring and/or in class reading/writing conferences with liscensed ESL teachers.
 - d. Long Term ELL sudents are the second target group of the ESL department. For this group, again, we look closely at these students' NYSESLAT testing patterns alongside their regents performance and classroom performance in developing action plans for these individual students.
 - e. The ESL team along with the general teaching staff examines the IEP's of ELLs identified as having special needs in order to determine how students can achieve their IEP goals in their classrooms.

	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



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. Describe your targeted intervention programs for ELLs in ELA, math and other content areas.

SIFE and newcomer students receive push in support in ELA in order to assist students in developing the literacy skills necessary to be successful in school.

6. Describe your plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT.

In weekly grade team meetings ESL teachers will collaborate with the general education teachers of ELL students who have reached proficiency on the NYSESLAT to monitor the progress and (when necessary) provide intervention strategies to teachers to ensure student progress/success. These students will continue to receive the proper testing accommodations including the use of a bi-lingual dictionary and/or glossary and extended time.

7. What new programs or improvements will be considered for the upcoming school year?

Our school will explore the possibility of expanding its use of Rosetta Stone software to assist students in English language acquisition.

8. What programs/services for ELLs will be discontinued and why?

We do not anticipate discontinuing any programs for our ELL students, however, as stated earlier, we will consider strengthening our push in model so that students have the opportunity to accumulate more credits in the school year.

9. How are ELLs afforded equal access to all school programs?

All ELL students are offered extra support in afterschool. Our ELLs participate our credit recovery program and regents preparation programs offered on Saturdays. Additionally, we provide extracurricular activities, which include Varsity Basketball, Soccer Club, Yoga, Build on, Live Poets Society, United Playaz, Freestyle Therapy and Varsity Wrestling. The ELLs are encouraged to participate in these activities to promote social language and exposure to English.

10. What instructional materials, including technology, are used to support ELLs?

Beginner and Intermediate ELL students have leveled reading libraries along with ESL texts such as Milestones and Pearson Readers. Additionally, we will be using Rosetta Stone technology to support ELLs of all levels.

11. How is native language support delivered in each program model?

Our school has purchased dictionaries and downloaded glossaries in our students' native languages and we also have books in students' native language.

12. Do required services support, and resources correspond to ELLs' ages and grade levels?

Using NYS ESL performance indicators as an anchor, our ESL department in consultation with our ELA department strives to create relevant curricula that speaks to students' ages and grade levels and also aligns to the general education courses students are programmed for.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

In June our school has an open school night in which we invite newly enrolled students to meet their teachers and learn about our schools' culture and expectations. During this orientation ESL instructors speak to students and families about the ESL program at Banana Kelly.

14. What language electives are offered to ELLs?

All Banana Kelly students are offered Spanish electives.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school.
 -The ESL teacher meets with the ELA team weekly to discuss student progress and curricular design.
 -The schools' assistant principal receives periodic updates of OELL professional development trainings relating to ELL students at the high school level. She consistently attends relevant PD's offered by BETAC and other DOE affiliated groups.
 -Our schools' guidance counselors, social workers and special education teachers review the performance data of ELL students at the end of each semester to uncover any possible patterns and trends in their performance and assist the administrative team in developing strategies to address any negative pattern uncovered
 -Our school psychologist, special education teachers and related service providers review the performance data of ELL students periodically to uncover any possible patterns and trends in their performance and assist the administrative team in developing strategies to address any negative pattern uncovered
 Three times per year our ELL teacher meets with general education teachers to review ELL periodic assessment data and develop strategies to address patterns and trends found in data.
2. What support do you provide staff to assist ELLs as they transition to high school?
 We encourage staff to examine students' academic data in the ARIS system. Additionally, an ESL teacher rotates through each grade team to provide guidance to general education teachers with regards to ELL students.
3. Describe the minimum 7.5 hours of ELL training for all staff.
 Once per year ELL teacher meet with the school staff to review ELL periodic assessment data to share promising practices when working with ELL students. The assistant principal along with the ELL teacher develops agendas and materials for this meeting. A sign in sheet and a reflection sheet will be used to record staff participation in this workshop.

E. Parental Involvement

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

1. Describe parent involvement in your school, including parents of ELLs.
 All parents are invited to participate in our school's School Leadership Team and our Parent Association.
2. Does the school partner with other agencies or CBO's to provide workshops or services to ELL parents?
 Currently our school does not provide workshops or services targeted to ELL parents. However, this year we developed a relationship with the Children's Aid Society which will give us access to trainings and workshops that we could offer for our parents including: Job readiness, college readiness and civil rights.
3. How do you evaluate the needs of the parents?
 Our parent coordinator holds monthly Parent Association meetings in which she is responsible for eliciting parent needs. At the beginning of next year our SLT will develop a survey to elicit these needs so that our CAS workshops can be targeted.
4. How do your parental involvement activities address the needs of the parents?
 Our CAS parent workshops will be integrated into our Parent Association meetings.

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)	0									6	3	0	0	9
Intermediate(I)										7	16	5	6	34
Advanced (A)										11	9	3	5	28
Total	0	0	0	0	0	0	0	0	0	24	28	8	11	71

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										1	1	0	0
	I										3	6	1	1
	A										9	13	4	4
	P										9	8	3	3
READING/ WRITING	B										5	4	0	0
	I										6	14	5	5
	A										12	9	3	3
	P										1	1	0	0

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5		4	
Math <u>IA</u>	11		6	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				

New York State Regents Exam

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

Native Language Tests

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs?
 Currently our school uses DY0 periodic assessment data to collect information around the writing ability of our ELLs. We also use performance series to collect information relating to the reading ability of our ELL students.

2. What is revealed by the data patterns across proficiency levels and grades? 3. How will patterns across modalities affect instructional decisions?
 According to last years NYSESLAT results and this years' predictive results our students largest deficiencies are in reading and writing. This has guided our decisions to have literacy based ESL courses that explore all four modalities, but focus on the development of reading and writing skills.

4. For each program answer the following:
 a. What are patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 Students are more successful at reaching proficiency in the listening/speaking portion of the NYSESLAT than they are on the

6. Describe how you evaluate the success of your programs for ELLs.
 Success is evaluated based on NYSESLAT scores, credit accumulation and regents performance.

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.

Empty space for 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		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		