



**NEW UTRECHT HIGH SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 20K445**  
**ADDRESS: 1601 – 80 STREET, BROOKLYN, NY 11214**  
**TELEPHONE: (718) 232-2500**  
**FAX: (718) 259-5526**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:**  K445  **SCHOOL NAME:**  New Utrecht High School

**SCHOOL ADDRESS:**  1601 – 80 Street, Brooklyn, NY 11214

**SCHOOL TELEPHONE:**  (718) 232-2500  **FAX:**  (718) 259-5526

**SCHOOL CONTACT PERSON:**  Maureen A. Goldfarb  **EMAIL ADDRESS:**  MGoldfa3

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**  Aldo lemma

**PRINCIPAL:**  Maureen A. Goldfarb

**UFT CHAPTER LEADER:**  Caterina Daskalaskis

**PARENTS' ASSOCIATION PRESIDENT:**  Diana Maraventano

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*  Amira O'Kelly

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:**  20  **CHILDREN FIRST NETWORK (CFN):**  302

**NETWORK LEADER:**  Roz German

**SUPERINTENDENT:**  Aimee Horowitz

## 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
Maureen Goldfarb	*Principal or Designee	
Caterina Daskalaskis	*UFT Chapter Chairperson or Designee	
Diane Maraventano	*PA/PTA President or Designated Co-President	
N/A	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Rosemary Perez	DC 37 Representative, if applicable	
Amira O’Kelly Sabrina Argiro	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Aldo Iemma	CSA/Assistant Principal	
Andrea Belisario	UFT/Teacher	
Cecilia Trani	UFT/Teacher	
Christine Imbemba	UFT/Teacher	
Antoinette Palozzolo	PTA/Parent	
Janet Potenzzone	PTA/Parent	
Olga Castillo	PTA/Parent	

(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.

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New Utrecht High School serves approximately 3,100 students here in the Bensonhurst neighborhood of Brooklyn. Our school is ethnically diverse with students coming from over 30 countries speaking 29 different languages. Many students who attend our school are the children of family members who have graduated from New Utrecht. In addition, one third of our staff attended our school as well.

New Utrecht High School is committed to educating its students to their maximum potential. To reach this end, we offer a full academic program designed to meet and exceed state standards. The main goal of our staff is to support our students in mastering the challenging curriculum and preparing them for success. We offer an ever-expanding range of extracurricular activities and programs that enhance a student's high school experience. We are a community school steeped in tradition, where parents are welcomed and encouraged to be partners in the child's success.

Our school is proud of the fact that we fund a United Federation of Teachers teacher center that provides many opportunities for teachers to attend professional development sessions. In addition, our Community Learning Service Organization provides our school with a monthly menu of professional development opportunities. The combined efforts of parents, teachers, students and the community at large will enhance the students' ability to "learn how to learn". This will allow them to become active learners and performers after they leave school, capable of dealing with knowledge as it emerges and encourages them to mature into active citizens and leaders who respect and celebrate diversity and individuality within their community. All members of New Utrecht High School are committed to preparing students in becoming global learners. In classrooms, teachers make connections through accountable talk and academic rigor.

Our school maintains an active School Leadership Team and Parent Teacher Association. Administration is always present at these meetings and parental concerns and questions are addressed and discussed. The school has a very active student council. The administration meets with the consultative council to discuss any student concerns and upcoming events. We are affiliated with several community based organizations such as Maimonides Hospital, Federation of Italian American Organization, Jewish Community House of Bensonhurst, St. Rosalia-Regina Pacis Neighborhood Improvement Association, Chinese American Planning Council, Center for Family Life. We have a partnership with Kingsborough Community College and with Brooklyn College.

Our school has developed many special programs, including but not limited to the following:

- Careers at New Utrecht Business Institute and Technology Institute (CANU)
- College Now
- IC3 Microsoft Certification/Microsoft Office
- Initiative for At Risk 9<sup>th</sup> Grade Students
- Legal Studies Academy (with a fully functioning courtroom)
- New Utrecht Academy – Scholars/Honors Academy
- Science Research Program
- SIFE Program

- Sports Medicine and Health Careers Program
- Travel & Tourism Academy
- Virtual Enterprise

SEE ATTACHED SCHOOL DATA AND STATISTICS

## 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?
- 

After conducting a comprehensive review we have we have found the following:

Our school has successfully achieved the following accomplishments:

- 68 % of all students graduate – 13 percentage points above the state graduation rate.
- 70% of our economically disadvantaged students graduate – 5 percentage points above the state graduation rate.
- 65% of our black subgroup graduate – 10 percentage points above the state graduation rate.
- 65% of our students scored Level 3 or 4 on state ELA exams.
- 72% of economically disadvantaged scored level 3 or 4 on state Math exams.
- 71% of economically disadvantaged scored level 3 or 4 on state ELA exams.
- 67% of ELL students scored level 3 or 4 on state ELA exams.
- Professional Development – we have implemented a school-wide professional development program that involves 100% of the staff in ongoing sustainable professional development activities conducted monthly.
- Community Based Organizations
  - Chinese Planning Council provide after school tutoring support
  - After school program with Brooklyn College
  - Neighborhood Improvement Association – counseling and tutoring services.
- Staff has training and access to student data information systems including ARIS and HSST. Up-to-date equipment available to staff.
- Dedicated departmental resource rooms – teachers meet and work with students during their Circular 6 assignments.
- Guidance Counselor that works directly with the incoming freshmen throughout the school year to assist in the transition from Junior High School to High School.

We face the following challenges:

- Resources – budget cuts forced increased class size.
- Constant influx of ELL students that have interrupted formal education (SIFE) or recently immigrated to the country with little or no English.

We need to address the following:

- Graduation rate – 5% below for Hispanics  
6% below for English Language Learners  
16% below for Special Education
- ELA Regents – We did not meet AYP for Hispanics and Latinos, English Language Learners and Students with Disabilities.
- Math Regents – We did not meet AYP for Black or African Americans, English Language Learners and Students with Disabilities.
- We met the state graduation percentage rate for all students but we did not meet the state graduation rate for Hispanics, Students with Disabilities and English language learners.

After reviewing the data and meeting with staff/inquiry teams, we need to address the following in order to make progress in the areas we are deficient in and we need to implement the following strategies:

- Use SINI grant money to provide:
  - (1) tutoring and other AIS services to subgroups outside the school day.
  - (2) Title III funds
    - Academic Intervention Services to English Language Learners
    - Professional Development for staff
    - Regents prep tutoring
- In-house Professional Development to share best practices to address subgroup needs.
- Use tax-levy funds to provide outreach and family support services.
- Dedicated guidance counselor(s) for students at risk.
- Align programming and scheduling to serve subgroups and students at risk.
- Implement in-house school-wide periodic assessments for subgroups to monitor student progress.
- Dedicate cabinet and departmental time to assess current practices to reflect and modify if applicable.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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After conducting a comprehensive review of our school's educational programs, informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress, our goals for the 2010-2011 school year are as follows:

1. We will be implementing a school wide culture of goal setting and monitoring that aligns administrative, departmental, individual teacher and student goals that will result in improved student outcomes on New York State Regents Exams. The total number of Regents Exams that were sat for in June 2010 was 4,061. The June 2010 Regents passing percentage was 87.8%. The goal for the 2010-2011 school year will be a 1% increase in the passing percentage. We intend on accomplishing this goal by doing the following:

All departments will use the same tools, HSST, ATS and ARIS for data collection as provided to them by the Professional Development Committee and the Inquiry Team. This allows for the monitoring and ongoing revision of units and lessons based on analysis of the students' performance. We will perform interim monitoring of progress towards goal completion conducted by the school community as a whole. Professional development will be conducted throughout the entire school focusing on goal development, the collection of data and any related instructional best practices. All departments and the Instructional Team will align their goals with the CEP goals, and in turn, individual teachers will align their goals with the departments and the Instructional Team. Also, the Instructional Team will develop a school wide plan for students to develop goals and a plan to oversee and monitor these goals on an ongoing basis. They will provide professional development to teachers, guidance counselors and the school assessment team to assist with implementing these goals.

2. We will be increasing 9<sup>th</sup> grade student credit accumulations by providing comprehensive targeted academic and guidance services. 542 incoming freshmen were promoted to the 10<sup>th</sup> grade at the end of June 2010. The promotion percentage of 9<sup>th</sup> graders was 74.9%. The target for June 2011 will be 76%, a 1.1% increase. This will be done by: having a guidance counselor manage the 9<sup>th</sup> grade case load and consistently monitor progress, conducting 9<sup>th</sup> grade level meetings so that teachers and guidance counselors will develop specific intervention plans for students who have been identified as "at risk" or who may be struggling. We will also have the 9<sup>th</sup> grade teachers meet once a month and provide student progress reports that will be used to reflect on their individual goals so that they may modify and revise both for themselves and their students. The reports will be mailed home to the parents of "at risk" students.

3. We will also be improving the performance of the ELL population on New York State Regents exams. The total number of Regents exams that were sat for by ELL students in June 2010 was 1,364. The June 2010 passing percentage for all ELL students who took regents exams was 74.5%. The goal for 2011 will be a passing percentage of 75.5% for ELL students, an overall increase of 1%. This goal will be accomplished by doing the following: ESL teachers will use the NYSELAT test score data and periodic classroom assessments to determine a student's language acquisition proficiency in

order to provide them with targeted intervention strategies, we will provide ELL students with after-school language enrichment program from Title III funds where they will receive intense instruction from licensed ESL teachers on language development, the ESL department will use the same framework for data collection formulated by the professional development committee and the Inquiry Team. This will allow ongoing monitoring and revision of units and lessons based on analysis of student performance and we will have common planning time for content area teachers with ESL teachers to assist students with content specific language development.

4. Lastly, we will continue to provide ongoing professional development that is targeted to ARIS, HSST and interim assessments to assist in setting goals and differentiating instruction. 90% of the faculty and department conferences will be conducted in small group settings and facilitated by the Professional Development Committee. This goal will be accomplished through the following: broad use of the data specialist, funding through the UFT Teacher Center, discussion of student performance data both at pre and post observation conferences, professional development committee meetings to discuss and implement PD sessions and finally, we will encourage teachers to utilize our Teacher Center as a resource to reinforce ongoing professional development.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Goal 1

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To implement a school wide culture of goal setting and monitoring that aligns administrative, departmental, individual teacher and student goals that will result in improved student outcomes on New York State Regent Exams.</p>
<p><b>Action Plan</b> 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"> <li>• All departments will use the same tools, HSST, ATS and ARIS for data collection as provided to them by the Professional Development committee and the Inquiry Team. This allows for the monitoring and ongoing revision of units and lessons based on analysis of the student’s performance.</li> <li>• Interim monitoring of progress towards goal completion conducted by the school community as a whole.</li> <li>• Professional development will be conducted throughout the entire school focusing on goal development, the collection of data and any related instructional best practices.</li> <li>• Departments and the Instructional Team will align their goals with CEP goals.</li> <li>• Individual teachers will align their goals with their departments and the Instructional Team.</li> <li>• The Instructional Team will develop a school wide plan for students to develop goals and a plan to oversee and monitor these goals on an ongoing basis. They will provide professional development to teachers, guidance counselors and the school based support team to assist with implementing these goals.</li> <li>• Budget allocations for planning and on-going professional development</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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</p>	<ul style="list-style-type: none"> <li>• Tax Levy Funds</li> <li>• Title I</li> <li>• Title II</li> <li>• Title III Immigrant</li> <li>• Title III LEP</li> <li>• Contract for Excellence</li> </ul>

<p><i>described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• SINI Grant</li> <li>• VATEA</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• 2010-2011 Regents results – percent passing: The total number of Regent Exams that were sat for in June 2010 was 4,061. The June 2010 Regents passing rate was 87.8%. The goal for June 2011 will be 88.8% which is a 1% overall increase.</li> <li>• Budget allocations</li> <li>• Implementation of formal and informal assessments and item analysis that allows for tracking student progress</li> <li>• Teachers will differentiate lessons, create interventions and make referrals when necessary.</li> </ul>

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Goal 2

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>To increase 9<sup>th</sup> grade students’ credit accumulation by providing comprehensive targeted academic and guidance services. 74.9% of incoming freshman were promoted to the 10<sup>th</sup> grade at the end of June 2010. The target for June 2011 will be 76%, a 1.1% increase.</li> </ul>
<p><b>Action Plan</b> 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"> <li>Assign a guidance counselor to manage the 9<sup>th</sup> grade case load and consistently monitor progress.</li> <li>At 9<sup>th</sup> grade level meetings teachers and guidance counselors will develop specific intervention plans for students who have been identified as “at risk” or may be struggling.</li> <li>Once a month 9<sup>th</sup> grade teachers will provide student progress reports that will be used to reflect on their individual goals so they may modify and revise both for themselves and their students. The reports will be mailed home to the parents of “at risk” students.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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"> <li>Tax Levy Funds</li> <li>Title I</li> <li>Title II</li> <li>Title III Immigrant</li> <li>Title III LEP</li> <li>Contract for Excellence</li> <li>SINI Grant</li> <li>VATEA</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- Guidance team agendas
- Grade level meeting agendas/observations
- Teacher generated interim progress reports of “at risk” students
- Report cards/HSST reports/ARIS reports
- June 2011 HSST Regent Report

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Goal 3

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the performance of the ELL population on the New York State Regents exams. The total number of Regents exams that were sat for by ELL students in June 2010 was 1,364. The June 2010 passing percentage for all ELL Students who took a regent exam was 74.5%. The goal for 2011 will be a passing rate of 75.5% for these students, an overall increase of 1%.</p>
<p><b>Action Plan</b> 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"> <li>• ESL teachers will use NYSELAT test score data and periodic classroom assessments to determine student’s language acquisition proficiency in order to provide them with targeted intervention strategies.</li> <li>• Provide ELL students with after-school language enrichment program from Title III funds where they will receive intense instruction from licensed ESL teachers on language development.</li> <li>• ESL department will use the same framework for data collection formulated by the professional development committee and the Inquiry Team. This will allow ongoing monitoring and revision of units and lessons based on analysis of student performance.</li> <li>• Common planning time for content area teachers with ESL teachers to assist students with content specific language development.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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"> <li>• Tax Levy Funds</li> <li>• Title I</li> <li>• Title II</li> <li>• Title III Immigrant</li> <li>• Title III LEP</li> <li>• Contract for Excellence</li> <li>• SINI Grant</li> <li>• VATEA</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- Title III programming
- Budget Allocations
- Attendance Rosters for after school and Saturday enrichment programs
- HSST 2010 June Regents Exam Report
- Meeting Agendas
- The goal for 2011 will be a passing rate of 75.5% for these students, an overall increase of 1%.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Goal 4

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>To continue to provide ongoing professional development that is targeted to using ARIS, HSST and interim assessments to assist in setting goals and differentiating instruction. 90% of the faculty and departmental conferences will be conducted in small group setting and facilitated by the professional development committee.</li> </ul>
<p><b>Action Plan</b> 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"> <li>Broad use of the data specialist.</li> <li>Funding through the UFT teacher center.</li> <li>Discussion of student performance data both at pre and post observation conferences.</li> <li>Professional development committee meetings to discuss and implement PD sessions.</li> <li>Encouraging teachers to utilize our Teacher Center as a resource to reinforce ongoing professional development.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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"> <li>Tax Levy Funds</li> <li>Title I</li> <li>Title II</li> <li>Title III Immigrant</li> <li>Title III LEP</li> <li>Contract for Excellence</li> <li>SINI Grant</li> <li>VATEA</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>Agendas</li> <li>Attendance Rosters</li> <li>Observation Reports</li> <li>Classroom walk troughs</li> <li>Teacher intervisitation</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	375	263	270	282	12	9	9	7
10	0	0	122	0	9	7	7	6
11	0	49	125	111	6	8	5	8
12	130	66	119	121	6	6	4	7

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

## Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	In the ELA Department, the following is provided in AIS: The Kingsborough Community College “ <i>College Now</i> ” Program’s English BW Course, Foundations for College-Level Reading and Writing is offered to our eleventh graders period one as an academic intervention service. Students create a portfolio of essays based on a variety of reading selections. Upon completion of the course, students will be better prepared to take the ELA Regents Exam.
<b>Mathematics:</b>	For AIS in the area of Mathematics, we will be having small group tutoring, one to one tutoring, PM School credit recovery, Saturday school credit recovery, regents review classes, double period math instruction for sequential math preservation, At-Risk classes, team teaching classes and inclusion classes. These programs will result in students accumulating credits for classes failed or will assist them in passing the classes they are currently in.
<b>Science:</b>	In Science, we will target our students having difficulty achieving primarily in our Earth Science classes. Resources will also support our ELL students having difficulty in science classes Starting from October 2009 until June 2010 we will offer the following: -Saturday Make-up labs to reduce the number of students from being barred, after school and during school tutoring, after school make-up labs, PM school regents review classes and Saturday regents review classes and PM school credit recovery program. These programs will result in students accumulating credits for classes failed or will assist them in passing the classes they are currently in.
<b>Social Studies:</b>	In Social Studies, students will receive additional help in their studies with teachers using their C-6 periods to offer tutoring throughout the day in room 402. Special attention is given to map reading, concept building, essay writing, and reading comprehension. This tutoring will assist the students in passing the classes they are currently in and in passing Regents exams.
<b>Physical Education</b>	Pre-covery classes in Physical Education for students who need to make up time in the current semester in order to receive a passing grade. Classes will be held on Saturdays. These programs will result in students accumulating credits for classes failed or will assist them in passing the classes they are currently in (making up time).
<b>Health Education</b>	In the area of Health Education, pre-covery classes in Health Education will be provided for students who need to make up time and class work in the current semester in order to receive a passing grade. Classes will be held after school during the final three weeks of PM school for each term.

<b>At-risk Services Provided by the Guidance Counselor:</b>	One on one and group counseling – conferences with teachers and parents
<b>At-risk Services Provided by the School Psychologist:</b>	The School Psychologist provides one to one counseling as needed to address emotional issues. She also completes Interim Service Plans for students with IEPs from areas outside New York City, classroom observations of at-risk students, and informal conferences with teachers, guidance counselors and related service providers regarding at risk students. The School Psychologist also conducts classroom lessons to encourage good mental health.
<b>At-risk Services Provided by the Social Worker</b>	The school Social Worker will assist students and parents in obtaining services to help students be more successful and in making initial referrals for special education services as needed.
<b>At-risk Health-related Services:</b>	AIDS/HIV Prevention workshops, condom distribution program, Healthcorps Program

**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.

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**See attached**

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

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

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

**Section I. Student and School Information**

**Grade Level(s)** 9-12      **Number of Students to be Served:**      856      **LEP**                    **Non-LEP**

**Number of Teachers** 18      **Other Staff (Specify)**      2 Supervisors

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

In New Utrecht High School’s freestanding ESL program beginning and literacy level students have one general ESL “workshop” classes that focus on listening/speaking and reading/writing (L1/ LS1 (double period); L2/ LS2 (double period) for a minimum of 540 minutes per week.. Intermediate level students have two ESL classes per day (L3/ LS3; L4/LS4) for a minimum of 360 minutes per week. Advanced ELL students (L5 to L8/9T) take one ESL class for a minimum of 180 minutes per week and one ELA class. ELL students also take content area ELL classes in health education, science and social studies. ELL students with disabilities are identified as Special Education on the Individual Education Plan and are programmed for ELL as per their IEP.

The Chinese bilingual program includes ESL classes, bilingual content area classes and native language arts classes. We also offer as an extra support NLA Classes in Polish, Russian and Spanish. The model of Transitional Bilingual Education, a combination of English and the native language is used according to the Language Allocation Policy of the Department of Education of New York City. Content area

subjects are offered in Chinese in the following subjects: literature, global studies, chemistry and biology. In the ESL program, English is the language of instruction in content area classes.

ESL classes are differentiated by level of English language acquisition. Students work to prepare for the NYSESLAT, which is a marker of progress. ELL students work toward the advanced level and then to achieve success in meeting the NY State Standards as reflected in the English Language Arts Regents examination.

**TITLE III After School**

**Supervisor: 1 Assistant Principal**

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**SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #1:**

After School ESL Literacy with a readers and writers workshop: The After school instructional program is designed for ELL newcomers and students who have scored (B) on the NYSESLAT. This session will have 30-40 ELLs. The program will assess students' abilities via NYSESLAT and LAB-R data. It's a program that helps build literacy skills in all content areas. The program has a leveled library for teachers to utilize and to promote literacy where reading becomes a habit. The students are assessed four times a year for progress. All cohorts are involved since students are given an assessment at the beginning. The instructional focus is to raise literacy skills in all content classes and to increase the chance for students to begin attaining proficiency in English. ELLs will be provided with books to read that is aligned with their daily instruction. The projected start date is October 2010 and end in June 2011. The group will meet four times a week from Monday - Thursdays from 3:30 -5:30 PM. It will be 8 hours a week. The service providers will be 3 certified ESL teachers with some computer skills. The instructional materials are leveled books for students to read and comprehend. The materials needed are leveled library books with high interest fiction and non-fiction books. The anticipated measurable outcomes are that ELLs should make progress in all content classes, and in addition, move up an ESL level and reading level. The success will be measured on a monthly basis by the reading logs and the teachers.

**SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #2: 2 Positions**

2teachersX4hoursX24weeksX49.89=\$ 9,578.88 (192 PS Hrs.)

After School Math A Regents Prep.- The instructional program will involve ELLs who will benefit with supplemental activities as they reach proficiency in English. It will serve 30-40 ELLs in the ESL/Bilingual Program. The program will involve two certified Math teachers who will team teach on alternate days. Students will work in groups and work individually with the teachers. The cohort M students or 2011 graduations will have priority, and then it will be open to the other cohorts. The instructional focus will be on Math literacy and building instructional strategies for the regents. This will allow ELLs to improve English and Math skills. The focus will always be to help ELLs reach English proficiency that will help and support students in all content areas. The instructional program will begin in October 2010 and end in June 2011. The group will meet four times a week for 8 hours from Monday - Thursdays from 3:30 to 5:30 PM. The service providers will be 2 certified Math teachers. The students will receive a Regents Barron's book along with their Math A textbook. The anticipated measurable outcomes will be progress in English and passing the Math A Regents. The expectation is to produce quality activities that allow students to perform and achieve at high levels.

**SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #3:**

ESL Living Environment/Earth Science Regents Prep: The instructional program will involve ELLs in Cohort M who have not passed or taken the regents. It will serve 20-30 students in the cohort. The instructional focus will be to build literacy skills and develop strategies to pass the regents. The group will meet four times a week for 8 hours from Monday - Thursdays from 3:30 – 5:30 PM. The program will begin October 2010 and end June 2011. The service provider will be one (1) certified Science teacher. The teacher will assess students and give differentiated instruction since students will be on different levels. The anticipated measurable outcome should be progress in literacy skills and passing the science regents..

#### **SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #4:**

ELA Regents Prep. After School: This program is designed for ELLs taking the ELA Regents in January/June. There will be 20-40 students who have failed the regents, repeating the class, and for students who need to graduate. This is for cohort M, class of 2011, who have failed or not taken the ELA Regents. The students are 11<sup>th</sup> and 12<sup>th</sup> graders or repeaters. The instructional focus will be on the ELA Regents Tasks I-IV. Teacher will integrate ESL and ELA standards that will support their daily ESL and ELA instruction. The instructional program will begin October 2010 and end in June 2011. The group will meet four times a week for 8 hours from Monday - Thursday, from 3:30 -5:30 PM. The service provider will be 2 certified teachers who teach Regents prep during the day. The instructional materials will be past Regents exams with Barron's ELA, "The New Comprehensive English Examination." In addition, books that student read during the year, "Fences", "Animal Farm", and "House on Mango Street." The measurable outcomes are that students practice and work in improving their chances in passing the ELA Regents. Students will be responsible for supplemental assignments and class presentations.

#### **SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #5:**

ESL Global and U.S. History Regents Prep.: This program is designed for ELLs taking the Regents in January/June. There will be 20-40 students who have failed the regents, repeating the class, and for students who need to graduate. This is for cohort M, class of 2011, who have failed or not taken the any History Regents. The students are 11<sup>th</sup> and 12<sup>th</sup> graders or repeaters. Teacher will integrate ESL methodologies and strategies to support class work and regents preparation. The instructional program will begin October 2010 and end in June 2011. The group will meet four times a week for 8 hours from Monday - Thursday, from 3:30 -5:30 PM. The service provider will be 2 certified teachers who teach Regents prep during the day. The measurable outcomes are that students practice and work in improving their chances in passing the History Regents. Students will be responsible for supplemental assignments and class presentations.

**Saturday Academy:** The academy will replicate the after school program for Saturday. This will be a 3 hour day for 25 Saturdays. The program will have 6 teachers and 1 supervisor.

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**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.

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### **Professional Development Program**

#### **INTRODUCTION OF PROFESSIONAL DEVELOPMENT**

The Professional Development will be ongoing book studies by all Title III Teachers and Administrators. This will be a way to improve instruction and develop new strategies so that we can improve students' outcomes. During PD teachers will model learning and instructional strategies. Then the teachers will discuss and make adjustments before utilizing the PD experience in the classrooms. Our 2010-2011 PD will have a focus on literacy with elements of comprehension strategies and differentiation. The school supervisors will oversee and monitor the PD on all levels.

#### **SUPPLEMENTAL PROFESSIONAL DEVELOPMENT ACTIVITIES #1-5**

All teachers will work as a group in book studies where there will be time to discuss and present. The instructional activity will support teachers so that teachers can utilize their PD activities in class. This will be

a process where we will see better student outcomes and progress for our ELL population. The provider will be 10 Certified Teachers of ESL, Math, Science, ELA, and History. The book study will involve teachers presenting, modeling, writing, planning lesson plans and units, and summarizing what was read and then have an open discussion to develop ideas. Teachers will be monitored by the ESL Assistant Principal. It will be per session for 1 hour a month either an hour before school during the week or after school. The professional materials will be books that practice instructional strategies for ELLs. They are: “Mosaic of Thought”, and “Scaffolding Language Scaffolding Learning.” All these books will be purchased with our Title III funds. Extra materials to purchase will be loose-leaf and chart paper. The measurable outcome will be: Improving instruction that is meaningful to all students and improve Regent scores by 5%.

**Section III. Title III Budget**

School: 20K445 BEDS Code: 332000011445

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$85,590.00	<b>Saturday Academy:</b> 110 hrs Supervisor hrs—\$5,221.00 450 hrs Teacher hrs--\$22,451.00  <b>After School Programs:</b> 192 Supervisor hrs--\$10,024.00 959 Teacher hrs--\$47,894.00
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$32,309.00	<b>Leveled Books, PD Books, Textbooks, paper, bilingual dictionaries, regents prep. books, composition notebooks, chart paper.</b>
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$117,899	

### **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**

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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.

New Utrecht High School uses data from the Home Language Identification Survey along with intake interviews with parents and students to assess our written translation and oral interpretation needs. We insure that all parents are provided with the information they need in the language they understand.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The diversity of the parent population necessitates ongoing translation and interpretation services. We have various translators and interpreters available in the building at all times, and invite student volunteers to participate as interpreters on parent/teacher night when there is a high volume of interpretation needed. Written translations of school documents are sent to parents in Spanish and Chinese if the Home Language Survey so indicates, and oral interpretation in any language of written documents is always available.

#### **Part B: Strategies and Activities**

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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.

Parent notification letters are provided in the necessary languages. Translation documents are available on line on the DOE website. When necessary, translation services are also provided by staff members and volunteers.

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.

Parents needing translation services can avail themselves of faculty members, parent volunteers, student volunteers and if necessary outside services will be provided.

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>.

To fulfill Section VII of the Chancellor's Regulation A-663 New Utrecht High School provides our parents with the following:

- Parents are provided with a copy of the Bill of Parent Rights and Responsibilities and/or the website where they can retrieve a copy of the same in a language that they understand.
- Signs that indicate our most prominent languages will be posted in offices and near entrances and exits.
- Our school safety plan ensures that all parents have access to administrative offices at all times.
- Parents who speak languages that are not noted as primary languages in the school will receive forms in their language through the DOE's Language and Interpretation Unit.

**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:		\$2,037,114	\$2,037,114
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$20,371	\$20,371
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		\$101,855.00	\$101,855.00
4. Enter the anticipated 10% set-aside for Professional Development:		\$203,711.00	\$203,711.00

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: It is 99%.
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

In order to improve student academic achievement, there must be a partnership between the school, parents, and the students. Our school will incorporate the **School-Parent Compact** as a component of its School Parental Involvement Policy:

**School-Parent Compact: School Responsibilities**

New Utrecht High School will:

풀책 post the state standards for academic subjects

풀책 post the academic and discipline standards of New Utrecht High School

풀책 post and advertise the requirements of Title I

풀책 post the and advertise the **School Parental Involvement Policy**

풀책 enable parents to monitor academic progress through the Aeries grade program

✎ establish and maintain a tutoring program in English and Mathematics

✎ encourage parental involvement in school activities

✎ refer students to counseling resources

✎ refer freshman students to the FIP (Freshman Intervention Program)

✎ have an annual meeting concerning Title I resources and activities

✎ educate teachers, administrators, and school staff about the Title I program

✎ ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format.

**School-Parent Compact: Parent Responsibilities**

Parents will:

✎ Set guidelines and clear expectations of good behavior and academic performance

✎ Ensure that their children have a quiet place and time to read, study, and complete homework

✎ Discuss daily work assignments, progress reports, and grade reports with their children

✎ Ensure that their children attend school on time every day

✎ Promptly report any absences or tardiness

✎ Communicate with the school through written and electronic messages, telephone, or conferences

✎ Ensure that their children have the materials necessary to complete class work and home learning

✎ Take an active part in school activities, such as Back to School Night, Home and School Club meetings, School Site Council meetings, etc.

✎ Keep their children healthy by ensuring that they get enough sleep, appropriate nutrition, and medical care

✎ Help their children to develop a good self image by providing care, discipline, support, interest, and concern

✎ Provide the school with current and accurate home, work, and emergency contact information

✎ Foster in their children a positive attitude toward school and learning

### **School-Parent Compact: Student Responsibilities**

Students will:

✎ Attend school every day and arrive on time to all classes

✎ Follow all school and classroom rules

✎ Put their best effort forward at all times

✎ Complete all homework and class work on time

✎ Ask for assistance when it is needed

✎ Use the tutoring program to increase academic achievement

✎ Make informed decisions, set goals, and take action to meet requirements for graduation

This policy was reviewed by New Utrecht High School Title One Parent Advisory Committee and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children. It will be made available to the local community. New Utrecht High School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

## 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.

Data collection and analysis is, and will continue to be, central in guiding decisions for both student needs and resource application. Data is collected from many sources including test scores, informative assessment, line item analysis of department exams, and analysis of regents' grades, NYS reports, NYCDOE reports, and surveys. Data is also drawn from all available systems which include, but not limited to: ARIS, HSST, ATS, and CAASS.

Targets and goals are analyzed, revisited and revised on a continuous basis via meetings with the Cabinet, the Data Inquiry Team, the UFT Consultative Council, the NUHS PA, and the SLT. These goals are used to compare the progress in subject areas, grades, cohorts, and state exams. Goal setting strategies focus on specific sub groups, classes, grade levels and subjects.

For example, the NYCDOE 2007-2008 Progress Reports revealed that 61.3% of our students earned 10+ credits their first year. In order to improve this area the school community decided to create a Freshmen House. At the end of the semester in June 2010, 78% our 2010 Freshmen class earn 10+ credits.

Similarly, An analysis of data that was collected in previous years shows great strides have been made in student achievement in all academic areas. There has been a steady increase in achievement in the sub groups of ELLs, Hispanic Students and Students with IEPs (Individualized Education Plans). This achievement is reflected in students accumulating more credits per year and passing more state exams.

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.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

We are providing the following strategies for schoolwide reform:

- Weekend Academy
- Night School
- Summer School
- In-School Tutoring
- After-School Tutoring
- Reduced Class Size
- Reduced Counselor Caseloads
- Fully funded and staffed College Office
- CTE Programs

3. Instruction by highly qualified staff.

See Above (answer to #9)

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 Sessions in lieu of Faculty Conferences  
 Professional Development Sessions in lieu of Departmental Meetings  
 Use of DOE contracted professional services in ELA, Math, and ELL  
 Fully funded and staffed UFT Center

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

Not applicable

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

We provide outreach to parents in many ways:

- Parents are invited to Open Houses several times throughout the year. Translators are provided in many languages to interpret information to parents.
  - Parents are constantly invited to participate in PTA functions; they are invited through phone contacts and by mail
  - Parents are invited to participate in the School Leadership Team
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Not applicable

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Our School's decision making process will include, but will not be limited to the following:

1. Needs Assessment: Our comprehensive needs assessment will look at our data on student performance, the school's practices that generate that performance, and the data garnered from needs assessment surveys.
2. Prioritizing Needs: We will prioritize the needs identified in the above step and identify the greatest concerns.
3. Cause Analysis: We will identify the factors causing the needs of the greatest concerns to occur.
4. Set Goals: We will set realistic and measurable goals.
5. Develop an Action Plan: We will identify the steps that we will take to achieve the goals, who will oversee each step and the resources required.
6. Evaluation: We will identify ways of measuring the effectiveness of the plan which will include, but will not be limited to: test scores, informative assessment, line item analysis of department exams, and analysis of regents' grades, NYS reports, NYCDOE reports, and surveys.

Additionally, communication is an essential component of our program. The SLT, the PA, The UFT Consultative Council, and the Cabinet will continue to meet on a monthly basis to review the status of our SWP to both exchange ideas, and plan ways for improvement. We will utilize the following conduits to both disseminate information and garner feedback:

- SLT Meetings
- UFT Consultative Council Meetings
- Student Consultative Council Meetings
- Mailings to Parents
- Emails to Parents
- Phone Banks
- PA Meetings
- Take-home notices

- Faculty Conferences
- Weekly Calendar
- Data Inquiry Team Meetings
- UFT Center PD
- Newsletters
- Staff Needs Assessment Surveys
- Parent Needs Assessment Surveys
- Administrative Needs Assessment Surveys

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.

Weekend Academy  
 PM School  
 Summer School  
 In-School Tutoring  
 After-School Tutoring  
 Reduced Class Size  
 Reduced Counselor Caseloads  
 Fully funded and staffed College Office  
 CTE Programs

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.

All funding streams will be coordinated to best affect the schools goals and expected outcomes as per the CEP. Effectiveness of resource allocations will be monitored, and if need be, the flow of funding streams will be redirected as per the on going evaluations of the SLT, the PA, the UFT, the CSA, DC 37, and the Student Council.

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

***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

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

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

outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> 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 <sup>2</sup> 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			✓			
Title I, Part A (ARRA)	Federal	✓			\$2,037,114		
Title II, Part A	Federal			✓	Not yet allocated		
Title III, Part A	Federal			✓	Not yet allocated		
Title IV	Federal				Not yet allocated		
IDEA	Federal	✓			\$273,219		
Tax Levy	Local	✓			\$13,197,480		

**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.

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

## **APPENDIX 5 : CORRECTIVE ACTION, OR RESTRUCTURING**

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

**NCLB/SED Status:** Year 6 Restructuring C, A      **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

We have been identified as a school in need of improvement because we did not meet the AYP in Math and English for various subgroups. These include:, Math for Black or African Americans, ELA and Math for Hispanics and Latinos, ELA and Math for ELLs and for Students with Disabilities.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

As noted on the Description of Academic Intervention Services pages we are doing the following to address the needs of all disaggregated groups that failed to meet the AMO: Kingsborough Community College's "College Now Program" Foundations for College-Level Reading and Writing Course to prepare students to take the ELA Regents, after school and during school small group and one to one tutoring, PM School credit recovery, Saturday School credit recovery, regents review classes, double periods for more intensive instruction, At Risk classes, Collaborative Team Teaching and Inclusion classes, Saturday make up labs and Pre-recovery Gym and Health Education classes (for students at risk of failing their gym and health ed classes).

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School Under Registration Review (SURR)

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

10% of our Title I funds are being used for high quality professional development to address our needs as listed above in Part A. In order to improve in these areas and to remove the school from the school improvement list, PD is being done as follows: UFT Teacher Center is conducting ongoing mandated PD on differentiated instruction, using data to create more effective lesson plans and developing strategies to improve student outcomes. Math and ELA assistant principals are being funded through Title I for ongoing professional development in their respective areas.

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

The UFT Teacher Center works with all new teachers (5 years or less) on developing lesson plans, reviewing data, differentiating instruction, developing strategies to improve student outcomes, Buddy System (assigning an experienced teacher to a new teacher) and arranging classroom Inter-visitations.

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.

The school notifies parents about the school's identification for school improvement by sending out letters in multiple languages, and announcements were made at the School Leadership Team Meeting and the PTA Meeting.



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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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



## **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>

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### **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 currently have 6 students residing in temporary housing.

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

The STH population is provided with school supplies, payment of certain application fees, fees for outside counseling, per session for in house counselors, fees for outside family counseling and fees for clothing, if needed.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	New Utrecht High School					
<b>District:</b>	20	<b>DBN:</b>	20K445	<b>School</b>		332000011445

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		87.0	88.2	88.0
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	994	1030	1099				
Grade 10	698	811	856				
Grade 11	514	526	679				
Grade 12	601	549	564				
Ungraded	11	19	20				
<b>Total</b>	<b>2818</b>	<b>2935</b>	<b>3218</b>				

  

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	93.6	94.4	91.0

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	59.9	54.0	53.6

  

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	8	133	206

  

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	129	160	200

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	148	176	187	Principal Suspensions	62	62	70
# in Collaborative Team Teaching (CTT) Classes	133	138	176	Superintendent Suspensions	13	9	13
Number all others	62	142	143				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	493	572
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	137	231	TBD	Number of Teachers	170	173	162
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	46	49	36
# receiving ESL services only	384	439	TBD	Number of Educational Paraprofessionals	11	9	23
# ELLs with IEPs	38	79	TBD				

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
	246	214	635	% fully licensed & permanently assigned to this school	99.4	98.9	100.0
				% more than 2 years teaching in this school	75.0	77.5	90.7
				% more than 5 years teaching anywhere	59.3	65.2	79.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	85.0	92.6
American Indian or Alaska Native	0.1	0.1	0.1	% core classes taught by "highly qualified" teachers	77.1	86.7	92.9
Black or African American	8.5	6.8	6.0				
Hispanic or Latino	32.8	31.8	28.8				
Asian or Native Hawaiian/Other Pacific	25.9	29.2	34.3				
White	32.5	31.4	30.7				
<b>Male</b>	56.6	58.3	59.7				
<b>Female</b>	43.4	41.7	40.3				

#### 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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	-	-	-	X	X	v	66
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	-	
Black or African American				vsh	X		
Hispanic or Latino				X	X		
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	v	v		
White	-	-	-	v	v		
Multiracial				-	-	-	
Students with Disabilities	-	-	-	X	X		
Limited English Proficient	-	-	-	X	X		
Economically Disadvantaged	-	-	-	vsh	v		
<b>Student groups making</b>	0	0	0	4	3	1	

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	WD
<b>Overall Score:</b>	68.5	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	WD
School Environment:	9.9	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	16.2	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	34.9		
<i>(Comprises 60% of the</i>			
Additional Credit:	7.5		

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](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 <b>CFN 302</b>	District <b>20</b>	School Number <b>445</b>	School Name <b>New Utrecht H.S.</b>
Principal <b>Maureen A. Goldfarb</b>		Assistant Principal <b>Giacomo Rutigliano</b>	
Coach <b>Hongying Shen/Sen.Ins.Sp.-ELL</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Lana Dvorakovsky/ESL</b>		Guidance Counselor <b>Diana Murillo</b>	
Teacher/Subject Area <b>Dr. Chie Soong/Science</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>Victor Liang/NLA</b>		Parent Coordinator <b>Anna Mineo</b>	
Related Service Provider <b>Frank Di Giovanni/Sp. Ed.-ESL</b>		Other <b>Data/Jill Adler</b>	
Network Leader <b>Roz German</b>		Other <b>Blanca Dobrotinic/Spanish</b>	

### 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	<b>10</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>4</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>11</b>

### C. School Demographics

Total Number of Students in School	<b>3252</b>	Total Number of ELLs	<b>869</b>	ELLs as Share of Total Student Population (%)	<b>26.72%</b>
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## Part II: ELL Identification Process

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

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

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

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

Paste response to questions 1-6 here

1. When completing the HLIS, the guidance counselor, parent coordinator, and AP of ESL, along with the appropriate language translator (English, Spanish, Chinese), work as an informational team to help the parents understand what ELL programs and options are offered at the school. During the intake process, the parents are given the HLIS by the Guidance Counselor in their native language, and then the student has an oral interview with the Guidance Counselor to see their academic language, and then with the ESL Assistant Principal for placement until the LAB-R is administered. While the parents are present, we ask questions regarding schooling and familiarity with the English Language. This will determine the initial placement into regular ESL or ESL Literacy classes. The program selection form is also given to the parents since many parents never return. This informs the school staff where their child should be placed before the LAB-R. After the LAB-R all parents are informed via mail, regarding their child's entitlement and placement. Currently, our school offers two programs for ELLs as follows: ESL Freestanding and Chinese-Bilingual. If the parent doesn't select any program, after the informational session, then the parent has the option of requesting a transfer to a school that offers the desired program. Students new to the NYC system are administered the LAB-R for entitlement and placement. This is done within the first 10 days of school. The Assistant Principal of ESL administers the LAB-R and the a certified Spanish teacher administers the Spanish LAB. For Hispanic students who do not meet the cut score on the LAB-R, they are given the Spanish LAB to determine proficiency in their native language. Parents are informed about the state's annual NYSESLAT Exam for which data is collected regarding progress with scores and modality breakdown. This helps the school determine and prepare on how to improve and inform instruction for every ELL. This is the only exam an ELL can be removed from ESL/Bilingual services.

2. After viewing the video on program selection in their native language, the parents fill-out the forms. The form is returned to the guidance counselor, and then the ESL AP evaluates the forms and adjusts student programs to satisfy their needs with proper placement. The only two programs available are: Chinese Transitional Bilingual Program and ESL Freestanding Program. During this process the student is interviewed by the ESL AP for placement and LAB-R results. Parents are informed by mail in their native language and the Parent Coordinator will call parents for special events or for academic intervention services. Between 1-8 school days, a student is placed in a program selected by the parents.

3. All entitlement letters are mailed with contact information so that parents may call for clarification. A copy of letters are kept in Room 434 which has a para who is supervised by the ESL AP. The ESL AP is responsible for informing parents on their child's entitlement and for the Parent Survey and Program Selection forms. This happens in the beginning of the year for those students who took the NYSESLAT. LAB-R testing for new admits happens all year round; therefore parents are informed via mail regarding the LAB-R results and entitlement. All parental forms are completed the same day since many parents work.

4. An entitled ELLs will continue receiving services. The guidance counselor examines the student's profile and checks on ATS under the exam history. The AP of ESL examines the student's test history with an interview. This determines the student's ESL level. In the student's cumulative folder, we check for HLIS and program placement letters to determine which program was chosen by the parents. We only offer Chinese TBE and ESL Freestanding. On site we have three bilingual guidance counselors for Chinese and Spanish. Plus, we utilize the Foreign Language Department to assist us in communicating in the following native languages to parents: Arabic, Urdu, Polish, Italian, and Russian.

5. Parental requests in our school lean towards the ESL Freestanding and Bilingual programs. We receive many newcomers with the home language as Chinese throughout the year. Furthermore, many ELL's are transfer students who arrive with the HLIS status already completed from the regional office or their JHS. The last three years has marked an increase in the area of Chinese-Bilingual students, currently at 450. The ESL Freestanding at 400 has also been increasing. This demographic shift has been considered and programs have been modified as described elsewhere in this narrative. The trend for Chinese TBE is growing and we foresee this trend growing. Therefore, the Chinese TBE is expanding since parents feel the importance of having their child in a TBE program. Non-Chinese natives choose ESL Freestanding since many come with some knowledge of English and want to continue with English. All records and returned forms are kept in Room 434 with the assigned para under the AP of ESL's supervision.

6. Our ELL programs are aligned with parent requests. Parents do request for Chinese TBE or ESL Freestanding program. Our parent selection forms stored in room 434 demonstrate the parent requests. ESL's department para is in room 434 under the supervision of the

AP of ESL. If parents should choose other programs, they will be advised in their native language regarding schools that offer what they chose. In the future, if the language and parent requests for the same grade level is more then 20 students, then a bilingual program for that language will be considered. This will begin the search for certified teachers in the language requested.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>										10	7	5	2	24
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										10	12	15	13	50
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	20	19	20	15	74

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	866	Newcomers (ELLs receiving service 0-3 years)	525	Special Education	88
SIFE	45	ELLs receiving service 4-6 years	163	Long-Term (completed 6 years)	97

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	
<b>TBE</b>	367	9	4	71	7	4	12	0	7	450
<b>Dual Language</b>										0
<b>ESL</b>	147	4	1	80	14	21	85	7	26	312
<b>Total</b>	514	13	5	151	21	25	97	7	33	762

Number of ELLs in a TBE program who are in alternate placement: 17

### 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										127	139	104	92	462
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>127</b>	<b>139</b>	<b>104</b>	<b>92</b>	<b>462</b>								

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
<b>TOTAL</b>	<b>0</b>																			

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										72	42	21	27	162
Chinese														0
Russian										13	11	5	2	31
Bengali										2				2
Urdu										16	4	4	7	31
Arabic										18	9	7	3	37
Haitian											1			1
French											1			1
Korean														0
Punjabi										1				1
Polish										1	4	2	1	8
Albanian										5	4	5	3	17
Other										10	8	6	10	34
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	138	84	50	53	325

# Part IV: ELL Programming

## A. Programming and Scheduling Information

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

Paste response to questions 1-4 here 1. How is instruction delivered?

A. The organizational model is self-contained. ELLs are placed according to NYSESLAT and LAB-R scores.

B. We have un-graded Beginner's Literacy 1 and 2, and beginners level 1 and 2 classes that have a double period block with the same proficiency level. The other levels (Intermediate and Advanced) are un-graded with the same proficiency levels as well. The Literacy program is for newcomers who demonstrate deficiencies in their first language which transitioning to a second language becomes difficult. We currently have a Milestones program that is rich in academic vocabulary with reading, writing, and comprehension strategies. Plus, we have after school literacy support funded by Title 3.

2. The Assistant Principal with the guidance staff carefully evaluate NYSESLAT and LAB-R scores to determine the instructional minutes. Our instructional time per week for ELLs go beyond the required time under CR Part 154. This includes ESL, ELA, and ELA instruction.

A. Each class period is 48 minutes. The Beginning level receives 645 minutes of services per week; the Intermediate level receives 435 minutes of services per week, and the Advanced levels receive 225 minutes of ESL and 225 minutes of ELA per week. Instructional time is calculated per amount of period per day times 5 days. In addition, bilingual students receive 225 minutes of NLA instruction per week.

3. The content area classes are transitional bilingual to mostly English and ESL freestanding using ESL methodology (mainly through scaffolding). The instruction has to be planned, and also how to deliver instruction for every ELL must also be planned and practiced. This happens during our school-wide PD sessions, inquiry teams, and common planning time. The instruction has to be rich in literacy and content. The language development must be scaffold; therefore, tapping into their prior knowledge and making connections to their daily lives with meaningful activities that they can utilize in the outside world. In many bilingual content classes, teachers are using academic vocabulary and infusing English which is align with the LAP. The NLA teachers in class are beginning to incorporate literary elements which are aligned with their ELA classes and ELA Regents. The teachers enrich and reinforce vocabulary that is essential in comprehending content knowledge. All ESL teachers will integrate comprehension strategies in their daily planning.

4A. We have SIFE/LTE in our after school program. We identify ELLs that have had an interrupted formal education. They are placed in a self-contained/block program, 5 times-per-week for 96 minutes. This class is an ESL Literacy class which focus phonemic awareness, academic vocabulary and comprehension strategies. All ESL levels 1-4 will have a double period block in which teachers will be able to implement the readers and writer's workshop and some components of the RU Models. Students will explore and develop literacy skills. The students also have one ELA class where they are exposed to literature and literary elements in anticipation of the ELA Regents. Classes are in the process of being equipped with leveled libraries. There is also a Saturday Academy and after school program for daily academic work.

B. All newcomers and/or those who score below cut score (B) on the NYSESLAT are placed in a double period language development class (S) daily along with a daily ELA class on the same level that is literature-based (L). Students in every ESL class will have a leveled library with high interest fiction and non-fiction books for independent reading. Furthermore, classes will have class sets of novels for guided reading and read alouds. ELLs will have exposure to text and ELA. The annual NYSESLAT will determine if the ELLs are progressing. Moreover, we have an on-going after-school and Saturday program funded by Title III. All ESL teachers will have training on comprehension strategies with a focus on academic vocabulary, the use of leveled classroom books, and literary elements. This is also aligned and reinforced in NLA and ELA classes.

C. ELLs receiving 4 to 6 years of service have difficulty in reading and writing skills. Therefore, our efforts have been to strengthen their comprehension and to expose them to texts. Students have daily reading with a guided activity that the teacher models. Usually, the activities reflex activating prior knowledge and making connections to their daily lives. All ESL teachers will have training on comprehension strategies with a focus on vocabulary, leveled classroom books, and literary elements. This is also aligned and reinforced in NLA and ELA classes.

D. Long-Term ELLs who are six years or more in an ESL /Bilingual program demonstrate that they are taking more than the prescribed amount of time to gain proficiency in English. These students continue with services until they test out with the NYSESLAT. These ELLs are also recommended to attend the after-school instructional program and the Saturday program. This year, we are tracking students by using available data to see if they are passing classes and making progress by using NYSESLAT scores. These students receive Academic Intervention Services from Title III Instructional programs that range from ESL Literacy to Regents Prep. All ESL teachers will have training on comprehension strategies with a focus on vocabulary, leveled classroom books and literary elements.

E. Students that have special needs receive ESL services which is determined by their LAB-R and/or NYSESLAT scores. These students are encouraged to attend after-school and Saturday programs (Title III). Students that are not X-Coded have ESL instruction in their programs. These students follow the same prescribed program of instruction as mentioned above.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

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



### B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5. The targeted intervention programs for ESL Freestanding and Chinese Bilingual students are: Regent Prep. during and after school for all content classes, Saturday Academy for credit accumulation and Regents Prep. Title 1 funds are utilized for ELLs in need of credit. Title 3 funds are utilized for after school and Saturday Academy for instructional activities and support. The instruction is offered in English and Chinese.

6. Students reaching proficiency on the NYSESLAT do receive transitional support in the school day. We have our guidance staff that assists students on their progress for which a college writing class is recommended. ELLs that are promoted during the Spring NYSESLAT may still continue to receive ESL services during the following year since the funds are already allotted by that point. For Regents exams, students still receive extended time during the transitional period for two years.

7. We will increase our Title 3 student participation for ELA Regents Prep. This is the area that many ELLs have difficulty in since it's not taken in their native language. Teachers will receive NYSESLAT and modality scores so that they can differentiate instruction as they plan lessons. There is a school-wide PD and departmental PD that will focus on improving instruction and raise ELLs' reading and writing levels.

8. Currently, there are no plans to discontinue any programs/services.

9. All ELLs are included in after school and supplemental services. We have credit recovery after school programs for which they participate in. Our year round Title 3 instructional programs are structured for ELLs to make gains in attaining proficiency in English. The program gives ELLs access to Regents prep. with literacy support. NLA support is in Regents prep for those who are taking the regents in their native language.

10. Instructional materials used to support the learning of ELLs in content areas and language development are with: meaningful and real world literary and academic texts, technology used for gathering research information and to develop writing skills, print-rich and visual aides with overheads and charts (T-charts, diagrams, graphic organizers, collaborative activities that involve group projects). Thematic approaches for the whole class, magazines, and newspapers to create stories, cooperative learning/social interaction. The instruction must be modeled with real world materials. There should be read aloud and silent reading involved in the lesson development. Teachers focus on building reading comprehension skills by having a readers and writers workshop with elements of RU Models in all ESL classes.

11. NLA support is delivered through literature in their native language which is aligned with the NLA, NYS learning standards. Teachers focus on modeling literacy skills in students' native language with thematic readings in an academic context. Teachers use visual and print rich materials to help support learning in their native language. Students are involved an accountable talk and lively discussions in their native language. As NLA levels go up; there is more of a focus on literary elements and tasks 1-4 which support the ELA Regents.

12. Yes, all ESL classes have mixed grades with mixed ages. Our ELLs are all leveled according to their reading and writing scores on the NYSESLAT and LAB-R. Therefore, teachers differentiate by examining data and informing instruction to their needs. The teacher can group students according to weaknesses and strengths and form work stations where parts of the lesson can focus on their needs.

13. Students are encouraged to visit the school during the open house. The newly enrolled we meet once they arrive from the enrollment center.

14. We offer 14 Advanced Placement Courses. The language electives are college writing or taking a Foreign Language.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

This PD plan will also include Subject area teachers, Paraprofessionals, and the Parent coordinator since they are involved and/or participate in delivering instruction to ELLs.

1. PD Plan

Literacy Learning and Language Development

- How much reading is enough? (read aloud, silent reading)
- Readers and writers workshop- RU Model
- Cooperative Learning Activity: Reading, Think-Pair-Share, Sequencing

Reading and writing content towards ELA Regents

- Infusing standards in lesson planning with comprehension standards
- Literary Elements in all ESL levels
- Integrating word finds and visuals in daily lessons

### Teaching Language through Content

- Why teach language through content
- New ESL Approaches-English language Development (thematic units)
- Specially Designed Academic Instruction in English (focus is on academic Content)
- Content based Instruction – teaching both language and content with Thematic inquiry (making content meaningful and functional)

### Scaffolding Language

- Making meaning Explicit
- Learning in group settings
- Engaging students in authentic work
- Leveled libraries with literacy support

### Reading and writing in a second language

- Planning for Reading – Developing activities for before, during, and after reading that are meaningful
- Selecting books with universal themes
- Familiarity with genres – writing for a purpose and to have a particular organizational structure
- How to build knowledge of a topic (scaffolding)
- How to model texts (for group work and independent writing and reading)

### Integrating Language and subject learning

- Planning curriculum mapping with thematic units
- Developing essential questions
- UBD – Understanding By Design (backward planning)

The teaching staff has ongoing PD. The school-wide PD will focus inquiry, curriculum mapping and differentiated instruction. Teachers in their Common Planning Time will meet once a day.

PD Materials will be developed around the following 2 texts:

1. Scaffolding Language, Scaffolding Learning by Pauline Gibbons
2. ESL/EFL Teaching by Yvonne and David Freeman

2. The staff has Common Planning Time and Inquiry Teams where teachers are informed and have discussions on ELLs. The A.P. of ESL organizes with the staff the intake process, instruction and testing. We have assemblies with teachers and students.

3. All staff during their monthly PD sessions include some ELL training. On District PD days the school does focus part of the day on ELL training. Staff is also encouraged to attend outside PD sessions for ELLs. The training includes instructional strategies and materials to assist former ELLs and ELLs in class. This is also part of their CPT where teachers plan lessons together and create curriculum for all students. The schools PD team maintains record of meetings. Records will be kept with time and an agenda for which teachers will sign in and participate in the training.

## E. Parental Involvement

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

Paste response to questions 1-4 here

1. Our Parent Coordinator informs and invites parents to school activities and functions. She is the first person they meet when parents enter the school. PC informs parents on District-wide events. Parents do get involved if called to come and discuss about their child's progress in school. The school is equipped with staff that can assist in translating for parents in any language. When parents admit their child to school, the school staff meets them and offers the support available at our school.
2. The partnerships provide workshops for all parents throughout the year. The workshops range from neighborhood - home - school support and issues that impact academic achievement. The CBOs are: Sunset Park Alliance, Chinese Planning Counsel, and Neighborhood Improvement Association.
3. The parents have language and academic needs. On site, we always have Chinese bilingual staff members and other languages are available as well to serve all the needs of the parents. During the school year, information is mailed and given to students in English, Chinese, and Spanish. The information is on testing, after school programs, and progress reports. The parents want to see their child succeed academically and socially.
4. All information and activities are distributed in parents' native language. Our bilingual staff supports all parents during school events or when parents visit the school. We have been granted a SIFE Grant which involves parents to attend on Saturday with their child. Their participated will help improve our efforts for ELLs to gain English proficiency and academic success. The activity will be with ESL teachers and a Bilingual Guidance Counselor. Parents will learn English with their child. We hope this becomes a habit to do at home where parents, students, and teachers become partners in language acquisition and social development.

## 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)										64	43	23	12	142
Intermediate(I)										93	93	66	61	313
Advanced (A)										50	36	33	30	149
Total	0	0	0	0	0	0	0	0	0	207	172	122	103	604

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										9	25	16	6
	I										53	79	56	58
	A										41	35	22	23
	P										40	11	8	11
READING/ WRITING	B										65	35	15	6
	I										78	90	64	57
	A										23	22	18	28
	P										1	6	5	9

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

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

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

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

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

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English	188		134	
Math <u>Int. Alg.</u>	200		192	
Math <u>Geometry</u>	121		120	
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
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)	15	9	5	39				
Chinese Reading Test	29	54	118	321				

## 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?

newcomers on the

LAB-R are performing on a (B) level. Many students in the (B) level are newcomers and SIFE ELLs. These students may need two years of intensive English instruction before they advance. ELLs on the (I) level to (A) level have the abilities to test out within two years. The (A) level for 10th, 11th and 12th grades are low since students have difficulty attaining English proficiency. This school year 62 ELLs attained English proficiency according to the 2010 NYSESLAT. Our 9th and 10th grade currently have the most intermediate students.

3. All ELLs struggle on the reading and writing on the NYSESLAT and LAB-R.

To deal with these deficiencies: instruction and PD is focused primarily on reading, writing, and basic literacy skills. Teachers during CPT collaborate to create activities that are interdisciplinary. The aggregate performance results from the NYSESLAT indicate reading and writing scores together. The reading and writing scores on the NYSESLAT demonstrate the urgency to implement instructional strategies in reading comprehension so that reading and writing skills can improve. This is also a main component on the ELA Regents. All grades and levels show deficiencies in reading and writing. Literary elements need to be introduced in the (B) level, and expanded on as the students progress through levels and into the ELA Regents Prep.

4A. Students do well on native language exams. The ELA Regents poses the greatest difficulty since it involves a reading and writing component based on ELA standards. ELLs generally score high on math and foreign language exams.

B. ELLs are placed in their levels and selected programs. They are placed according to NYSESLAT or LAB-R exam. The assessments are evaluated by their reading and writing scores. This also determines in which ESL level to be placed. The ELLs this fall took the ELL Periodic Assessment. We are waiting for the results. The assessments show that ELLs reading and writing skills need to improve. Although, they are signs of improvement. This is even greater when students arrive in the upper grades with very low literacy skills. Native Language is used in their mandated NLA classes and in their bilingual classes according to the LAP..

5. N/A

6. ELLs that participate in after school and Saturday School Title 3 programs do well on regents and in their classes. Students have the opportunity to understand academic materials with small group instruction and/or one on one. ESL/Chinese Bilingual program are customized to fit the needs of every ELL. All ELLs from newcomers to Long Term ELLs are satisfied with the courses and mandated courses of study. The school evaluates their overall success on NYSESLAT scores, regents passing rates, credit accumulation, and graduation rate. The ELA and History regents still remain to be areas where our ELLs continue to 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

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		