



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: INDEPENDENCE HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M544

PRINCIPAL: RON SMOLKIN **EMAIL:** RSMOLKI@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Esteban Colón	*Principal or Designee	
Irene Parker	*UFT Chapter Leader or Designee	
Yvette Monstaffa	*PA/PTA President or Designated Co-President	
Christine Nicholson	DC 37 Representative,	
Dienna Hernandez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Eileen Frank	Member/Parents	
Deboran Lou	Member/Parents	
Lucy Alvarez -Hernandez	Member/Parents	
Patricia Skelly	Member/ G. Counselor -UFT	
	Member/	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Through direct instruction based upon the Common Core Standards, English literacy will improve across all content areas. Students passing the ELA with a 65% or higher will increase by 5% from June 2011.

Comprehensive needs assessment

- Students' reading and math levels based on results from the performance series, class work, and former test results found on ARIs

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Students will gain a deeper understanding of concepts taught by the use of graph organizers, concept maps, and the use of comprehension skills while reading text.
 - b) Use of pre-assessments, formative assessments, and summative assessments with comparable rubrics. Assessments will relate to close reading of text, making inferences, and making text connections using the resources available in the performance series program.
 - c) Increase in rubric scores from a 1 to 2 or 3 to 4 on student writing samples.
 - d) Increase in student participation with SES vendors such as Educate Online and Companion Learning which has an emphasis on reading.
 - e) Students will be given practice ELA throughout the semester to determine if students are obtaining the necessary skills. Sample regents exams, online exams and skill specific exams will be used to measure pre and post results.

Strategies to increase parental involvement

- Fostering a caring and effective home-school partnership to ensure parents can effectively support and monitor their child's progress in the SLT, PTA, ARIS parent/teacher conference, and counselor-parent conference.
- Providing assistance to parents in understanding city, state, and federal standards and assessments at parent/teacher conferences, parent-counselor meetings, SLT, and PTA.

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers are HQ

Provide mentoring, staff development, and direct assistance in departmental meetings for non HQ teachers.

Budget and resources alignment

- Students will produce a written opinion and/or argument based upon the analysis of informational text.
- Curriculum and staff development allocation, planning professional development 1 teacher, 1x month x 10 months @ \$41.98 = \$ 419.80.
- DOE approved contracted vendor to provide literacy professional development - \$ 3,600
- Books-\$ 500.00

Title 1 SWP and TL NYSTL Textbooks

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- To prepare all students, including those with disabilities, challenges, and English Language Learners for life after high school (college and career preparedness) the number of seniors who will be college and career preparedness will increase by 5% from June 2011 based on the graduation rate.

Comprehensive needs assessment

- Needs assessment based on national research statistics on the low number of students ready for college, especially students with disabilities and ELA.
- Needs assessment based on the number of students who attend college, vocational education or trade school after graduation from His.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) All seniors and students from specific cohorts will meet and develop a career plan with the guidance counselors.
 - b) All teachers will infuse higher order thinking skills and rigorous expectations for students.
 - c) Increase the number of case conferences with parents, teachers, students, and guidance counselors.
 - d) Identify students from specific cohorts early and provide academic and guidance resources to ensure compliance with requisites. ■

Strategies to increase parental involvement

- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education, college, and career preparedness of their children in counseling sessions with parents, college readiness meetings, and staff meeting between teachers and G. Counselors.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are HQ
- Provide mentoring, staff development, and direct assistance in departmental meetings for non HQ teachers.

Budget and resources alignment

3 G. Counselors X 2 hours per week/10 months X 45.24 hour= \$ 3, 619.20

TL FSF 2,813 and Title I Translation 1,093

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Through direct instruction based on the common core standards, math literacy will increase by 5% from June 2011 for students passing the math regents with a 65% or higher.

Comprehensive needs assessment

- Students math levels based on results from the performance series, class work, and former test results found on ARIS.

Instructional strategies/activities

- a) Students will gain a deeper understanding of concepts taught by the use of manipulative devices and computer software in math.
- b) Increase in student participation with SES vendors such as Educate Online and Companion Learning which emphasizes in math.
- c) Students will be given practice math exams throughout the semester to determine if students are obtaining the necessary skills. Sample regents exams, online exams and skill specific exams will be used to measure pre and post results.

Strategies to increase parental involvement

- Sharing information about school and parent related programs, meetings and other activities in a format and language that parents can understand in the SLT, PTA, letters to the home, phone calls, and conferences

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are HQ
- Provide mentoring, staff development, and direct assistance in departmental meetings for non HQ teachers.

Service and program coordination

- Coordinate with CFN staff developers to assist with suggestions for teacher support.
- Research on formative and summative assessment instruments to share with teachers

Budget and resources alignment

- Students will produce a written opinion and/or argument based upon the analysis of informational text.
- Curriculum and staff development allocation, planning professional development 1 teacher, 1xmonthx 10months@\$ 41.98 = \$ 419.80.
- DOE approved contracted vendor to provide literacy professional development- \$ 3,600.
Books-\$ 500.00

Title 1 SWP and TL NYSTL Textbooks

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	50	50	50	50	50	N/A	N/A	N/A
11	35	35	35	35	35	N/A	N/A	N/A
12	31	31	31	31	31	N/A	N/A	N/A

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Small group and individualized instruction provided after school
Mathematics	Small group and individualized instruction provided after school
Science	Small group and individualized instruction provided after school
Social Studies	Small group and individualized instruction provided after school
At-risk Services provided by the Guidance Counselor	Meeting students who are risk for failing classes, meeting with students from Cohort N and L , and college advisement
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	N/A

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 02M544

School Name: Independence High School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
 - Poor Regents results
 - Find an effective way to support attendance and reduce tardiness
 - Need to develop and implement a professional development plan that is aligned to school goals and focused on subject-area content
 - Implement instructional strategies that increase opportunities for higher-order thinking
 - Provide engaging and individualized credit recovery

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - Regents Prep academies: Fall Regents Prep Academy West Campus: 1/6, 1/13, 1/20
Fall Regents Prep Academy Village Campus: 1/17, 1/18, 1/19
Spring Regents Prep Academy West & Village: 5/25, 6/1, 6/8
Each Session is 2 ½
This program will help teachers identify and fill in gaps in understanding.
 - Professional development via the network achievement coach: *Understanding by Design Institute; Questioning and Discussion Techniques; Common Assessments; Curriculum Development Institute; Literacy and Common Core Across the Curriculum*
 - Regents preparation discussions at department meetings: Across departments, teachers will analyze Regents data to identify students' strengths and weaknesses, create common assessments and look at student work.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
 1. Bi-monthly professional development institute
 2. Teacher representatives attending professional development outside of school
 3. Professional development on Common Core

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

- Use of network achievement coach
- Teacher buddy system. Use of teacher leader to provide support.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
 - Backpack letters home
 - Mailed letters
 - PTA/SLT agenda items

Language Translation and Interpretation 2011-2012

Requirement under Chancellor's Regulations-for all schools

CEP Appendix 7

DBN: 02M544

School Name: Independence High School

Network: 108

Goal: To communicate whenever feasible with non-English speaking parent in their home language in order to support shared parent-school accountability, parent access to information about their children's education option, 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 insure that all parents are provided with appropriate and timely information in a language they can understand.

Surveys from intake and orientation are used to determine translation needs. DoE and school-based translators are used to provide timely information in needed languages.

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.

Translation needs include documents, interviews, phone calls, and conferences.

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 documents to parents determined to be in need of language assistance service. Indication whether written translation services will be provided by an outside vendor or in-house by school staff and parent volunteers.

Written documents are translated by the school's bilingual guidance counselor, school-based support staff, and online translators as needed.

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

Oral interpretations are provided by the school's bilingual guidance counselor and school-based support staff.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services.

In addition to school-based staff, DoE translators, and web translators a budget of 1,093 in Title 1 translation funds are allocated for the school's bilingual guidance counselor to provide translation services.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Sumita Kaufhold	District 02	Borough Manhattan	School Number 544
School Name Independence High School			

B. Language Allocation Policy Team Composition

Principal Ron Smolkin	Assistant Principal Patricia Drew
Coach type here	Coach type here
ESL Teacher Maxine Borowitz	Guidance Counselor Dr. Israel Cruz
Teacher/Subject Area Sharon Bell/Social Studies	Parent type here
Teacher/Subject Area Maxine Borowitz/English	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader Sumita Kaufhold	Other type here

C. 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	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	392	Total Number of ELLs	14	ELLs as share of total student population (%)	3.57%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Independence High School is a transfer high school. At the beginning of each term, we conduct up to 3-5 intake/orientations for students and parents who are interested in attending Independence High School. Orientation takes place over two mornings and includes a separate meeting for parents conducted by AP Drew and/or bilingual guidance counselor, Dr. Cruz. ESL parent orientation and program selection takes place at this time. Students who are seeking admission to Independence High school from non-DoE schools are administered the Home Language Survey during intake by AP, Patricia Drew or bilingual guidance counselor, Dr. Cruz.. The results determine whether students must sit for the LAB-R. The results of the LAB-R determine student placement into beginner, intermediate, or advanced ESL classes. The LAB-R is administered by AP, Drew or bilingual guidance counselor, Dr. Cruz. The LAB-R is administered within 10 days of admission into Independence High School. The pupil personnel secretary runs daily ATS (RLER) reports to determine LAB-R needs. In school translation is provided by Dr. Cruz in Spanish and when needed by school aide, Denise Yopez. When needed, other language translations are provided by DoE translation services. Students who are proficient are not scheduled for ESL classes. Our school offers a Freestanding ESL program. The ESL teacher distributes lists to content teachers and facilitates one or more professional development sessions per year for teachers. All of our parents opt for the Freestanding ESL program. Bilingual school aide collects and files. parent letters. All letters are translated into students' home languages. The trend continues for a stand alone ESL program.

Each year the ESL teacher, AP Drew, and bilingual guidance counselor meet and review ATS NYSESLAT (RLER) reports to determine exam eligibility. After students are identified, translated letters are backed home. Teachers receive information during monthly administrative meetings.

Intake/orientation takes place during through October 31. Students are programmed as they enter. Parents are notified of programs offered during orientation and make selections during new student orientation. Independence High School serves 15-25 students each year. Parents select the stand alone model

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
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Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
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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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In											2	4	8	14
Total	0	0	0	0	0	0	0	0	0	0	2	4	8	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	1
SIFE	3	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	7

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	2	2		5	2		7	6	1		14
Total	2	2	0	5	2	0	7	6	1		14

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											2	2	6	10
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											1			1
Haitian														0
French												1	1	2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													1	2
TOTAL	0	3	3	9	15									

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

Programming is organized in stand alone classes. Guidance counselors use ATS (RLER) and other reports to program students according to their needs.

Each class at Independence High /School meets for forty-five minutes.

Beginners: 10 periods weekly @ 45minutes=450 minutes and 4 periods weekly 37 minutes =148 minutes for a total of 598 minutes weekly.

Intermediate: 10 periods weekly @45 minutes =450 minutes

Advanced: 5 ELA periods weekly @ 45 minutes=225 minutes and 5 ESL periods weekly @ 45 minutes =225 minutes.

To ensure that students are evaluated properly in their home language, students whose home language is Spanish also take the Spanish LAB-r.

All instruction is delivered in English. The sheltered instruction approach is used to provide instruction in social studies, science, and math. Many techniques are used including Gardner's multiple Intelligences and Vygotsky's zone of proximal develment.

The following objectives and practices are followed to increase knowledge and comprehension of English: Reading: Reading strategies are taught to familiarize students with different text types and the strategies required for reading and acquiring knowledge of that type of text.

Students are also taught listening and speaking skills. Content across the curriculum to coordinate with text is given.

For each selection to be read the following pre-reading strategies are followed:

- Using prior knowledge
- Build background knowledge
- Examine text structure
- learn and practice a specific reading strategy

For each selection read, the following post reading strategies are followed:

- Reading comprehension questions
- Building Fluency
- Listening, speaking, and interacting
- Elements of literature
- Word Study
- Writing about or inspired by the selection for each selection read. The ESL teacher offers teachers support during departmental meetings.

Students are offered extended time and indiviual tutoring. Selected high interest novels are selected for ELLs.

The special education teacher and ESL teacher collaborate to provide accelerate academic and ELL development.

All ELL students attend general education classes. ELL-SWD students also receive resource room services.

Differentiated practices are incorporated in all classes. Multiple exams and books help students achieve as evidenced bdyd NYSESLAT and Regents scores as well as in class teacher assessments.

Courses Taught in Languages Other than English ⓘ

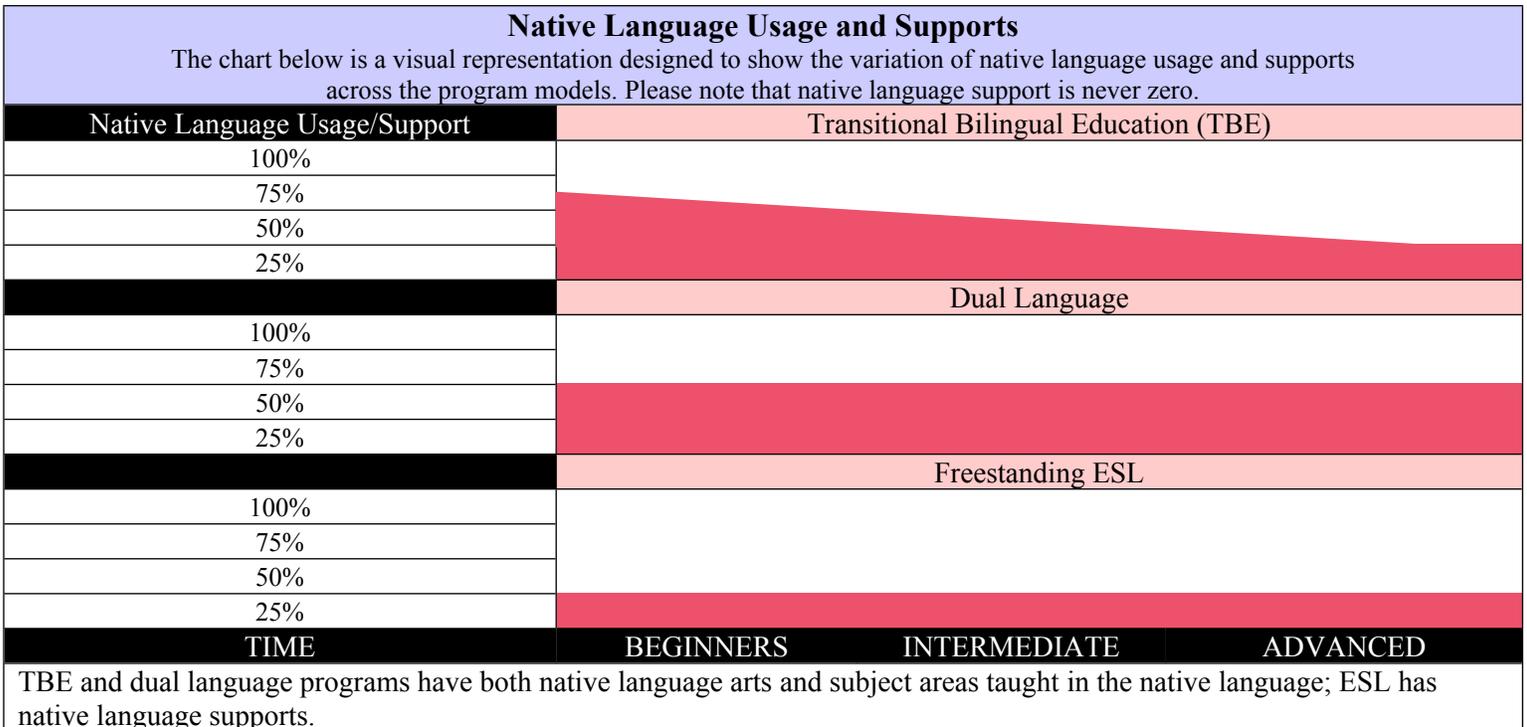
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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



B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?

B. Programming and Scheduling Information--Continued

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

Targeted intervention programs for ELLs in math and ELA include PM school, tutoring by teachers before classes, online instruction, and students are invited to work with teachers during the school day. After reaching proficiency on the NYSESLAT, students can continue with tutoring and PM school instruction as well as tutoring from teachers during school time. ELLs have access to all programs offered at Independence High School. As a transfer high school, students begin services at various times of the year, but typically not before the first day of school. Instructional materials include high interest texts and specific ESL Regents prep materials.

8 & 12. Targeted interventions include: PM school, one-to-one tutoring, and NovaNet online instruction taught in English.

9. Continuing support includes case conferences where teachers identify students who have problems and work on plans to solve concerns.

10 & 11. We are continuing the programs that are in place without discontinuing any programs.

13-17. All instruction and services at Independence High school are offered in English.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Professional development includes training by Network and school-based staff on professional development days that include identifying and implementing strategies to work with ESL students which include direct instruction in close reading and annotation. Staff members all receive instruction in comprehension strategies such as drawing conclusions, summarizing, sequencing, previewing texts, and making predictions.

Guidance counselors/intake staff/pupil personnel secretary receive instruction on identifying ELLs, programming ELLS, notifying parents about students' programs, and document LAB-R needs in ATS.

The pupil personnel secretary runs and distributes weekly ATS (RLER and RDAL) reports to administration, ESL teacher, and bilingual guidance counselor to keep all aware of needs of ELLs and to support programming changes when needed.

Monthly guidance meeting also include a review of ELL needs.

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?

Workshops for parents are provided at orientation and ongoing as needed.

In addition, presentations are made for parents at PTA meetings. Parents are also surveyed to assess and address their needs.

Translation services are provided at the PTA and SLT meetings by AP, Colon in Spanish. Other languages are provided through DoE translation services when needed.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)											1			1
Intermediate(I)												2	3	5
Advanced (A)												2	6	8
Total	0	0	0	0	0	0	0	0	0	0	1	4	9	14

NYSESLAT Modality Analysis

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

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	13		5	
Integrated Algebra	14		9	
Geometry	1			
Algebra 2/Trigonometry	2		1	
Math				
Biology	0		0	
Chemistry	0		0	
Earth Science	0		0	
Living Environment	10		7	
Physics	0		0	
Global History and Geography	14		7	
US History and Government	11		5	
Foreign Language		6		6
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Independence High School uses NYSESLAT and LAB-R results to determine student skills as well as teacher created materials.

Students typical score higher on listening and speaking modalities than they do on writing and reading.

The Instruction Team at Independence High School has a mission for 2011-2012 to increase literacy across the curriculum. ELLs struggle

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Independence High School</u>		School DBN: <u>544</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ron Smolkin	Principal		11/30/11
Patricia Drew	Assistant Principal		11/30/11
	Parent Coordinator		1/1/01
Maxine Borowitz	ESL Teacher		11/30/11
	Parent		1/1/01
Sharon Bell	Teacher/Subject Area		11/30/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Dr. Israel Cruz	Guidance Counselor		11/30/11
Sumita Kaufhold	Network Leader		11/30/11
	Other		1/1/01