



EAST BRONX ACADEMY FOR THE FUTURE

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: EAST BRONX ACADEMY FOR THE FUTURE
(DISTRICT 12/BRONX/12X271)

ADDRESS: 1716 SOUTHERN BLVD., BRONX, NY 10460

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TABLE OF CONTENTS

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

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

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

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

SECTION IV: NEEDS ASSESSMENT.....10

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

SECTION VI: ACTION PLAN.....12 - 16

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....17

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....18

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....19

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....20

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....21

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....27**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)...28

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....29

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....30

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 12x271 **SCHOOL NAME:** East Bronx Academy for the Future

SCHOOL ADDRESS: 1716 Southern Blvd., Bronx, NY 10460

SCHOOL TELEPHONE: 718-861-8641 **FAX:** 718-861-8634

SCHOOL CONTACT PERSON: Principal Sarah Scrogin **EMAIL ADDRESS:** sscrogin@school.s.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Heath Wade, Teacher

PRINCIPAL: Sarah Scrogin

UFT CHAPTER LEADER: Kevin Magee

PARENTS' ASSOCIATION PRESIDENT: Vanessa Edwards & Vivian Ramos, Co-Presidents

STUDENT REPRESENTATIVE:
(Required for high schools) Rachel Spencer, SLT Student Member

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 12 **CHILDREN FIRST NETWORK CFH:** New Visions/CFN 562

SSO NETWORK LEADER: Barbara Gambino, New Visions Network Leader
Geraldine Taylor-Brown, Bronx HS Superintendent

SUPERINTENDENT: _____

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
Sarah Scrogin	*Principal or Designee	
Kevin Magee	*UFT Chapter Chairperson or Designee	
Vivian Ramos	*PA/PTA President or Designated Co-President	
Vanessa Edwards	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Catherine Allen	Parent Representative	
Carmen Ramirez	Parent Representative	
Elise Davis	Parent Representative	
Jose Valcarcel	DC 37 Representative, if applicable	
Andrew Carrasquillo Rachel Spencer	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Caroline Davis, SOBRO	CBO Representative, if applicable	
Steven Brady	Member/	
Catherine Mitchell	Member/	
Nicholas Lawrence	Member/	
Erick Odom	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

East Bronx Academy is a sixth through twelfth grade, technology-based school of approximately 600 students with a focus on hands-on active learning. Teams of teachers work closely with small groups of students to plan interventions and remediation and differentiate and accelerate their learning. This results in close-knit, caring communities of teachers and students.

School Vision: At East Bronx Academy all of us work together to create a school where all students are engaged in learning by doing and where all students graduate from high school well-prepared for college and the world of work. This vision is expressed in our school motto, "Real learning for a real future."

School Mission: At East Bronx Academy, we believe that all of us learn by doing, by actively digging in to the job at hand. Our mission is for parents, students, faculty and partners to find ways to work together collaboratively to ensure that all students become engaged in learning and graduate from high school well-prepared for college or the world of work. Our school is distinctive for the following reasons:

1. **TECHNOLOGY INTEGRATION:** We have more than 12 mobile laptop carts totaling nearly 400 laptops for our 600 students to use on a daily basis. To promote technology use, we have a unique partnership with Teaching Matters, Inc., a non-profit focused on providing technology professional development to New York City schools and teachers. Teaching Matters staff members are in the building two days a week in a "residency" model through with they 1) support technology integration overall in the school and 2) support teachers' using Teaching Matters' English Language Arts units. This year our school is participating in the New York City iZone as part of a pilot program of 12 schools using on-line learning.
2. **ACCELERATION AND DIFFERENTIATION:** As a 6th through 12th grade school we have a strong focus on accelerating students' learning. 16 percent of our students are Special Education students and 13 percent are English Language Learners. Selected 8th grade students take three Regents Examinations in U.S. History, Math A and Living Environment. At-risk students receive in and out of class support from Learning Specialists in what we call a "Learning Lab." Teachers also differentiate within the classroom setting for students' learning styles and make modifications for special education and English Language Learners in our inclusionary setting.
3. **TEAM STRUCTURE FOR COLLABORATION & ADULT LEARNING:** Differentiated Professional Development: Teachers are organized in subject area and grade-level teams to support adult learning. These teams meet several times a week to collaborate around meeting students' needs using a "Kid Talk" protocol and around creating and implementing meaningful curriculum using a "Teacher Talk" protocol.

SECTION III – Cont'd

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010) SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:		East Bronx Academy for the Future		12X271		School BEDS Code:		321200011271
District:		12	DBN:					
DEMOGRAPHICS								
Grades Served:	Pre-K	3	7	√	11	√		
K	4	8	9	√	12	√	Ungraded	
1	5	9	√	10	√			
2	6	√						
Enrollment				Attendance - % of days students attended:				
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of June 30)	
Pre-K	0	0	0	0	88.7/79.4	89.9/ 80.8	TBD	
Kindergarten		0	0	0	0	0	Student Stability - % of Enrollment:	
Grade 1	0	0	0	2007-08	2008-09	2009-10	(As of June 30)	
Grade 2	0	0	0	0	96.6	97.1	TBD	
Grade 3	0	0	0	0	0	0	Poverty Rate - % of Enrollment:	
Grade 4	0	0	0	2007-08	2008-09	2009-10	(As of October 31)	
Grade 5	0	0	0	0	0	0	83.8	
Grade 6	87	81	97	2007-08	2008-09	2009-10	Students in Temporary Housing - Total Number:	
Grade 7	109	87	88	104	80.2	79.7	(As of June 30)	
Grade 8		93		77	3	152	TBD	
Grade 9	106		94		97		Recent Immigrants - Total Number:	
Grade 10	78	103	91	2007-08	2008-09	2009-10	(As of October 31)	
Grade 11	82	74	108				0	
Grade 12		56					Special Education Enrollment:	
Ungraded	0	0	0				(As of October 31)	
Total	611	620	621	2007-08	2008-09	2009-10	(As of October 31)	
4		10					0	
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of June 30)	
# in Self-Contained Classes	1	26	38	147	206	TBD	Principal Suspensions	
# in Collaborative Teaching (CTT) Classes	35	20	21	50	41	TBD	Superintendent Suspensions	
Number all others		61		77		92		
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:				
2007-08		2008-09	2009-10	2009-10	(As of October 31)			
N/A		0	0	0	CTE Program Participants			
8	0	0	0	English Language Learners (ELL) Enrollment: (BESIS Survey)		Early College HS Program Participants		
(As of October 31)		2007-08	2008-09	2009-10				

# in Transitional Bilingual Classes	0	0	0				Number of Staff - Includes all full-time staff:
# in Dual Lang. Programs	0	0	0	2007-08	2008-09	2009-10	(As of October 31)
# receiving ESL services only	88	77	70	41	41	TBD	Number of Teachers

Demographics and Accountability Snapshot (Version 2010-1B - April 2010) SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

# ELLs with IEPs	0	4	24	7	9	TBD	Number of Administrators and Other Professionals
5	5		TBD			These students are included in the General and Special Education enrollment information above.	Number of Educational Paraprofessionals

Teacher Qualifications:				Overall Students (# entering students overage for grade)			
2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of October 31)	(As of October 31)
7	7	TBD	100.0	100.0	TBD		% fully licensed & permanently assigned to this school
31.0		39.5		TBD			% more than 2 years teaching in this school
28.6	39.5		TBD				% more than 5 years teaching anywhere
(As of October 31)	2007-08	2008-09	2009-10	81.0	67.0	TBD	% Masters Degree or higher
American Indian or Alaska Native	0.0	0.0	0.2	83.9	85.2	TBD	% core classes taught by "highly qualified" teachers (NCLB/SED)
Black or African American		36.3		33.4		33.3	
Hispanic or Latino		61.4		63.5		63.4	
Asian or Native Hawaiian/Other Pacific Isl.		1.0		1.6		2.1	
White		1.3		1.5		1.0	
Male		54.5		54.4		53.6	
Female		45.5		45.6		46.4	

2009-10 TITLE I STATUS

√				Title I Schoolwide Program (SWP)	
Title I Targeted Assistance					
Non-Title I					
Years the School Received Title I Part A Funding:	2006-07		2007-08	2008-09	2009-10
√	√		√	√	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)				If yes, area(s) of SURR identification:	
Overall NCLB/Diferentiated Accountability Status (2009-10) Phase				Based on 2008-09 Performance: Category	
In Good Standing (IGS)	√		Basic	Comprehensive	Focused
Improvement Year 1					
Improvement Year 2					
Corrective Action (CA) – Year 1					
Corrective Action (CA) – Year 2					
Restructuring Year 1					
Restructuring Year 2					
Restructuring Advanced					

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010) SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:

Secondary Level

ELA: X
 Math: X
 Science: √

Elementary/Middle Level

ELA: X
 Math: √
 Graduation Rate: √

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

Secondary Level

ELA	Math	Science	ELA
√	√	√	X

Elementary/Middle Level

Math	Grad Rate**
X	√

Progress Target 70

Student Groups All Students

Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial	Students with Disabilities	Limited English Proficient	Economically Disadvantaged
√	-	-	-	-	√	-	-	-
-	-	√	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
√	-	-	-	-	√	-	-	-
X	-	-	-	-	√	-	-	-
√	-	√	-	-	-	-	X	-
Student groups making AYP in each subject	5	6	1	0	0	0	0	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09

B/A 55.3/ 78.0
 Quality Statement 1: Gather Data 8.6/ 9.1

(Comprises 15% of the Overall Score) 20.7/ 13.5

(Comprises 25% of the Overall Score) 24.5/ 47.4

(Comprises 60% of the Overall Score) 1.5/ 8.0

KEY: QUALITY REVIEW SCORE

√ = Made AYP
 √_{SH} = Made AYP Using Safe Harbor Target
 √ = Proficient
 – = Insufficient Number of Students to Determine AYP Status

KEY: PROGRESS REPORT DATA

NR = Data Not Reported

* = 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

Quality Review Results – 2008-09

Overall Evaluation: Overall Letter Grade:
Quality Statement Scores:

Category Scores:

Overall Score:

Quality Statement 2: Plan and Set Goals

Quality Statement 4: Align Capacity Building to Goals

Quality Statement 3: Align Instructional Strategy to Goals School Performance:

Quality Statement 5: Monitor and Revise Student Progress:

Additional Credit:

KEY: AYP STATUS

Δ = Underdeveloped
 ► = Underdeveloped with Proficient Features
 X = Did Not Make AYP
 W = Well Developed
 ◇ = Outstanding
 NR = No Review Required

SECTION IV: NEEDS ASSESSMENT

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

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

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

Needs Analysis: Our school's needs come directly from conclusions of formal, external reviews of our school's performance, from our Inquiry Team work, and from our own self-assessments and reflections.

STUDENT PERFORMANCE TRENDS: ELL & SPECIAL-EDUCATION AT-RISK*

A review of our data for the 2009 – 2010 school year finds that while many of our students made “progress,” far too few are reaching the target of proficient (Level 3 or 4) as defined by the Department of Education and New York State. Among particular areas of weakness were:

- Middle School ELA and Mathematics Proficiency
- High School Regents Passage
- ELL Progress
- Special Education Progress
- Student Attendance

ACCOMPLISHMENTS: INTERVENTION & TECHNOLOGY INTEGRATION

We saw slight improvements in student progress during this school year, especially in our Middle School, where we went from 5 percentile to 66 percentile of NYC middle schools. However, we still continue to need to do a better job of using the technology resources we have along with our human resources to intervene when students are at-risk, struggling and/or in need of remediation.

BARRIERS TO IMPROVEMENT: SYSTEMATIZING DATA COLLECTION & USAGE

In reflecting upon last year's work, we discovered that we were gathering a great deal of information but that the type of information gathered needed to be honed and systematized. We are pursuing the Dataation data program developed by New Visions.

Our **2009 - 2010 School Quality Review**, while “Proficient” overall, explicitly identified a need to develop structures to document progress for students not making one year's growth so that the different gaps in student achievement are narrowed and individual student progress is accelerated. Furthermore, it recommended that we differentiate by student subgroups in these goals.

- Staff members do not use action plans with interim checkpoints of student learning to enable them to making judgments about student progress and thee school’s collaborative inquiry team does not coordinate and align the investigations currently taking place in team meetings, resulting in inconsistent teacher development.

In response to this criticism, for the 2010 – 2011 school year we are refining our Kid Talk and Teacher Talk protocols so that our inquiry teams can focus more closely on the creation of student action plans based on interim checkpoints of student learning.

- Deepen formative assessment practices so that the degree and quality of students’ self-management of their own learning results in all students being engaged in rigorous instructional activities.

In response to this criticism, for the 2010 – 2011 school year we are revising our “Design Your Own” Interim Assessments and curriculum maps in all subject areas and partnering with New Leaders for New Schools in the area of mathematics. We are also taking part in the New Visions initiative to align curriculum with Common Core Standards.

- School practices do not consistently make clear for students the criteria for success and, as a result, students are unable to monitor their academic progress.

In response to this criticism, for the 2010 – 2011 school year we are adopting a new grading system based on New Visions “Skedula” program which allows teachers to post clear criteria, rubrics, assignments and even exemplars to make criteria clear for all students.

- The school does not provide all students with carefully scaffolded opportunities to learn that are based on what students already know and can do.

In response to this criticism, for the 2010 – 2011 school year we are revisiong our Kid Talk protocol to put a greater emphasis on interventions and scaffolded learning.

SECTION V: ANNUAL SCHOOL GOALS

Goal 1) INCREASE STUDENT PROFICIENCY: By June 2011, increase the percentage of EBA students who are “proficient” in course and exam passage by 5 percent.

We had a major decline in grade 8 mathematics performance, and, therefore we are implementing additional support in mathematics for this year, including purchasing Study Island and related “clicker” sets, expanding use of software programs Fast Math and Destination Math, and adding an additional math teacher at the middle school level for academic support..

GOAL 2) INCREASE STUDENT PROGRESS: By June 2011, In the middle school, increase the median growth percentile in ELA from 73 to 78 and in math from 63.5 to 68.5. In the high school, increase the “average completion rate for remaining regents” from 41.6% to 46.6%.

We are training four of seven teachers in Teachers College Reading and Writing Program and training 10 teachers in Quality Teachers of English Language Learners during summer 2010. We are also continuing our work of revising our English Language Arts Curriculum to reflect the new Common Core Standards and associated performance tasks. All teacher teams have developed quarterly interim assessments aimed at gauging students’ proficiency on Regents topics and skills. During the 2010 – 2011 school year the teams are working to refine and revise their curriculum maps with the goal of better integrating technology into the curriculum and of aligning the new Common Core standards with existing New York State standards.

GOAL 3) ACCELERATE THE PROGRESS OF ENGLISH LANGUAGE LEARNERS: In the middle school, increase the percentage of ELL students meeting 75th growth percentile ELA from 51.4 to 56.4% and in math from 54.1 to 59.1%. In the high school, increase the percentage of ELL students making “exemplary proficiency gains” from 71.9 to 76.9 %.

As part of their school day, we propose to provide Native Language Arts as an Electives course for all ELLs in grades 6-12 by adding two new additional sections of the course for the 2010 – 2011. Our extended day program meets both before school in Zero period from 8:10 to 8:50 a.m. as well as after school during 7th and 8th period from 3:15 – 5:00 p.m. Our goal is for all ELLs in grades 6-12 to take part in at least 100 minutes of additional support per day working with Achieve 3000, MyAccess, FastMath and/or participating in peer tutoring. ELLs in high school will meet with their guidance counselor and ESL teacher twice a month to work on goal setting, resume writing, and applications to prepare themselves for college and the world of work. They will participate in college trips throughout the year to inform them about schools and see their options once they graduate.

GOAL 4) ACCELERATE PROGRESS OF SPECIAL EDUCATION STUDENTS: Improve the progress of Special Education students in the middle and high school grades In the middle school, increase the percentage of Special Education students meeting 75th growth percentile ELA from 56.9 to 61.9% and in math from 44.2 to 49.2%. In the high school, increase the percentage of Special Education students making “exemplary proficiency gains” from 71.9 to 76.9 %.

Our extended day program for Special Education students meets both before school in Zero period from 8:10 to 8:50 a.m. as well as after school during 7th and 8th period from 3:15 – 5:00 p.m. Our goal is for all Special Education students in grades 6-12 to take part in at least 100 minutes of additional support per day. Special Education in high school will meet with their guidance counselor and our Transition Link Coordinator teacher twice a month to work on goal setting, resume writing, and applications to prepare themselves for college and the world of work. They will participate in college trips throughout the year to inform them about schools and see their options once they graduate. We have added several “learning lab” classes at times throughout the school day to provide for additional remediation and skill building in English and mathematics for the middle school and in Regents subjects for the high school.

GOAL 5) EXPAND OUR COLLEGE GOING CULTURE INIATITIVE: Increase percentage of students going to college from 60 to 65 percent and improve retention in college.

We are continuing our goal of creating a College-Going Culture at East Bronx Academy for the Future with support from New Visions. We will continue and expand our team with a focus on earlier college awareness in grades 6, 7 and 8 and on expanding our college trips and relationships for grades 9 – 12. We are also expanding our career focus, with an emphasis on the curricular connections and internship experiences for students choosing non-college paths.

SECTION VI: ACTION PLAN

All Subjects

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1) INCREASE STUDENT PROFICIENCY: By June 2011, increase the percentage of EBA students who are “proficient” in course and exam passage by 5 percent. In the middle school: Increase proficiency by 5 percent in ELA and math: ELA from 23.8% to 28.8% and math from 27.4% to 32.4%. In the 8th grade, increase the percent of students passing major subject area courses by 5 percent from 75 to 80 percent. In the high school: Increase proficiency by 5 percent in terms of both course and regents pass rates. Increase High School course pass rates from 76.6 to 81.6%. Increase Regents pass rate targets by cohort below: <ul style="list-style-type: none"> - English Regents (Class of 2011): Increase passage from 67 to 72% - Int. Algebra Regents (Class of 2013): Increase passage from 45 to 50% - Living Environment Regents (Class of 2013): Increase passage from 71 to 76% - US History Regents (Class of 2013): Increase passage from 47 to 53% - Global History Regents (Class of 2011): Increase passage from 53 to 58% </p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> - Use Interim Assessment results from New Leaders for New Schools and teacher-created DY0 assessments to create Interim Assessment spreadsheets enabling student and standards-based groupings in November, January, April and June. - Review assessment results, course pass rates and ARIS data to target student improvements in Mathematics Team meetings and in goal-setting meetings with the Administrative Team on a quarterly basis. - Continue use of “Understanding by Design” approach to curriculum mapping and unit planning to review curriculum maps, unit plans and lesson plans and implementation in weekly Team meetings and, using a “tuning protocol” in daily common planning across grade levels. - Implement Teachers College Reading and Writing Project in Grades 6, 7 and 8. - Work with New Visions LDF, administrative team, and teachers to analyze data, examine student work, and design instructional strategies targeted at differentiating mathematics instruction - Conduct classroom observations with principal, and assistant principals using New Visions and other Classroom Walkthrough Tools and “Look Fors” - Work with middle grades mathematics and English team members to target struggling students and identify skill gaps via Inquiry work. - Work with New Visions LDF to further develop teacher and student goal setting for professional development.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> - Hiring additional support teachers for intervention in 2010 – 2011 school year. - Purchasing additional software for academic intervention in 2010 – 2011 school year. - Continuing and expanding successful CORE and AVID programs.

Indicators of Interim Progress and/or Accomplishment

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

- Increases in students' scores on both teacher-created and Performance Series as well as, ultimately, increases on NY State Regents and Middle School English and mathematics exams.
- Notes from "Data Analysis and Goal Setting" meetings between English and mathematics teachers and administrators, with particular focus on literacy.
- Notes from weekly "Teacher Talk" sessions using tuning protocol based upon Critical Friends work by National School Reform Faculty.
- Observation of English and mathematics teachers' lessons and analysis of lesson plans for skills identified as in need of improvement during interim assessment cycle.
- Analysis of students' work, particularly open-ended responses.

Subject/Area (where relevant): All Subjects

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL 2) INCREASE STUDENT PROGRESS: By June 2011, In the middle school, increase the median growth percentile in ELA from 73 to 78 and in math from 63.5 to 68.5. In the high school, increase the “average completion rate for remaining regents” from 41.6% to 46.6%.</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>- Implement New Visions Skedula/Datacation tool in all courses to track students’ performance in real time. Review student performance with teachers and guidance team in weekly Kid Talk sessions and plan interventions for students not making progress in terms of course grades and interim assessment scores. Use Skedula in combination with ARIS data and teacher-created spreadsheets to allow teachers to further group within classes for differentiation.</p> <p>-Individualized Student Programming: Students who may have been denied promotion in other schools due to poor performance on state tests can selectively rejoin their original cohort for selected subjects. Over-age and at-risk students are regularly referred to the Student Support Team for intervention recommendations. These students with Individualized Programs are supported by Learning Specialists before, during and after school.</p> <p>-Accelerated Student Learning: As a 6th through 12th grade school we have a strong focus on accelerating students’ learning. Selected 8th grade students take three Regents Examinations in U.S. History, Math A and Living Environment. At-risk students receive in and out of class support from Learning Specialists in what we call a “Learning Lab.” Teachers also differentiate within the classroom setting for students’ learning styles and make modifications for special education and English Language Learners in our inclusionary setting.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> - Implementation of New Visions “Skedula” program. - Expansion of course offerings including CORE, AVID, Apex and others. - Additional mathematics teacher. - Purchase of additional software and hardware to assist with intervention for at-risk students.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> -Quarterly reviews of students’ transcripts, ARIS and New Visions Data Tools to determine which students’ are on-track to graduate from a given cohort. -Quarterly reviews of Zero Period and second session data. - Monthly reviews of Progress Report data. -Weekly Kid Talk meetings about at-risk students identified by these reviews. -Increased Regents Examination passage in January and June 2011.

Subject/Area (where relevant): All Subjects

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL 3) INCREASE ELL STUDENT PROGRESS: Accelerate progress of English Language Learners in the middle and high school grades. In the middle school, increase the percentage of ELL students meeting 75th growth percentile ELA from 51.4 to 56.4% and in math from 54.1 to 59.1%. In the high school, increase the percentage of ELL students making “exemplary proficiency gains” from 71.9 to 76.9 %.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> - <u>Native Language Arts:</u> As part of their school day, we propose to provide Native Language Arts as an Electives course for all ELLs in grades 6-12 by adding two new additional sections of the course for the 2010 – 2011. - <u>Extended Day:</u> Our extended day program meets both before school in Zero period from 8:10 to 8:50 a.m. as well as after school during 7th and 8th period from 3:15 – 5:00 p.m. Our goal is for all ELLs in grades 6-12 to take part in at least 100 minutes of additional support per day working with Achieve 3000, MyAccess, FasttMath and/or participating in peer tutoring. - <u>College & Career Counseling:</u> ELLs in high school will meet with their guidance counselor and ESL teacher twice a month to work on goal setting, resume writing, and applications to prepare themselves for college and the world of work. They will participate in college trips throughout the year to inform them about schools and see their options once they graduate. - <u>Building Student Leadership Skills:</u> ELLs in middle and high school will be targeted to participate in our Student Government and Community Service Programs, in which students participate in school decision making, have the opportunity to serve as peer tutors and perform community service.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> - Seek funding for ELL before, after and Saturday programming. - Expansion of course offerings including Native Language Arts, AP Spanish. - Additional ELL teacher (part-time). - Purchase of additional software and hardware to assist with intervention for at-risk ELL students.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> - 2010 – 2011 Course pass rates - 2010 – 2011 NYSESLAT Results - 2010 – 2011 Regents and ELA/Math Examination Results. - ELL graduation rate and college acceptance rates

All Subjects

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL 4) INCREASE SPECIAL EDUCATION STUDENT PROGRESS: Accelerated progress of Special Education students in the middle and high school grades. In the middle school, increase the percentage of Special Education students meeting 75th growth percentile ELA from 56.9 to 61.9% and in math from 44.2 to 49.2%. In the high school, increase the percentage of Special Education students making “exemplary proficiency gains” from 71.9 to 76.9 %.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> - <u>Extended Day:</u> Our extended day program meets both before school in Zero period from 8:10 to 8:50 a.m. as well as after school during 7th and 8th period from 3:15 – 5:00 p.m. Our goal is for all Special Education students in grades 6-12 to take part in at least 100 minutes of additional support per day. - <u>College & Career Counseling/Transition Link Services:</u> Special Education in high school will meet with their guidance counselor and our Transition Link Coordinator teacher twice a month to work on goal setting, resume writing, and applications to prepare themselves for college and the world of work. They will participate in college trips throughout the year to inform them about schools and see their options once they graduate. - <u>Learning Lab Classes:</u> We have added several “learning lab” classes at times throughout the school day to provide for additional remediation and skill building in English and mathematics for the middle school and in Regents subjects for the high school.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> - Hiring of three additional special education teachers to provide additional support to Special Education students. - Creation of smaller Learning Lab classes.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> -Quarterly reviews of students’ transcripts, ARIS and New Visions Data Tools to determine which students’ are on-track to graduate from a given cohort. -Quarterly reviews of Zero Period and second session data. - Monthly reviews of Progress Report data. -Weekly Kid Talk meetings about at-risk students identified by these reviews. -Increased Regents Examination passage in January and June 2011.

All Subjects

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL 5) EXPAND OUR COLLEGE GOING CULTURE INIATITIVE: Increase percentage of students going to college from 60 to 65 percent and improve retention in college.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> - Utilize school’s current mission statement with college message embedded in it and develop a short and appealing college focused “rally cry” that will be familiar to all EBAF students. “If we are smarter and work harder...we will win. Begin Your Future Today - EBA!” The rally cry will serve to synthesize the message of expectation and process of hard work as a means to achieving success. It will serve as a tool for motivation and unification creating college talk and building an esprit de corps. It will build a sense of pride, belonging and sets a goal. It will give life to a goal through visualization and verbalization. - College infused curriculum piloted in 10th grade English class by Ms. Riley...to be expanded to other grades and other disciplines College infused curriculum will lead to direct student understanding of how academic achievement today will impact on tomorrow’s outcomes and provide students with skills and opportunities to learn how to research a topic of interest that is college and career related, gather data and information, analyze information, make informed decisions and seek options. Students will also have to present findings in a creative manner/format. – Increase college awareness through college talk and visuals throughout school. Increased college awareness will allow us to infuse the concept of college and career as a goal of all EBA students and to promote the expectation and idea of college and career as the expected and natural next step for all students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> - New Visions College Going Culture Grant & 9th Grade College Visit Grants - Continuing use of Lehman College intern to support HS student with college application process - Creation of “College Seminar” class for Seniors in fall term and Juniors in Sprint Term - Partnership with NY Cares/Kaplan to prepare students for SAT
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> – Our goal of developing an EBA <u>rally cry</u> will be successful when Students can recite our “rally cry” by heart or earn extra credit on a test if they can write it down. Students will demonstrate improved and stronger sense of self and self esteem, camaraderie, more college talk, better grades, increased attendance, and more interest in future. – Our goal of developing a <u>college infused curriculum</u> will be successful when there is increased student knowledge of college and career options. By gaining such knowledge, students make decisions based on more specific information acquired. There will be more college project talk/conversations noticed in other classes. – Our goal of <u>increasing college awareness</u> will be successful when students and adults demonstrate via their responses and reactions enhanced college awareness and more college talk.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	n/a	n/a	N/A	N/A	n/a	n/a	n/a	n/a
1	n/a	n/a	N/A	N/A	n/a	n/a	n/a	n/a
2	n/a	n/a	N/A	N/A	n/a	n/a	n/a	n/a
3	n/a	n/a	N/A	N/A	n/a	n/a	n/a	n/a
4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6	64	78	n/a	n/a	36	n/a	n/a	n/a
7	72	76	n/a	n/a	26	n/a	n/a	n/a
8	85	82	n/a	n/a	34	n/a	n/a	n/a
9	35	33	6	7	26	n/a	n/a	84
10	52	9	13	12	47	n/a	n/a	98
11	14	12	8	11	64	n/a	n/a	73
12	15	6	8	9	43	n/a	n/a	62

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

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

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:	Students in grades 6 – 12 receive ELA AIS using a variety of programs including Achieve 3000, MyAccess, GreatReads, independent reading, etc. They work both in small group settings and one-on-one. A smaller number of students receive Wilson either before or after school or during the school day.
Mathematics:	Students in grades 6 – 12 receive mathematics AIS using a variety of programs including Destination Math, FastMath, Study Island, etc. They work both in small group settings and one-on-one. A smaller number of students receive Wilson either before or after school or during the school day.
Science:	Students in grades 9 – 12 receive AIS in science primarily after-school in the form of homework help and tutoring in preparation for science regents or to earn science credits.
Social Studies:	Students in grades 9 – 12 receive AIS in social studies primarily after-school in the form of homework help and tutoring in preparation for social studies regents or to earn social studies credits.
At-risk Services Provided by the Guidance Counselor:	Students receive small group and/or one-on-one counseling as determined by the guidance counselor in consultation with the teacher team.
At-risk Services Provided by the School Psychologist:	We do not have a school psychologist.
At-risk Services Provided by the Social Worker:	We do not have a social worker.
At-risk Health-related Services:	Students receive advice about health matters, condom distribution, STD information, etc.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 6 - 12 Number of Students to be Served: 73 LEP n/a Non-LEP

Number of Teachers 2 Other Staff (Specify) 2 paraprofessionals

School Building Instructional Program/Professional Development Overview

QTEL: We are committed to implementing the principals of QTEL in all classrooms by having at least 1 teacher per grade (6 total) trained in QTEL by June 2009 and 12 teachers trained by 2010.

Closing the Achievement Gap- SIFE/Long-term ELL Institute: we plan to have our ESL department (2 teachers, 2 paraprofessionals) attend and then turn-key “best practices” for working with LTE’s through our Internal Common Planning periods.

Project Ex-CELL: All teachers and staff members are in the process of being trained by project ExCELL in ESL strategies.

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 will receive the New York State-mandated ESL/ELA allotted instruction time. We will do this by adding one additional 45 minute period to their 70 minute ESL/ELA block.

Grade/Proficiency	Beginner	Intermediate	Advanced
Grades 6, 7 & 8	360 minutes per week	360 minutes per week	180 minutes per week
Grades 9 – 12	540 minutes per week	360 minutes per week	180 minutes per week

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 we are NOT paying for any professional development via Title III but that the Professional Development below is in fact what is taking place via other funds.

Teacher Talk & Kid Talk: Our ESL and Learning Specialists will meet with subject area teachers 90 minutes a week during common planning. At these meetings, teachers pose questions about their teaching practice and discuss students who are struggling in their classes or need extra support. The ESL teacher and Learning Specialists share specific interventions and ELL strategies teachers can use in their classes to support their work and their students.

- o Native Language Arts planning time: Native Language Arts teachers and ESL teacher will meet for 45 minutes a week to set long-term goals, plan and map curriculum, and discuss strategies to increase Spanish literacy and prepare students for the AP Spanish exam.
- o ELL Inquiry Team: This team will meet 45 minutes a week to research and analyze student performance data, with a focus on the LTE sub-group, and then discuss this data to design strategies and interventions to support our LTE population. Periodic progress reports and data meetings from our ELL Inquiry Team's 2009-2010 research will be regularly presented to our faculty to help facilitate future goal setting targets for ELL student progress as well as to identify school-wide goals specifically for our LTE sub-population.

Section III. Title III Budget

School: 12x271 BEDS Code: 321200011271

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) <ul style="list-style-type: none">- Per session- Per diem	\$14,967	300 hours of per session for ESL and General Ed teachers to support ELL Students: 15 teachers x 15 weeks x 4 hours per week x 49.89 = \$14,967
Purchased services <ul style="list-style-type: none">- High quality staff and curriculum development contracts.	None	None
Supplies and materials	None	None
Educational Software (Object Code 199)	None	None
Travel	None	None
Other	None	None
TOTAL	\$14,967	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We conduct a parent survey each fall during registration period in September. The parent survey results along with Home Language forms are analyzed by the Parent Coordinator and ELL Learning Specialists and kept on file in the Parent Coordinators office.

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.

Approximately 60 percent of our students' are of Hispanic origin and approximately 30 percent of families report that they speak Spanish at home, though many report that they also speak English. We share this information with staff during summer orientation and with parents via our newsletter and at Parent Association meetings. Among our most important needs are:

- Need for oral translation at Parent Meetings
- Need for written translation of all mailings including monthly Newsletters and Calendars

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.

We provide written translation of all materials sent home from school, including our monthly mailing of our Newsletter and calendar.

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.

We will provide translation at all Parent Association meetings on the first Wednesday of each month. Attendance calls are made daily in English and the language from the Home Language Survey. For Parent-Conferences we will also use Student Translators, who are trained by the Parent Coordinator and guidance counselors to help with conferences for students on other grade levels.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

We will post signs in all languages, send mailings in all languages and use the office of translation services to do translation when we can not provide it at the school level.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$549,506	\$256,894	\$806,400
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,495.06	\$2,568.94	\$8,064.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$27,475.30	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$54,950.00	*	

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

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

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

Parental Involvement Policy

Our school agrees to implement the following statutory requirements:

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

SCHOOL – PARENT COMPACT

School Name: East Bronx Academy for The Future 2010 – 2011

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

<p>To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.</p> <p>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.</p> <p>To actively involve parents in planning, reviewing and 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 and 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 • Monthly 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>To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.</p> <p>To participate in or request technical assistance training that the local education authority or school offers on child rearing practices, teaching, and learning strategies.</p> <p>To work with his/his child/children on schoolwork; read for 25 to 30 minutes per day to kindergarten through 1st 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 • Documents sent home through back pack and through the mail. <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 or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.</p>
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We agree to work together, to the best of our abilities, as educators and parents 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.

We have undergone a comprehensive needs assessment this year to look at school performance. Also, as part of the accountability program, we were a pilot school in the new School Quality Review process. The needs assessment process involved the pre-assessment for this visit, combined with the reflections on the visit by our teacher leadership team on our school retreat. We concluded that our major goals were: creation of improved adult teams, increased parental involvement, a system of data from assessments, a system for school-wide behavioral data and increased support for at-risk students.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

We are using school-wide programs to provide opportunities for all students to meet the state's proficient and advanced levels of student academic achievement and to use effective methods and instructional strategies such as before and after school tutoring for at-risk students, including ELL and special education students. Specifically, we do extended day programming including tutoring, book clubs, test preparation and year book and we use some portion of the Title 1 monies to pay for professional development for our teachers in the integration of technology into the curriculum in order to provide opportunities for our students to meet and exceed state standards.

3. Instruction by highly qualified staff.

A portion of the SWP money goes to pay for on-going professional development and support by our partner organization, Teaching Matter. These partners provide support in curriculum planning, technology integration and technology support. At the core of the school are a philosophy, curriculum and faculty that promote success by engaging students in learning they recognize as relevant to their lives. The school will provide standards-focused and technology-informed programs for its 6th through 12th grade

students. The problem/project-based learning units that are central to its programs will be developed and offered in conjunction with Teaching Matters and, ultimately, will be reflected in the real world internships provide by the wider community. Commitment to professional development is central to the strength of the CBOs of BAFF

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.

Professional development will occur in the following ways:

- Institute and summer curriculum planning
- Weekly adult learning minute blocks
- On-site professional development
- Live online training

Our priorities for professional development common to all teachers include:

- Training on advisory (on-site with in-house social worker)
- Project-based learning through the built environment (Institute and on-site, in-class support)
- Technology across the curriculum (on-line, on-site consultant)
- Authentic assessment techniques (on-site consultant)
- Writing Workshop (Workshops)
- Strategies for working with English as a Second Language Students (on-site consultant)

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

We have a school-wide hiring committee which actively recruits experienced teachers to teach in all of the school’s grade levels. The hiring committee sends flyers and mailings, post vacancies on electronic websites and actively recruits experienced teachers to join our “staffulty”.

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

We involve parents in workshops regarding literacy and technology and involve parents in our library as volunteers and as members of the book club. We also involve parents through the motherhood and fatherhood programs and through the ARM program, which provides mentoring and assistance on an ongoing basis on Saturdays.

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.

We do not have a pre-school age population.

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.

This is a major goal for the 2010 – 2011 school years. We are working with New Leaders for New Schools to develop and implement a more rigorous Interim Assessment program, including keeping track of students' progress in terms of reading, writing and math and evaluating them on a periodic basis.

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.

We use learning specialists and a learning lab as well as before and after school tutoring to give students additional help and to catch them up to the proficient level.

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.

We do not have any of the above programs in our school.

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$549,506	✓	12 – 16, 19
Title I, Part A (ARRA)	Federal	✓			\$256,894	✓	12 – 16, 19
Title II, Part A	Federal			✓		n/a	
Title III, Part A	Federal	✓			Not available yet	✓	18
Title IV	Federal			✓		n/a	
IDEA	Federal	✓			\$200,916	✓	12 – 16, 19
Tax Levy	Local	✓			\$3,413,812	✓	12 – 16, 19

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

Part A: FOR TITLE I SCHOOLS

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

We have 6 students in temporary housing as of October 27, 2010.

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

Families of students in Temporary Housing are met by the Parent Coordinator and receive counseling and support from our Guidance Team. We also provide funds via an anonymous donor called the Haven's Fund.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	East Bronx Academy for the Future						
District:	12	DBN:	12X271	School		321200011271	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		88.7/79.4	89.9/	88.6 /
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		96.6	97.1	96.1
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	81	97	67	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	87	88	96		80.2	83.8	93.4
Grade 8	104	80	95				
Grade 9	94	97	95	Students in Temporary Housing - Total Number:			
Grade 10	103	91	98	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	74	108	86		3	152	100
Grade 12	77	60	94				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	620	621	631	(As of October 31)	2007-08	2008-09	2009-10
					4	10	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	26	38	31	Principal Suspensions	147	206	321
# in Collaborative Team Teaching (CTT) Classes	20	21	26	Superintendent Suspensions	50	41	37
Number all others	77	92	86				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	8	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	41	41	40
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	9	7
# receiving ESL services only	77	70	TBD				
# ELLs with IEPs	4	24	TBD				

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

Number of Educational Paraprofessionals	5	5	9
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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
	7	7	64	% fully licensed & permanently assigned to this school	100.0	100.0	90.0
				% more than 2 years teaching in this school	31.0	39.5	55.0
				% more than 5 years teaching anywhere	28.6	39.5	35.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	67.0	67.5
American Indian or Alaska Native	0.0	0.2	0.3	% core classes taught by "highly qualified" teachers	83.9	85.2	70.3
Black or African American	33.4	33.3	30.7				
Hispanic or Latino	63.5	63.4	65.8				
Asian or Native Hawaiian/Other Pacific	1.6	2.1	2.7				
White	1.5	1.0	0.5				
Male	54.4	53.6	52.6				
Female	45.6	46.4	47.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

	Phase			Category		
	In Good		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:	X	ELA: X
Math:	v	Math: X
Science:	v	Graduation Rate: v

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v	X	X	v	70
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v	-	-	-		
Hispanic or Latino	v	v		X	X		
Asian or Native Hawaiian/Other Pacific Islander	-	-		-	-	-	
White	-	-		-	-		
Multiracial							
Students with Disabilities	v	v	-	-	-	-	
Limited English Proficient	X	v	-	-	-	-	
Economically Disadvantaged	v	v		X	X		
Student groups making	5	6	1	0	0	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B / B	Overall Evaluation:	P
Overall Score:	54.7 /	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment: <i>(Comprises 15% of the</i>	6.7 / 10.4	Quality Statement 2: Plan and Set Goals	P
School Performance: <i>(Comprises 25% of the</i>	7.2 / 17.6	Quality Statement 3: Align Instructional Strategy to Goals	P
Student Progress: <i>(Comprises 60% of the</i>	36.3 /	Quality Statement 4: Align Capacity Building to Goals	WD
Additional Credit:	4.5 / 7.5	Quality Statement 5: Monitor and Revise	P

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 22	District 12	School Number 271	School Name East Bronx Academy
Principal Sarah Scrogin		Assistant Principal Brendan Lyons	
Coach n/a		Coach n/a	
Teacher/Subject Area Daniel Dunford		Guidance Counselor Yolanda Nieves	
Teacher/Subject Area Catherine Mitchell		Parent Vivian Ramos	
Teacher/Subject Area Carrie Patterson		Parent Coordinator Marilyn Johnson	
Related Service Provider Nelsie Castillo		Other n/a	
Network Leader Barbara Gambino		Other n/a	

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

C. School Demographics

Total Number of Students in School	636	Total Number of ELLs	73	ELLs as Share of Total Student Population (%)	11.48%
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Part II: ELL Identification Process

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

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

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

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

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 may 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).

When a new student to the New York City Department of Education Public Schools comes to our school, a full-time certified ESL teacher administers the Home Language Identification Survey (HLIS) and conducts an informal oral interview in English and in Spanish as well. If the family's native language is a language other than a language one of our pedagogues speaks, the parent coordinator will call Translation Services in order to bring someone in to administer the HLIS in the student's native language. If the HLIS indicates that the student is potentially an English Language Learner, the ESL teacher will administer the LAB-R (and LAB-R Spanish, if applicable) within 10 days if a language other than English is spoken, as identified in the HLIS.

Before the NYSESLAT administration window opens, the ESL teacher runs the RLER report from ATS to identify the students eligible to take the NYSESLAT exam. The ESL teacher then proceeds to meet with the ELLs in the school to discuss the format of the exam and explain how they will be assessed. Students will then receive schedules for each modality of the NYSESLAT. The ESL teacher administers the speaking portion one-on-one in a separate location, while the rest of the modalities are administered by the ESL teacher throughout the testing window in a separate location.

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.

Twice a year, in the Fall and in the Spring, the parent coordinator and ESL teacher have a workshop to explain the three program choices for ELL students. Workshops are conducted in the parents' native language, and the content of the workshops is based on the EPIC toolkit. The workshop displays the program choices in oral, written and visual formats. Parents are shown the informational DVD in the EPIC toolkit. Parents are notified through phone calls, letters mailed home, and in some cases home visits are conducted to ensure all parents attend this workshop. We also hold a workshop when our school receives new students throughout the year, within one month of when the student enters. If a parent misses the workshops, we call them in for an individual meeting or one-on-one phone call.

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].)

The parent coordinator sends out a mailing to all ELL parents that includes the Parent Survey and Program Selection forms and explains that the forms need to be returned to the school. We make sure the forms are returned within two weeks or by the time the parent workshop (as described above) takes place at the beginning of the year by reminding the students, e-mailing parents and by placing phone calls. Parents who attend the program choice workshop at the beginning of the school year are reminded at this time to turn in their forms if they have not done so already. If we still do not receive the forms, we will conduct a home visit.

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.

Identified ELL students are placed in the program chosen for them by their parents after their parents have attended the program choice workshop. If an ESL instructional program is chosen, we meet with the parents and student to explain to them in their native language what this program looks like at our school, the content and language services the student will receive and what the student's schedule will be. If a bilingual program is chosen, and 15 or more parents/students have chosen this option, we will open a bilingual class. If less than 15 choose this option, we meet with the parents and students to explore other program options within our school or find them a more appropriate placement in another school setting.

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.)

A majority of parents have chosen the Freestanding ESL instructional program. Please see chart below. During the current year, we have not received any students requiring these services.

Program Chosen	2007-2008	2008-2009	2009-2010	2009-2010

Freestanding ESL	22	25	29	0
Bilingual	1	2	1	0

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Yes, our program models are aligned with parent requests. One request we received from ELL parents was to add Native Language Arts (NLA) courses, which we implemented this year. This class meets every day, and an NLA planning team meets once a week to plan for the course. Another goal we have as a school is to eventually grow into a Dual Language program. In addition, we offer tutoring after school not only based on the student academic need, but we also take into account parents' request on one-on-one tutoring.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	73	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	19
SIFE	6	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	32

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	21	2	6	20	3	4	32	1	9	73
Total	21	2	6	20	3	4	32	1	9	73

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							8	17	11	11	9	8	6	70
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other				0			1	2						3
TOTAL	0	0	0	0	0	0	9	19	11	11	9	8	6	73

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

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

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

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

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. How is instruction delivered?

- a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?

Instruction is delivered through Push-In (Co-Teaching) services.

- b. What are the program models (e.g., Block [Class travels together as a group]; Upgraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?

Our 9th grade follows a Block model, while our 10th, 11th, and 12th grades follow an Ungraded program model. All of these classes are Heterogeneous.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to the 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)?

Beginner ELLs	Intermediate ELLs	Advanced ELLs
ESL		

70 minutes per day – Push-In (Co-Teaching) with ESL teacher

70 Minutes Per Day – Extended day school academic intervention with ESL teacher and peer tutors

NLA

45 Minutes per day- NLA class with certified NLA teacher

ELA

70 Minutes per day- ELA class with certified NLA teacher

ESL

70 minutes per day – Push-In (Co-Teaching) with ESL teacher

70 minutes per day – Extended day academic intervention with ESL teacher and peer tutors

NLA

45 Minutes per day- - NLA class with certified NLA teacher

ELA

70 Minutes per day- ELA class with certified NLA teacher
ESL

70 minutes per day – Push-In (Co-Teaching) with ESL teacher

NLA

45 Minutes per day- - NLA class with certified NLA teacher

ELA

70 Minutes per day- ELA class with certified NLA teacher

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.

The content areas are delivered through the workshop model. Teachers also create content and language objectives based on the SLOP model of ELL instruction and New York City State Standards. By the end of the school year, at least one teacher in each discipline will be QTEL trained and will turnkey these strategies to the other content area teachers. These strategies will be implemented during the school day, as well as after school and on Saturdays. NLA instruction is taught in Spanish, and the curriculum follows similar themes to content area classes that will enhance students' skills in their coursework and help with their language acquisition skills in other subjects.

In addition, content area teachers meet with the ESL teacher once a week during common planning time to collaborate and come up with instructional goals and strategies to make content accessible for ELLs. The ELL Inquiry Team meets once a week to discuss ways to focus on high leverage skills that will help ELLs enrich their language development.

4. How do you differentiate instruction for ELL subgroups?

a. Describe your instruction plan for SIFE.

SIFE students are identified at the beginning of the year by the ESL teacher. Once these students are identified, the ESL teacher meets with each grade team to talk about strategies to work with SIFE students. These students are provided additional academic instructional support after school by the ESL teacher as well as by peer tutors who are former ELL students. Online programs such as Achieve 3000 and My Access! provide at level reading and writing activities that students complete 2-3 times a week. As the student progresses, the programs adjust to the students' reading and writing levels and provides appropriate materials.

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.

In addition to push-in services and co-teaching during the school day, our newcomer ELLs receive additional support after school from the ESL teacher as well as peer tutors. Students work with technology programs such as Fastt Math, Study Island, and Destination Math to receive additional content specific support in math. They use My Access to improve their writing practices and feedback is given to them in English and in Spanish. Achieve 3000 helps ELLs improve their reading comprehension. Reading passages are provided in English and in Spanish and a read aloud option is also available. Many of our newcomer ELLs also come before school for additional language development from the ESL teacher. Content area teachers meet with the ESL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.

c. Describe your plan for ELLs receiving service 4 to 6 years.

These ELL students receive push-in services and co-teaching during the school day. They also attend after school where they receive academic interventions and addition support from the ESL teacher and peer tutors. Students work with technology programs such as Fastt Math, Study Island, and Destination Math to receive additional content specific support in math. They use My Access to improve their writing practices and feedback is given to them in English and in Spanish. Achieve 3000 helps ELLs improve their reading comprehension. Reading passages are provided in English and in Spanish and a read aloud option is also available. Content area teachers meet with the ESL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.

d. Describe your plan for Long-Term ELLs (completed 6 years).

These ELL students receive push-in services and co-teaching during the school day. They also attend after school where they receive academic interventions and additional support from the ESL teacher and peer tutors. Students work with technology programs such as Fastt Math, Study Island, and Destination Math to receive additional content specific support in math. They use My Access to improve their writing practices and feedback is given to them in English and in Spanish. Achieve 3000 helps ELLs improve their reading comprehension. Reading passages are provided in English and in Spanish and a read aloud option is also available. Content area teachers meet with the ESL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning. Core subject teachers meet once a week to discuss academic intervention for these students based on their current level in each subject area as well as their socio-emotional needs.

e. Describe your plan for ELLs identified as having special needs.

ELL students who are also identified as having special needs also receive push-in services and co-teaching during the school day. The ESL teacher provides academic interventions both inside and outside the classroom based on the students' IEPs and recommendations given by the Special education teacher. Like other ELLs, they attend after school where they receive academic interventions and additional support from the ESL teacher, Special Education teacher, and peer tutors. Students work with technology programs such as Fastt Math, Study Island, and Destination Math to receive additional content specific support in math. They use My Access to improve their writing practices and feedback is given to them in English and in Spanish. Achieve 3000 helps ELLs improve their reading comprehension. Reading passages are provided in English and in Spanish and a read aloud option is also available. Content area teachers meet with the ESL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning. The ESL teacher also collaborates with the Special Education teacher to ensure they are working towards the goals on the student's IEP.

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

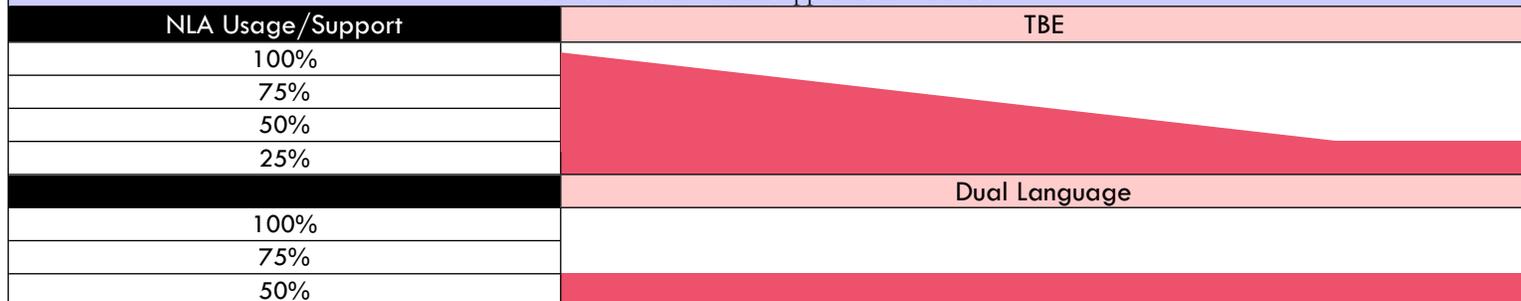
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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?

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.

Extended day program:

- Our extended day program meets both before school in Zero period as well as after school during 7th period. Currently, all ELLs take part in 60 minutes of additional support per day working with Achieve 3000 and/or participating in peer tutoring. We would like to expand the program by 60 percent so that all LTE students can take part in 100 minutes per day of extra support either before or after school.
- Math and Writing skills: Based on a needs assessment of our 2009 NYSESLAT results and other data sources, our extended day program will focus on both writing and mathematics literacy. In the additional time scheduled, ELLs will focus on improving their writing skills, mathematics proficiency, and math fact fluency by working with the following programs: MY Access! and FASTT Math and Study Island.
- Peer Tutoring: We would also like to expand our after school peer tutoring program, in which former ELLs tutor current ELLs, to include extra support in all subjects. Teachers of this program will take part in Professional Development to develop ELL teaching strategies.

During the school day:

- We utilize a push in and co-teaching model in grades 6-12 to provide ELL services during the school day. The ESL teacher pushes

into content area classes and co-teaches with the general education teacher for an hour a day. We would like to add to these services by providing LTE students with small group instruction focusing on math, writing, and reading interventions.

- ELL students will be instructed by an ESL teacher for an hour in small groups using Study Island for ten minutes to practice math fact fluency, and then MY Access! and/or Achieve 3000 to work on reading and writing skills. They will also work with Destination Math in their math classes, team taught by an ESL teacher and math teacher.

Native Language Arts:

- As part of their school day, we also provide Native Language Arts as an Electives course. The purpose of this course will be to strengthen the students' native language skills taught with thematic units through the arts (i.e art, music, dance, media).

- The focus will be to enrich first language literacy as well as increase their levels of academic Spanish, with an end goal of taking the Advanced Placement Spanish exam.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

Former ELLs receive testing modifications and also become peer tutors to help other ELLs. They are in the classes that receive push in co teaching services, and still receive instructional support by the ESL teacher given that they are still in the classroom.

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

We are exploring the possibility of creating a dual language program for the next school year, and also considering adding an additional ELL teacher.

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

Nothing

9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

SOBRO (after school program) has bilingual teachers. In this fashion, ELL's are encouraged to attend the program. The debate team helps team develop academic English. In addition, ELL students receive modified schedules whenever possible and necessary where they can attend after school tutoring with the ESL teacher as well as sports teams and/or other social clubs with in the school.

10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

We have digital projectors and laptops in all classes. We use Achieve 3000 both in English and in Spanish, Rosetta Stone and Study Island.

11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

All ELL Students receive one period per day of Native Language Arts by a certified NLA teacher.

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

Yes, they do.

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

Our school holds orientation for all new students during the summer. We explain to ELLs the programs offered, meet and greet their teachers, take tours of building, answer any questions that ELLs and parents may have.

14. What language electives are offered to ELLs?

Currently Spanish and AP Spanish are the only language elective offered to ELLs.

C. Schools with Dual Language Programs

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

We do not have a Dual Language Program.

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.

Teacher Talk & Kid Talk: Our ESL and Learning Specialists will meet with subject area teachers 90 minutes a week during common planning. At these meetings, teachers pose questions about their teaching practice and discuss students who are struggling in their classes or need extra support. The ESL teacher and Learning Specialists share specific interventions and ELL strategies teachers can use in their classes to support their work and their students.

Adult Learning: Our staff meets an hour a week for Professional Development in grade-level team, subject area teams, or as a whole school. The ESL and Learning Specialists will provide Professional Development during this time at least once a month by presenting strategies and interventions that will support our ELL, including our LTE, population. The weekly Adult Learning time will also be a place for teachers to turnkey "best practices" learned at QTEL and for the Inquiry Team to present information to the whole staff.

QTEL Institute & Project ExCELL: We are committed to implementing the principals of QTEL in all classrooms by having at least 2 teachers per content area (8 total) trained in QTEL by June 2011. We have also trained our entire staff in Project ExCELL. These trained teachers, along with our Learning Specialists and other staff members who are already trained in QTEL, will turnkey the strategies and interventions they learn to other teachers during Adult Learning, Inquiry Team meetings, subject area team meetings, Teacher Talk, and Kid Talk.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

We provide professional development on ELLs provided by the ESL teacher and Administrative Team at our August and September Adult Learning sessions prior to the start of the new school year.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

These minimum requirements are met as described above in question #1: Teacher Talk and Kid Talk, Adult Learning, ELL Inquiry Team, Project ExC-ELL, and QTEL Institute.

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?

ELL parent workshops: Parents of ELL students have expressed interest in learning more about a variety of topics that would help them to better understand their children's schooling. We will provide monthly workshops at the school about the variety of topics that would be of interest to ELL parents. These sessions will present information on a variety of topics including citizenship, the rights of ELL parents and students, parent resources on ARIS, use of New Visions student trackers, and academic interventions ELL parents can provide at home. We will also focus on teaching parents about the technology resources they have available to them through the school in order to communicate with teachers as well as check in on their children's academic progress. Other topics will be determined by a survey of what parents would like to see covered at these workshops.

Saturday ESL program: We put in place an adult ESL program to take place for three hours every Saturday, and will be taught by a

certified adult ESL teacher. These classes will teach Level 1 English and is designed for those parents who have had little or no exposure to English, including new arrivals or adults who have lived in the United States for many years but never formally studied English. Each unit of study branches from self to school, family, home, jobs, and community; thus giving ELL parents the vocabulary, grammar, and the expressions to talk about situations and themselves. In the final hour of the class, parents will combine with the students from Saturday Academy to work with the artist in residence. The artist will teach parents and students about his/her craft as well as help to develop cultural awareness.

Parent Association meetings: All parents are encouraged to attend our monthly Parent Association meetings, however, we have always experienced a low turnout of parents of ELL students. We would like to increase attendance of ELL parents at these meetings by providing translation services as well as formally inviting and reminding individual parents of the meetings. Also, as ELL parents participate in other activities at the school throughout the year, such as monthly ELL workshops, Saturday ESL classes, and ELL grant meetings, we believe they will continue to feel more comfortable in group situations and will not just attend but also actively participate in Parent Association meetings.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	0	0	2	0	0	1	4
Intermediate(I)							6	10	7	7	5	2	3	40
Advanced (A)							2	9	4	2	4	6	2	29
Total	0	0	0	0	0	0	9	19	11	11	9	8	6	73

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	5	1	0	9
7	12	6	1	0	19

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0								0
4									0
5									0
6	4		4		1				9
7	12		6		1				19
8	2		8		1				11
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	5		5		1				11
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	9		2						11
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	15	0	2	0
Math	23	0	5	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Earth Science	0	0	0	0
Living Environment	12	0	5	0
Physics	6	0	1	0
Global History and Geography	8	0	3	0
US History and Government	8	0	5	0
Foreign Language		7		7
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.

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

programs focus on reading and writing.

3. 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?

As students spend more time in our school, their proficiency level increases. The more time they spend with academic interventions, proficiency increases. We provide students with test in Eng and native languages. That's why FLA regents are the most difficulty because

Part VI: LAP Assurances

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

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		