



HIGH SCHOOL OF WORLD CULTURES

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: HIGH SCHOOL OF WORLD CULTURES
ADDRESS: 1300 BOYNTON AVENUE
TELEPHONE: 718-860-8120
FAX: 718-893-7152

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 321200011550 **SCHOOL NAME:** High School of World Cultures

SCHOOL ADDRESS: 1300 BOYNTON AVENUE, BRONX, NY, 10472

SCHOOL TELEPHONE: 718-860-8120 **FAX:** 718-893-7152

SCHOOL CONTACT PERSON: RAMON NAMNUN **EMAIL ADDRESS** RNamnun@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Maria Ramos

PRINCIPAL: RAMON NAMNUN

UFT CHAPTER LEADER: Moraydda Rosado

PARENTS' ASSOCIATION PRESIDENT: Connie Estevez

STUDENT REPRESENTATIVE:
(Required for high schools) Hawa Diakhaby

DISTRICT AND NETWORK INFORMATION

DISTRICT: 12 **CHILDREN FIRST NETWORK (CFN):** Replications, Inc.

NETWORK LEADER: JOHN SULLIVAN/John Elwell/Enid Serrano

SUPERINTENDENT: Jeraldine Taylor-Brown

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
RAMON NAMNUN	Principal	Electronic Signature Approved. Comments: I approve the CEP and Authorize the electronic Signature
Moraydda Rosado	UFT Chapter Leader	Electronic Signature Approved.
Diane Marquez	UFT Member	Electronic Signature Approved.
Connie Estevez	PA/PTA President or Designated Co-President	
Hawa Diakhaby	Student Representative	Electronic Signature Approved. Comments: i think it was all great and you we did great job.
Daniel Salamon	UFT Member	Electronic Signature Approved.
Lucidenny Delgado	UFT Member	Electronic Signature Approved. Comments: lucidenny delgado
Jose Marte Q	Title I Parent Representative	Electronic Signature Approved.
maria martinez	Student Representative	Electronic Signature Approved.
Johanna Gomez	Student Representative	Electronic Signature Approved.
vladimir gomez	Student Representative	Electronic Signature Approved.
Celia Lugo	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Yamesie Calderon	Parent	Electronic Signature Approved.

Rafael Cruz	DC 37 Representative	Electronic Signature Approved.
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* 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.

□

The High School of World Cultures is a school for new immigrant high school students who have been in the United States less than one year. The mission of The High School of World Cultures is to develop academic and social English language proficiency while maintaining students' native language and cultural identity. English Language Learner Students are provided with thematic interdisciplinary content area classes both in English and Spanish that meet the New York Standards for credits towards graduation. In the spring of 1999, there was an amendment to the charter of the school that made it a 4-year, diploma granting high school. Many of our staff members are from the same countries as the students and are therefore able to help our students to make the transition to their new country.

The student body is served by 30 professionals and support staff, including one (1) principal, one (1) assistant principal, three (3) school aides, one (1) community associate, twenty-three (23) teachers, one (1) guidance counselor, one (1) secretary, one and (1) parent coordinator. Of the 23 teachers on staff, 93.8% are fully licensed and certified, 43.8% percent have more than 2 years teaching experience, 56.3% percent have more than 5 years teaching experience, and 93.8% percent hold a Masters Degree. With the implementation of the citywide program for literacy and mathematics, the staff will include full-time literacy and mathematics coaches, and a parent coordinator.

The students in the ESL program are classified as English Language Learners (ELLs) who represent an ethnically and linguistically diverse population. The student body is approximately 84.2% Hispanic. **We currently have 379 students, 91 9th graders, 160 10th graders, 84 11th graders and 44 12th graders.** Students are from Latin America, Africa, Europe, the Middle East and Asia. The current instructional programs fall into two categories: the Dual Language program and the freestanding ESL program. These programs are designed to move the students from beginning to proficient levels of English language development skills in order to perform successfully in all English language classes. Bilingual, ESL and content areas teachers provide linguistic support for these students. Many of our staff members are fluent in more than one language.

The *Dual Language Global Communications Program* is comprised of students who have the proficiency to pass the NYSESLAT or LAB exams. These students are enrolled in a 50/50 model of instruction which includes teaching in both Spanish and English. The goal of the program is to have students acquire high levels of proficiency in both Spanish and English.

According to the latest available ethnic data, 1.5% of the students are White; 9.9% are Black; 84.2% are Hispanic, 4.4% are Asian or Pacific Islander, and 0% of the students are American Indian/Alaskan Native. **Additionally, 92.6% of the students are English Language Learners (ELLs), with Spanish as the dominant language among the vast majority. The majority of students are from low-income families and the school has a school wide federally subsidized lunch program**

Our enrollment is ongoing. In our site on the Monroe Campus, we presently accommodate 379 students, currently occupying the south wing on the 4th and 5th floors.

During the spring 2009 semester the school voted for the school based option to alter the schedule and have monthly professional development meetings for the staff on Wednesday afternoons. The staff was surveyed to determine the needs of the school. The structure of the Wednesday afternoons has three designs. There are student centered, teacher centered and administrative Wednesday's.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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:		High School of World Cultures								
District:		12	DBN #:		12X550	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			88	91.9	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			71.2	88.42	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			84.4	90.6	97.7	
Grade 8		0	0	0						
Grade 9		130	75	80	Students in Temporary Housing - Total Number:					
Grade 10		37	107	160	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		110	87	65			6	29	TBD	
Grade 12		22	23	13						
Ungraded		0	0	0	Recent Immigrants - Total Number:					
Total		299	292	318	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							81	78	92	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		0	0	0	Principal Suspensions		19	23	TBD	
# in Collaborative Team Teaching (CTT) Classes		0	0	0	Superintendent Suspensions		6	5	TBD	
Number all others		0	0	1						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		N/A	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	13	0						

# in Dual Lang. Programs	0	13	39	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	268	229	255	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	1	Number of Teachers	21	20	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	9	8	TBD
				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	69	63	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	72.7	76.2	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	45.5	47.6	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	86	86	TBD
American Indian or Alaska Native	0	0.3	0.6	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	84.1	81.7	TBD
Black or African American	6.7	6.5	6.3				
Hispanic or Latino	90.6	86.6	87.1				
Asian or Native Hawaiian/Other Pacific Isl.	2.7	6.2	4.4				
White	0	0.3	0.9				
Multi-racial							
Male	48.2	49.7	49.4				
Female	51.8	50.3	50.6				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input 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):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		X	
Math:				Math:		Y	
Science:				Graduation Rate:		Y	
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				X	√	√	70
Ethnicity							
American Indian or Alaska Native							
Black or African American				-	-	-	
Hispanic or Latino				X	√		
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				-	-		
Multiracial							
Students with Disabilities							
Limited English Proficient				X	√		
Economically Disadvantaged				X	√		
Student groups making AYP in each subject				0	4	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	72.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	13.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	24.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	32.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools 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?

In accordance with No Child Left Behind (NCLB), the High School of World Cultures uses a data-driven approach to assess the effectiveness of the instructional program and educational strategies being implemented to support students toward meeting the challenging state and city content and performance standards. The school conducts a variety of assessments to measure student progress in reading at least once in grades 10 through 12. The "hard" data (standardized assessments) used to help identify and determine educational and instructional areas that need to be improved are as follows:

- The revised LAB (LAB-R) is administered only once to determine if students are eligible for Dual Language education or English as a Second Language (ESL) services.
- The Spanish LAB is administered only once to determine language dominance. The LAB-R and Spanish LAB are administered once at the initial enrollment into the New York City Public School system.
- · The New York State Regents (Grades 9-12) assessments are administered to students in grades 9-12. Students are required to pass tests in five subject areas: English, mathematics, global history and geography, United States history and government, and science.

All the information available from the above services is utilized to create a complete student picture, which is then used to inform instruction practices and services.

ATS and ARIS Reports

Student Support Staff Logs

Network/School Benchmark Tests

Unit/Teacher-Made/Grade Level Tests

Item Skills Analysis (e.g., Grow Report)

Student Portfolios and Journals

Classroom Performance/Teacher Observations

Surveys/Questionnaires

School Report Card

DAA School Profile Reports

SASS and Title I Annual Analyses

Last Year's CEP

Attendance Rates

Suspension/Incident Rates

Teacher Referrals

Custodial Records

Workshop Attendance Records

Parents of at-risk and /or potential holdovers received an additional progress report on November - January that includes current test data. Conferences are held with parents to discuss academic intervention strategies.

The High School of World Cultures has made many accomplishments including the following: The school has achieved a report card grade of A and achieved a graduation rate of 83%. The attendance rate is 91%. In the areas of mathematics and ELA, the school has demonstrated a marked improvement in the Regents exam results.

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.

Annual Goal	Short Description
<input type="checkbox"/> 1. The four year graduation rate will be higher than the city average and will meet the state standard which is 90%.	<input type="checkbox"/> The graduation rate is state and city standard.
<input type="checkbox"/> The number of ALL students passing the ELA regents during the 2010-2011 academic year will increase by 3% as compared with 2009-2010 academic year.	<input type="checkbox"/> Student performance on the ELA exam is a state and city standard.
<input type="checkbox"/> 3. The number of ALL students passing the Integrated Algebra regent during the 2010-2011 academic year will increase by 3% as compared with 2009-2010 academic year	<input type="checkbox"/> Mathematics is a state and city standard.
<input type="checkbox"/> 4. The attendance rate for the 2010-2011 academic year will meet the city standard which is 90%.	<input type="checkbox"/> Attendance is state and city standard.

SECTION VI: ACTION PLAN

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

Subject Area

All academic subjects

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>1. The four year graduation rate will be higher than the city average and will meet the state standard which is 90%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Students will receive data driven instruction. Students will take regents prep classes when appropriate. Students will receive interim progress reports. Students will partake in mock Regents exams. Students will receive standards based lessons with rigor. Academic interventions will be used to improve student performance. Interim evaluations and planning by guidance counselors.</p> <p><input type="checkbox"/></p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <p>Graphing paper, lab supplies, rulers, calculators (for calculating slopes)</p> <p><input type="checkbox"/></p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Class exams Student performance Interim assessments Report cards/Progress Reports Standardized exams Credit accumulation <input type="checkbox"/>
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Subject Area
(where relevant) :

Regents Prep ELA and ESL

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> The number of ALL students passing the ELA regents during the 2010-2011 academic year will increase by 3% as compared with 2009-2010 academic year.
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>	<input type="checkbox"/> Students will receive practice writing assignments throughout the year Students will receive specific ELA instruction containing the language objectives. Students will receive data driven instruction. Students will take regents prep classes when appropriate. Students will receive interim progress reports. Students will partake in mock Regents exams. Students will receive standards based lessons with rigor. Academic interventions will be used to improve student performance. Student will receive instruction with the ELL methodologies

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> Graphing paper, lab supplies, rulers, protractors, calculators Contract for Excellence, Title I and Tax Levy. Academic intervention services
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Class exams Student performance Interim assessments Report cards/Progress Reports Standardized exams Credit accumulation

Subject Area
(where relevant) :

All Subject Areas

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> 4. The attendance rate for the 2010-2011 academic year will meet the city standard which is 90%.
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>The parent coordinator, guidance counselor and the attendance teacher will perform parent outreach. The pupil personnel team will perform case counseling of students with ongoing attendance problems. The attendance teacher will address any 407's in an efficient manner. Class teachers will perform parental outreach to the parents of absent students. Extra efforts to support and counsel students returning from absences will be employed Awards, incentives, bulletin boards and assemblies to recognize student success in the area of attendance will be used to encourage better attendance.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Contract for Excellence, Title I and Tax Levy. Academic intervention services</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Daily Class Attendance Reports Daily attendance reports Periodic Attendance Report Report cards</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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	78	78	27	23	85			91
10	117	117	45	37	160			160
11	72	72	23	27	84			84
12	34	34	13	16	44			44

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. 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:	<input type="checkbox"/> <p>Extra help in English literacy and ESL 1-3 twice a week from 3 to 4:30PM The Model UN Program – Students participate as delegates in the UN in the spring Regents review for English (ELA), Enrichment program for English Language Learners in levels to 1 to 3 to help students improve comprehension in English and language skills Students participate in a community service club A case manager available for interested students - Regents test preparation Saturday school for credit recovery and Regents test preparation Summer school for credit recovery and Regents test preparation PM school for credit recovery and Regents test preparation The Guidance Counselor for student’s immediate counseling during and after school hours. Small group instruction reinforces and extends reading skills and strategies Cross age tutoring by students in higher grade levels work with younger students Peer tutoring under a teacher’s advisement Students develop AVID study and organizational skills.</p>
Mathematics:	<input type="checkbox"/> <p>Bilingual Regents review in Algebra I, Geometry, Algebra II Students participate in a community service club A case manager available for interested students - Regents test preparation Saturday school for credit recovery and Regents test preparation Summer school for credit recovery and Regents test preparation PM school for credit recovery and Regents test preparation The Guidance Counselor for student’s immediate counseling during and after school hours. Small group instruction reinforces and extends reading skills and strategies Cross age tutoring by students in higher grade levels work with younger students Peer tutoring under a teacher’s advisement Students develop AVID study and organizational skills.</p>

Science:	<input type="checkbox"/> A case manager available for interested students - Regents test preparation Saturday school for credit recovery and Regents test preparation Summer school for credit recovery and Regents test preparation PM school for credit recovery and Regents test preparation The Guidance Counselor for student's immediate counseling during and after school hours. Small group instruction reinforces and extends reading skills and strategies Cross age tutoring by students in higher grade levels work with younger students Peer tutoring under a teacher's advisement Students develop AVID study and organizational skills.
Social Studies:	<input type="checkbox"/> Bilingual Regents review in US History, and Global History Students participate in a community service club A case manager available for interested students - Regents test preparation Saturday school for credit recovery and Regents test preparation Summer school for credit recovery and Regents test preparation PM school for credit recovery and Regents test preparation The Guidance Counselor for student's immediate counseling during and after school hours. Small group instruction reinforces and extends reading skills and strategies Cross age tutoring by students in higher grade levels work with younger students Peer tutoring under a teacher's advisement Students develop AVID study and organizational skills.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> A case manager available for interested students - Regents test preparation Saturday school for credit recovery and Regents test preparation Summer school for credit recovery and Regents test preparation PM school for credit recovery and Regents test preparation The Guidance Counselor for student's immediate counseling during and after school hours.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Provides counseling and support for students at risk Handles special education referrals Case manager for interested students Assist in crisis management and response Make referrals for students with on-going difficulties and mal-adjustment

At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Make referrals to various mental health facilities
At-risk Health-related Services:	<input type="checkbox"/> Condom distribution STD testing Immunization coordinator Referral to different health agencies Registered nurse and a health aide on-staff Trained personnel to use the deliberator School safety officers and NYPD Sustainability director

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

9,10,11,12

Number of Students to be Served:

LEP 365

Non-LEP 15

Number of Teachers 23

Other Staff (Specify) 9

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.

□

Students are considered General education, Advanced, Intermediate or Beginners as a result of the NYSESLAT Exam. There is a dual language component to our program where students are taught part of the day in English and Spanish for the remainder of the day. The HSWC uses a DYO Design Your Own interim assessment in Mathematics and ELA/ELA which is used by the department, the teachers and the school for planning instruction. The ELL Program is supervised by two Assistant Principals and one Principal.

The teachers will help the students with regents prep, SAT prep individualized tutoring, computer assisted instruction. This will be done with the Rosetta Stone software and the use of the Smartboard and laptops. With the Title III, we will purchase 30 Rosetta Stone language development software. This will be used for the Title III program and will be supplemental to our day program.

: The program runs for 3 hours, 9-12pm and will be run by 5 ESL Teachers and approximately 80 students in grades 9-12.

Study Group

:

– 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.

Please note that Professional development will be paid for by another funding source. This includes the following topics.

NYSESLAT Staff Development

- I. ELA Staff Development
- II. West End Programs for ESL teachers
- III. National and Local Conferences in Differentiated Instructions and Curriculum Development

The professional development topics that will be covered are:

Professional development with other Replication schools

Learning walk

Pilot project interdisciplinary planning

Sharing of curriculum.

Test taking strategies – Regents, SAT, ACT, TOEFL

Assessing student learning

Incorporating technology into the lesson

How to use Rosetta Stone software

Differentiated instruction

How to work with special needs students

PD 360

Sharing best practices

Writing strategies
Disciplinary procedures and classroom management
Creating a school culture – community building
Team building

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.

□

Please note that Professional development will be paid for by another funding source. This includes the following topics.

NYSESLAT Staff Development

- I. ELA Staff Development
- II. West End Programs for ESL teachers
- III. National and Local Conferences in Differentiated Instructions and Curriculum Development

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Incorporating technology into the lesson

How to use Rosetta Stone software

Differentiated instruction

How to work with special needs students

PD 360

Sharing best practices

Writing strategies

Disciplinary procedures and classroom management

Creating a school culture – community building

Team building

Section III. Title III Budget

—

School: \$45,800

BEDS Code: 321200011550

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$39,709.28	<input type="checkbox"/> After School 8 Certified Teachers X 2Hr. X 17 weeks x \$49.89 = \$11,974 Saturday 4 Certified ESL Teachers X 3hrs X 17wks X \$49.89 \$ 8,980 Supervisor for after school and Saturday program \$52.21 X 5hrs. X17 weeks \$ 3,916 Christmas Holiday 5 Cert ESL Teachers X 3 hrs X 4 dys X \$49.89= \$ 2,993 Easter Holiday 5 Cert ESL Teachers X 3 hrs X 4dys X49.89 = \$ 2,993 Parent Workshop 1.5Hrs. a day X 2 days a week X 15 wks X49.89X3 different workshops per session \$ 2,245 Study Group: 5 teachers X 1hrs. X12 weeks X49.89 \$ 2.495
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$450.72	<input type="checkbox"/> Refreshments for Parents.
Educational Software (Object Code 199)	0	<input type="checkbox"/> N/A

Travel	0	<input type="checkbox"/> N/A
Other	Educational Hardware(object code 332) \$5,640	<input type="checkbox"/> To use with 30 Rosetta Stone Language software @ 30 X 188
TOTAL	0	

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.

The parent coordinator and the guidance counselors interview each student upon admission and make every effort to provide the appropriate language translations.

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.

The student population contains students who are predominately Spanish speaking. There is a number of students who speak French, Urdu, Bengali and Chinese. Communication with parents are translated into the home language by the parent coordinator, available staff and the use of the translation unit. A special effort is made to acquire translators for parent teacher conferences and the meet the teacher night.

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.

Written translation services are provided in part by in house school staff. Also the translation unit of the Department of Education provides translation services.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

In special meetings translators are hired to provide translation services such as the parent teacher conferences.

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>.

□ With the assistance of the parent coordinator, pupil personnel secretary and the secretary, the home language survey results will be evaluated by the staff. The home language of the student will be determined and the students. Once the school has made a specific determination of the home language, the school will translate all correspondence in the appropriate home language. This will be accomplished by using the following techniques: school based translators, specific contracted translators and the use of the translation unit. The parent coordinator will have all written correspondence translated into the appropriate language.

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$333,675	\$109,418	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,337		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,684	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$33,368	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
87%

6. If the percentage of high quality teachers during 2009-2010 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.

Administrators will attend recruitment fairs, communicate with the personnel office and communicate with colleges that have teacher training programs. Teacher training programs will be contacted to obtain highly qualified teachers. The school has developed a partnership with the Hunter College teacher training program which will supply student teachers and refer highly qualified teachers to the school.

□

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

□

The parents of the High School of world cultures are involved in every aspect of the school. Parents visit the school, attend classes and
See attachment:

Conferences- Parent Conferences in the Fall and Spring

ELL workshop during the Parent-Teacher Conference nights

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation : 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school.

□

HIGH SCHOOL OF WORLD CULTURES (12X550)

1300 Boynton Avenue, Bronx NY 10472 Tel:(718) 860-8120 - Fax: (718) 893-7152
Dr. Ramon Namnum, Principal
Donald Sexton, Assistant Principal
Gwendolyn Jones, Assistant Principal (IA)
CHILDREN FIRST NO EXCUSES HIGH STANDARDS
High School of World Cultures, Bronx, New York

We, the High School of World Cultures community, establish this compact in order to foster the core values of honesty, integrity, respect, trust and responsibility and to support the success of High School of World Cultures students.

As a parent/caregiver, I pledge to:

Maintain and foster high standards of academic achievement and positive behavior.
Find out how my child is doing by attending conferences, looking at my child's schoolwork, or calling the school
Spend time each day with my child reading, writing, listening, or just talking.
Respect, love, and encourage my child's growth and ideas.
Help my child to resolve conflicts in positive, non-violent ways.

Parent/caregiver signature: _____

As a High School of World Cultures staff member, I pledge to:

Maintain and foster high standards of academic achievement and positive behavior.
Respectfully and accurately, inform parents of their child's progress.
Have high expectations for myself, students, and other staff.
Respect the cultural differences of students, their families, and other staff.
Help their children to resolve conflicts in positive, non-violent ways.

Staff signature: _____

As a High School of World Cultures Student, I pledge to:

Work hard to do my best in class and complete my homework.
Discuss with my parents what I am learning in school.
Have a positive attitude toward self, others, school, and learning.
Respect the cultural differences of other students, their families, and other staff.
Work to resolve conflicts in positive, non-violent ways.

Student signature: _____

HIGH SCHOOL OF WORLD CULTURES (12X550)

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Dr. Ramon Namnum, Principal

Donald Sexton, Assistant Principal

Gwendolyn Jones, Assistant Principal (IA)

CHILDREN FIRST NO EXCUSES HIGH STANDARDS

High School of World Cultures, Bronx, New York

The purpose of the parent school compact is to communicate a common understanding of home and school responsibilities to assure that every student attains high standards and a quality education.

The parents' responsibility_____

- As an involved parent, I will support my son/daughter by ensuring that they attend school daily and arrive to school on time.
- I will encourage my son /daughter to participate in at least one extracurricular activity.
- I will seek information regarding my son's/daughter progress by conferring with teachers, principals, and other school district personnel.
- I will attend district-wide parent conferences and visit my son's/daughter's classrooms to discuss and participate in their education.
- I will participate in parent groups/activities to contribute to the decision-making process within the Bronx Public Schools.
- I will communicate positive information regarding teachers, principals, and other campus personnel when discussing school with my son/daughter.
- I will encourage my son/daughter to follow the rules and regulations of the school.
- I will encourage my son/daughter to dress according to the district's dress code.

The school's responsibility_____

- High School of World Cultures will solicit parent and community input (through meetings, interviews, questionnaires, surveys, etc.) regarding the education of the student it serves.
- High School of World Cultures will offer flexible scheduling of parent meetings, training sessions, assemblies, school functions to maximize parent participation.
- High School of World Cultures will provide translations of written notifications and interpreters at parent conferences, parent meetings, and training sessions.
- High School of World Cultures will give assignments at least once per week. assignments will be an extension of what is learned in the classroom and not merely "busy work" or untaught concepts that may cause parents and students undue stress at home.
- Parents will be notified of school events in a timely, efficient manner.
- Training sessions/workshops on diverse topics and issues will be offered to parents and community members.
- The school buildings will be used to foster the growth and advancement of the community by being offered for parent training workshops, ESL classes, adult basic education classes, computer classes, etc. before, during and after the regular school day.

- High School of World Cultures will convey instructional thrusts and initiatives to parents at school-wide meetings and parent conferences.
- High School of World Cultures will inform parents of the individual achievement levels of students.

Student: _____ Parent: _____

Teacher: _____

HIGH SCHOOL OF WORLD CULTURES (12X550)

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Dr. Ramon Namnum, Principal

Donald Sexton, Assistant Principal

Gwendolyn Jones, Assistant Principal (IA)

CHILDREN FIRST NO EXCUSES HIGH STANDARDS

High School of World Cultures, Bronx, New York

It is our belief that student's performance will improve because of our cooperative efforts to support this compact. This a three-way partnership with a specific goal in mind. It is imperative that each person assume his or her responsibilities.

Parent responsibilities_____

- Provide a quiet place to do homework.
- Set aside a specific time to do homework.
- Study areas should be well lit and well equipped with pens/pencils, paper, ruler, crayons/markers, glue, dictionary, etc.
- Look over homework assignments to check for understanding.
- Be available to assist.
- Sign and return all papers that require a parent or guardian's signature.
- Encourage positive attitudes toward school.
- Require regular school attendance.
- Attend parent-teacher conferences.

Student responsibilities_____

- Ask the teacher any questions about the homework
- Take home materials and information needed to complete the assignment
- Complete homework in a thorough, legible, and timely manner.
- Return homework on time
- Return signed homework form.
- Comply with schools rules.
- Attend school regularly.
- Respect the personal rights and property of others.

Teacher's responsibilities_____

- Provide quality teaching and leadership.
- Assign homework using grade-level form
- Coordinate with other programs to make sure nightly assignments do not exceed time limits.
- Give corrective feedback.
- Recognize that students are accountable for every assignment.
- Check that homework has been completed and parent/guardian has signed homework form.
- Respect cultural, racial, and ethnic differences
- Hold at least two teacher-parent conferences.
- Take home materials and information needed to complete the assignment.
- Respect the personal rights and property of others.

Student: _____ Parent: _____

Teacher: _____

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 CHILDREN FIRST NO EXCUSES HIGH STANDARDS

HIGH SCHOOL OF WORLD CULTURES

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

THE SCHOOL AGREES	THE PARENT/GUARDIAN AGREES
To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.	To become involved in developing, implementing, evaluating, and revising the school parent-involvement policy.
To offer a flexible number of meetings at various times, if necessary, and funds if available, to provide transportation, childcare or home visits for those parents who cannot attend a regular school meeting.	To participate in or request technical assistance training that the local education authority or school offers on child rearing practices, teaching, and learning strategies.
To actively involve parent in planning, reviewing and	To work with his/her child/children on school work; read for 25 to 30 minutes per day to kindergarten through 1 st

<p>improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with timely information about <u>all</u> programs.</p> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.</p> <p>To provide high quality curriculum and instruction.</p> <p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> - Parent-teacher conferences at least annually - Frequent reports to parents on their children's progress - Reasonable access to staff - Opportunities to volunteer and participate in their child's class - Observation of classroom activities <p>To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading strategies.</p>	<p>grade students; and listen to grade 2 and 3 students read for 15-30 minutes per day.</p> <p>To monitor his/her child/Children's:</p> <ul style="list-style-type: none"> - Attendance at school - Homework - Television watching <p>To share the responsibility for improved student achievement.</p> <p>To communicate with his/her child/children's teachers about their educational needs.</p> <p>To ask parents and parent groups to provide information to the school on the type of training and assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.</p>
--	---

We agree to work together, to the best of our abilities, as educators and parent to fulfill our common goal of providing for the successful education of our children.

Signature of Principal/Teacher _____ Date: _____

Signature of Parent/Guardian _____ Date: _____

□

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

The needs assessment will consist of the review of the quality review, progress reports and other data. The school will conduct several learning walk - throughs. The school leadership team will review all documents and assess the current condition of the school.

2. Schoolwide reform strategies that:

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

The professional development topics that will be covered are:

Professional development with other Replication schools (SLICE)

Learning walk

Pilot project interdisciplinary planning

Sharing of curriculum.

Test taking strategies – Regents, SAT, ACT, TOEFL

Assessing student learning

Incorporating technology into the lesson

How to use Rosetta Stone software

Differentiated instruction

How to work with special needs students

PD 360

Sharing best practices

Writing strategies

Disciplinary procedures and classroom management

Creating a school culture – community building

Team building

Peer tutoring

Developing listening skills

Conflict identification and resolution
Grading document – electronic grade book
Stress relief
Data Driven Instruction
Understanding Data
Performance Index and New York State Standards

The topics will be covered in the faculty and department conferences on the first and third Monday of each month. In addition the topics are discussed in the full day professional development sessions. The professional development team meet twice a month and plans the staff development for the school. In the spring semester there is a school planning retreat for the professional development team.

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

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

□

The professional development topics that will be covered are:

Professional development with other Replication schools (SLICE)

Learning walk

Pilot project interdisciplinary planning

Sharing of curriculum.

Test taking strategies – Regents, SAT, ACT, TOEFL

Assessing student learning

Incorporating technology into the lesson

How to use Rosetta Stone software

Differentiated instruction

How to work with special needs students

PD 360

Sharing best practices

Writing strategies

Disciplinary procedures and classroom management

Creating a school culture – community building

Team building

Peer tutoring

Developing listening skills

Conflict identification and resolution

Grading document – electronic grade book
Stress relief
Data Driven Instruction
Understanding Data
Performance Index and New York State Standards

The topics will be covered in the faculty and department conferences on the first and third Monday of each month. In addition the topics are discussed in the full day professional development sessions. The professional development team meet twice a month and plans the staff development for the school. In the spring semester there is a school planning retreat for the professional development team.

- o Help provide an enriched and accelerated curriculum.

□

The professional development topics that will be covered are:
Professional development with other Replication schools (SLICE)
Learning walk
Pilot project interdisciplinary planning
Sharing of curriculum.
Test taking strategies – Regents, SAT, ACT, TOEFL
Assessing student learning
Incorporating technology into the lesson
How to use Rosetta Stone software
Differentiated instruction
How to work with special needs students
PD 360
Sharing best practices
Writing strategies
Disciplinary procedures and classroom management
Creating a school culture – community building
Team building
Peer tutoring
Developing listening skills
Conflict identification and resolution
Grading document – electronic grade book
Stress relief
Data Driven Instruction
Understanding Data

Performance Index and New York State Standards

- o Meet the educational needs of historically underserved populations.

□

The professional development topics that will be covered are:

Professional development with other Replication schools (SLICE)

Learning walk

Pilot project interdisciplinary planning

Sharing of curriculum.

Test taking strategies – Regents, SAT, ACT, TOEFL

Assessing student learning

Incorporating technology into the lesson

How to use Rosetta Stone software

Differentiated instruction

How to work with special needs students

PD 360

Sharing best practices

Writing strategies

Disciplinary procedures and classroom management

Creating a school culture – community building

Team building

Peer tutoring

Developing listening skills

Conflict identification and resolution

Grading document – electronic grade book

Stress relief

Data Driven Instruction

Understanding Data

Performance Index and New York State Standards

The topics will be covered in the faculty and department conferences on the first and third Monday of each month. In addition the topics are discussed in the full day professional development sessions. The professional development team meet twice a month and plans the staff development for the school. In the spring semester there is a school planning retreat for the professional development team.

- o 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.

The school has a counselor, college advisor and senior advisor and they provide counseling, college and career readiness/preparation.

o Are consistent with and are designed to implement State and local improvement, if any.

The professional development topics that will be covered are:

Professional development with other Replication schools (SLICE)

Learning walk

Pilot project interdisciplinary planning

Sharing of curriculum.

Test taking strategies – Regents, SAT, ACT, TOEFL

Assessing student learning

Incorporating technology into the lesson

How to use Rosetta Stone software

Differentiated instruction

How to work with special needs students

PD 360

Sharing best practices

Writing strategies

Disciplinary procedures and classroom management

Creating a school culture – community building

Team building

Peer tutoring

Developing listening skills

Conflict identification and resolution

Grading document – electronic grade book

Stress relief

Data Driven Instruction

Understanding Data

Performance Index and New York State Standards

The topics will be covered in the faculty and department conferences on the first and third Monday of each month. In addition the topics are discussed in the full day professional development sessions. The professional development team meet twice a month and plans the staff development for the school. In the spring semester there is a school planning retreat for the professional development team.

3. Instruction by highly qualified staff.



. Recruitment efforts to acquire the best qualified teachers. The supervision provided by the three administrators will be used. This will provide for thorough supervision. The ongoing professional development program will strengthen the level of instruction.

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.



The professional development topics that will be covered are:

Professional development with other Replication schools

Learning walk

Pilot project interdisciplinary planning

Sharing of curriculum.

Test taking strategies – Regents, SAT, ACT, TOEFL

Assessing student learning

Incorporating technology into the lesson

How to use Rosetta Stone software

Differentiated instruction

How to work with special needs students

PD 360

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Writing strategies

Disciplinary procedures and classroom management

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Conflict identification and resolution

Grading document – electronic grade book

Stress relief

Data Driven Instruction

Understanding Data

Performance Index and New York State Standards

The topics will be covered in the faculty and department conferences on the first and third Monday of each month. In addition the topics are discussed in the full day professional development sessions. The professional development team meet twice a month and plans the staff development for the school. In the spring semester there is a school planning retreat for the professional development team.

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

Administrators will attend recruitment fairs, communicate with the personnel office and communicate with colleges that have teacher training programs. Teacher training programs will be contacted to attain highly qualified teachers. The school has developed a partnership with the Hunter College teacher training program which will supply student teachers and refer highly qualified teacher to the school.

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

The parents of the High School of world cultures are involved in every aspect of the school. Parents visit the school, attend classes and serve as chaperones on various trips, assemblies and special events. Parents are actively involved in the school leadership team and the parents association. Parents attend the awards ceremonies and student celebrations of their accomplishment. Parents are involved in the governance of the school. Parents attend the Meet Your Teacher Night, the High School of World Cultures Day (multicultural event). The school offers parents workshops, regarding the academic courses, parenting skills, the college application process and financial aid information. The parent coordinator issues a bimonthly newsletter for the parents, monthly meetings, mailings, letters and special event meetings to provide.

Conferences- Parent Conferences in the Fall and Spring

ELL workshop during the Parent-Teacher Conference nights

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.

Not Applicable

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.

The academic decisions are made on a conscience and there is full involvement and participation from all teachers that are effected by the decision. Teachers are the majority on the leadership team, have monthly consultation and are involved in every decision of the school.

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.

The pupil personnel team regularly reviews student progress and designs plans to meet the need of all students. The teachers use the principles of differentiated instruction to assure that every student who experiences difficulty is provided with effective, timely assistance. The assistance is reviewed regularly and modified to meet the need so the students.

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.

The school will be divided into two structural units for the delivery of services and staff development houses

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 specifically identified needs of its students.

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

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

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

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

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

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

Program Name	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			
Title I, Part A	Federal			N/A	\$142,432.00	True	TBD

(ARRA)							
Title I, Part A (Basic)	Federal			N/A	\$333,675.00	True	TBD
Title I, Part A (ARRA)	Federal	Yes			\$109,418.00	True	TBD
Tax Levy	Local	Yes			\$1,750,490.00	True	TBD

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**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.

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.
 Does not apply.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
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 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)

3

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

□

<ul style="list-style-type: none"> · Extra help in English literacy and ESL 1-3 twice a week from 3 to 4:30PM · The Model UN Program – Students participate as delegates in the UN in the spring 	<ul style="list-style-type: none"> · Extra help in English literacy and ESL 1-3 twice a week from 3 to 4:30PM · The Model UN Program – Students participate as delegates in the UN in the spring 	<ul style="list-style-type: none"> · Extra help in English literacy and ESL 1-3 twice a week from 3 to 4:30PM · The Model UN Program – Students participate as delegates in the UN in the spring 	<ul style="list-style-type: none"> · Extra help in English literacy and ESL 1-3 twice a week from 3 to 4:30PM · The Model UN Program – Students participate as delegates in the UN in the spring 	<p align="center">The Guidance Counselor offers students immediate counseling during and after school</p>	<p>The guidance counselor recommends the student for counseling services in group c</p>
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<ul style="list-style-type: none"> Additional students' program in music, Spanish for native students, and History 4 in English Regents review in French Regents review for English (ELA), Math A (English/Spanish, Living Environment (English/Spanish) Chemistry, US History, and Global History (English/Spanish) Enrichment program for English Language Learners in levels to 1 to 3 to help students improve comprehension in English and language skills Students can participate in a community service class A case manager is available for interested students A five day Regents test preparation for the 2004 Cohort population The Guidance Counselor offers students immediate counseling during and after school 	<ul style="list-style-type: none"> Additional students' program in music, Spanish for native students, and History 4 in English Regents review in French Regents review for English (ELA), Math A (English/Spanish, Living Environment (English/Spanish) Chemistry, US History, and Global History (English/Spanish) Enrichment program for English Language Learners in levels to 1 to 3 to help students improve comprehension in English and language skills Students can participate in a community service class A case manager is available for interested students A five day Regents test preparation for the 2004 Cohort population The Guidance Counselor offers students immediate counseling during and after school 	<ul style="list-style-type: none"> Additional students' program in music, Spanish for native students, and History 4 in English Regents review in French Regents review for English (ELA), Math A (English/Spanish, Living Environment (English/Spanish) Chemistry, US History, and Global History (English/Spanish) Enrichment program for English Language Learners in levels to 1 to 3 to help students improve comprehension in English and language skills Students can participate in a community service class A case manager is available for interested students A five day Regents test preparation for the 2004 Cohort population The Guidance Counselor offers students immediate counseling during and after school 	<ul style="list-style-type: none"> Additional students' program in music, Spanish for native students, and History 4 in English Regents review in French Regents review for English (ELA), Math A (English/Spanish, Living Environment (English/Spanish) Chemistry, US History, and Global History (English/Spanish) Enrichment program for English Language Learners in levels to 1 to 3 to help students improve comprehension in English and language skills Students can participate in a community service class A case manager is available for interested students A five day Regents test preparation for the 2004 Cohort population The Guidance Counselor offers students immediate counseling during and after school 	<p>hours</p>	<p>individual counselor with the social v or the psycho</p>
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Hours Small group instruction which reinforces and extends	Hours Small group instruction which reinforces and extends	Hours Small group instruction which reinforces and extends	Hours Small group instruction which reinforces and extends		
<p>Reading skills and strategies English literacy and ESL 1-3 twice a week from 3 to 4:30PM</p> <p>Cross Age Tutoring – by students participate as grade levels who work with younger students’</p> <p>Peer Tutoring by which a competent pupil, with minimal training and with a teacher’s guidance, helps one or more students at the same grade level learn a skill or concept.</p> <p>(English/Spanish)</p>	<p>Reading skills and strategies English literacy and ESL 1-3 twice a week from 3 to 4:30PM</p> <p>Cross Age Tutoring – by students participate as grade levels who work with younger students’</p> <p>Peer Tutoring by which a competent pupil, with minimal training and with a teacher’s guidance, helps one or more students at the same grade level learn a skill or concept.</p> <p>(English/Spanish)</p>	<p>Reading skills and strategies English literacy and ESL 1-3 twice a week from 3 to 4:30PM</p> <p>Cross Age Tutoring – by students participate as grade levels who work with younger students’</p> <p>Peer Tutoring by which a competent pupil, with minimal training and with a teacher’s guidance, helps one or more students at the same grade level learn a skill or concept.</p> <p>(English/Spanish)</p>	<p>Reading skills and strategies English literacy and ESL 1-3 twice a week from 3 to 4:30PM</p> <p>Cross Age Tutoring – by students participate as grade levels who work with younger students’</p> <p>Peer Tutoring by which a competent pupil, with minimal training and with a teacher’s guidance, helps one or more students at the same grade level learn a skill or concept.</p> <p>(English/Spanish)</p>	<p>The guidance counselor recommends the student for counseling services ie group or individual counseling with the social worker or the psychologist.</p>	
<p>The guidance counselor recommends for counseling group or individual program with the social workers in levels to 1 to 3 to help students improve comprehension in English and language skills</p>	<p>Chemistry, US History, and Global History (English/Spanish)</p> <p>Enrichment program for English Language Learners in levels to 1 to 3 to help students improve comprehension in English and language skills</p>	<p>Chemistry, US History, and Global History (English/Spanish)</p> <p>Enrichment program for English Language Learners in levels to 1 to 3 to help students improve comprehension in English and language skills</p>	<p>Chemistry, US History, and Global History (English/Spanish)</p> <p>Enrichment program for English Language Learners in levels to 1 to 3 to help students improve comprehension in English and language skills</p>		
<p>Students can participate in a community service class</p> <p>Part B - For Non-Title I Schools</p> <p>1. A case manager is available for interested students over the course of the year</p> <p>A five day Regents test</p>	<p>Students can participate in a community service class</p> <p>A case manager is available for interested students over the course of the year</p> <p>A five day Regents test</p>	<p>Students can participate in a community service class</p> <p>A case manager is available for interested students over the course of the year</p> <p>A five day Regents test</p>	<p>A case manager is available for interested students over the course of the year</p> <p>A five day Regents test</p>	<p>(please note that your STH</p>	

<p>preparation for the 2004 Cohort population The Guidance Counselor offers students immediate counseling during and after school hours Small group instruction which reinforces and extends reading skills and strategies</p> <p>Cross age tutoring by students in higher grade levels who work with younger students Peer Tutoring by which a competent pupil, with minimal training and with a teacher's guidance, helps one or more students at the same grade level learn a skill or concept. Extra help in English literacy and ESL 1-3 twice a week from 3 to 4:30PM The Model UN Program – Students participate as delegates in the UN in the spring Additional students' program in music, Spanish for native students, and History 4 in English Regents review in French Regents review for English (ELA), Math A (English/Spanish, Living</p>	<p>preparation for the 2004 Cohort population The Guidance Counselor offers students immediate counseling during and after school hours Small group instruction which reinforces and extends reading skills and strategies</p> <p>Cross age tutoring by students in higher grade levels who work with younger students Peer Tutoring by which a competent pupil, with minimal training and with a teacher's guidance, helps one or more students at the same grade level learn a skill or concept.</p>	<p>preparation for the 2004 Cohort population The Guidance Counselor offers students immediate counseling during and after school hours Small group instruction which reinforces and extends reading skills and strategies</p> <p>Cross age tutoring by students in higher grade levels who work with younger students Peer Tutoring by which a competent pupil, with minimal training and with a teacher's guidance, helps one or more students at the same grade level learn a skill or concept.</p>		
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<p>Environment (English/Spanish) Chemistry, US History, and Global History (English/Spanish) Enrichment program for English Language Learners in levels to 1 to 3 to help students improve comprehension in English and language skills</p> <p>Students can participate in a community service class</p> <p>A case manager is available for interested students A five day Regents test preparation for the 2004 Cohort population</p> <p>The Guidance Counselor offers students immediate counseling during and after school hours Small group instruction which reinforces and extends reading skills and strategies</p> <p>Cross age tutoring by students in higher grade levels who work with younger students Peer Tutoring by which a competent pupil, with minimal training and with a teacher's guidance,</p>				
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helps one or more students at the same grade level learn a skill or concept.				
The guidance counselor recommends the student for counseling services ie group or individual counseling with the social worker or the psychologist.				
The at-risk Health –related Services includes the school nurse and referrals to health facilities.				

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.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_12X550_120310-133632.doc

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 Replication	District 12	School Number 550	School Name H. S. World Culture
Principal Ramon Namnum	Assistant Principal Gwendolyn Jones		
Coach Kathy Luke	Coach		
Teacher/Subject Area Isabel Andrade	Guidance Counselor Roberto Perez		
Teacher/Subject Area Amanda Gardner	Parent Connie Estevez		
Teacher/Subject Area	Parent Coordinator Maria Rondon		
Related Service Provider	Other		
Network Leader John Sullivan	Other		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	6	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	17

C. School Demographics

Total Number of Students in School	377	Total Number of ELLs	377	ELLs as Share of Total Student Population (%)	100.00%
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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.

Paste response to questions 1-6 here

ELL Identification Process

The High School of World Cultures identifies English Language Learners through the process of the Parent Interview, Home Language Survey, Student Interview and Intake Process which includes a placement assessment. The parent coordinator along with the assistant principal of ESL and an ESL teacher administer the initial assessment. English Language Learners at the High School of World Cultures are assessed annually through the NYSESLAT (New York State English as a Second Language Achievement Test). The results of the exam are then used as an instrument of differentiation to assist teachers with instruction. Based on the results of the NYSESLAT students are designated an official class, for example a student who is a beginner will be assigned a B as the initial letter of his official class. A student whom is Intermediate will be assigned the letter I at the beginning of his official class and a student whom is advanced will have an A. Thusly, the official classes are correlated with the NYSESLAT. Parents are shown a video to introduce them to the three program choices during an orientation. The parent coordinator explains the programs in addition to the video. The parents are then presented with Parent Choice Form to make a choice. If a parent is unsure or unclear, the parent coordinator will clarify the ambiguity and allow the parent to go home and make the decision the following day. The parent coordinator is in constant dialogue with the parents. She mails and follows up on all Entitlement Letters, Parent Surveys and program Selection forms, which are generally collected after the Parent Orientation. The attendance teacher is available to complete home visits if documentation is missing or not obtained. English Language Learners are placed in instructional programs based on parental choice and the administration of the Terra Supera Nova 16/20, the school's placement exam and parental interviews in their native language. Parents in the past few years have selected Free Standing English as a Second Language or Dual Language as their choice of program at the High School of World Cultures. He Dual Language Program is currently growing and evolving past the pilot stage, with more and more parents interested in their students being bilingual, biliterate, and bicultural. The programs are modeled after parents' 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)										91	158	84	442	775
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	91	158	84	442	775

B. ELL Years of Service and Programs

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

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
ESL	<input type="checkbox"/> 297	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 44	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	341
Total	<input type="checkbox"/> 297	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 44	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	341

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0

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
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	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	69		138		72		37		316	0
Chinese	2		0		0		0		2	0
Russian									0	0
Korean									0	0
Haitian	2								2	0
French	5		3		7		2		17	0
Other	10		10		5		4		29	0
TOTAL	88	0	151	0	84	0	43	0	366	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										69	138	72	37	316
Chinese										2	0	0	0	2
Russian														0
Bengali										7	5	2	4	18
Urdu														0
Arabic										1	2	1	0	4
Haitian										5	3	7	2	17
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	3			5
TOTAL	0	86	151	82	43	362								

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.

Paste response to questions 1-4 Programming and Scheduling Information
 Instruction is delivered in Self Contained Classes. ESL Classes are constructed around a 90 minute block, with students receiving a third class in ESL writing. All content area subjects are taught with ESL methodology and strategies. All classroom teachers are trained in

QTEL (Quality Teaching of English Learners). Program models consist of Homogenous grouping based upon ESL level. The guidance counselor receives yearly training and directions to program the students according to the mandated number or instructional minutes. Student programs are reviewed by the pupil personnel team to ensure compliance. Explicit minutes are delivered through a double period block with a supporting singleton. Content area teachers deliver material through scaffolding and ESL strategies and techniques. SIFE students receive additional tutoring and support through an after school SIFE class. Specific teachers are trained in RIGOR and SIFE strategies through the office of English Language Learners. Newcomers receive Academic Intervention Services in the form of Prep courses to enhance success on the Regents examinations. Long term Ell's and Ells receiving service for 4-6 years are placed in tutoring, assigned a mentored and scheduled for Saturday School Academy.

The ESI program is a literature based program which includes Visions: Visions is a standard based ESL program published by Prentice Hall. This developmental literacy program is being implemented in the ESL classes with beginner, intermediate, an advanced students. We offer eight levels of ESL. In every class we work to develop the four basic language skills of Reading, Writing, Listening and Speaking. In addition in ESL levels 1-4, we focus strongly on the structure of English so that all students can learn to express themselves and so they will have a strong foundation for more advanced academic work in high school and higher education. In ESI levels 5-8, as well as in our traditional English classes, we shift our focus to include literary analysis, academic and creative writing, vocabulary development and SAT and Regents test-taking skills. To achieve our goals we use a variety of supplemental materials and textbooks, novels, plays, including the following: Voices in Literature, Making Connections, Step-by-Step, Focus on Grammar, Facts and Figures, The Keys to Learning, Steinbeck, Shakespeare, and a host of other authors and novels to support student engagement. The school is using teacher made materials and lessons along with Getting Reading for the NYSESLAT to prepare students to be proficient on the New York State English as a Second Language Achievement Test. Students are introduced to a host of technology to assist with their academic needs. Students are provided with laptops, graphing calculators, Podcasts and interactive Smartboards and Robotics. The school has a Pupil Personnel Team which provides support to the students. The team oversees case conferences, group counseling and referrals. As we are an English Language Learner School exclusively, our students have access and engagement in all programs. New enrolled ELL students are provided with an orientation and receive a peer mentor to guide them and introduce them to the school. Students are also supported by their guidance counselor and teachers here

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

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

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

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

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
100%	
75%	

50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 1. The school uses the Lab R exam, interim assessment, and teacher prepared assessments to assess the students. The trends have indicated that there is a need to focus on the language objectives and the communication arts. In addition the writing skills improve after the speaking and listening skills. The teachers initially focus on the speaking and listening skills first and in later years we focus on the writing skills.

2. Differentiated instruction is an important tool for the teachers to use to improve student performance.
3. The teachers and the inquiry team review the data and make instructional decisions based on the results. The school concentrates on the areas of weakness and the trends on the ELA exams for the school. Items analyses are also used to drive instruction.
4. a. The student initially does better in their native language but over time the differences diminishes.

- b. The school leadership and the teachers use the results from the periodic assessment to drive instruction and make curriculum decisions.
- c. The trends have indicated that there is a need to focus on the language objectives and the communication arts. In addition the writing skills improve after the speaking and listening skills. The teachers initially focus on the speaking and listening skills first and in later years we focus on the writing skills

here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 hereProfessional Development

The High School of World Cultures has a Professional Development Team which is composed of the teachers and administrators. Teachers are responsible for developing professional development topics and requesting guest speakers. All teachers also receive training in QTEL in ESL, Math and the content areas. Teachers are also trained in AVID to assist struggling students; additionally teachers use the Collin's Writing Method to assist students with the development of writing skills.

e

E. Parental Involvement

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

Paste response to questions 1-4 hereParental Involvement

At the High School of World Cultures parents are involved in a host of activities. Parents are able to take English classes, Immigration classes along with money management courses. Parents are invited into the school for workshops and presentations. We evaluate the needs of the parents through a survey distributed through the Parent coordinator; through this survey we cull parent talent and invite parents into the classroom to share their talent and skill with the students. Parents are a focal part of the School Leadership Team they help create the Comprehensive Education Plan.

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
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										7	14	2	0
	I										2	33	20	7
	A										4	4	9	7
	P										0	0	5	5
READING/ WRITING	B										10	23	7	0
	I										6	30	26	13
	A										2	1	4	4
	P										0	0	0	2

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	125		32	
Math	180		55	
Math				
Biology				
Chemistry	41		7	
Earth Science				
Living Environment	91		38	
Physics	9		0	
Global History and Geography	107		27	
US History and Government	112		47	
Foreign Language	31		31	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

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

Paste response to questions 11.

1. The school uses the Lab R exam, interim assessment, and teacher prepared assessments to assess the students. The trends have indicated that there is a need to focus on the language objectives and the communication arts. In addition the writing skills improve after the speaking and listening skills. The teachers initially focus on the speaking and listening skills first and in later years we focus on the writing skills.
2. Differentiated instruction is an important tool for the teachers to use to improve student performance.
3. The teachers and the inquiry team review the data and make instructional decisions based on the results. The school concentrates on the areas of weakness and the trends on the ELA exams for the school. Items analyses are also used to drive instruction.
4.
 - a. The student initially does better in their native language but over time the differences diminishes.
 - b. The school leadership and the teachers use the results form the periodic assessment to drive instruction and make curriculum decisions.
 - c. The trends have indicated that there is a need to focus on the language objectives and the communication arts. In addition the writing skills improve after the speaking and listening skills. The teachers initially focus on the speaking and listening skills first and in later years

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	High School of World Cultures					
District:	12	DBN:	12X550	School		321200011550

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		88.0	91.9	92.0
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	75	80	91				
Grade 10	107	160	159				
Grade 11	87	65	85				
Grade 12	23	13	44				
Ungraded	0	0	0				
Total	292	318	379				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	71.2	88.4	85.4

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	84.4	97.7	97.7

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	6	29	67

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	81	78	92

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	19	23	16
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	6	5	4
Number all others	0	1	1				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	13	0	TBD	Number of Teachers	21	20	10
# in Dual Lang. Programs	13	39	TBD	Number of Administrators and Other Professionals	9	8	2
# receiving ESL services only	229	255	TBD	Number of Educational Paraprofessionals	0	0	0
# ELLs with IEPs	0	1	TBD				

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

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
	69	63	160	% fully licensed & permanently assigned to this school	100.0	100.0	95.2
				% more than 2 years teaching in this school	72.7	76.2	10.0
				% more than 5 years teaching anywhere	45.5	47.6	40.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	86.0	80.0
American Indian or Alaska Native	0.3	0.6	1.1	% core classes taught by "highly qualified" teachers	84.1	81.7	94.4
Black or African American	6.5	6.3	6.6				
Hispanic or Latino	86.6	87.1	74.7				
Asian or Native Hawaiian/Other Pacific	6.2	4.4	4.2				
White	0.3	0.9	1.1				
Male	49.7	49.4	52.5				
Female	50.3	50.6	47.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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				X	v	v	70
Ethnicity							

American Indian or Alaska Native						
Black or African American				-	-	-
Hispanic or Latino				X	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial						
Students with Disabilities						
Limited English Proficient				X	v	
Economically Disadvantaged				X	v	
Student groups making				0	4	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:				NR
Overall Score:	76.5	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	13.2	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	23.8	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	38					
<i>(Comprises 60% of the</i>						
Additional Credit:	1.5					

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