



BOYS AND GIRLS HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 16K455
ADDRESS: 1700 FULTON STREET, BROOKLYN, NY 11213
TELEPHONE: (718) 467 - 1700
FAX: (718) 221 - 0645

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: K455 **SCHOOL NAME:** Boys and Girls High School

SCHOOL ADDRESS: 1700 Fulton Street, Brooklyn, NY 11213

SCHOOL TELEPHONE: (718) 467 – 1700 **FAX:** (718) 221 – 0645

SCHOOL CONTACT PERSON: Christopher Smith **EMAIL ADDRESS:** Csmith33@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Christopher Smith

PRINCIPAL: Bernard Gassaway

UFT CHAPTER LEADER: Dominique Borgella

PARENTS' ASSOCIATION PRESIDENT: Toye Jackson

STUDENT REPRESENTATIVE:
(Required for high schools) Dirk Brathwaite

DISTRICT AND NETWORK INFORMATION

DISTRICT: 16 **CHILDREN FIRST NETWORK (CFN):** 110

NETWORK LEADER: Vacant

SUPERINTENDENT: Kim Watts

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
Bernard Gassaway	*Principal or Designee	
Dominique Borgella	*UFT Chapter Chairperson or Designee	
Toye Jackson	*PA/PTA President or Designated Co-President	
John Jones	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Stanley Kinard	DC 37 Representative, if applicable	
Dirk Brathwaite Joshua Jones	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Antoinette Adman	Member/Parent	
Rosa Bauno	Member/Parent	
Luc Josaphat	Member/Parent	
Lavonne Gaston	Member/Parent	
Alison Best Adams	Member/Teacher	
Wynta William - Huggins	Member/Teacher	
Nathan Gibson	Member/Teacher	
Jerry Pearce	Member/Teacher	

(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.

VISION STATEMENT

We believe students achieve success and embrace learning when they feel safe and are supported by competent and caring adults.

MISSION STATEMENT

The mission of Boys and Girls High School is to prepare our students to achieve their full potential, make positive choices, and have a plan for life after high school. This will be accomplished by teaching our students to think critically and conscientiously about themselves, their community, and their global village.

OVERVIEW

Boys and Girls High School (BGHS) is a co-educational comprehensive secondary school. Our educational program is aimed at promoting the academic, vocational and social maturity of students; many with a history of inadequate academic performance, personal and social problems. When combined, these factors put their graduation at risk. In addition to our normal academic course offerings, the school makes available special activities to help students flourish academically.

Located in the Bedford - Stuyvesant section of Brooklyn, Boys and Girls High School serves a population of students from grades 9-12. Our total enrollment is 1944. Our student-body is made up of 89.3% African/Caribbean American, 8.2% Latino, .07% other Native American/Alaska Native .09%, 62.8% male and 37.2% female. Additionally, our poverty rate is 68.6%, 82 students are in temporary housing, 10 students are recent immigrants. Our student stability is 91.2%; our attendance rate for 2009-2010 is 73.4%.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Boys and Girls High School			
District:	16	DBN #:	16K455	School BEDS Code: 3316000011455

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									
No. in Collaborative Team				Principal Suspensions					

DEMOGRAPHICS							
Teaching (CTT) Classes							
Number all others				Superintendent Suspensions			
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only				Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			
	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			
(As of October 31)							
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino				Percent Masters Degree or higher			
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
White							
Multi-racial							
Male							
Female							

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification: HS MATH
MARCH 2010, JUNE 2010, OCTOBER 2010, DECEMBER 2010, JANUARY 2011, FEBRUARY 2011	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

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

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			✓

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009 - 2010		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	Developing
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

What student performance trends can you identify?

Students who entered BGHS came from over 100 middle schools around the New York City area. Based on the enrollment data, over 54% of the entering 2010 9th grade students were below the New York State Standards in ELA and/or Mathematics. Many of our struggling students suffer from academic and social problems which impede their ability to attend school regularly. Over 453 (22% of whole school) students with special needs have Individualized Educational Plans (IEPs). Approximately 232 special needs students are self-contained and 172 are in mainstream courses that receive mandated IEP services. We service 48 English Language Learners (ELL). All students identified will receive extra assistance to meet their deficiencies. The Scholastic Aptitude Test mean scores obtained for the verbal and math portions were 415 and 412 respectively.

We received an overall Progress Report Grade of C for the 2009-2010 Progress Report Overview. We have shown improvement from a D on the 2008-2009 Progress Report. However, our student performance grade for the 2009-2010 Progress Report is an F. The student performance grade was based on our students who graduated and the types of diplomas they earned. Due to the closings of many high schools in our demographic area, students have transferred in and are now zoned for our school. We currently have 658 students in the 12th grade as reported in ARIS. The attendance rate for the 12th grade is sixty-two percent. Twenty-two percent of our students in the 12th grade have an IEP. Twenty-four percent of our 2007 cohort is over-aged and under-credited.

As reported in our 2008-2009 School Report Card we did not make AYP in English Language Arts, Mathematics and Graduation Rate.

Our School Environment Survey revealed safety and respect increased .4 points and student attendance improved .9 percent. Communication, academic expectations, and engagement remained the same.

MARCH 2010, JUNE 2010, OCTOBER 2010, DECEMBER 2010, JANUARY 2011

What have been the greatest accomplishments over the last couple of years?

- ✚ Completed our 1st year in the Small Learning Community model
- ✚ Received support to wire two computer labs
- ✚ Awarded \$250,000 grant from the United Way. This grant will help us service students who missed 20 to 75 days last year.
- ✚ Awarded \$668,000 to upgrade technology and library
- ✚ Established an Instructional Cabinet that meets to discuss instructional challenges
- ✚ Created common planning
- ✚ Award \$350,000 SLC grant
- ✚ Decreased to 7 administrators from 13
- ✚ Our graduation rate increased 1.1% and our weighted diploma rate increased 7.9% of our peer horizon
- ✚ The number of students earning 10 or more credits in their first year decreased by 1.5% while the percent of students earning 10 or more credits in their second and third year increased by 12.3% and 10.4% respectively
- ✚ Our weighted Regents pass rates increased in four areas beginning with a .09 increase in English, .53 in Math, .10 in United States History and .61 in Global History Regents exams.



What are the most significant aids or barriers to the school's continuous improvement?

- ✚ Continue to provide effective instructional supports to the large amount of entering students with inadequate literacy and numeracy skills.
- ✚ Need to address low regents passing rates.
- ✚ Decreased school funding due to conclusion of register loss and city budget cuts.
- ✚ Addressing the needs of students with Individualized Educational Plans.
- ✚ Lack of parental involvement
- ✚ Working with teachers towards high levels of student engagement and development of dynamic classes.
- ✚ Inadequate professional development
- ✚ Monitoring student achievement
- ✚ Lack school systems to address the needs of all students (communication, guidance, instruction, data, attendance, and incentive resources)
- ✚ Inadequate instructional supervision

- ✚ Lack guidance program and intervention services
- ✚ Little to no student talk

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal 1	To increase the number of active students, measured by credit accumulation in our 2005, 2006 and 2007 cohort, who will earn 11 or more credits within the 2010 -2011 school year by 50%.
Objective	<ul style="list-style-type: none"> • By June 2011, we will increase by 50% of the 2005 state cohort earning 11 credits • By June 2011, we will increase by 50% of the 2006 state cohort earning 11 credits • By June 2011, we will increase by 50% of the 2007 state cohort earning 11 credits

Goal 2	To ensure the students from 2007 Cohort are ready for life after high school. We will increase the graduation rate by 20% by June 2011.	
Objective	<ul style="list-style-type: none"> • By June 2011, we expect to increase the passing rate on the ELA Regents exam by 50% • By June 2011, we expect to increase the passing rate on the Integrated Algebra Regents by 50% • By June 2011, we expect to increase the passing rate on the Global History exam by 50% • By June 2011, we expect to increase the passing rate on the US History & Government Regents exam by 50% • By June 2011, we expect to increase the passing rate on the Science Regents exam by 50% • By June 2011, we expect to increase the number of college acceptances by 50% 	
Goal 3	To develop an inquiry team to align the core standards, curriculum and assessments to improve our 9 th grade Integrated Algebra Regents passing rate with a 65 or greater by 25%, by June 2011	
Objective	<ul style="list-style-type: none"> • will align the common core standards, curriculum and assessments. • will improve our Integrated Mathematics passing rate by 25% for our current 9th grade students. 	<p>By June 2011, we</p> <p>By June 2011, we</p>
Goal 4	To increase the school-wide student average daily attendance to 80% by June 2011.	
Objective	<p>By June 2011, we will develop a comprehensive attendance plan to analyze, monitor, and improve the student attendance rate by 80%.</p> <p>By June 2011, we will reduce to number of open 407s by 25%.</p>	

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): All departments and academies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of active students in the 2007 cohort, measured by credit accumulation, who will earn 11 or more credits within the 2010 -2011 school year by 50%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Creatively programming students that will allow students to earn 5-7 credits each semester in the 2010-2011 school year through Co-op Tech, York College, onsite classes in our ACE Program • Utilize 2010-2011 marking periods to gage students credit accumulation and student progress • Students that are deficient in academic credits will be identified and enrolled in PM School, Saturday School, and Sunday School • Each academy will develop Inquiry Teams that will meet twice weekly to address the needs of students • In Spring 2011 offer credit recovery through APEX digital curriculum aligned to the NYS Standards <ul style="list-style-type: none"> • Offer in-house tutoring during lunch periods and/or after school • Infuse reading and writing in daily lessons and homework assignment • Expose students to supplementary math and literacy instruction across the curriculum • Identify students most effective learning styles • Provide training on the workshop model • Participate in the school-wide awards programs in an effort to affective development. • Insure that our curriculum aligns with the established State Regents, DOE, and Regional guidelines through attendance at Professional Development offered through the city and state education agencies. • Increase the level of interdisciplinary instructional activities through teacher common planning scheduled five days a week • Provide academic intervention services each semester using Castle Learning computer-based curriculum • Increase Foreign Language acquisition through the Rosetta Stone Program each semester • Increase parental involvement by inviting them to the awards program, Parent Teacher Conferences, and student intervention conferences. • Using questioning techniques, teachers will assess students understanding of the lesson. • Meetings will be held for each of the course subcommittees to collaborate and share teaching ideas <ul style="list-style-type: none"> • Scope and sequence calendars have been developed • New teachers are teamed up with a buddy teacher

	<ul style="list-style-type: none"> • Through presentations students learn public speaking, use of power-point and technology, working in heterogeneous groups, using scientific methods to solve real world problems. • Review current curriculum through the use of committees • Review new learning standards • Make needed adjustments to department midterms and finals • Implement school wide Action Research structures. • Conduct Inter-visitation and Intra-visitation Observations • Use electronic grading systems (EGG and Easy Grade Pro) to record and evaluate student performance data from subject classes and Regents examination results • Action plans will be developed for struggling teachers • Utilize datacations tracking system to target the academic needs of specific students • Implement inter-visitation and intra-visitation structures to ensure that there is continuity across the academy • Design trips and enrichment activities that are based in the core curriculum standards in order to drive instruction • Student of the month awards by academy • Provide training on Differentiation in the classroom • Tutoring
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<ul style="list-style-type: none"> • Funding: Fair Student Funding • Contract for Excellence • Title I • Title III • Children First • 21st Century grant • SLC grant • SURR Grant • SINI Grant
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Principal will meet with supervisors monthly to determine progress • Fall 2010 Planning Faculty Retreat • Bi-weekly Inquiry Team Meetings • Monthly Pupil Personnel Meetings • The following data will be used quarterly to determine student achievement, credit accumulation: <ol style="list-style-type: none"> 1. Acuity Assessment tools 2. Scranton related data 3. ARIS data 4. School-wide Scholarship Reports 5. Teacher Scholarship Reports 6. Course Scholarship Reports 7. Department Scholarship Reports

	<ol style="list-style-type: none">8. Results on Regents Examination9. Student report card grades10. 2011 January Regents review and debrief by departments<ul style="list-style-type: none">• Bi-weekly Department collaborative planning meetings with teachers• Result on midterms and finals• Data gather from periodic assessment tools• Use of the workshop model by teachers as seen through formal and informal observations• Portfolio Assessment• Continued alignment of standards with the curriculum• Reflective Committee feedback forms• Teacher Observations
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Subject/Area (where relevant): All departments and academies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To ensure the students from the 2007 Cohort are ready for life after high school. We will increase the graduation rate by 50% by June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Establish Onsite College and Career Center supervised by a director and equipped with state of the art technology lab. The computers are equipped with programs such as Naviance and Resume Building. College and Career Presentations are offered monthly by local companies, colleges and community members. • Quarterly college tour visitations • Quarterly Co-op Tech tour visitation • Financial aid informational parent sessions in partnership with FAFSA twice a year • College and Career Expo held each semester • Partnership with LIU STEP Program • Partnership with NYU Step Program • Student Dual enrollment with College Now, Megar Evers College, York College • Professional Development for Resource Room and Alternative Assessment Teachers in Transitional Plans for students with IEP's • Transitional Center with a computer lab for students with IEP's • Partnership with VESID • Academy Internships • Brooklyn District Attorney's Office Internships • Senior Informational Breakfast • Senior Informational Brunch • Academy Career Presentations • Freshman Family Orientation Night • SAT Prep • Principal's Writing Initiative • After school tutoring by subject area teachers • 2010-2011 Education Contracts for every student provided by their assigned Guidance Counselor • Established Student Council Members • COSA Office

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<ul style="list-style-type: none"> • Funding: Fair Student Funding • Contract for Excellence • Title I • Title III • Children First • 21st Century grant • SLC grant • SURR Grant • SINI Grant
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Daily and period attendance of student participation in the college and career center • Attendance of parent and student participation at all financial aid informational parent sessions • Attendance of students participating in vocational, technical and college tours, visitations and seminars • Bi-yearly participation of students enrolled in college courses with College Now, York College, Megar Evers College, NYU STEP Program, LIU STEP Program • All students in our Alternative Assessment classes will be evaluated through Portfolio Assessments throughout the school year • Students interested in vocational and or technical careers will be registered for Co-op Tech classes during the school day • All seniors will be programmed in the Fall semester Principal Writing Initiative

Subject/Area (where relevant): All departments and academies

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p>To develop an inquiry team to align the core standards, curriculum and assessments to improve our 9th grade Integrated Algebra Regents passing rate with a 65 or higher by 50% based on our</p>
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MARCH 2010, JUNE 2010, OCTOBER 2010, DECEMBER 2010, JANUARY 2011

<i>Time-bound.</i>	2010 results, by June 2011
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Develop an inquiry team of 9th grade teachers to review the Common Core standards, and curriculum to align all assessments. • Inquiry team will develop strategies to help teachers prepare students for the June 2011 Integrated Mathematics Regents. • Freshman Saturday Study Hall will be offered in May 2011 • Math Professional Development provided by High Schools that Work three times during 2010-2011 • Aussie Consultant will provide mentorship and coaching weekly to all teachers teaching Math classes leading to the Integrated Algebra Regents • Math Coach will provide curriculum support to all Math teachers once a week during common planning • Integrated Algebra teachers will administer a uniformed Math mid-term and final exam each semester • All students in an Integrated Algebra course will have a copy of the Brief Review Integrated Algebra textbook by Pearson in Spring 2011
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<ul style="list-style-type: none"> • Funding: Fair Student Funding • Contract for Excellence • Title I • Title III • Children First • 21st Century grant • SLC grant • SURR Grant • SINI Grant
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Freshman academy teachers will meet twice a week during common planning to discuss effective planning and delivery in instruction • 100% of all Math teachers will participate in Math Professional Development provided by High Schools that Work three times during 2010-2011 • Math teachers will use the uniformed Math mid-term and final exam each semester to measure student achievement • Freshman Saturday Study Hall will be offered in May 2011

Subject/Area (where relevant): All departments and academies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the school-wide student average daily attendance to 80% by June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Parents are called daily to report student absence through the school’s “Phone Master System” • Principal, Assistant Principals, Attendance Teachers, Guidance Counselors and Grade Advisors will conduct parent interviews, facilitate the placement of students in the appropriate education settings and complete assigned PIFs. • Teachers identify at risk students and make phone calls home as well as notify guidance personnel. • Group many at-risk students as (P) official advisories. Counselors and social workers will work closely with CBO to address student attendance and academic performance. • Letters are sent to parents when 407’s are generated • An attendance retrieval plan is in affect for the entire school year, including summer school. • BGHS provides students a host of after-school support programs, as well as, in school workshops, tutorial sessions, and academic advisement. Students meet with guidance counselors/advisors along with mentors or school based support staff to help them effectively transition through the high school experience • AIDP, Student/Staff Mentoring Program are just some of our programs that address the needs of at-risk students. • Parents are called daily to inform them that their child did not arrive at school. School counselors follow up with inquiries and conferences when absences become extreme. Our teachers and our counselors work very closely with attendance personnel to monitor our student’s attendance. • Progress reports are sent to homes for students that display poor attendance • Guidance Personnel (guidance counselors, grade advisors, social workers) meet with students regularly in small groups and individual sessions to inform students about graduation requirements (credits and Regents Examinations). • Attendance teachers assess students’ attendance patterns and do home visits. They bring in long term absentees for a conference which includes the parent and guidance personnel. An

	<p>attendance teacher works on Saturday to make phone calls and home visits as a follow up procedure. Attendance teachers close 407's when appropriate.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<ul style="list-style-type: none"> • Funding: Fair Student Funding • Contract for Excellence • Title I • Title III • Children First • 21st Century grant • SLC grant • SURR Grant • SINI Grant
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • ATS SCAN sheets are reviewed daily by an administrator • Attendance team will meet weekly. • Attendance team will closely monitor daily, period, monthly, and year to date attendance. • Daily morning monitor of the CASS system reveal students entering the building • Daily 407 Tracking register report • CFN weekly visit to follow up on LTA's

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	305	294	305	305	80	34	89	14
10	278	378	379	378	175	19	187	12
11	461	279	279	273/268	189	48	194	8
12	275	275	275	269/268	65	32	123	13

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Students will participate in one or more of the Academic Intervention Services to improve their reading & comprehension skills and credit accumulation. The following services will be provided: Read 180, After-school Tutoring, Writing Center, Regents Prep, SAT Prep, Rosetta Stone, Classroom Inc, Mentoring, Weekend & holiday tutoring, use of technology.
Mathematics:	Students will participate in one or more of the Academic Intervention Services to improve their mathematic skills and credit accumulation. The following services will be provided: Classroom Inc, Regents Prep, after-school tutoring, Weekend & holiday tutoring, increased use of TI-navigator, Algebra project, Review and use of various multi-media services.
Science:	Students will participate in one or more of the Academic Intervention Services to improve their scientific skills and credit accumulation. The following services will be provided: Science fair, after-school tutoring, weekend & holiday tutoring, mentoring, courses, Virtual Lab and extended use of technology.
Social Studies:	Students will participate in one or more of the Academic Intervention Services to improve their historical perspectives and credit accumulation. The following services will be provided: after-school, weekend & holiday tutoring, library skills, Cultural Awareness activities and increased use of technology.
At-risk Services Provided by the Guidance Counselor:	Students will participate in one or more intervention and/or prevention services. The following services will be provided: individual counseling, group counseling, Conflict Resolution, referrals to community based organizations, internships, College awareness, Career Awareness, Mentoring, Community Service Projects, Career Day, College and Community Night, Orientation and assemblies.
At-risk Services Provided by the School Psychologist:	Students will participate in one or more intervention and/or prevention services. The following services will be provided: Assessments, & observations, Alternative programs, transitional programs, individual counseling, group counseling, Conflict Resolution, referrals to community based organizations, college and career readiness.
At-risk Services Provided by the Social Worker:	Students will participate in one or more intervention and/or prevention services. The following services will be provided: Crisis counseling, mental health counseling, family counseling and agency referrals.

At-risk Health-related Services:	Students will participate in one or more of the Academic Intervention Services and Intervention services to improve their health awareness. The following services will be provided: Fitness Gram, HIV & AIDS Awareness Programs, presentations from health experts and increased services in the School medical Office.
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 9-12 Number of Students to be Served: 58 LEP Non-LEP

Number of Teachers 6 Other Staff (Specify) BILINGUAL GUIDANCE COUNSELOR

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;

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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.

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.

The school-wide professional development plan includes daily common planning periods, mentoring, and teacher participation in offsite professional development activities. The school’s PD focus includes, but is not limited to the study of differentiated instruction and the use of data to drive instruction.

In an effort to improve performance of our ELL population, classroom teachers share lessons and strategies on differentiation and data driven instruction during common planning periods. Common Planning Professional Development sessions last 45 minutes and are held daily. Teachers meet either with all other teachers in their academy during these times or with subject area teachers in their academy. Personnel from the CLSO and the ISC come in to provide professional development in a variety of areas, with a focus on differentiation of instruction in the classroom.

Freshmen Prep for Success 4 th Pd Room 397	Entertainment and Visual Arts 5 th Pd room 414	Barack Obama Law and Community Justice 7 th Pd Room 483	Business and Technology 6 th Pd. Room 383
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Section III. Title III Budget

School: **BOYS AND GIRLS HIGH SCHOOL** BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$9,000.00	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)

Purchased services - High quality staff and curriculum development contracts.		(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$1,500.00	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)		(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other	\$4,500.00	
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - All mailing are reviewed and translated by teachers
 - All students review hand-outs during academic advisory and to the 3rd period classes
 - Translation via telephone messages

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.
 - Several parent involvement meetings
 - Translated several student pamphlets & brochures, manuals to help students & parents meet requirements
 - Purchase simulations translators

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - Parent conferences/notices of tutoring, extended day programs, Saturday School, state standards & graduation requirements
 - Student handbook
 - Phone Messenger messages will be translated.
 - Translated versions of the program description and language acquisitions policy.
 - Teachers and APs are asked to translate documents through the translations unit.

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.
 - Boys and Girls High School will purchase simulations translations that parents can hold during meetings providing them with instant translation.
 - Parents are invited to participate in small group meetings to inform them of the issues pertaining to school an parenting their children's challenges & responsibilities.
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>.
 - TBD

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:	\$1,484,298	\$313,847	\$1,798,145
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$14,843	\$3,139	\$ 17,982
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$74,215	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$148,430	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 85
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.

Title I Parent Involvement Policy

I. General Expectations

LIST ACTIONS

Boys and Girls High School agrees to implement the following statutory requirements:

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

II. Description of How School Will Implement Required Parental Involvement Policy Components

LIST ACTIONS

1. Boys and Girls High School will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - a. Phone messenger
 - b. Fliers
 - c. Letters
 - d. Open School Conferences
 - e. Email
 - f. Personal contact
 - g. Daily announcements
 - h. Work with the Parent Coordinator

2. Boys and Girls High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Adult Literacy
 - Computer Literacy
 - Parent Meetings
 - Open School Conferences

 - Presentations
 - On-going conversations about academics
 - Health Fairs

3. Boys and Girls High School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:
 - Read 180, Rosetta Stone, Castle Learning, interaction with various department curriculums, Parent & Teacher meet & greets, Test prep across disciplines
 - by: attending school-wide/departmental workshops, completing sample assessments , open-dialogues with staff & administration to make improvements to educate children at Boys and Girls High School.

4. Boys and Girls High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to gather participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority

background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- At our final meeting, parental evaluations will be provided and reviewed over the summer.
 - BGHS will consult with the Title 1 parent group to make the necessary improvements.
 - The principal we designate a representative to work with the parental group to conduct the evaluation.
5. Boys and Girls High School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State's academic content standards;
 - ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - Workshops
 - Conferences
 - Classes
 - Any equipment and other materials that may be necessary to ensure success
 - b. Boys and Girls High School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
 - Workshops
 - Adult Literacy
 - Meetings
 - c. Boys and Girls High School will, with the assistance of the district and parents, educate its teachers, pupil services personnel, administrators and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
 - i. Letters
 - ii. Fliers
 - iii. Open-School conferences
 - iv. Phone-master (phone number must be correct)
 - v. E-mail (if on file)
 - vi. Website (after completion)
 - vii. Word of mouth communication (referral)

- d. Boys and Girls High School will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand

III. Discretionary School Parental Involvement Policy Components

LIST ACTIONS

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

LIST ACTIONS

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by majority vote at the parent's meeting. This policy will be amended by the Boys and Girls High School on December 2010 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 on or before February 2011..

PTCA President Signature: _____

Date _____

Principal's Signature: _____

Date _____

1. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

School Parent Compact

Boys and Girls High School and the parents of the students participating in activities, services, and programs funded by Title I, (Part A of the Elementary and Secondary Education Act ESEA) agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement. It also details the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-2011.

School Responsibilities

Boys and Girls High School will:

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

- *Through a structured program of professional development, we have made every effort to provide teachers with the necessary tools to engage in innovative pedagogical practices, while adhering to New York State standards. These sessions will focus on specifically, differentiated instruction, peer to peer interaction, teacher-student conferences, lesson supplementation, individualized instruction, learning stations, time-on-task activities and cultural relevancy.*
- *Staff members will be work on interdisciplinary curriculum to connect learning to life experiences that will help motivate students to become active learners.*

- *Supportive relationships between teachers and students have been nurtured through structure mentoring. This mentoring initiative is both formal & informal.*

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

Fall 2010

Thursday, October 28, 2010 @ 6pm – 8:30pm

Friday, October 29, 2010 @ 12:30 – 3pm

Spring 2011

Thursday, March 17, 2011 @ 6pm – 8:30pm

Friday, March 18, 2011 @ 12:30 – 3pm

⇒ provide parents with frequent reports on their child progress. Specifically, the school will provide reports as follows:

- *Parents will receive report cards at least 6 times per year – 2 per semester (October, December, January, March, May and June)*
- *Teachers will also be encouraged to provide frequent progress reports to parents*

⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- *Parents will be able to contact departmental supervisors to set appointments to meet with teachers to meet the needs of our children.*

⇒ provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:

- *Parents will work with departmental supervisors to improve the quality of instruction by reviewing curriculums, course outlines and school academic goals.*
- *The Parent Coordinator will work closely with building administration/teachers to model classroom experiences for parents.*
- *Parents will participate in all incentive programs and parent meetings.*

⇒ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

⇒ involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

- ⇒ hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- ⇒ provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- ⇒ provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
- ⇒ on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- ⇒ provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- ⇒ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

Parent Responsibilities

We as parents will support our children’s learning in the following ways:

- ⇒ update school records and include e-mail address
- ⇒ help study for class and Regents exams – assist child with school and class projects;
- ⇒ provide child with the necessary supplies to complete homework and projects;
- ⇒ try to provide nutritious meals;
- ⇒ check my child’s notebook and correspond with teachers;
- ⇒ assist child with school/class projects;
- ⇒ supporting my child’s learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - checking child’s 8 ½ x 11 loose-leaf notebook;
 - monitoring child’s telephone activity;
 - monitor internet activity

- providing an environment conducive for studying;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
- ⇒ make a conscientious effort to get to know your child's Guidance Counselor;
- ⇒ participate , as appropriate, in decisions relating to my children's education;
- ⇒ participate in incentive programs, community service projects, mentoring meetings and events on a regular basis;
- ⇒ promote positive use of my child's extracurricular time.
- ⇒ stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⇒ serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- ⇒ read together with my child every day;
- ⇒ provide my child with a library card;
- ⇒ communicate positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respect the cultural differences of others;
- ⇒ help my child accept consequences for negative behavior;
- ⇒ become aware of and following the rules and regulations of the school and district;
- ⇒ support the school's discipline policy;
- ⇒ express high expectations and offer praise and encouragement for achievement.)

Student Responsibilities adopted by Student Government & Student body

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 20 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Participate in extracurricular activities to enhance personal experiences.
- Participate in community service.
- Find exemplars to help navigate through this high school experience
- Follow school rules

Name	Signature	Date
Boys and Girls High School		
Parent(s) – Print Name		
Email Address	Parent Telephone Number	Parent Work Number
Student - Print Name		
Academic Advisory		

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

Students who entered BGHS came from over 100 middle schools around the New York City area. Based on the enrollment data, over 54% of the entering 2010 9th grade students were below the New York State Standards in ELA and/or Mathematics. Many of our struggling students

suffer from academic and social problems which impede their ability to attend school regularly. Over 400 (20% of whole school) students with special needs have Individualized Educational Plans (IEPs). Approximately 200 special needs students are self-contained and 200 are in mainstream courses that receive mandated IEP services. We service 48 English Language Learners (ELL). All students identified will receive extra assistance to meet their deficiencies. The Scholastic Aptitude Test mean scores obtained for the verbal and math portions were 415 and 412 respectively.

All students are assigned to one of four academies. Our academies include; Business and Technology, Entertainment, Visual Arts and Design Technology, Barack Obama Law and Community Justice and Prep for Success. As we provide alternatives for students to be successful academically, Boys and Girls High School has established an educational support structure that extends outside the boundaries of the traditional school day. Summer School, extended day, Saturday and Sunday school are productive instruments that allow students the educational opportunity to not only make-up credits but also be exposed to alternative teaching styles and methods.

Our incoming freshmen class is strongly encouraged to participate in a summer school program designed to address basic math and literacy skills as well as to develop leadership qualities. The after-school tutorial program, writing & math centers, and the after-school homework helpers program are all geared to providing supplemental services for our at-risk population. Our administrative staff and faculty are encouraged to participate in our "The Power of 10 Mentoring Program;" in which staff closely monitors selected at-risk students and monitor their individual progress.

Our review of the data for 2009-2010 academic school year reveals the following:

- Percentage of students earning 10+ credits in 1st year was 54.4%, down from 55.9%
- Percentage of students in the school's lowest thirds earned 10+ credits in 1st year was 36.7%, down from 38%
- Percentage of students earning 10+ credits in 2nd year was 52%, up from 39.7%
- Percentage of students in the school's lowest thirds earned 10+ credits in 2nd year was 37.1%, up from 26.7%
- Percentage of students earning 10+ credits in 3rd year was 53.9%, up from 43.5%
- Percentage of students in the school's lowest thirds earned 10+ credits in 3rd year was 37.6%, up from 24.1%
- Average completion rate for remaining Regents exams were 28.6%, up from 20.7%

Weighted passed Regents rates improved/decreased as follows:

- English 1.18, up from 1.09
- Mathematics 1.32, up from 0.79
- Science .75, down from 1.16
- United States History 1.39, up from 1.29
- Global History 1.41, up from .80

Although we have improved our Regents participation rate, we must continue to prepare students to successfully complete all Regents examinations with at least a 65. Therefore our primary objective is to raise overall student achievement. This is most evident when students pass classes, pass their Regents examinations and graduate. Our attendance rate was 73.6%, an improvement of over 8 points from 2 years ago. The total enrollment has decreased over the past 6 years to 2010 from 4300+ students. There are over 900 over aged students. The total number of principal's and superintendent's suspension were 239 and 53 respectively. It will be imperative to develop a true guidance intervention program which will work to decrease suspensions and improve student achievement. It will also help to increase student enrollment, due to a comprehensive articulation plan. We must develop extracurricular activities to supplement our day high school program. It is important that students are connected to Boys and Girls High School. Educational trips, school-wide programs, activities, internships, community service projects, partnerships, community resources and assemblies must be aligned to the curriculum and the needs of our students. After consultation with our constituents we must develop programs and activities to enhance the educational program for all students. Our model is "Achievement for All."

Professional Development

We plan to meet this goal by focusing on those areas that most directly impact student achievement. All staff members will receive professional development in the student data systems: ARIS and Skedula. Other professional development activities will target the key instructional practices to increase student achievement which include: rigor, differentiation, effective use of technology, student engagement and classroom environment. The common planning period will be utilized to provide teachers with targeted professional development activities, analyze student data and to increase collegial sharing of best classroom practices.

Articulation

The articulation plan is to strengthen our outreach to middle schools and build partnerships as well. In addition, we will continue our summer bridge program to help incoming freshmen with their transition into high school. Summer school will continue to be available to assist upper classmen with credit accumulation.

Our freshmen academy, Prep for Success is designed to help students further develop the foundational skills needed to be successful during the balance of their academic careers. The tenth through twelfth grade academies continue this supportive instructional model with student cohorts and team teaching. This allows teachers to do more in depth inquiry work into every student and to better address their individual learning needs.

Teaching and Learning

Our focus on teaching and learning begins with the on-going monitoring, review and revision of all curriculum guides. The development and design of teaching units and assessments will reflect New York State standards. Moreover, the writing process will be emphasized across the entire curriculum. As curriculum changes are made, we will also identify areas where arts and culture can be infused.

Academic Intervention Services

The instructional day will follow an “A” day and “B” day format to allow for various Academic Intervention Services (AIS) such as the writing center, the Algebra Project and writing project and push-in resources. We will increase the number of periods per day and instructional time. We will offer double period classes, reduce class size, increase integrated co-teaching, push-in resource, honors, college and career awareness, guidance sessions, and tutoring.

Health & Safety

The safety and well-being of our students is an important objective that we will address with more school-wide accountability. The priority in this regard is offer more proactive response to accidents or conflicts involving students and implement programs such as peer mediation, individual and group counseling, and mental health services. We will work closely with Interborough Mental Health Services, Counseling for mediation Services (CMS), and other community based organizations to provide the necessary support for students.

Parent & Community Involvement

Parent and community involvement is important to our overall goal of increasing student achievement. As a result, we aim to increase parent/guardian membership in the PTCA and to more effectively use Pupil Path to improve and increase parent-teacher-student communications. With the existing and future community partnerships, our school can continue to expand the services and activities made available to students and their families. For example, our collaborations with local colleges and universities can offer tutoring, internships, special programs. The partnerships with arts organizations and local businesses provide students with exposure to career options, as well as opportunities for volunteerism and mentorships. We will also offer educational, social and career related workshops to improve the skill sets of our parents.

Capital Projects

Finally, we plan to make improvements and renovations of our school’s physical plant. Projects that are slated for this academic year include the renovation of the library which includes a technology upgrade. We will also be adding a state of the art forensics lab and mock court room in our Barack Obama Law and Community Justice academy and in our Entertainment and Visual Arts academy we would like to develop a Blackbox Theater, as well as an upgrade to our graphics arts lab and add a music studio. In addition, the air conditioning of the entire building will be upgraded.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement.
 - a. Regents Prep
 - b. Smaller Classes
 - c. Tutoring
 - d. Read 180

- e. Advance Placement
- f. Writing Center
- g. Interdisciplinary Planning
- h. Rosetta Stone
- i. Castle Learning
- j. Curriculum Planning
- k. Extended Day Programs
- l. Improvement of smaller learning communities

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

3. Instruction by highly qualified staff.

- Professional Development
- Buddy system
- Staff Mentoring
- Inter-visitation
- Intra-visitation
- Interdisciplinary planning
- Team teaching with job embedded pd

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.

- Work with Columbia Teacher's College
- Acuity
- Texas Instrument
- LEAP
- Pearson

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - Attend CFN Professional Developments
 - Build relationships with colleges to develop a student teacher program
 - Network with alumni of BGHS and provide college mentorship
 - Newspaper and other media outlets
 - Open Market Posting
 - Attend Community Board Meetings to advertise
 - Develop school literature to promote the BGHS learning community

6. Strategies to increase parental involvement through means such as family literacy services.
 - Develop a menu of literacy course for parents
 - Partner with community based organization to increase awareness issues
 - Work closely with the Parent Coordinator to provide the necessary resources for parents
 - Attend various parent meetings to learn what is needed
 - Purchase software that will allow parents to improve their literacy skills

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.
 - n/a

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.
 - Easy Grade Pro
 - Acuity
 - Develop a school grading policy
 - Course scholarship reports
 - Department scholarship reports
 - School-wide scholarship reports
 - Teacher scholarship reports
 - Incorporate teacher's scholarship in their informal and formal observations
 - Interdisciplinary planning workshops
 - Conferencing with Assistant Principal
 - Improve school-wide observational process

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.
- Extended day programs (PM School, Saturday School, AIS enrichment, and Sunday School)
 - Independent study
 - Distance learning
 - Tutoring
 - Regents Prep
 - Mentoring
 - Attendance intervention planning and academic support
 - College Now
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.
- VESID
 - VTEA
 - SAVE ROOM
 - Transitional Programs
 - Work-study

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

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not

literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used 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.

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
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:

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.

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

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** 16

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.
 1. **Secondary - Level ELA**
 2. **Secondary – Level Mathematics**
 3. **All Students, Black/African American, Hispanic**
 4. **Students with Disabilities**
 5. **Econ. Disadvantaged**
 6. **HS Grad Rate**
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.

Professional Development (ELA) – Funds will be used to provide focused professional development to support teachers in working with at risk students, including Black/African American students, Hispanic students and Economically Disadvantaged students.

These professional development opportunities will include:

- Supporting teachers of students with disabilities (SWD) working together in collaborative team teaching (CTT) settings, and general education teachers serving at risk learners, including Black/African American students, Hispanic students and Economically Disadvantaged students, with differentiating ELA instruction to meet students' individual academic needs.
- English teachers will receive professional development using data-driven instruction, differentiation of instruction and

developing interdisciplinary instruction. PD sessions will be conducted in five 2-hour after-school sessions during the 2009 – 2010 academic year.

Professional Development (Math) – Funds will be used to provide focused professional development to assist teachers of students with disabilities (SWD) working together in collaborative team teaching (CTT) settings, and general education teachers serving English language learners with differentiating Math instruction to meet students’ individual academic needs. Math teachers will receive professional development using data-driven instruction, differentiation of instruction and developing interdisciplinary instruction. These sessions will also include an extensive technology based component. PD sessions will be conducted in five 2-hour after-school sessions during the 2009 – 2010 academic year. These professional developments will help improve the HS graduation rate.

Saturday Math Academy – Funds will be used to support the implementation of a 2009-10 Saturday Math Academy, to be conducted from November 21 – June 19, targeting all students in grades 11-12 who performed at Level 1 and 2 on the New York State Regents. Grant funds will provide for teacher per session and the purchase of supplementary instructional materials for student use during the Saturday Math Academy program. **We are planning to work with 99 students**

Peer to Peer tutoring – Funds will be used to support the implementation of a peer tutoring institute. We will target students failing core subject classes. This will be a 20 week project. Each academy will target 30 students within this project.

Attendance outreach

School aides will make parental contact to connect parents to the educational process. This partnership will help close the achievement gap, increase student attendance and improve our graduation rate.

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.

(a) Provide the following information: 2009-10 anticipated Title I allocation = \$1,484,298; 10% of Title I allocation = \$148,430.

(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

- Literacy coaches

- Math coach
- Mentor
- Professional Development
- Buddy system
- Staff Mentoring
- Inter-visitation
- Intra-visitation
- Interdisciplinary planning
- Team teaching with job embedded pd
- National, state and city conferences

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

- We have a mentor to work with all 1st and 2nd year teachers to improve their pedagogical skills.
- Aussie Consultant for Math and Literacy to coach teachers in lesson planning and instructional practices.
- CUNY Math Institute Coach to mentor selected math teachers and BGHS Math Coach.

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.

- Every fall the Title I SINI letter is sent to parent in an understandable format, in a language that parents can understand.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: Regents Mathematics Performance

SURR Group/Phase: 16

Year of Identification: 2008-2009

Deadline Year: 2011

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

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations
Office of School Improvement SURR Review March 23rd – 26th, 2009	<u>COMMUNITY AND SCHOOL BACKGROUND</u> The school administration should expand the School Leadership Team (SLT) by including one teacher and two parents to assist in the development of the Comprehensive Educational Plan.	For school year 09-10 BGHS will expand SLT as per recommendation. School leadership will collaborate with various representatives of the community in the form of the BGHS Community Advisory Board. The Community Advisory Board will include the Principal, Community Leaders, Alumni of Boys and Girls HS, and Elected Officials.
	<u>ADMINISTRATIVE LEADERSHIP AND ORGANIZATION</u> The administration should in The School Leadership Team (SLT) in the shared decision making process, including budget development. The administration and pupil personnel staff should have additional student mentors serve as models in its effort to encourage students to	School leadership team will be provided with sessions particular to the budget. The existing student mentors will have increased their involvement in student outreach. Effective as of 2009 student

	<p>improve their attendance.</p> <p>The principal should realign duties and responsibilities of assistant principals to better manage workload. He should modify the requirements of the assistant principal for administration so that all areas that are in need of assistance at this time can be addressed adequately.</p>	<p>attendance has increased 8% over the previous year.</p> <p>CSA, Community Learning Support Organization (CFN) Network Leader and Principal will collaborate to realign duties and responsibilities of assistant principals for school year 09-10.</p>
	<p><u>INSTRUCTIONAL LEADERSHIP</u></p> <p>The district and the school administration should reorganize Boys and Girls High School into Smaller Learning Communities.</p> <p>The administration should implement a systematic procedure that assists with the monitoring of teacher observations. The purpose of this is to maintain centralized confidential personnel files. This would make files accessible for reference, and ensure that instructional recommendations are rigorous and aligned to school goals.</p> <p>The district and school administration should add sufficient details to the Annual Professional Performance Reviews (APPR) to capture instructional recommendations and goals.</p> <p>The principal and assistant principals should incorporate into teachers' observations the eight components that are defined in the Commissioner's Regulations.</p> <p>The district and administration should provide professional development to assistant principals to support them in becoming instructional leaders and effective supervisors.</p>	<p>For school year 09-10 BGHS will support the SLC model assisted by and in collaboration with the CFN and the DOE Office of School Redesign.</p> <ul style="list-style-type: none"> • BGHS has been redesigned into the following academies (all academies will be inclusive of all student populations, including students with disabilities and English language learners): • Prep for Success (9th grade only) • Entertainment Visual Arts and Design Technology (10-12th) • Business and Technology (10-12th) • Law and Humanities (10-12th) <p>All Annual Professional Performance Reviews (APPRs), observations and personnel files are now centralized in the Principals' office.</p> <p>The Network Leader from the CFN</p>

		<p>along with staff from the CSA will conduct a three day summer institute to provide professional development to all BGHS staff. The Network Leader and the team from the CFN will provide follow up and ongoing professional development throughout the Fall and Winter.</p> <p>Assistant Principals will be supported in examining and analyzing data that will lead to improved teacher observations. Assistant Principals will be trained in developing data profiles that will support classroom teachers.</p> <p>Ongoing professional development will be provided by the CFN during the Summer/Fall of '09 to Assistant Principals in the 8 components that are defined in the Commissioner's Regulations.</p>
	<p><u>PROFESSIONAL DEVELOPMENT</u> The administration should develop partnerships with institutions of higher education to expand teachers' knowledge of the content areas.</p> <p>The administration should maximize all assistant principals as instructional leaders by providing them with professional development opportunities designed to meet the needs of teachers and students. Assistant principals should model best instructional practices.</p> <p>Academic assistant principals should provide professional development in project-based learning and team building to teachers of all content areas.</p>	<p>The Network Leader from the CFN along with staff from the CSA will conduct a three day summer institute to provide professional development to all BGHS staff. The Network Leader and the team from the CFN will provide follow up and ongoing professional development throughout the Fall and Winter.</p> <p>In addition to this professional development, additional training and support will be provided by the following:</p> <ul style="list-style-type: none"> • City Tech • Integrated Service Center

	<p>The administration should provide professional development to paraprofessionals to increase their role in providing instructional support in the classrooms.</p> <p>The administration should provide teachers with quality professional development in differentiated instruction in math, as well as other subjects; motivating students; learning styles; and literacy strategies for the content areas.</p> <p>The administration should increase professional development in strategies that move instruction from teacher-directed to student-centered learning.</p> <p>The school administration should request that staff from Prentice Hall provide professional development in the use of its resources.</p> <p>Teachers should receive professional development on effective strategies for students to work collaboratively.</p> <p>Teachers should receive professional development in providing closure to lessons</p> <p>The district and administration should arrange professional development for teachers on the integration of technology in the classroom.</p> <p>The administration should build internal capacity among staff by cultivating a professional learning community.</p> <p>The administration should utilize the strength of the faculty to provide in-house professional development.</p>	<ul style="list-style-type: none"> • Medgar Evers College • Loraine Monroe Leadership • Literacy Enrichment through the Arts LEAP • Carnegie Learning • Pearson Publishing, • Castle Learning • Custom Computer, • NYU Polytechnic University • The Algebra Project • Center for News Literacy from Stony Brook University. <p>These organizations will support the school in the provision of professional opportunities for administrators, teachers and staff, including paraprofessionals. Specifically, these organizations will assist the school in providing:</p> <ul style="list-style-type: none"> • professional development for all assistant principals designed to increase their capacity to assist teachers in effective pedagogy • professional development in strategies that move instruction from teacher-directed to student-centered learning. • professional development in strategies in <ul style="list-style-type: none"> - differentiated instruction in math, as well as other subjects; - motivating students; - learning styles; - literacy strategies for the content areas - use of resources - collaborative student work
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	<p>The administration, with the support of the district, should hire a full time literacy and math coach. The coaches should serve as ambassadors for their respective content areas</p> <p>The administration should provide professional development to teachers on the CTT model.</p> <p>The administration, with the support of the district, should establish a Teacher Center in the building. The administration should create common planning time for teacher-to-teachers collaboration on curriculum development and lesson planning.</p> <p>The administration should implement academic articulation across grades. Title 1 funding can be used for this purpose.</p>	<ul style="list-style-type: none"> • professional development in project-based learning and team building to teachers of all content areas • professional development in the integration of technology into the classroom . <p>The administration will build internal capacity among staff by cultivating a professional learning community. Each academy will have a Teacher Director in charge. The Directors will analyze data with the CFN network team of content specialists. They will be provided with technical assistance in the resources and tools that they can use. Each Director will develop a professional development calendar for the individual academies and deliver professional development at grade meetings.</p> <p>As of school year 09-10 the school will employ a full time math and literacy coach. Coaches will work in collaboration with CFN to provide professional development to all content area teachers.</p> <p>CFN in collaboration with Special Education Teachers Resource Center (SETRC) will provide professional development to all content area teachers and aid in expansion of CTT program.</p> <p>At the present time, there are no plans to establish a Teachers Center. However, there will be a full time</p>
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		<p>literacy and math coach.</p> <p>As of 10 - 11 the administration will implement the common planning time model for staff-to-staff collaboration on curriculum development and lesson planning. Teacher Directors will be responsible for facilitating the common planning time.</p> <p>Office of Youth Development will collaborate with AP Pupil Personnel/Guidance staff to provide professional development to improve established systems and procedures to improve academic articulation across grades.</p>
	<p><u>INSTRUCTIONAL RESOURCES</u> Teachers in the school should utilize the resources available through the Prentice Hall Mathematics program.</p> <p>The administration, school librarian, and teachers should work together to transform the library into an effective multimedia environment.</p>	<p>Web-based training will also be available for all staff members for our basal and supplemental programs via live webinars and recorded tutorials at www.mypearsontraining.com.</p> <p>Educators using Pearson digital programs also have access to training at Pearson Community Connection to ensure successful implementation. We will be provided with support every step of the way.</p> <p>The Library will be reconfigured into a multimedia learning center funded by a RESO-A Grant.</p>

	<p><u>ATTENDANCE AND SCHOOL CLIMATE</u></p> <p>The administration should inform students and families of support services that are available.</p> <p>Teacher should monitor hallways between classes to minimize tardiness.</p> <p>The administration should require teachers to adhere to professional expectations to be at work on time, without exceptions.</p> <p>All staff members in the school should model appropriate language and dress for the students.</p> <p>All staff member enforce the rules of the school with consistency. The district, the principal, and the Council of Supervisors and Administrators should provide administrative and instructional mentoring to support assistant principals in fully implementing their roles and responsibilities.</p> <p>The NYCDOE, the district, and the school administration should reorganize Boys and Girls High School to appeal to more students and create more of a 1:1 family relationship with smaller, individualized learning communities</p> <p>The administration and teachers should provide more incentives and motivation to engage students in the learning process. Success in this area could improve the problem regarding student absenteeism.</p> <p>The administration should require a minimum student attendance rate to determine eligibility for participation in all extracurricular activities.</p>	<p>The Network Leader and the team from the CFN will provide a three day summer institute to BGHS that will include parents. At this institute parents will participate in:</p> <ul style="list-style-type: none"> • Orientation workshops for the four new academies which • Guidance/Intervention strategies for parents of upper classmen • Smaller Learning Communities and the advantages of each • Individualized counseling for parents and families <p>The CFN, UFT, CSA, and Community Based Organizations (CBOs) will provide all members of the School Community extensive professional development in regards to more effectively meeting their professional obligations to improve school culture and climate.</p> <p>The Teacher Directors and staff from each academy will monitor hallways between classes and enforce the rules of the school and the academy. Each academy will be responsible for its own students.</p> <p>Parent Coordinator will:</p> <ul style="list-style-type: none"> • work with parents in the four Smaller Learning Communities • facilitate workshops to parent
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	<p><u>CURRICULUM, INSTRUCTION AND ASSESSMENT</u></p> <p>The administration should request technical assistance from the NYC Department of Education (i.e. Office of Curriculum and Professional development, Learning Support Organization, and the Integrated Service Center) in aligning all curricula with the NYS Learning Standards and performance indicators for the Core Curriculum areas.</p> <p>The administration should request technical assistant from the NYCDOE in developing the scope and sequence or pacing guides for each course.</p> <p>The administration should continue to explore how to enrich coursework in the arts.</p> <p>The administration should consider the diversity and interest of the student population in reassessing its extracurricular offerings.</p> <p>The administration should promote extracurricular activities as much as it promotes athletics.</p> <p>The administration should implement Career and Technical Education programs to engage students in career-oriented hands-on learning opportunities.</p> <p>The administration should apply to the State Education Department to request approval of its CTE programs, which provide credibility to the schools programs.</p> <p><u>INSTRUCTION</u></p>	<p>community to inform the parent community about support services available for all families.</p> <ul style="list-style-type: none"> • work in collaboration with all four SLC directors to create and implement programs and services to meet the needs of their specific communities. • develop a monthly newsletter for parents which will be mailed out and available on line at the schools website. <p>Coordinator of Student Activities and Youth Development Administrators will address academic achievement and progress as well as college readiness.</p> <p>Administration will require a minimum student attendance rate in order to determine eligibility for participation in all extracurricular activities.</p> <p>The school will work with the Network Leader and her team of content specialists from the CFN in aligning all curricula with the NYS Learning Standards and performance indicators for all core curriculum areas.</p> <p>In addition to the work with the CFN, BGHS will obtain support from the NYCDOE's Office of Teaching and Learning in developing the score and sequence and pacing guides for each</p>
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	<p>Teachers should encourage students to verbalize their understanding of problem-solving activities.</p> <p>The administration should utilize literacy coaches in the academy structure.</p> <p>The administration should examine the purpose and utilization of double periods for math.</p> <p>Administrators, teachers and staff should embrace the belief that every student can learn. They should communicate high expectations for academic achievement to all students.</p> <p>Teachers should develop and implement lesson plans to include behavioral objectives, purpose, anticipatory set, content/procedure, modeling, checking for understanding, guided practice, closure and independent practice.</p> <p>The administration, with the support of the Office of Curriculum and Professional Development (NYCDOE), should provide professional development to teachers to help them develop and implement lesson plans that are aligned with the NYS Learning Standards and performance indicators on the State Mathematics toolkit for grades 9 – 12, http://www.emsc.nysed.gov/3-8/guidance912.htm.</p>	<p>academic area. Staff from BGHS will attend professional development opportunities provided by this office.</p> <p>The academies will continue to explore ways in which to enrich coursework through the Arts. In particular, the staff will be supported by Literacy Enrichment Through the Arts (LEAP).</p> <p>School will continue to expand extracurricular activities, including afterschool clubs and opportunities for the entire student population based on student interest.</p> <p>The school will consult with and collaborate with the CFN, the ISC and the Office of Career and Technical Education from the NYCDOE in the establishment of CTE courses.</p> <p>The CFN will provide professional development to encourage more active student engagement specific to problem solving activities.</p> <p>The literacy coaches will support teachers and staff in all four academies.</p> <p>The administration will be supported by the CFN instructional team and the</p>
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		<p>Integrated Algebra Project in designing appropriate strategies for double periods of math.</p> <p>Teachers across the academies will participate in Understanding By Design (UBD). A member of the CFN network team that is trained in the principles of Understanding by Design and backward planning will provide ongoing, onsite professional development.</p> <p>Teachers across the academies, supported by the math coach and the assistant principal in charge of mathematics, will participate in the Algebra Project. Five teachers are currently attending the Algebra Project's summer institute. These teachers will turnkey information to other math teachers at the school.</p>
	<p><u>SPECIAL EDUCATION</u> The administration should form a Pupil Personnel Team whose focus is serving the needs of at-risk students.</p> <p>The administration should establish protocols for Pupil personnel team members so that initials and triennials can be completed in a timely manner.</p> <p>The administration should examine all students IEPs completed by the Pupil Personnel Team to determine the appropriate placements within the Least Restrictive Environment.</p> <p>The administration should review the Least Restrictive Environments (LREs) for each</p>	<p>PPT members are identified as follows: all members of the school based support team, AP guidance, AP Special Education, 1-SE teacher, 1-mainstream teacher and Principal/Principal designee.</p> <p>Staff from the Integrated Service Center's Special Education unit will provide technical assistance in compliance issues so that all initials and triennials will be completed in a timely manner.</p> <p>Staff from the Integrated Service Center's Special Education unit will provide technical assistance to the</p>

	<p>student to determine the possibility of more CTT classes with appropriately certified teachers in both special education and the content areas.</p> <p>I teachers should support inclusion and the academic achievement of students with disabilities.</p> <p>The Pupil Personnel Team should develop all IEPs after using a standardized assessment. The administration should clarify roles and responsibilities of special education leadership to effectively implement IEP requirements.</p> <p>The administration should develop a transition team that contributes to development of IEPs and assists with planning for life beyond high school.</p> <p>The administration and appropriate inquiry team should utilize the process of action research to determine why students in CTT classes have a higher attendance rate and apply the finding to the school-wide population. The administration and district should provide job-embedded, performance-based professional development to the assistant principal for special education, or explore other options, as appropriate.</p> <p><u>STUDENT BEHAVIOR, DISCIPLINE, SAFETY and SECURITY</u></p> <p>The administration and teachers must carefully review the finding of the summary report and purposefully investigate and address student concerns regarding bullying, fighting and gang activity.</p> <p>The administration should orient new teachers</p>	<p>administration to determine appropriate placements within the Least Restrictive Environment and the possibility of creating additional CTT classes.</p> <p>Teachers will be actively engaged in the reviewing of and advisement of the IEP process.</p> <p>In collaboration with ISC, SETRC and CFN, BGHS will develop IEP's using standardized assessments. A tool to be used is IEP Pro.</p> <p>The administration and appropriate inquiry team will focus in the process of action research to determine why students in CTT classes have a higher attendance rate and apply the finding to the school-wide population.</p>
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	<p>to various support resources that are available.</p> <p>The administration and designated staff members should address any compliance issues immediately (i.e., facilities, safety, health)</p> <p><u>PARENTS, COMMUNITY INVOLVEMENT AND COMMUNITY-BASED ORGANIZATIONS</u></p> <p>The administration, with the support of the Central Office of the NYCDOE and the NYSED Office of School Improvement and Community Services (NYC), should provide professional development to the parent coordinator on how to conduct outreach to parents.</p> <p>The parent coordinator should conduct workshops to increase parents' involvement in the education of their children.</p> <p>The parent coordinator should work with the administration to develop a parent handbook.</p> <p>The administration, with the support of the district, should designate a parents' room.</p> <p>The parent coordinator and administration should review the websites for the school and the NYCDOE to provide greater access and information for parents.</p> <p>School staff working for the administration should provide signage to identify the location of the parent coordinator's office.</p>	<p>Office of Youth Development (OYD) from the ISC, and the 81st Precinct Community Affairs will provide professional development and opportunities to carefully review the findings of the summary report regarding student discipline, safety and security.</p> <p>Parent Coordinator will:</p> <ul style="list-style-type: none"> • facilitate workshops to parent community to inform the parent community about support services available for all families. • work in collaboration with all 4 SLC directors to create and implement programs and services to meet the needs of their specific communities. • develop a monthly newsletter for parents which will be mailed out and available on line at the schools website. • update the parent handbook which will be mailed out and available on line at the schools website.. • create a parent resource center. • work with administration to provide website information. • avail themselves of professional developments provided by the ISC, OYD and District 16 Parent Advocate. • attend all parent based meetings to create a collaborative relationship.
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	<p>The administrator should comply with state and city regulations by convening an annual Title I meeting, creating a functional SLT, and identifying strategies to increase the presence of a PTA.</p> <p>The administration should identify opportunities within the schools to support the PTA President in the execution of her responsibilities (e.g., utilize Title I funding and regulations)</p> <p>The administration and parent coordinator should take the necessary and required actions to increase community involvement (i.e., have a concert to bring in parents/community) in the school.</p> <p>The administration should create partnerships with school and community-based social service agencies to assist with interventions that focus on the holistic needs of students.</p>	<p>School leadership will collaborate with various representatives of the community in the form of the BGHS Community Advisory Board. The Community Advisory Board will include the Principal, Community Leaders, Alumni of Boys and Girls HS, and Elected Officials.</p>
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APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) 38
2. Please describe the services you are planning to provide to the STH population.

Students in temporary housing (STH) will receive academic intervention services to support their overall success. STH will also receive additional social and emotional support from guidance counselors and social workers. We will work with STH to expose them to positive life- changing activities to compensate for their individual life experience. STH will receive supplies and other necessary support to ensure success and graduation. STH will receive the following:

- Academic programs and educational support services
- Transportation once the student is permanently housed
- Basic/emergency supplies
- Extended library hours access school programs
- Outreach efforts to identify the STH population and help them
- Counseling services

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Boys and Girls High School					
District:	16	DBN:	16K455	School		331600011455

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		65.5	70.3	73.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	Student Stability - % of Enrollment:			
Grade 4	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 5	0	0	0		95.0	91.0	91.2
Grade 6	0	0	0				
Grade 7	0	0	0	Poverty Rate - % of Enrollment:			
Grade 8	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 9	472	440	321		61.8	77.3	68.6
Grade 10	674	478	499				
Grade 11	570	824	450	Students in Temporary Housing - Total Number:			
Grade 12	1101	528	656	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Ungraded	18	23	18		25	148	82
Total	2835	2293	1944	Recent Immigrants - Total Number:			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					7	8	10

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	407	331	203	Principal Suspensions	133	580	271
# in Collaborative Team Teaching (CTT) Classes	13	26	109	Superintendent Suspensions	47	64	77
Number all others	174	132	145				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	1394	1145
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	176	160	139
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	45	48	34
# receiving ESL services only	27	58	TBD	Number of Educational Paraprofessionals	7	5	14
# ELLs with IEPs	6	8	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
	134	71	339	% fully licensed & permanently assigned to this school	99.4	100.0	99.2
				% more than 2 years teaching in this school	86.7	89.8	82.0
				% more than 5 years teaching anywhere	55.2	65.3	82.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	86.0	92.1
American Indian or Alaska Native	1.0	1.0	0.9	% core classes taught by "highly qualified" teachers	81.6	85.2	87.8
Black or African American	89.9	89.0	89.3				
Hispanic or Latino	7.3	7.5	8.2				
Asian or Native Hawaiian/Other Pacific	0.7	0.8	0.7				
White	0.8	0.8	0.9				
Male	59.6	62.0	62.8				
Female	40.4	38.0	37.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	49.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	34						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN#4	District 16	School Number 455	School Name Boys & Girls H.S.
Principal Bernard Gassaway		Assistant Principal Carmen Walston	
Coach Andrea Toussaint-Lit. Coach		Coach I. Moseley-Math Coach	
Teacher/Subject Area Lisa Le Fevre (ESL Teacher)		Guidance Counselor Dorothy Harper	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Elmer Anderson	
Related Service Provider Bridget Carrington		Other N/A	
Network Leader Dr. Charlene Smith		Other N/A	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School		Total Number of ELLs		ELLs as Share of Total Student Population (%)	%
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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.
1. The Assistant Principal of Guidance reviews all the permanent records of incoming students who are ELLs. This is done for programming purposes. Students who are 'over the counter' registrants and new to the NYC public school system are interviewed along with their parents. The Home Language Identification Survey is administered. An initial interview of parent and student is done by a licensed teacher and if eligible the student is administered the LAB-R by a licensed teacher. Parents are informed of the eligibility and invited to a parent orientation. The orientation is offered by a licensed teacher, an agenda and sign in attendance sheet is available for parents to sign. ELLs are assessed by the Bilingual Guidance Counselor. The English and Spanish LAB-R tests are administered when applicable, and the NYSESLAT is administered on an annual basis for all students until they have successfully tested out. Our licensed guidance counselor interviews students and parents (pedagogues) and assists with the administration of the LAB-R and NYSESLAT. The licensed ESL teacher administrates the tests.
 2. Boys and Girls High School has an ESL program. Parents and students are informed at the time of the intake process interview and given an opportunity to opt-out. However, the school accommodates the students until the parents and students are satisfied.
 3. We have a program which is the ESL program. The students are registered by level of English language proficiency according to their LAB-R and NYSESLAT results, records, and other pertinent information. One teacher teaches ESL students on register. This number affords the school one highly qualified teacher. Parents complete the forms which are necessary at registration and given direction on the next steps until the students are adequately accommodated. The forms are kept in the students' files.
 4. Students are evaluated on a case-by-case basis at registration and/or transition from Junior High School for our ESL program. Newcomers are also evaluated as to their grade level and experience, and are administered the English Lab-R and Spanish Lab-R if applicable.
 5. There is one program; therefore, there is no selection process. Parents have a choice of program. The only way we cannot give parents a choice is when we do not have the numbers in a grade (less than twenty students). During the oral interview process and distribution of multi-language parent brochures, parents are informed of various NYC programs available to ELL students so that they can make informed decisions about what program they want for their children. There is also an orientation video available online by the Office of English Language Learners. Based on the numbers per grade eligible for Bilingual or ESL and parent choice the school offers the program. The guidance counselor and/or teacher doing the parent orientation informs the parents that there are not enough students for bilingual, but if the school gets more students for the program they will call back the parents to see if they still want bilingual.
 6. The program is usually with parents' requests. However, some parents choose to Opt-Out of the ESL program. Moving forward, the school will keep agendas, sign in sheets and parent selection forms to adequately justify the selection.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12

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

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

(60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	58	Newcomers (ELLs receiving service 0-3 years)	24	Special Education	11
SIFE	5	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	21

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	24	2	1	13	2	4	21	1	6	58
Total	24	2	1	13	2	4	21	1	6	58

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

C. Home Language Breakdown and ELL Programs

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										7	5	5	8	25
Chinese														0
Russian														0
Bengali										1	1	2	1	5
Urdu														0
Arabic										2		1		3
Haitian										6	4	3	2	15
French										1	2	2	1	6
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Other										3	1			4
TOTAL	0	20	13	13	12	58								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. We attempt to deliver instruction to Beginners in accordance with the standards: 540 minutes per week. As such, we offer Beginner students approximately 15 forty-five minutes of self-contained ESL instruction time per week. Instruction is delivered to Intermediate students in accordance with the standards: 360 minutes per week. We offer 10 periods of self-contained ESL classes per week. Instruction is delivered to the Advanced population in accordance with 180 minutes per week. Advanced students receive 5 periods of self-contained ESL instruction per week coupled with ELA courses. Therefore, each grade level usually includes a triple period of ESL classes in the beginning level, a double period for Intermediate students with Advanced students joining for a single period of classes each day coupled with ELA where needed (a) There are self-contained classes of ESL students in Boys and Girls High School, which have three periods of ESL classes daily for Beginners; two class periods daily for Intermediate and one class period for Advance. Students are programmed on a case by case basis as the population is small. (b) There are three single ungraded, heterogeneous classes; there is one block of ungraded, heterogeneous class. Each group travels together.

2. Our ESL teacher recommends to our programmer where the students should be placed according to proficiency in the content area and elective classes, as well as on their English proficiency assessment tests such as the LAB-R or NYSESLAT. (a) Our ESL students are programmed on a case-by-case basis according to their proficiency levels in English, ESL and the content area. Again, we attempt to deliver instruction to Beginners in accordance with the standards: 540 minutes per week. As such, we offer Beginner students approximately 15 forty-five minutes of self-contained ESL instruction time per week. Instruction is delivered to Intermediate students in accordance with the standards: 360 minutes per week. We offer 10 periods of self-contained ESL classes per week. Instruction is delivered to the Advanced population in accordance with 180 minutes per week. Advanced students receive 5 periods of self-contained ESL instruction per week coupled with ELA courses.

3. All ESL classes are self-contained and approach English Language learning through literature, compositions, activities, and grammar in context across content areas including ELA, global science, history, math and more. English is the principle language used in the class, although students may assist each other in their native languages when needed. Instructional approaches include student-generated

discussion, communication, projects, and group work; teacher guided and supported direction, differentiated use of graphic organizers, art, posters, word walls; bridging and scaffolding of prior knowledge through multi-cultural readings and debate; essay writing processes and peer editing; creative writing; listening and oral activities; active engagement in class study games; and teacher as well as peer assessments. Lesson for students are prepared either on the Backward by Design Model or the Madeline Hunter Model so that students receive instruction per designs intended to offer motivation as well as organization. Furthermore, the instructor is knowledgeable in a variety of instructional tools like QTEL and additional instructional models such as CALLA and SIOP.

4. Instruction is differentiated for all ELL subgroups according to students' individual needs, multiple learning styles, and English language proficiency across skill sets (reading, writing, listening, and speaking). Additionally, the following considerations are applied to various ELL subgroups:

a. (SIFE) - SIFE students need extra attention and differentiation both within the classroom and outside so as to make the transition into a school setting and with socialization easier. It is essential to also have parent communication with SIFE students, especially in order to assess their level of involvement in prior schools and in order to allow parents to also transition into the child's current school environment and its expectations. SIFE students are supported through group work, graphic organizers, paired-student activities through a buddy system, maximized individualized attention from the ESL teacher, and available tutoring with the ESL teacher after school. Tutoring across the content areas is also available inside and outside the school for SIFE students to seize as an opportunity for growth.

b. (Newcomers) - Newcomer ELLs are assessed for their prior educational knowledge and settings, as well as for their knowledge of English, and administered the LAB-R examinations if it is their first time entering the New York City school system. Students are supported through a variety of teaching strategies and student tools, including graphic organizers; peer, team, and group work/activities; age appropriate and culturally authentic literature; and grammar supported through reading, writing, listening, and speaking contexts. Students are also encouraged to share their life experiences so as to help transition into the classroom experience. Classes are heavily based on bridging writing and reading educational gaps, and essay writing for critical thinking, as well as form is taught and supported to eventual student mastery. Tutoring is also available for students.

c. (ELLs receiving service 4 to 6 years) - ELL students receiving ELL services 4 to 6 years should be approaching the transitioning stages out of ESL and towards proficiency of the English Language. At the assessment level, these students are monitored for progress and flagged for intervention with parents and extra services support if extra time is needed per student. Curriculum for both Intermediate and Advanced student levels is heavily based in an ELA component to support mastery in reading, writing, listening, and speaking with classic and modern literature in mind. This literature is important for students who are quickly approaching the ELA Regents exam. Classroom activities include group work projects; essay writing, peer review, and presentations; choral and individual reading; poetry, theater, and film. Students are also encouraged to support projects with technology including research on the Internet and creative art or photography. Tutoring is also available after school both in ESL and across content areas for extra support.

d. (Long-Term ELLs (completed 6 years) - Extension of Services and extra support is often needed for Long-Term ELLs to help them meet proficiency levels both on the NYSESLAT and in classes. Support services for ELLs cater to the varying ways that students learn and to the best way each individual student may succeed. Some students need differentiated teaching and learning on reading and listening skills, while others need concentration on writing. Individualized assessment, collaborative group activities, peer-to-peer learning, and modification of tasks and work are all ways to help boost a student's growth and success. After school tutoring is offered to help Long-Term ELLs in their most needed areas of English. Students are also encouraged to engage in outside resources, volunteer services, or tutoring organizations that can help with communication skills as well as bolster a student's confidence for all English modalities.

e. (ELLs identified as having special needs) - ELL students identified with having special needs are identified by their guidance counselor, the supervisor of special instructional needs and planning, school psychologists (if necessary) and per individual students IEP. If a student is able to be placed in a self-contained ESL classroom, the teacher receives the IEP to become familiar with additional testing, classroom, or academic/emotional needs. Paraprofessionals are made available per student IEP plan and need. Students are also supported by a support specialist during the annual NYSESLAT testing period.

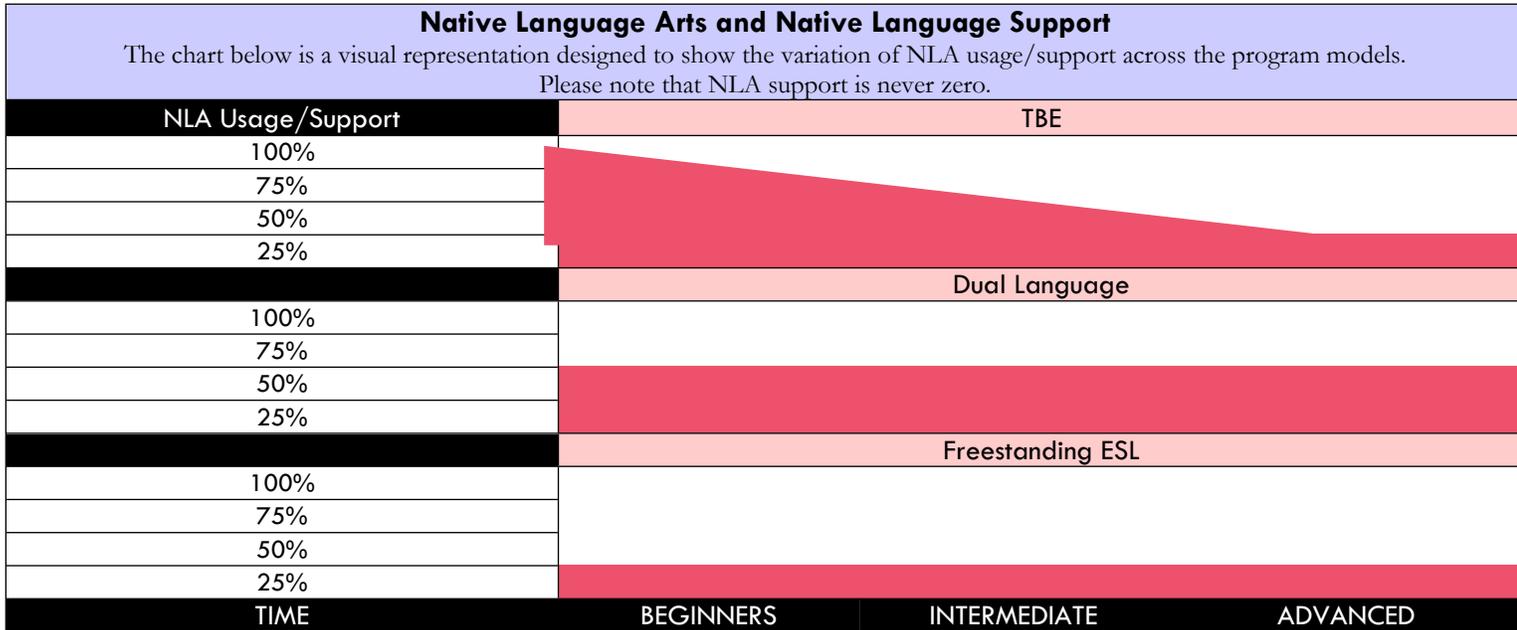
Finally, ELL students are accommodated during the Regents testing period to receive maximum support allowed. This includes testing in a separate location; extended time, and word-to-word glossaries.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

5. Content area teachers are encouraged to and approach the ESL teacher, guidance counselors, and other supervisors with concerns for ELL student progress so that they can help support their content for ELLs. Teachers and ELLs are supported through ELL instructional techniques, individualized help with students, and are freely open to communicate with the ESL teacher. The ESL teacher also sends out email notices offering instructional tools such as links to bilingual glossaries or graphic organizers. Furthermore, the ESL curriculum cuts across content areas to support topics instructed in other content areas, and students are welcomed to discuss and seek help for projects, vocabulary, and lessons. Tutoring across content areas is also available throughout the year for students both within the school and through outside sources. Teachers are encouraged to track students' progress on state assessments and flag any concerns. Teachers, and parents can track student progress and communicate about grades, attendance, and curriculum through Skedula or ARIS – Internet tools which allow communication and support. Finally, teachers are also encouraged to share ideas that work in the classroom with ELLs to mutually support each other. This is done often through face-to-face meetings or through Skedula.

6. While students who reach proficiency on the NYSESLAT no longer need ESL services, they may need additional support from the ESL teacher, other content area teachers, and through after-school support services. Effective resources for transitioning ELL's includes the use of dictionaries in class, and extra time on classroom activities, projects, exams, and where indicated extended time is allowed for former ELL's on state exams. The ESL teacher and guidance counselor have open-door policies for all former ELLs to receive additional help, moral support, and a safe academic haven. Teachers are encouraged to identify former ELL students through ARIS and to continue differentiating instruction with language needs in mind. Again, tutoring is support across all content areas, including ESL, for ELLs, those transitioning out of ELL, and all students throughout the school.

7. Two areas of consideration for new programs will be considered for the upcoming year. The first deals with the continued effort for integrating more computer and technology components to the curriculum. This goal includes not only the use of language programs, but also the use of research tools accessible with the World Wide Web, as well as with film and video. ELL students need technology for college preparedness so that they may have the same opportunities as other students when it comes to finding and using resources. In fact, they should learn to rise to an advantage by using multi-lingual and multi-cultural sites. Furthermore, video and audio technology supports students across multiple learning styles and trains listening and visual skills for state examination requirements. Another area of interest is getting ELL students more involved in the writing process through contests and other challenges. Essay contests prepare students to write with confidence and push their skills to higher levels for goal attainment. Students are also encouraged to participate in school wide contests, programs, and talent shows as a way to not only boost confidence with English language, but also as a way to share cultural knowledge and understanding. Finally, as was the case last year, efforts will continue with programming and school wide concerns for improvement, identification levels of ELLs, and more development for guidance counselors, content administrators, and classroom teachers in order to help support ELLs. Continued in-house professional development will be offered both by the ESL teacher and outside organizations.

8. Rather than discontinue services, the school intends to improve and implement more services. One avenue of interest and current investigation is the use of English Language computer modules or programs (including a speaking component) that students can use in the library or computer labs. Computer programs, such as "English for New Americans" by Living Language, or Rossetta Stone, offer an authentic and fun path for students to practice language on their own as well as reports and graphs for both student and teacher to track language progress.

9. ELLs are afforded equal access to all school organizations, sports, tutoring, etc. and are encouraged to participate in events and activities that bolster the general English population's knowledge of multiculturalism, such as with the school's Culture Club and its yearly cultural performance. Supplemental counseling is offered to ELLs through a guidance counselor specific to their needs; and after school tutoring is provided specifically for ESL as well as across the content areas. ESL tutoring concentrates on both beginners who need tailored support across the modalities as well as advanced students who want to discuss literature or receive Regents help. Such after school tutoring can supplement students with their core curriculum through graphic organizers, dictionaries, vocabulary strategies and reading activities (i.e. how to use and search for terms in the dictionary, vocabulary bookmarkers, games, etc). Tutoring also helps students with Regents preparation as it helps them

amass useful language strategies which can be brought to the test taking situation.

10. A variety of instructional material is used in ESL classes and in the school (content areas and in the library) to help support ELL students. In the ESL classroom, a variety of reading material; bilingual, word-to-word, and English dictionaries; posters, text readers, and classical literature are staggered by levels and student interests. Classroom libraries are provided for students to peruse for independent and supported reading. Graphic organizers, charts, and anticipation guides are part of the usual routine and aid in differentiating instructions even within levels. Film and visuals are used to support writing and reading, as well as to stir creative thinking and imagination. Responsible Internet use for research and study is encouraged and taught in class. In addition, documentary and historical websites such as PBS and History Channel are used to support text material and offer background videos or timelines. Furthermore, should a student have an IEP that calls for additional help in the classroom with a paraprofessional, then that student is supplied with such aid.

11. As this is a free standing ESL program, English is primarily used for instruction, debate, and communication between students and teachers. However, the native language is supported through a variety of methods both in class and out. In class, native language dictionaries are provided and some early reading books with English and the native language side-by-side are available. Beginning students are able to seek help with other students speaking their native language as well as teachers and adults, and are encouraged to communicate in both English and their own language if they cannot in English. In this way, students and teachers can help support the bridging of native vocabulary to English, especially with cognates. During state examination periods, content area teachers and supervisors are made aware that examinations exist in a variety of languages and that ELLs may use word-to-word dictionaries and have extended time on Regents where indicated on instructions. Parents are also to be communicated with in the native language per the home language survey or by request. Finally, students are encouraged to also use their native language at home rather than an English-only-model which most parents mistakenly think is the only way for students to learn their second language despite research proving otherwise.

12. Currently, most ELL students travel together in core classes by age and grade cohort although proficiency levels must be factored into the equation. Classroom material and instructional support are age, grade, and level specific and are staggered for student ability and within the common ESL classroom. Furthermore, in class text books and reading libraries are labeled for student ease either for English Proficiency levels or subject matter.

13. All in-coming ninth graders, including ELLs in the country, who are enrolled at Boys and Girls High School, attend a summer school program that introduces them to the school, core subject areas, and activities before the beginning of the school year. Formally called "Freshman Academy," the goal is to familiarize students and parents with the transition processes involved in attending a new school at the secondary grade level. Known ELL students at the time are also assigned a guidance counselor to support their academic year.

14. The language electives other than ESL and ELA classes that are offered to ELLs includes Spanish, the language that the school offers at this time.

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)?

Boys and Girls High School does not follow a Dual language Model, and thus this section is not applicable.

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.

1. Throughout the year, professional development opportunities are provided to ELL personnel either at the school or outside with events offered by the Board of Education. In the school, professional development this year has focused on differentiating instruction through modeled activities such as "Tiering" and "Scaffolding." Professional development sessions outside the school are encouraged and available to both the ESL teacher and core content area teachers. Announcements for these sessions come from the Children First Network, Office of English Language Learners, and district area BETAC offices. This year, professional development activities attended have concentrated on ELL learning in alignment with the new CORE standards. Information learned and any materials acquired at professional development is shared with instructional staff at arranged academy meetings or with administrative staff.

2. The professional development offered this year has focused on the main instructional tools needed to bolster ELL learning and how those tools and instruction are aligned to national standards and state objectives. In the school, administrators frequently provide the data lists such as the RLER and RLAT for teachers in order to try to provide timely and updated information. Guidance counselors offer help for ELLs and provide data to teachers when requested such as that concerning home-language surveys, analysis of transcripts and progress, and even help with contacting parents. And finally, teachers are encouraged through direct communication or through academy parent nights, to conduct parent outreach and assess the needs of transitioning students from the family viewpoint.

3. A variety of professional development is offered per department and school academy for teachers at Boys and Girls High School, some within the school and some with outside sources. DOE professional development, for example, with instructional design for ELL students in alignment with the CORE standards allows teachers and administrators to become familiar with education's changing benchmark's. This is important in order to keep abreast with student achievement and the teaching techniques needed to getting there. In house development and academy meetings have made teachers aware of shared knowledge, including plans and instruction for ELL students. Finally, the ELL teacher attends professional development away from school during the work day in order to not only fulfill the 7.5 hours needed at minimum a year, but also to and bring back material individual and school-wide enrichment.

E. Parental Involvement

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

1. Parent involvement in the school is arranged with a school parent coordinator for events such as parent conferences and even social gatherings. Parent Coordinator workshops may include, but are not limited to orientation of the incoming students and workshops available throughout the school year as offered by the DOE. Guidance counselors and teachers are also frequently in touch with parents about academic involvement, student achievement, student attendance, and upcoming examinations. Guidance counsels also offer an overview of our Skedula reporting system to all parents during our parents' conferences. Concerning ELL students in particular, the ESL teacher at the school is often in contact with parents by phone and encourages parents to contact her with questions or for further updates either at the school or at home. Parental contact involves updates on student concerns as well as acknowledgement of student progress. Parental concerns such as requests for extra help through tutoring programs are also implemented, and attempts are made to communicate with parents in their native language when possible either by the teacher herself or educators who volunteer their services at the school level. The primary languages that communications are circulated in at this school include Arabic, Bengali, English, French, Haitian Creole, and Spanish. Furthermore, academy based parent nights encourage parental participation in award ceremonies and in honoring our students.

2. The school takes measures to ensure that ELL parents are aware of upcoming events that are offered by the DOE, as for example, with community meetings offered from the DOE's Office of English Language Learners. Information that is gathered is printed out in different languages as well as in English, and as per the primary languages parents and students communicate with at this school. Also, parents are encouraged to keep track of their students and their progress with technology as per Pupil Path or Skedula.

3. Direct communication through counselor contact, teacher contact, and parent coordinator outreach helps evaluate the needs of parents outside of the bi-annual parent-teacher conferences. In the case of ELL students, many times students themselves will approach school officials requesting information or needs about parental involvement or services, which can then be looked up and communicated to the parent. This reciprocal approach allows for students, as well as parents and teachers, to communicate and be involved in a system of progress.

4. Parental involvement activities address a variety of themes and subjects. Some of these themes include discussing what is involved for students' academic advancement as per targeted information on attendance or state examinations, particularly with ELL populations. On a family level, parental involvement activities such as award assemblies, honor students and their families welcoming them to feel proud and involved in students' gains. Finally, on an interpersonal level, social events for parents allow individuals in the community and school professionals to mix in order to form a sense of purpose and identity with the school, its population, and its environment.

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)										7	0	1	2	10
Intermediate(I)										5	6	7	4	22
Advanced (A)										4	7	2	2	15
Total	0	0	0	0	0	0	0	0	0	16	13	10	8	47

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

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

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

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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	15		5	
Math <u>MXRE</u>	25		11	
Math <u>MXRG</u>	1		0	
Biology				
Chemistry				
Earth Science				
Living Environment	12		3	
Physics				
Global History and Geography	18		8	
US History and Government	8		4	
Foreign Language	11		11	
Other <u>MXRA</u>	1		1	
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)								

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

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

1. Some of the assessment tools that the schools uses to asses the early literacy skills of ELLs includes diagnostic tests, English language proficiency examinations such as the LAB-R and yearly NYSESLAT, Periodic Assessment examinations in core content areas, demographic and test data lists such as the RLAT and RLER, former test records across subject areas and from previous schooling, ATS, ARIS, and Skedula informations, and class-room assessments conducted by teachers such as writing folders and journals, rubrics, and longitudinal records. These various data can offer both educators and administrators ways of tracking progress nad offering needs assessment for students in order to obtain any extra aid that they may need. This helps instructional and administrative staff with differentiating classroom approaches for student and with programming further classes for ELL populations.

2. Students at all levels perform better on the speaking/listening portion than the reading/writing portion. Therefore, we will devote more resources in terms of classroom time and extra tutoring to building up the skills students need to be able to complete the reading/writing sections successfully.

3. Patterns across NYESESLAT modalities will effect instructional decisions by allowing data to be gathered and categorized across proficiency levels for each child so that instruction can be differentiated for students according to their needs. Analyzing patterns helps further break up students according to high, middle, and lower proficiency skills within a level. Such data helps students when paired with partners or group configurations so that both students and teachers can form supportive networks of language learning. While at all times the maximum number of activities are used to touch on all learning types and to support varying levels of English in a heterogeneous classroom, patterns can also help reflect modalities that may need extra instruction for further student progress.

4. a. ELL students who take the foreign language exams do well on them, as they speak some of these languages at home. About 44% of the students who took the Integrated Algebra exam passed it, and the rest of the exams have an even worse completion rate, likely due to the writing requirements for the ELA and the two Social Studies exams, and the part two questions of the Science exams .(b) Periodic Assessment exams in English and in other content areas are administered to ELLs as a predictive measurement to see 1) how students may fare on exams such as the NYSESLAT and ELA and 2) what extra support students need across the reading, writing, speaking, and listening modalities. Some test scores are reported and are available on ARIS or Skedula for teachers to look at and compare across grade, content, and school-wide levels. These results help teachers plan instructional data for individuals as well as group configurations of students or entire classes.

5. *Question number five is not applicable for Boys and Girls High School.*

6. Success of ELL programs are evaluated with multiple variables. Testing and assessment data plays an important role in monitoring student progress both as groups and individuals, and from the moment students enter the school as 8th graders becoming ninth. Progress is followed through the years and anomalies such as student regression on NYSESLAT levels are flagged for further investigation. Questions that may be asked are what, for example, might make a student drop an English level and what can be done to help the student on an individual basis? Other test scores are also examined to see how students are doing across content areas. At the instructional level, students are monitore and assessed not only on class tests, but across modalities for classroom interaction, group dynamics, individual growth with communication on a interpersonal level, and with writing progression at creative and academic benchmarks. Students are also offered occasions to self-assess and evaluate their progress through discussion, reflexive writing, and per their own choice of classroom events, readings, and projects. It is believe that if students take stake in their own education, they take more initiative in their own progress for they feel respected and supported.

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		