



SHEEPSHEAD BAY HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 22K495
ADDRESS: 3000 AVENUE X BROOKLYN, NY 11235
TELEPHONE: 718-332-2993
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 22K495 **SCHOOL NAME:** Sheepshead Bay High School

SCHOOL ADDRESS: 3000 Avenue X

SCHOOL TELEPHONE: 718-332-2003 **FAX:** 718-648-9349

SCHOOL CONTACT PERSON: Reesa Levy **EMAIL ADDRESS:** rlevy3@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Thadeus Russell, Jr.

PRINCIPAL: Reesa Levy

UFT CHAPTER LEADER: Teresa D'Ambrosio

PARENTS' ASSOCIATION PRESIDENT: Edward Odom

STUDENT REPRESENTATIVE:
(Required for high schools) Dimo Koutsogiannopoulos

DISTRICT AND NETWORK INFORMATION

DISTRICT: 22K495 **CHILDREN FIRST NETWORK (CFN):** 605

NETWORK LEADER: Wendy Karp

SUPERINTENDENT: Aimee Horowitz

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/ronlyres/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
Reesa Levy	*Principal or Designee	
Teresa D’Ambrosio	*UFT Chapter Chairperson or Designee	
Edward Odom	*PA/PTA President or Designated Co-President	
Marion Chin Sulam	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Michele Amass	DC 37 Representative, if applicable	
Dimo Koutsogiannopoulos	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Peyten Waters	Student Representative	
Chaquille Oliver	Student Representative	
Dolores Vialet	Member/UFT	
Judy Wiskoff	Member/UFT	
Michele Fienga-Milazzo	Member/UFT	
Brenda DeStephano	Member/Parent	
Thaddeus Russell Jr.	Parent/Chairperson	
Ernest Jeter	Member/Parent	
Theresa Bilgore	Member/Parent	

Salvatrice Miranda	Parent Coordinator (observer)	
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(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.

Sheepshead Bay High School challenges our students to discover their unique talents and abilities. We assist students in the realization of their potential and the accomplishment of high academic and social achievements. To this end, we introduce our students to a variety of academic courses, career discovery programs, and a variety of after school teams and extra curricular activities. Our popular programs include Law Institute, Health Careers, Sports Science Institute, Virtual Enterprise, Dance, Music, and the Honors Program. All of our offerings focus on preparing students to succeed in a chosen career or post secondary institutes. In addition, Sheepshead programs emphasize technology and its importance in 21st Century Learning.

Sports are an integral part of life at Sheepshead Bay High School and incorporate the importance of hard work and dedication to community as well as academic excellence. Through a plethora of clubs and study groups, all students find an outlet for their individual talents and interests. Our Art program includes ceramics, photography, cartooning, fashion and painting, while our Music offerings include performance bands in orchestra, guitar, and jazz. Many of our programs utilize real life learning opportunities such as Moot Court, where students work with a prestigious law firm, internships at local health facilities, and structured partnerships with outside mentors. Many of these relationships result in scholarships, grants, and career opportunities.

In the spirit of multi culturalism and the celebration of diversity, Sheepshead offers students of varied linguistic abilities opportunities to excel scholastically, as well as develop social networks. Through unique programs and specialized technology, second language learners excel and grow in their understanding and celebration of our school and our country.

Although Sheepshead offers all the positives of a large comprehensive high school, including four advanced placement courses, almost 145 teachers, fabulous modern facilities, hundreds of academic classes, and a strong CTE program, we also pride ourselves in the warm and inviting atmosphere we have created. Through a series of small learning communities, students receive tutoring in all subjects, teachers who focus on the individual needs of each student and, when necessary, support services that include eight social workers and twelve guidance counselors.

The shared vision of Sheepshead is for our students to become critical thinkers, insightful readers, and proficient writers. Through varied educational and extra curricular experiences, students learn to appreciate cultural diversity while embracing the unique characteristics that bind us together. It is our goal that students become lifelong learners and leaders, ready and prepared to contribute to family, community, and country.

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:	Sheepshead Bay High School				
District:	22	DBN #:	22K495	School BEDS Code:	332200011495

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 checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" 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					75.0	77.9	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					92.1	91.0	TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					35.7	34.0	39.9		
Grade 8									
Grade 9	866	840	772	Students in Temporary Housing: Total Number					
Grade 10	779	761	664	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	439	384	425		15	79	TBD		
Grade 12	542	446	388						
Ungraded	25	19	23	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	2651	2450	2272		118	91	97		
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	182	173	146	Principal Suspensions	263	224	TBD		
No. in Collaborative Team Teaching (CTT) Classes	62	81	86	Superintendent Suspensions	51	35	TBD		
Number all others	79	61	63						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants	N/A	676	974
# in Trans. Bilingual Classes	164	135	103	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	254	228	298	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	144	141	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	60	61	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	8	9	TBD
	261	209	TBD				
				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	100.0	100.0	TBD
American Indian or Alaska Native	0.7	0.6	0.3	Percent more than two years teaching in this school	83.9	84.9	TBD
Black or African American	65.2	65.1	64.8	Percent more than five years teaching anywhere	69.1	75.3	TBD
Hispanic or Latino	15.6	16.3	16.5				
Asian or Native Hawaiian/Other Pacific Isl.	10.0	10.3	10.3	Percent Masters Degree or higher	88.0	92.0	TBD
White	8.4	6.9	7.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.8	98.9	TBD
Multi-racial							
Male	51.0	50.1	50.0				
Female	49.0	49.9	50.0				

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input checked="" 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:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<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)		x	

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	X
	Math:		Math:	X
	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				√ ^{SH}	√ ^{SH}	✓	61
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American				√ ^{SH}	√ ^{SH}		
Hispanic or Latino				√ ^{SH}	√ ^{SH}		
Asian or Native Hawaiian/Other Pacific Islander				✓	✓		
White				✓	✓		
Multiracial				-	-	-	
Other Groups							
Students with Disabilities				X	X		
Limited English Proficient				√ ^{SH}	X		
Economically Disadvantaged				X	X		
Student groups making AYP in each subject				6	5	1	

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.

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	C	Overall Evaluation:	
Overall Score	46.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	11.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	26.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	1	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?
-

Over the past year we have documented a marked improvement in the number of students scoring above 65 on regents exams in all subjects. We still do not see the growth in scores above 75 and are working toward that end. The ELLs are much improved in their passing of both English and math regents, but Hispanics continue to lag behind. Whites and Asian subgroups are doing very well. Special education students still struggle with exams and did not make AYP in either math or English. The physical sciences need great improvement based on extremely low grades on those standardized tests. Students continue to enter our school with scoring below proficiency on 8th grade exams. 85% of incoming tested freshman were level 1 or 2, demonstrating a strong need for literacy support.

Although attendance is improving it remains one of our most important challenges. Although we update and investigate when possible, many students have incorrect phone numbers and addresses on record. Lateness is also a problem as most of the students are traveling over an hour to school. Many children are staying home with permission of their parents or leaving early with this same permission. Often students are burdened with childcare responsibilities or care of their own parents. Students continue to leave the country for extended periods of time. Students enter the school with a long history of truancy.

Our population is changing with a large increase in both Haitian and Hispanic students and a decrease in Russian and Chinese students. The Haitian and Hispanic students often lack the educational background of our other immigrant student populations.

As a result of absences and lack of rudimentary high school skills, students are not earning the needed credits to be promoted. Many of the foreign born students come in without transcripts and have to begin again for credit accumulation or they come in without any high school experience, though they are teenagers.

We are currently cited by the state for graduation rate for the 2008-2009. In 2010 we did make our graduation of 62.8%. We are working diligently with our seniors to recover credits and to assist them in passing their classes and regents exams. We have many regent review classes, an entire credit recovery academy that is open to all students from 8:00 am to 4:30 pm. We also have an Achieve Now Academy for overage under credited students with a designated guidance counselor and coordinator. We plan for all failing seniors to be adopted by a teacher and to attend peer tutoring during the school day. Seniors are carefully monitored to assist them in meeting the requirements necessary for graduation.

We just received a C on our latest report card missing a B by .8 points. We showed the least amount of progress in credit accumulation for freshman and sophomores. We have once again reached out to the freshman as well as the hold over freshman to introduce them to credit recovery and stress the need for passing all classes. Teachers work with failing students to make up failed or missing work by the use of independent study packets, Saturday school and Plato Credit recovery. We stress morning classes and College Now to earn extra credits as well as Saturday classes. We received a Proficient on our Quality Review with the major recommendation for more rigor and new curriculum. We are introducing the Understanding by Design model and training the teachers to create better curriculum and more rigorous classes. We continue to push Bloom's Taxonomy and its incorporation into classroom practice.

BARRIERS:

The school has a large population of ELL students (423) who enter throughout the year (over the counter), resulting in problems such as:

- More students arriving with no English language skills
- An increase in Hispanic, Pakistani and Haitian populations, poorly prepared for the rigorous academic demands of high school
- Students enrolled by OSE0 who are not at the high school level, never finishing elementary school but placed in high school because of age
- Inability to get foreign transcripts resulting in loss of credit for ELL students
- Students arriving with credits demonstrating that they were in high school in a cohort year, but they do not speak English and can not pass regents. It is accepted that it takes 5-6 years to learn a language, but for cohort data they are given only 1 or 2 years
- ELL parents are uncomfortable at the school and do not want to be involved in the educational process. Many students (girls) taken out of school before they graduate.
- ELL boys, particularly Hispanic, Pakistani and Yemeni, leave for extended periods of time to work
- Students placed on register at OSE0 and never show up

The school also has a very large Special Education population. This population does not meet graduation rate and AYP in students with disabilities sub group. Challenges include:

- Alternate assessment students (8 in last year's cohort) are not allowed to take exams and cannot graduate with anything but an IEP diploma, but are still in the graduation rate
- Many learning disabled students have IEP's that state their goals at 4th or 5th grade level, but are expected to pass the enormously difficult reading RCT
- Many emotionally disabled students can not focus and the length of the exam becomes problematic
- There is no recognition by the state that these children are truly disabled and no amount of AIS and love will result in them passing exams due to their severe disabilities

Transfer students

- As a result of the school having seats available we do not get to spend four years with most of our students. Our students come in their junior or senior year from closing high schools (South Shore, Canarsie, Tilden) with no credits and histories of truancy. They are immediately in our cohort. No matter how good we are, it is not possible to get a child 44 credits and 5 regents in one or two years
- Students often come from jail or on safety transfers. Most often credits do not accompany them. It is extremely hard to graduate students who come in over 18 years of age with no credits

Overage freshman

- Over half the freshman class entered overage
- There are 30 students who will turn 17 or are 17 in their freshman year
- Many freshmen did not attend classes in junior high school as their attendance on ARIS is below 50%. As a result, these students do not have the skill set to achieve in high school

Greatest Accomplishments:

- Creating and continuing to provide a safe and secure learning environment
- Creating a culture of caring and involvement for both teachers and students
- Infusing technology in every classroom with an LCD and computer for every room
- Building 6 new computer labs to support educational programs
- Introducing Achieve 3000 to differentiate instruction in ELL classes and targeting ELL instruction.
- Utilizing Destination Math for differentiated instruction for struggling math students
- Introducing Plato learning and the Achieve Now Academy for credit recovery and student support
- Making graduation rate and AYP for all students, and in all subgroups, except Hispanics and Special Education, without safe harbor

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 **By August 2011 there will be a 3% increase to 15 % in the passing Rate of 65 or more on the Earth Science regent by General Education students** 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.

1. **By June 2011 there will be a 2% increase in the attendance rate from 81% to 83% as measured by the PAR. We believe that increased attendance will result in increased achievement**
2. **By August 2011 there will be a 3% increase to 15 % in the passing Rate of 65 or more on the Earth Science regent by General Education students. The Earth Science regent passing grade is below 15% and nor does it assist students in earning a regents diploma and assisting the school in achieving the graduation rate needed to meet NCLB requirements**
3. **By August 2011 there will be a 2% increase in the Special Education graduation rate from 26% to 28% . This NCLB subgroup did not meet its target for special education and we are working towards improving this subgroups performance**
4. **There will be a 4% increase in the graduation rate of Hispanic students from 46% to 52% by August 2011 to bring this subgroup into NCLB compliance**

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): Attendance

<p>Annual Goal 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 there will be a 2% increase in the attendance rate from 81% to 83% as measured by the PAR</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"> ▪ Weekly attendance meetings and Mayor’s Chronic Absenteeism mentors ▪ Every parent called each time child is absent ▪ Guidance counselors will work with absence list helping attendance teachers locate students for planning interviews ▪ The school will concentrate resources on the improvement of attendance/social workers, guidance counselors, and mentors ▪ Students who cannot be found will be eliminated from the attendance data through the ten step process ▪ We will encourage those students who do not attend daily to rethink their educational goals and suggest alternative settings ▪ Identify groups of students within attendance percentage ranges. And target individual groups who are at risk or are slipping in their attendance ▪ Attendance team will work to clear the LTA list with planning interviews and valid discharge procedures ▪ Teachers will stress the importance of daily attendance and call homes of children who have unexcused absences ▪ Guidance counselors will reach out to students who do not regularly attend school and present them with alternative settings ▪ Parents will be called daily for all late students by AP Security ▪ The number of attendance calling nights with interpreters will be increased to 4 from 1, allowing us to reach parents late at night and in their own languages ▪ Celebrations for excellent attendance will be increased with breakfasts and school trips ▪ The school will recognize students with perfect attendance and significantly improved attendance

	<ul style="list-style-type: none"> ▪ Provide increase in number of chronically absent students receiving counseling ▪ Re establish protocols for attendance to engage entire school community ▪ Hold teachers accountable for poor performance in attendance taking ▪ The addition of a new system, DATAcation, allowing parents to view lateness and absence at home
<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"> ▪ Attendance Teachers- ▪ Success mentors ▪ Software money ▪ AIDP money ▪ Pupil Personnel Secretary ▪ DOE PD ▪ AP Guidance ▪ CFN attendance resources
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Increasing trend in daily attendance numbers 1% increase to 82% by February 2011 as evidenced in the PAR</p>

Subject/Area (where relevant): Science

<p>Annual Goal 2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By August 2011 there will be a 3% increase to 15 % in the passing Rate of 65 or more on the Earth Science regent by General Education students</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"> ▪ Hire a new certified Earth Science Teacher ▪ Hire a Physical Science lab technician ▪ Order new Earth Science textbooks ▪ Order Earth Science Regents Review Books ▪ Rewrite the Earth Science Lab Manual ▪ Create Saturday lab make up classes ▪ Offer Saturday regents review ▪ Use Plato regents review program for students ▪ Create an Earth Science Spanish class ▪ Create an inquiry group to look at student work in Earth Science ▪ Create a teacher team to redesign the curriculum
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>ARRA funding for personnel C4E for Plato NYSTL for books AP Science Earth Science teachers Physical setting Lab technician</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>In January 2011 there will be an increase in the passing 5 by 1.5 % on the Earth Science Regents</p>

Subject/Area (where relevant): Special Education

<p>Annual Goal 3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By August 2011 there will be a 2% increase in the Special Education graduation rate from 26% to 28% to meet the target for NCLB</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"> ▪ Identify all special education students including resource room children and students with special services in general education and create a circulate a spread sheet of credits and exams ▪ Test all special education students for reading and math levels ▪ Place those under grade level in Destination Math and Read 180 ▪ Create a regent /RCT review class using Study Island and Plato ▪ Create Special Needs Advisory Teacher Group to explore how each student can best be served. ▪ Engage resource room teachers in the credit accumulation and exam needs of their students ▪ Adoption of special needs students by the staff ▪ Assign tutoring period 9 to all children who did not pass their exams ▪ Reach out to service providers to assist with graduation requirements ▪ Create a study center with computers and team teachers to assist students with math and reading
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>IDEA ARRA CTT NYSTL Software ARRA Title 1</p> <p>Special Ed AP Special ED teachers Resource room teachers Service providers Guidance Counselors</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>30% of students will be on track for graduation by February 2011</p>

Subject/Area (where relevant): Hispanics

<p>Annual Goal 4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>There will be a 4% increase in the graduation rate of Hispanic students from 46% to 52% by August 2011 to bring this subgroup into NCLB compliance</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"> • Provide a diagnostic in both reading and math to all Hispanic students ▪ Test all Hispanic students on Achieve 3000 in Spanish ▪ Provide a class to assist Hispanic students in reading in their native language to better assist them in learning English ▪ Give AIS class in Destination Math Spanish ▪ Circulate an Excel file with all the names of the sub group students to teachers to alert them to the needs of this group ▪ Create a Saturday class for Regents prep with an English teacher and a Spanish teacher ▪ Engage the families by offering a Saturday class in English for parents ▪ Create a Hispanic support group to improve attendance and increase attachment to the school ▪ Be sure all students are given the opportunity to take their regents (except English) in their native language ▪ Coordinate the books read in Spanish Native Language classes with the information needed for the English regent exam
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>AP ESL AP Foreign Language Title III funds LEP funds SIFE funds Spanish Language teachers ESL teachers</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>55% of the Hispanic sub group students will be on track to graduate by February 2011</p>

Subject/Area (where relevant): _____

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	385	420	245	276	390	2	124	5
10	290	328	135	255	350	2	27	1
11	200	259	115	320	320	3	20	1
12	110	112	110	190	260	3	15	1

- 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: Read 180 Regents Prep Class Reading and Writing Workshop Advisory Regents Prep for ELL Students Plato Regents Prep Spanish Literacy Intervention Saturday Title III Achieve 3000 College Now Freshman Research SAT Prep Expert 21 Literacy Coach Tutoring	Full, double period classes offered during the day. Extra regents prep classes for students failing the English regents Reading and writing workshop for students scoring low on 8th grade reading test After school individualized tutoring for students with literacy problems Combined teaching class for ELL students needing regents prep for English regents On line review for students failing regent exam given during the day Spanish/SIFE remedial reading class on Achieve 3000 during the school day Tutoring in math and English for ESL and native speakers with content teacher Technology literacy program offered in Spanish and English during the school day College level courses offered on site in affiliation with Kingsborough Community College Freshman research writing class offered during the school day Kaplan SAT prep class offered during the school day Literacy enhancement program for transitioning between Read 180 and mainstream English offered during the day, Expert 21 Designed to improve cross curricula literacy offered during the day 9th period end of day departmental tutoring available to all students
Mathematics: Destination Math Algebra and Geometry class Professional Tutoring Regents Prep Plato Regents Review	Individualized mathematic instruction for ELLS, SIFE and students who function below HS levels Three semester algebra and geometry classes offered to students who function at a level 1 or 2 and score on the lower level on the Acuity assessments Tutoring is available to all students before or after school – additional opportunities are available as teacher availability permits Math regents prep classes during the day/Plato regents prep Plato regents prep during the school day and in the extended day Regents review classes are available to all students who previously failed a regents test with less than a grade of 65

<p>Science: Living Environment class Plato class</p> <p>Make up Labs Science skills class</p> <p>Regents review classes Tutoring</p>	<p>3 semester Living Environment class Plato credit recovery classes (various science courses) offered during the school day and in the extended day After school and Saturday make up lab classes Introductory science class offered for ELL students and low scoring freshmen Make up labs on Saturday and during the school day Classes scheduled during the school day for students who failed science regents 9th period end of day departmental tutoring available to all students</p>
<p>Social Studies: PLATO credit recovery Social Studies skills class Global and American Regents review class Adopt a Senior</p> <p>Tutoring</p>	<p>During the school day and extended day classes for credit recovery During the day class for ELL students performing at low levels Offered during the day to students who scored below 65 on the Global or American regents</p> <p>Social Studies teachers of senior classes differentiated instruction and provided additional tutoring to seniors in their classes in need of regents credit After school and Saturday – one on one, small group – sponsored by the Law Institute C-6 assignment tutoring and 9th period end of day departmental tutoring</p>
<p>At-risk Services Provided by the Guidance Counselor: Individual counseling and Group Counseling Guidance Intervention Meeting</p> <p>Spark Counseling</p> <p>Academic Planning</p>	<p>Based on student need, referrals or reflective of the scope and sequence of the guidance plan offered during the day and after school as needed Academic and social emotional counseling offered to students and parents during post suspension meetings during the day Intervention/Prevention class offered to students demonstrating at risk behaviors, as well as individual and group counseling sessions around subjects of drug/alcohol abuse, violence, gangs, bullying and self esteem building Programming based on student's progress and individual needs – goal setting offered during the school day</p>
<p>At-risk Services Provided by the School Psychologist: Counseling</p>	<p>Crisis counseling, abuse counseling Special Ed. Crisis counseling provided as needed – transcript review, transitional counseling offered during the school day</p>
<p>At-risk Services Provided by the Social Worker: RAPP</p> <p>Counseling In Schools</p>	<p>During the day and after school, individual and group sessions around relationship abuse and other issues – peer leadership development, in-class workshop about relationship abuse, educating the school community around relationship abuse Social workers provide support and intervention to 9th grade students with attendance</p>

School Social Worker	<p>problems during the school day Works with Special Ed students where mandated by the IEP, provides crisis counseling and support services for at risk students during the school day</p>
At-risk Health-related Services: School Nurse	<p>During the school day, administer medication and provide treatment as indicated on 504 plan or IEP, i.e.; catheterization, tube feeding</p>

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: 423 LEP 0 Non-LEP

Number of Teachers 5 Other Staff (Specify) On site administrator for after school and Saturdays

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may

include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Sheepshead Bay High School has a current enrollment of 423 ELL students. We use a variety of data to plan our ELL curriculum and intervention. Based on our results from the LAB-R, NYSESLAT, Acuity, Predictives and the ELA Regent, it is clear that our students' greatest weakness is reading comprehension. We feel that by improving the students' literacy skills it will help them to achieve in all subject areas. Through a Title III Saturday Academy, we propose to help students by encouraging the reading of a variety of fiction and non-fiction materials, including stories, newspapers, magazines (*Teen Biz*, *Fresh Ink*, and other grade appropriate periodicals), and articles from online services such as Achieve 3000, Read 180, Expert 21 and Study Island, some of which is purchased through Title III funds. This methodology aligns with the new Core Curriculum Standards that have been adopted by New York State. We reinforce new vocabulary through writing exercises and word games, and prepare them for high stakes assessments such as the ELA Regent, SAT and the NYSESLAT, using technology such as Achieve 3000, Read 180, Expert 21 and Kaplan study programs, purchased with the help of Title III funds and to be used after school and in our Saturday Academy. Since the ESL teachers are not content specialists, we will have ESL and English teachers work collaboratively to plan assignments and activities, as well as train the teachers with Kaplan specialists. This will be open to all ELL students willing to come in on Saturdays. As we service over 400 ELL students of various stages of English literacy, they would best be served on Saturdays when we can work with individual students and in small group settings.

We also recognize that several of our students are deficient in their math skills. As a result, we will offer after school and Saturday math tutoring, using Destination Math and by having a math teacher and an ESL or native language arts teacher available to work with students and answer their questions. We have chosen to separate the English and math tutorials because many students would like to benefit from both sessions, and this would not be possible if they are forced to choose which subject study to attend.

In the past, we have had as many as 85-90 students arrive for tutoring. In addition to any administrative duties, the administrator is able to pull out and work with individuals or small groups to alleviate too varied levels working together, or an overflow of students in a particular class.

Because of the number of students we service during the after school and Saturday Academy, it has become necessary to expand the amount of equipment available to us. We would like to use Title III funds to purchase an additional ten laptop computers to be used in classrooms during after school and Saturday classes. As our population of ELL students grows, we find that our current equipment is not always readily available and sufficient for our students. For example, due to use by a large population of students, the laptops and desk top computers do not work as well as efficiently as we would like. This leads to long delays and frustrated students. By providing additional computers, students in the after school and Saturday programs can make the most efficient use of their time. Additionally, a server and router, along with wireless LAN antennas and bridges that are designated for these computers, will enable the facilitators to share the equipment between classrooms. The teachers will also need a printer so they may easily print students' written work, assessment results, and downloaded written materials that will better engage students on their current reading levels.

The students use literary programs like Achieve 3000, Read 180, Expert 21 and Destination Math, all of which require headphones for the most effective results. The headphones will enable students to read, hear, and speak aloud the vocabulary they are learning, in both math and reading programs. Additionally, we would like to use Title III money to purchase DVDs of books so the students could listen as they read along. The

headphones would be used for these programs as well. Due to recent and current health issues world wide, ideally we would like each student to have his/her own set of headphones.

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.

ELL teachers are constantly invited to receive professional development. Teachers are encouraged to attend BETAC workshops, TESOL conferences, QTEL training and professional development offered through the Chancellor’s Office. We also have onsite professional development through the Children’s First Network and collaboration between ESL and content area teachers. Since so many of our students are ELLs or former ELLs, content area teachers are also sent to conferences focusing on ESL methodology given by the various offices in the city.

Section III. Title III Budget

School: Sheepshead Bay HS BEDS Code: _____

Allocation Amount: \$68,340		
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	\$49,890.00	Pedagogical and administrative salaries for enrichment classes in reading comprehension, writing skills and math. 1 administrator, 5 teachers x 200 hours x \$49.89
Purchased services - High quality staff and curriculum development contracts.	\$3,000	Consultants from Kaplan, Gale Learning, Aspira, etc.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$15,000	Computers, Server, Printer, Headphones, Leveled Books, Smart Boards
Educational Software (Object Code 199)	\$450	Books on DVD
Travel		
Other		
TOTAL	68,340	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The primary languages serviced at Sheepshead Bay High School are Chinese, Haitian Creole, Russian, Spanish, Urdu, Bengali, Uzbeki and Arabic. Based on parent contact, student interviews and parent surveys sent to the home, the major finding was a definite need for written translations. The parents' handbook, letters, brochures, and flyers need to be translated into parents' native languages. All school activities involve all parents, including parents of English Language Learners. The school's letters are translated into parents' native languages to invite them to Orientations, After School and Saturday Academy classes, as well as to notify them of school events. We have addressed the need for written translations by providing written translations in the parents' native language. Interpreters/Translators were also hired for times when the teachers, guidance counselors, parent coordinator, and parents needed assistance in face to face oral communication.

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.

Due to an increase in the ESL population at Sheepshead Bay High School, interpreters are needed for parents of English Language Learners. At Admission, interpreters are and will continue to be provided for the parents of the ELL. Interpreters are also provided at Parents' Orientations and meetings to discuss the ESL/Bilingual programs, the selection forms, the graduation requirements, the testing accommodations for ELL/LEP, the LAB-R, the NYSESLAT, ELL compliances etc. During the programming of an English Language Learner, the guidance counselor needs an interpreter to communicate with the student. At Sheepshead Bay High School, there is a demand for interpreters in Arabic, Chinese, Haitian Creole, Russian, Spanish and Urdu. At a guidance counselor's and deans' conferences with a parent of an English Language Learner, interpreters are also in demand. There is an increase in the ESL population at Sheepshead Bay High School; therefore, there is a need for interpreters for parents' of English Language Learners. Working collaboratively with the International Interpreters and Translators Committee, we created a calendar schedule for interpreters that will be available before school, during school hours and after school hours. This schedule for interpreters will assist the parents during admission, programming, guidance counselor's conference, dean's conferences, principal's conference, meetings, parents' orientations, attendance, Parents/Teachers conferences, PTA meetings and meetings with Assistant Principals etc. The schedule for interpreters is posted in every office, Admission, Guidance Counselor, Programming, Dean's office, Assistant Principals' Department (English, Math, Science, Social Studies, Special Education and Physical Education), the Nurse's office etc. We provide interpreters in Arabic, Chinese,

French, Haitian Creole, Russian, Spanish, and Urdu. ELLs are being helped by bilingual/ESL paraprofessionals, and offered additional tutoring and counseling in native language where possible.

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.

Translators are provided to translate all documents, invitations, school activities and functions. School letters are translated into parents' native language to invite them to Orientations, After School and Saturday Academy classes. There are school documents to be translated into a parent's native language. The school's staff, paraprofessional, Assistant Principal etc. translate school letters, transcripts, SIFE, TITLE III letters, students' class schedule for Academic Intervention Services, workshop flyers, meetings, orientations etc. into parents' native languages. The school provides translators in the following languages: Arabic, Chinese, Haitian Creole, Spanish, Urdu, French. A schedule of interpreters is available before school, during school hours and after school hours. This schedule for interpreters will assist the parents during admission, programming, guidance counselor's conference, dean's conferences, principal's conference, meetings, parents' orientations, attendance, Parents/Teachers conferences, PTA meetings, meetings with Assistant Principals etc. The schedule of interpreters consists of teachers, paraprofessionals, parents, secretaries, and students.

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.

Working collaboratively with the International Interpreters and Translators Committee, a schedule of interpreters is available before school, during school hours and after school hours. This schedule for interpreters will assist parents during admission, programming, guidance counselor's conference, dean's conferences, principal's conference, meetings, parents' orientations, attendance, Parents/Teachers conferences, PTA meetings, and meetings with Assistant Principals etc. The schedule of interpreters consists of teachers, paraprofessionals, parents, secretaries, and students.

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

We provide interpreters and translators through our International Interpreters/Translators committee. There are postings in different languages informing parents and students that the school is providing interpreters/translators. These interpreters' postings are displayed throughout the school. Letters translated in the parents' native language are mailed out to parents informing them that we provide interpreters/translators at

parents' meetings/orientations, school's events/functions, guidance/dean's meetings, parent-teacher conferences and PTA meetings. Interpreters are provided when parents of ELLs are invited to attend SIFE Saturday Academy, computer literacy, ESL classes, Title III classes and workshops. Parents are informed that interpreters/translators are provided for the classes and the workshops by mail and by distributing flyers to students to take home. The letters and flyers are also translated in the parents' native language.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		1519822	1519822
2. Enter the anticipated 1% set-aside for Parent Involvement:		15918	15918
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 97.74%
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.
 - Inform appropriate teachers of their status of "not highly qualified".
 - Provide information of DOE contacts to obtain highly qualified status.
 - Inform staff of professional development opportunities
 - Look for and hire only qualified teachers

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Title I Parent Involvement Policy and Parent-School Compact for Sheepshead Bay High School

Section I: Title I Parent Involvement Policy

Sheepshead Bay High School welcomes the opportunity to share the parent involvement policy. As a school we are responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and their families.

Sheepshead Bay has adopted this policy to keep parents informed by actively involving them in the planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council.

Our policy involves the following:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math, and use of technology);
2. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
3. Providing assistance to parents in understanding City, State, and Federal standards and assessments;
4. Sharing information about school and parent related programs, meetings, and other activities in a format and in languages that parents can understand
5. Provide continuous contact with parents to inform them on their child's progress and problems around the academic, social, and emotional status of their children
6. Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
7. Engage parents in discussion and decisions regarding the required Title I set-aside parent fund, which is allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
8. Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact
9. Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
10. Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
11. Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
12. Provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report);
13. Host the required Title I Parent Annual Meeting on or before December 1 of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
14. Translate all critical school documents and provide interpretation during meetings and events as needed;
15. Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

16. Provide written and verbal progress reports that are periodically distributed to keep parents informed of their children's progress;
17. Develop and distribute a school newsletter for parents sent via E mail to keep parents informed about all events at the school
18. Purchase a school wide web based system where parents can check students' grades and attendance in all subjects

Section II: School-Parent Compact

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

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed
- convening a Title I Parent Annual Meeting (prior to December 1 of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation,
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- set aside time to discuss what my child is learning and check homework
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and respond to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and share responsibility for the improved academic achievement of my child;

Student Responsibilities:

- attend school regularly and arrive on time
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;

- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by _____ on _____.

This Parent Involvement Policy was updated on _____.

The final version of this document will be distributed to the school community on _____ and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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.

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

3. Instruction by highly qualified staff.

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.
 5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 6. Strategies to increase parental involvement through means such as family literacy services.
 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.
 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.
-

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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.

Sheepshead Bay High School is an educational institution composed of many ethnic groups. The primary languages are Arabic, Bengali, Chinese, French, Haitian Creole, Russian, Spanish and Urdu. All school activities involve all parents, including parents of English Language Learners. We need translators to translate all documents, invitations, school activities and functions. The school also needs letters translated into the parents' native languages to invite them to Orientations.

Based on parent contact, student interviews and parent surveys sent to the home, the major finding was a definite need for written translations. The parents' handbook, letters, brochures, and flyers need to be translated into parents' native languages. All school activities involve all parents, including parents of English Language Learners. The school's letters are translated into parents' native languages to invite them to Orientations, After School and Saturday Academy classes, as well as to notify them of school events. We have addressed the need for written translations by providing written translations in the parents' native language. Interpreters/Translators were also hired for times when the teachers, guidance counselors, parent coordinator, and parents needed assistance in face to face oral communication.

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.

Parents who do not speak English have requested the need of oral translations at meetings, workshops and interviews. Parents have also requested that their school documents, letters, report cards and transcripts are translated into their native language. I have also discussed the need for oral and written translations with the parent coordinator, Mrs.Miranda, guidance counselors, Assistant Principals, deans, teachers, nurse, parents and students. The major finding was a definite need for oral and written translations.

The school has informed by mail, flyers, displaying posters, phone calls, parents/students/community that we provide translators and interpreters when they are invited to meetings, workshop and classes. Parents of the native speakers have also requested that school documents, letters, report cards and transcripts be translated into their native language. I have also discussed the need for oral and written translations with the parent coordinator, Mrs.Miranda, guidance counselors, Assistant Principals, deans, teachers, nurse, parents and students. The major finding was a definite need for oral and written translations.

At Admission, interpreters are and will continue to be provided for the parents of the ELL. Interpreters are also provided at Parents' Orientations and meetings to discuss the ESL/Bilingual programs, the selection forms, the graduation requirements, the testing accommodations for ELL/LEP, the LAB-R, the NYSESLAT, ELL compliances etc. During the programming of an English Language Learner, the guidance counselor needs an interpreter to communicate with the student. At Sheepshead Bay High School, there is a demand for interpreters in Arabic, Chinese, Haitian Creole, Russian, Spanish and Urdu. At a guidance counselor's and deans' conferences with a

parent of an English Language Learner, interpreters are also in demand. There is an increase in the ESL population at Sheepshead Bay High School; therefore, there is a need for interpreters for parents' of English Language Learners. Working collaboratively with the International Interpreters and Translators Committee, we created a calendar schedule for interpreters that will be available before school, during school hours and after school hours. This schedule for interpreters will assist the parents during admission, programming, guidance counselor's conference, dean's conferences, principal's conference, meetings, parents' orientations, attendance, Parents/Teachers conferences, PTA meetings and meetings with Assistant Principals etc. The Schedule for Interpreters is posted in every office, Admission, Guidance Counselor, Programming, Dean's office, Assistant Principals'

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.

The Second Language Department will continue to meet with The International Committee of Interpreters and Translators. The committee will gather all documents, such as, transcripts, promotional policy, graduation requirements, attendance to be translated into Arabic, Chinese, French, Haitian-Creole, Russian, Spanish, and Urdu and any other language by a selective group of translators. All letters informing parents of his/her child's attendance and academic progress will also be translated into the parents' native language. We will also use outside vendor, in-house by school staff and parent volunteers.

Translators are provided to translate all documents, invitations, school activities and functions. School letters are translated into parents' native language to invite them to Orientations, After School and Saturday Academy classes. There are school documents to be translated into a parent's native language. The school's staff, paraprofessional, Assistant Principal etc. translate school letters, transcripts, SIFE, TITLE III letters, students' class schedule for Academic Intervention Services, workshop flyers, meetings, orientations etc. into parents' native language. The school provides translators in the following languages: Arabic, Chinese, Haitian Creole, Spanish, Urdu. A schedule of interpreters is available before school, during school hours and after school hours. This schedule for interpreters will assist the parents during admission, programming, guidance counselor's conference, dean's conferences, principal's conference, meetings, parents' orientations, attendance, Parents/Teachers conferences, PTA meetings, meetings with Assistant Principals etc. The schedule of interpreters consists of teachers, paraprofessionals, parents, secretaries, and students.

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.

Due to an increase in the ESL population at Sheepshead Bay High School, interpreters are needed for parents of English Language Learners. Interpreters must be provided for the parents of the ELL in the Admission office, the Attendance office, the Guidance Counselors office, the Dean's office. Interpreters are also provided at meetings, workshops, Freshman Orientation, classes. During the programming of an English Language Learner, the guidance counselor needs an interpreter to communicate with the student.

Interpreters are also provided at Parents' Orientations and Meetings to discuss the ESL/Bilingual programs, the Selection Forms, the graduation requirements, the testing accommodations for ELL/LEP, the LAB-R, the NYSESLAT, ELL compliances etc. At Sheepshead Bay High School, there is a demand for interpreters in Arabic, Chinese, Haitian Creole, Russian, Spanish and Urdu. At a guidance counselor's and deans' conferences with a parent of an English Language Learner, interpreters are also in demand.

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

We provide interpreters and translators through our International Interpreters/Translators committee. There are postings in different languages informing parents and students that the school is providing interpreters/translators. These interpreters' postings are displayed throughout the school. Letters translated in the parents' native language are mailed out to parents informing them that we provide interpreters/translators at parents' meetings/orientations, school's events/functions, guidance/dean's meetings, parent-teacher conferences and PTA meetings. Interpreters are provided when parents of ELLs are invited to attend SIFE Saturday Academy, computer literacy, ESL classes, Title III classes and workshops. Parents are informed that interpreters/translators are provided for the classes and the workshops by mail and by distributing flyers to students to take home. The letters and flyers are also translated in the parents' native language.

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

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.

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.

Sheepshead Bay High School made AYP and graduation for all students except Students with Disabilities and Hispanic students. All groups except the SWD and Hispanic groups met graduation rate. Of 61%

Schoolwide reform strategies that:

- c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - d) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
-
- Special Education students are mentored by individual teachers to assist them with their individual goals.
 - In resource room class there is both an English Teacher and a Math Teacher to assist students in those areas
 - Teachers are organized into inquiry groups that examine student work
 - Subject same content area teachers meet weekly to plan and improve curriculum
 - Teachers are trained in the use of Study Island to assist students in improving test taking skills
 - Special Education students are given AIS in both Read 180 and Destination Math when assessments show a lack in skills
 - Computer generated Credit Recovery is offered to Special Education students during extended day as well as Saturday School
 - Tutoring is offered to all students Monday-Thursday 9th period by all teachers

- Hispanic students are tested in their Native language if they score low on the Spanish Lab R. If they are below proficient in Spanish they are given an AIS Achieve 3000 rudimentary Spanish class
- Students are given Destination Math in Spanish if they score poorly on the diagnostic math exam
- Students are given Read 180 class if they score poorly on the diagnostic reading exam and are not ESL
- Cengage Student Content (Gale) allows teachers to translate all articles into Spanish to supplement class work
- School is in the planning stage of an Hispanic Support Group to assist the students with both learning and emotional social issues
- There is Spanish Guidance Counselor to assist students in navigating school problems
- Targeted summer school for Special Education students and newly arrived English Language Learners
- Bilingual classes in Spanish for accelerated learning offering advanced science and math
- Hispanic students are included in all academies such as Nursing, Sports Medicine, and Law
- A soccer varsity team attracts many Hispanic students and allows coaches to individually mentor these students
- There is an AP Spanish class for students
- Hispanic and Special Ed students meet with college counselor to assist in planning their college futures
- There is an appointed Transition Counselor for Special Education students to assist in post secondary plans
- Non Diploma Bound students have alternate weeks at a work site to prepare them for employment
- ASPIRA is being introduced in the school

4. Instruction by highly qualified staff.

Almost 98 % of teachers are highly qualified and we have added an additional certified Earth Science teacher in an area where teachers were instructing without certification

5. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. The school has an individualized professional development plan based on teacher reflection and supervisor input. All new programs are accompanied by outside professional Developments (Read 180, Achieve 3000, Plato Learning, Lesson Writer, Cengage Research). The CFN provides professional development in the common core standards, inquiry groups, RTI, and ELL instruction.

6. 13 Strategies to attract high-quality highly qualified teachers to high-need schools.

We hire only certified teachers and we are now hiring 3 new Special Education teachers. Administration attends all hiring fairs, works with the Fellows, and the DOE contacts to elicit qualified applicants. We use the teacher finder call and interview numerous applicants

7. Strategies to increase parental involvement through means such as family literacy services. This information can be found in our PIP

8. 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.

9. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. Our teachers make all the decisions for their students after assessments. Students are placed in Read 180, Expert 21, Destination Math, and often credit recovery. Teachers also decide if students will take a two sequence or a three sequence science or math class. Teachers have input into honors classes as well as AIS classes

10. 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. All AIS classes are differentiated and have built in assessments. Regents exams are used as assessment and students are placed in regent review classes as a result of failure to obtain a 65. Students are assigned to special team taught by both an English and ESL teacher that reviews the exam and to find strategies to assist students in passing the English Regents. Tutoring is offered for regents in both Spanish and English. And there is a special Plato on line regents review program

11. 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.
12. All programs are school wide including Council for Unity, Advisories for ELL students, CTE Nursing, Sports Medicine and Law, Peer mediation, RAPP counseling, SPARK, and LEARN.

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

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds.

The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ^[1] Consolidated in the	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ^[2] of each program whose funds are consolidated. Indicate page number references where a related program activity has b			
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		Schoolwide Program (✓)			FY'11 school allocation amounts)	described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal		√		\$0	N/A	
Title I, Part A (ARRA)	Federal	√			\$1,591,822	√	All programs
Title II, Part A	Federal			√	\$0	N/A	
Title III, Part A	Federal	√			\$68,340	√	All programs
Title IV	Federal			√	\$0	N/A	
IDEA	Federal			√	\$0	N/A	
Tax Levy	Local	√			\$8,804,538	√	All programs

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: 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: Restructuring advanced focused **SURR¹ Phase/Group (If applicable):** _____

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

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

This school was identified for graduation rate of less than 60%. Sheepshead for the past four years always had received a check for making graduation rate, but last March the rate was changed to 60% retroactively. Once we had this new target we were able to meet this 60% target in the summer of 2010. We continue with credit recovery and regents review classes and all other strategies discussed earlier in this plan to continue to meet this goal

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.

We have implemented strategies for the Special Ed subgroup as found in detail on page 16 as part of the action plan for Special Ed
We have implemented strategies for the Hispanic subgroup as found in detail on page 17 as part of the action plan for Hispanics

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.

We were waived as a part of ARRA. We have though used 10% to include professional development from the office of English Language Learners for teacher development, we are currently planning a Large PD program for creating a school wide model using “Understanding by Design” for teachers.

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

All new teachers have been assigned a mentor who works closely with the CFN using new teacher mentoring protocols and programs

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.

There was a parent meeting to discuss our status

Letters were sent to all parents explaining our new identification

Emails were sent to parents once again explaining our new identification

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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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.)

The number of Students in Temporary Housing who are currently attending Sheepshead Bay H.S. is (55).

2. Please describe the services you are planning to provide to the STH population.
 1. school supplies
 2. clothing
 3. health and beauty aids
 4. school related fees, ie, college applications, senior dues, SAT fees, gym/sport equipment, uniforms
 5. attendance/academic incentives
 6. counseling services
 7. quarterly academic/attendance monitoring
 8. food (Gift Cards)
 9. recognition ceremonies
 10. college visits, cultural/educational trips
 11. continued support provided on an “as needed” basis

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:	Sheepshead Bay High School					
District:	22	DBN:	22K495	School		332200011495

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		75.0	77.9	81.0
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	840	772	683				
Grade 10	761	664	598				
Grade 11	384	425	391				
Grade 12	446	388	450				
Ungraded	19	23	26				
Total	2450	2272	2148				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	92.1	91.0	89.4

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	35.7	39.9	54.8

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	15	79	60

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	118	91	97

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	173	146	131	Principal Suspensions	263	224	172
# in Collaborative Team Teaching (CTT) Classes	81	86	98	Superintendent Suspensions	51	35	49
Number all others	61	63	61				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	676	974
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	135	103	TBD	Number of Teachers	144	141	132
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	60	61	39
# receiving ESL services only	228	298	TBD	Number of Educational Paraprofessionals	8	9	29
# ELLs with IEPs	20	36	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
	261	209	477	% fully licensed & permanently assigned to this school	100.0	100.0	97.6
				% more than 2 years teaching in this school	83.9	84.9	90.9
				% more than 5 years teaching anywhere	69.1	75.3	86.4
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	88.0	92.0	96.2
American Indian or Alaska Native	0.6	0.3	0.0		91.8	98.9	95.7
Black or African American	65.1	64.8	65.8				
Hispanic or Latino	16.3	16.5	15.8				
Asian or Native Hawaiian/Other Pacific	10.3	10.3	10.2				
White	6.9	7.6	8.0				
Male	50.1	50.0	52.1				
Female	49.9	50.0	47.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

	Phase			Category		
	In Good	Improvement	Corrective Action	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:	v

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				vsh	vsh	v	61
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	57.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	8.2	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	12	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	34		
<i>(Comprises 60% of the</i>			
Additional Credit:	3		

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 Children's First Network	District 22	School Number 495	School Name Sheepshead Bay H.S.
Principal Reesa Levy		Assistant Principal Laura Marquez	
Coach Hermithe Bernard		Coach N/A	
Teacher/Subject Area Michele Fienga-Milazzo/ELA		Guidance Counselor Michael Botwinick	
Teacher/Subject Area Maura Wynne/Social Studies		Parent Ted Russell	
Teacher/Subject Area Flavio Hinojosa/Science		Parent Coordinator Salvatrice Miranda	
Related Service Provider Dr. Alison Howe		Other Natalie Hemmings-Noble	
Network Leader Wendy Karp		Other Sheila Singer	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	6	Number of Certified Bilingual Teachers	7	Number of Certified NLA/Foreign Language Teachers	8
Number of Content Area Teachers with Bilingual Extensions	4	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	2226	Total Number of ELLs	423	ELLs as Share of Total Student Population (%)	19.00%
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Part II: ELL Identification Process

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

When students come in for enrollment they and their parents/guardians meet with a team consisting of Michael Botwinick, a licensed guidance counselor (who is also a licensed 7-12 social studies teacher), Salvatrice Shipone-Miranda, our parent coordinator, Jeannette Velasquez, our admissions secretary, and, if needed, a New York State licensed ESL teacher. Ms. Shipone-Miranda shows the parents the video to help in the selection process. If the parents/guardians do not speak English, a translator also attends the meeting. Here the parents/guardians are given the Home Language Identification Survey (HLIS) by the team. Upon learning the students are ELLs, the LAB-R is administered by Natalie Hemmings-Noble, a New York State 7-12 licensed French and TESOL teacher and our BESIS Coordinator, if needed, within ten days of enrollment, and an informal oral interview is given by a New York State certified ESL teacher in the student's native language. Based on this data, the parents/guardians work with the team of pedagogues to choose the best course of study for the student. We do not offer dual language programs, however, we have bilingual programs for Spanish speaking and Chinese speaking students. ELL class options are explained to the parents and programming choices are made in the best interest of the students' and parents' needs and desires. At this point, the student is enrolled in the appropriated ELL class(es). A parent orientation is given again on Open School Night, one hour before the teacher conferences begin. Translators are available to assist the parents before and after Parent/Teacher conferences.

The students receive entitlement letters after every assessment (LAB-R, Periodic Assessments, and NYSESLAT). Letters are generated from the ELL coordinator. It indicates whether the child has scored in, will continue to receive services, or is no longer entitled to services. These letters are sent home through the mail and with the student in the parent/guardian's native language and in English. If we do not hear back from the parent/guardian, we proceed with the student's programming. Guidance counselors, New York State licensed ESL teachers and native language translators are available to answer any questions the parents may have regarding the placement of the student or the results of the assessments.

Parents/guardians are notified of AIS via letters and phone calls given by speakers of the native languages we service. Parents/guardians are also invited to come to school to meet with counselors, the parent coordinator and the teachers whenever they would like to find out how their children are progressing academically and socially. Interpreters of most languages are available to assist the parents in communicating with the staff. In the absence of an interpreter, we ask the child to interpret, though often the parent will bring his/her own translator to school. Additionally, we send a survey home with the students in their native languages to determine what their parents' needs are. Saturday enrichment classes are offered for parents to improve their literacy and speaking skills in English, as well as computer skills, and, if necessary, information about citizenship. Parents can also come to the school for assistance in filling out forms such as the parent survey, free lunch eligibility forms, and any other administrative paperwork. We send letters in the different languages (Spanish, Russian, French, Haitian Creole, Chinese, Urdu, Arabic), advising the parents of these events.

At the time of enrollment, the admissions secretary, parent coordinator, ESL teacher, and a guidance counselor will collaborate to screen and process the students to determine the placement level. The parent selection form is completed on site when the students are enrolled by the parents/guardians. Translators are available to assist parents in their native languages to ensure proper programming. The students are then given the LAB-R within 10 days of arrival. The result of this assessment determines whether or not the students' programs need adjustments.

As much as possible, we try to meet the parents' selections. In 2008-2009, 231 parents asked for ESL and 143 parents asked for TBE. In 2009-2010, 343 parents asked for ESL and 112 parents asked for TBE. In 2010-2011, 207 parents asked for ESL and 181 parents asked for TBE. We attribute the larger number of TBE requests to the influx of Haitian-Creole and continuing Hispanic population. Prior to the 2010-2011 school year, our requests for TBE have been predominantly from our Hispanic and Chinese population. We have tried to meet the expectations of the parents' selection in the following ways:

- We have had a Spanish Bilingual program for several years. In order to improve our Hispanic students' literacy level, in October, 2010 we incorporated bilingual Achieve 3000 in Spanish and English for our students.
- * We have had a Chinese bilingual program in the past, however, due to the lower enrollment of Chinese students and the retirement of our licensed Chinese teacher, we now offer a Chinese advisory program. The students do have NLA in Chinese for the students taught by Wilson Wai, a 9-12 licensed social studies teacher with a bilingual extension license. Mr. Wai also offers an advisory period for the students daily.
- * In January, 2009 we began to incorporate an Urdu Bilingual program. We are continuing this as an advisory as it remains difficult to find a licensed Urdu-speaking pedagogue for native language as well as content area. As a result, we have a licensed paraprofessional who pushes in to service the Urdu bilingual population and offers a student advisory for the Urdu speaking students. She is in the process of completing requirements for full teacher certification.
- We currently have a social studies teacher with a bilingual extension in Haitian Creole, and a science teacher who is fluent in

Haitian Creole. In August, 2010, we hired a literacy specialist who is fluent in Haitian Creole, as well as a guidance counselor specifically for our Haitian Creole population who also speaks fluent Creole and French. We have created a Haitian Advisory program; these teachers serve as mentors and advisors for our growing Haitian population. As a result of the aforementioned programs, we do align with both parent requests and New York State requirements.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										25	22	14	10	71
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	25	22	14	10	71

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	423	Newcomers (ELLs receiving service 0-3 years)	313	Special Education	42
SIFE	58	ELLs receiving service 4-6 years	60	Long-Term (completed 6 years)	50

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	57	15	2	8	5	0	6	0	0	71
Dual Language										0
ESL	256	22	2	52	13	11	44	1	27	352
Total	313	37	4	60	18	11	50	1	27	423

Number of ELLs in a TBE program who are in alternate placement: 4

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										25	22	14	10	71
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	25	22	14	10	71								

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										38	27	20	23	108
Chinese										5	13	5	9	32
Russian										10	15	15	6	46
Bengali										5	10	5	3	23
Urdu										9	12	14	9	44
Arabic										15	15	4	5	39
Haitian										23	51	17	13	104
French										2	5	0	1	8
Korean														0
Punjabi														0
Polish										0	1	0	0	1
Albanian														0
Other										5	2	4	7	18
TOTAL	0	0	0	0	0	0	0	0	0	112	151	84	76	423

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.

Instruction for our students is delivered in a variety of methods. This year we are using Band Programming, where students meet for a minimum of 43 minutes per class. Classes will sometimes meet for 67 minutes twice a week and 43 minutes twice a week. Other classes will meet 43 minutes each day, ensuring State required meeting times are met in all subject areas. Different level ELL classes will meet for different time periods, as is illustrated in the attached program and bell schedule below.

Students who are in advisory programs (Haitian-Creole, Urdu) have native language instructors or paraprofessionals push in to their content level classes. Additionally, they meet with their advisors several times a week for tutoring and enrichment. The advisory periods are heterogeneous. All ELL and bilingual extension teachers collaborate with content area teachers to provide grade-appropriate instruction to the ELL students. In planning lessons, ELL and content teachers incorporate several literacy and language building exercises, including increased vocabulary skills using language glossaries, leveled texts, modelling and differentiated instruction based on abilities.

Our Students are assigned to the appropriate ESL and content area classes based on their levels of language abilities and number of credits earned in their past schools. In some cases, such as Urdu and Haitian-Creole, we have an Urdu-speaking paraprofessional and a Creole speaking teacher who will push in to some classes (i.e., social studies, math). The Urdu-speaking students are also offered an advisory with our Urdu-speaking social worker. For the most part, due to the ongoing development of the Urdu Bilingual program, the Urdu-speaking students travel together for many of their classes.

Students are leveled based on their NYSESLAT scores from the previous year or the LAB-R results. We also make adjustments to the students' programs based on other periodic assessments and student interviews. For example, students who may still be at the intermediate level of language but are ready to take the ELA will be offered an enrichment class where an ELL and ELA content specialist are paired to teach the class. Students are programmed homogeneously based on their levels as determined by the various assessments and heterogeneously based on the requirements of the students' ages and grade levels as it pertains to supplemental instruction, particularly with regards to after school and Saturday classes.

In order to accommodate the various needs of our students, we incorporate balanced literacy techniques in our classes, especially the ELA and NLA classes. Whenever possible, students in our bilingual program are exposed to texts in their native language, through classroom libraries or bilingual content area glossaries. With funding from Title II, our hope is to add to these materials, including interactive, bilingual software.

Our school's schedule is blocked and based on the 43 or 63 minute period. Students at the beginning level receive a total of 642 minutes per week of ESL instruction plus at least one 43 minute period of Native Language Arts per day. The rest of the school also follows band programming, so ELL students travel with the mainstream students. Students who are at the intermediate level receive four periods of 43 minutes and four periods of 63 minutes of ESL instruction per week (424 minutes per week) and at least one 43 minute period of Native Language Arts per day. Advanced students receive at least one 43 minute period per day of ESL instruction (215 minutes per week) and at least one 43 minute period of Native Language Arts.

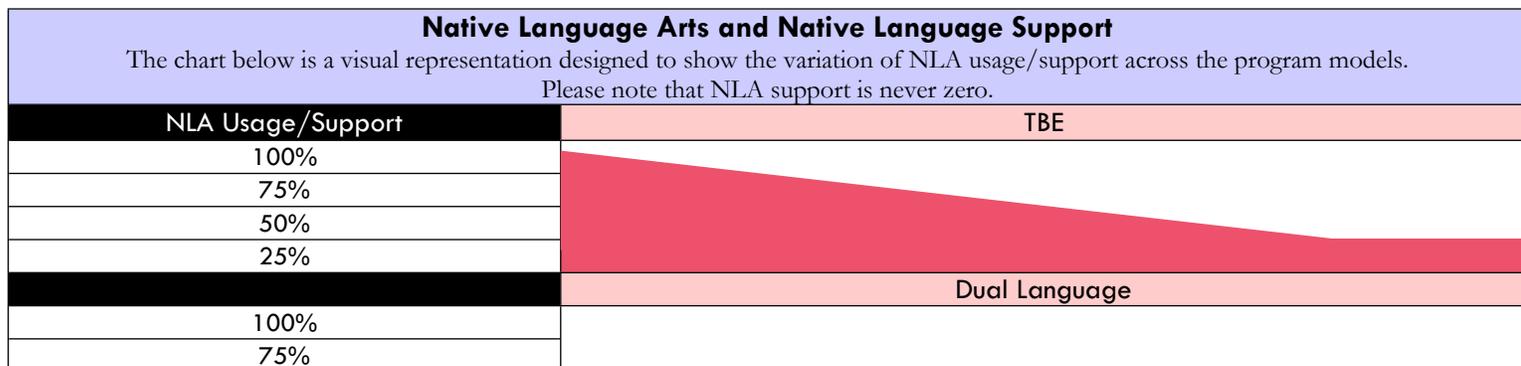
In our bilingual programs (Spanish, and soon, Haitian Creole) the students are given instruction in both English and their native languages. In the Spanish bilingual classes, the students receive Spanish and English instruction at a ratio of 60:40 for the beginners, 50:50 for the intermediate level and 25:75 for the advanced students. This is done in a combination of oral and written instruction, coupled with side by side assistance and after school and Saturday tutoring. For the Urdu-speaking and Arabic-speaking students, because we do not have a licensed Urdu or Arabic speaking teacher, our Urdu/Arabic-speaking paraprofessional pushes in to several classes and assists students with native language skills. The teacher adjusts the amount of native language spoken and written for the students on a case by case basis. For our Creole-speaking students, the Creole-speaking teachers provide guidance and tutoring for our Creole-speaking students. These teachers are also our content teachers in English, social studies, native language arts, and science.

Our SIFE students are offered a variety of programs to help them to achieve academically and socially. For example, we provide after school and Saturday tutoring programs for the students and their parents, as needed, in all subject areas, as well as in general communication skills. We also offer classroom libraries in each of the ESL classrooms, including bilingual dictionaries for the students. For most languages, we offer native language support, if not by the instructors, then by a peer tutor or side buddy. All ELLs are given a combination of ESL and mainstream classes. For beginner ELLs, we encourage native English speaking students to pair with the ELL students to show them around the school and serve as a “friendly face” around the building. The peer tutors often come to the students’ ESL classes to assist them and answer their questions, whenever possible. We also take the beginners on several trips and invite them to share their experiences with others. The students in the ESL classes who have been here at least a year and are preparing to take the ELA Regent are also programmed for a double period ERL/LTR, where the licensed ELA teacher prepares the students for the ELA Regent by infusing content specific material and the ESL teacher works with the students using ESL methodology. To address the needs of our long term ELLs, we are incorporating native language texts and, in the case of our Spanish long term ELLs, we have created a class of Achieve 3000 in Spanish. The students will participate in this class before or after school. This additional intervention is made partially possible by funds from Title III.

We provide several web based programs to help the students master the subjects while earning the credits they are missing for graduation. These include Destination Math, Achieve 3000, Read 180, Expert 21 and Plato. These programs have been helpful for our students who need the extra help in completing their credits. Plato has been particularly successful for our students who are older and have outside responsibilities such as work or family obligations. It enables the students who need to make up credits and prepare for regents exams. ELLs who seems to have special needs are worked with on an individual basis, and, if there is an IEP, such as in the cases of Franmy Rodriguez and Jonathan Silvas, we align our instruction to the mandated modifications. Using the students’ IEPs as a guide, we are modifying the ESL or bilingual instruction within the appropriate class settings. In the aforementioned example, Franmy and Jonathan travel with alternative placement paraprofessionals to all of their classes.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



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

B. Programming and Scheduling Information--Continued

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

We offer several interventions for our students. They include:

- Peer mediation (translation available)
- Counseling in Schools (used for students with high absenteeism-translation available)
- Counsel for Unity (translation available)
- Peer tutoring
- After school and Saturday tutoring (Spanish, Arabic, Urdu, French, Creole, Russian, Chinese)
- Read 180
- Destination Math
- Achieve 3000, Spanish and English
- Transitional language classes in Spanish, Urdu and Creole
- Advisement sessions in Creole and Urdu

We expect that these interventions, in conjunction with the students' current ESL and bilingual classes, will help them transition better into our community. However, we recognize the growing demand for technology in our world. As a result, we plan to increase our licenses for Achieve 3000 and Read 180 and better utilize Destination Math, as well as designate a computer lab for ELL students. With the use of funds from

Title III and SIFE grants, we will be able to update our old computers and install these systems so they are available throughout the school day for teachers and their classes, and after school and Saturdays for students to work individually or with small learning teams.

All students are offered tutoring to help them achieve academic success. In the case of our ELLs who have reached proficiency, students are afforded extended time and the use of language glossaries, or native language versions when available, for standardized exams, as per New York State memo. Additionally, we encourage them to work with current ELLs as mentors and buddies, allowing the ESL teachers to monitor the former ELLs' progress as well.

In the 2010-2011 school year, we will partner with the Brooklyn Public Library to bring students and their parents to the library to receive library cards and become familiar with the facilities available to them. We also expect to partner with native language community groups like Aspira to provide outreach to our families.

At this time, we do not have a licensed teacher whose native language is Arabic, therefore, we are not able to offer a native language class in Arabic. Instead, however, our Urdu-speaking paraprofessional speaks Arabic and is able to tutor and translate for our Arabic speaking students and their families.

ELL students are entitled to take any electives they would like, as long as their state mandated ESL requirements are met. Students who are Advanced or Proficient are enrolled in equal opportunity classes, including College Now, art and music classes, and special programs including extra curricular activities. Because our Pakistani and Bengali girl have had issues with traditional physical education classes, we have created folkdance classes as an alternative to meet their physical education requirement. In an effort to improve the ELL students' socialization skills, and to make the general population of the school more aware of the diversity we have at Sheepshead Bay High School, we plan on having a Multi-Cultural Festival of food and music for the school. This has grown out of the students' requests for individual cultural festivals. Last year, the Pakistani and Bengali students planned a cultural festival. They wore traditional dress and brought in food and music that reflects the Pakistani and Bengali culture. Many parents and staff members came to the festival, and our Pakistani and Bengali students particularly reached out to invite our American students. We were happy to see that many students, both American and ELL students of other countries, attended the celebration. We again expect to have a multi cultural celebration this year, opening it up to other student groups.

All students, ELL, SIFE or otherwise, are entitled to take any of the foreign language classes at our school. They include Spanish, French, Russian, Chinese, and Urdu. Although they are offered, most of our English speaking students take Spanish and French. Students who are entering as ELLs in the 9th grade are encouraged to enroll in a summer school class where he/she will be evaluated and work with a licensed ESL teacher. The students are taken on trips, for example, this summer the students were taken on tours of New York City, where they can socialize with their new classmates outside of the classroom and receive an American cultural experience through trips to museums and other cultural spots in New York City. At the end of the summer, these students are invited to the 9th grade orientation conducted by the Freshman Success Academy teachers. Students new to the school who are not in the 9th grade are also encouraged to attend the orientation, and will be provided a translator if necessary.

As has been previously mentioned, we offer several opportunities for students to become familiar with technology. These resources include internet-based literacy and math programs (Read 180, Expert 21, Achieve 3000 in English and Spanish, Destination Math). Additionally, within our SIFE program, we plan to teach computer literacy where students will be given skills as to how to conduct research, have access to email, and create documents.

In the traditional bilingual education, our students are given instruction based on State mandate: beginners received 60:40, intermediate, 50:50 and advanced 25:75. In traditional ESL, we go even further by insisting that once students are on the advanced level, the content classes are mainstreamed on an individual basis. For example, we couple an ESL teacher with an English content teacher to prepare students for the ELA regent. This ensures continuity across disciplines.

All students are prepared to be literate in English as well as their native languages whenever possible in order to prepare for State exams and eventually, graduation.

We address the needs of newcomers through a buddy system with advanced or former ELL students. The new students are paired with someone who speaks their language and has experienced what it is like to be a new student in an American high school. This enables the students to be aware of the expectations and opportunities afforded them in our school and offers a friendly face with whom to ask questions and clarify information. For incoming 9th graders, we encourage the students to enroll in the aforementioned summer school program so they may experience cultural enrichment as well as make new friends before the beginning of their high school year.

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)?

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.

Teachers and administrators have attended and are scheduled to attend several seminars and professional development sessions to improve their pedagogy in dealing specifically with English Language Learners. These sessions include: A Common Understanding That Works, Helping Our ELLs Reach For The Stars, Designing Exemplary Best Practices For ELLs, Compelling Curriculum and Common Core Standards, Performance Tasks Aligned to the Core Curriculum Standards, Diversity in Learning Series: Overview of RtI: Planning an RTLA Program, Better Learning For ELLs through Structure Teaching. Additionally, all teachers are encouraged to attend a variety of professional development workshops to improve their overall pedagogy. These include technology workshops (Achieve 3000, Lesson Writer, Data-cation, Google docs, Smart Board training, Read 180, ARIS, etc.) Teachers of ELLs are required to attend professional development for 7.5 hours per year. Teachers may attend professional development sessions in house or off site, as best meets the needs of the teacher and the population s/he teaches, based on enrollment, programming, and classroom observations by the administration. Teachers attend training to help students transition not only to a new grade level, but also to a new environment in our country. Teachers are also sent to workshops to deal with at risk students. These participants include administrators, content teachers, bilingual teachers and all support staff (counselors, paraprofessionals and related service providers).

On designated professional development days and after school hours, teachers are given the opportunity to select the professional development sessions that would work best for their needs. For example, on Election Day, teachers are either given in house or outside training through the OELL or Network to best improve their pedagogy. This training is open to the entire school staff, and especially encouraged for content teachers who work with ELL students. Professional Development sessions include: Achieve 3000 training (October, December, January) for ELL, an ELA content teacher and administrators; various ELL-specific Professional Development sessions dealing with Common Core Curriculum Standards for ELLs that administrators attended; a series given by the CFN discussing rigor in the ELL classroom attended by the administrators. All PD sessions attended by faculty are turn-keyed for other ELL staff.

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?

Parents are members of our School Leadership Team, Parents Association, Football Parents Association, and volunteer to work with our Parent Coordinator as chaperones for school trips or during pre-Regents calling banks. We further encourage parent involvement in our school by employing translation services for correspondences to the parents, in writing and via telephone. Letters in English and the native languages are sent reminding parents/guardians about upcoming events, including regents and NYSESLAT exams. Because we have translation services available, whenever a parent comes to our school, he/she will work with the parent coordinator, guidance counselor, and teachers, with the assistance of translators if necessary, to meet the needs of both the students and parents. Additionally, our Saturday programs include classes for the parents in citizenship, language and literacy skills, and computer skills. These needs are based on the interviews we conduct with the parents and students regarding the needs of the family. We also encourage our parents to contact the Office of English Language Learners for needs beyond what our school can offer them. Ultimately, we would like our ELL parents to be a part of our school community. When we offered the Urdu and Bengali cultural festivals, we had several parents attend. We would like to see many more parents in the future.

This year we plan to implement the immigration/literacy program for parents in our SIFE Saturday Academy. This will meet the needs of

our diverse parent population and assist them in settling into American society. This decision is based on conversations the parents and students have had with our staff, including our guidance counselors and parent coordinator, who works in tandem with the ESL Department and our ESL parent population. The parent coordinator shows the parents the orientation video from the LAP Tool Kit, which begins the enrollment process. Additionally, through the SIFE Program, we will encourage parents to join their children to visit and work with the Brooklyn Public Library and other field trips as chaperones.

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)										31	31	19	9	90
Intermediate(I)										38	52	46	67	203
Advanced (A)										26	33	22	49	130
Total	0	0	0	0	0	0	0	0	0	95	116	87	125	423

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										27	22	9	5
	I										14	38	40	38
	A										27	30	22	39
	P										33	32	23	66
READING/ WRITING	B										25	22	16	7
	I										44	59	47	65
	A										25	31	23	15
	P										7	10	8	26

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					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	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	258	0	117	0
Math <u>Algebra</u>	240		98	
Math <u>Geometry</u>	21		12	
Biology	0		0	
Chemistry	31		9	
Earth Science	50		4	
Living Environment	197		59	
Physics	1		0	
Global History and Geography	98		35	
US History and Government	215		137	
Foreign Language	43		32	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other <u>Math B</u>	1		0	
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	11	12	19	16				
Chinese Reading Test	18	13	12	17				

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

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

To test our ELL students' early literacy levels, we use a few different methods. For newcomers, the students are given the Lab-R to determine their language and literacy levels. If the student has come from an American junior high school, we use the 8th grade assessments and give the students a 9th grade diagnostic from Acuity if they are at the advanced level.

MACHADO	OSSANY	19% *
GOMEZ	JOSE	35% *
HERNANDEZ	HECTOR	38% *
SHALABY	ASMAA	38% *
TELES	PERLA	38% *
TYMOSHENKO	IEVGENII	46% *
TOJIBOEVA	OZODA	50% *

Feratovic, Riad	269820791	861	7th	54%
Raymundo Rincon, Fred	203135777	506	3rd	46%
Shah, Shahzab	222059032	713	5th	54%
Shalaby, Asmaa	274865161	721	5th	38%
Tymoshenko, Ievgenii	221427107	927	8th	46%
Feng Ming Feng*	219816287	ESL (unable to take test/had trouble understanding)		

The data shows that our students are weakest in reading comprehension and writing skills though they may be strong in listening and speaking skills. In order to accommodate these weaknesses, our teachers are infusing literacy skills such as juicy sentences, leveled texts, and native language arts when available. The evidence of success comes through achievement on the NYSESLAT and other state exams, taken both in English and the students' native languages. Ultimately, however, graduation within four years of beginning high school has become the standard of success.

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.

See CEP for bell schedule and sample student schedules.

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		