



FDNY HIGH SCHOOL FOR FIRE AND LIFE SAFETY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 19K502

ADDRESS: 400 PENNSYLVANIA AVE. BROOKLYN, NY 11207

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 502 **SCHOOL NAME:** FDNY High School

SCHOOL ADDRESS: 400 Pennsylvania Ave Brooklyn, NY 11207

SCHOOL TELEPHONE: (718) 922-0389 **FAX:** (718) 922-0593

SCHOOL CONTACT PERSON: James Anderson **EMAIL ADDRESS:** Janders@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Katherine Soverall

PRINCIPAL: James Anderson

UFT CHAPTER LEADER: Alfred Kramser

PARENTS' ASSOCIATION PRESIDENT: Ms. Seymour

STUDENT REPRESENTATIVE:
(Required for high schools) Anthony Gadison, Jeani Goolman

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (PSO) INFORMATION

DISTRICT: 19 **PSO NAME:** New Visions for Public Schools

PSO NETWORK LEADER: Chad Vignola

SUPERINTENDENT: Karen Watts

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
	*Principal or Designee	James Anderson
	*UFT Chapter Chairperson or Designee	Kilder Fuentes
	*PA/PTA President or Designated Co-President	Ms. Seymour
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	Ms. Boyd
	DC 37 Representative, if applicable	Ms. Bowman
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	Jeani Gooliman Anthony Gaddison
	CBO Representative, if applicable	
	Member/Parent	Ms. Hodge
	Member/Teacher	Simone English
	Member/Teacher	Katherine Soverall
	Member/Parent	Ms. Seymour
	Member/Parent	Ms. Settles
	Member/Parent	Ms. Boyd

* 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.

FDNY High School for Fire and Life Safety works in collaboration with the New York City Fire Department to offer an exceptional educational institution while introducing the occupational benefits of the Fire and Emergency Medical Services. The partnership that exists between the FDNY and the school is extremely strong and visible. Some of the courses in the school curriculum are designed to teach the job responsibilities of NYC Fire Fighters and how they serve the public. In addition to that, the students study the many sciences involved with fighting fire in all types of settings and take a technology sequence to prepare them for the various occupational opportunities in these fields. In the twelfth grade sequence, a student will take an EMS preparation course taught by FDNY personnel. When a student passes this exam and is eighteen at graduation, they may be employed full time with the FDNY.

While the students learn all the necessary skills for this full time employment opportunity, academically they are being prepared to go on to further college studies. We have a complete college preparation program that assists students with their SAT and college applications, have formed a relationship with John Jay to provide a College Now program, created a college readiness team with our support organization New Visions, and have started preparing parents for college as early as the ninth grade through the Capital One/New Visions College Readiness grant. All of these pieces help our children strive and prepare to succeed at the college level.

As a school, we have extra curricular opportunities and special field trips to enhance the program. It begins with a series of special incentive field trips where the students visit major FDNY facilities to observe the real operations of the organization. We are an official FDNY Explorer's Post for the students of our individual school and campus. This program is designed to help students participate in community service activities and provide internship positions within the FDNY organization. We have partnered with Brooklyn College to create an internship program designed to educate students in the media field. The group meets twice a week and works with students to create videos and music. In addition to that, they learn how to use the proper technology to edit and produce a finished product. In the Spring semester, the FDNY works with school staff to conduct our Saturday Boot Camp. The program is designed to assist with literacy and academic enrichment while encouraging the students to participate in similar training exercises FDNY personnel do on a daily basis. Each summer, FDNY personnel work with school staff to conduct the Summer Leadership Academy. During this program, the students receive academic assistance while learning necessary work skills. These students return to the school as the peer leaders for the following school semester.

In conclusion, the FDNY High School prides itself on providing the best education for our children while opening the door to their occupational dreams. The FDNY also has a vision of investing in the East New York Community by working with our young people of the neighborhood. Together, we provide a complete program for preparing children for every opportunity in their near future.

SECTION III – Cont'd

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	FDNY High School for Fire and Life Safety								
District:	19	DBN:	19K502	School BEDS Code:	331900011502				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11	√	
	K		4		8		12	√	
	1		5		9	√	Ungraded		
	2		6		10	√			
Enrollment				Attendance - % of days students attended :					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Pre-K	0	0	0				73.0	79.9	TBD
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment :					
Grade 2	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 3	0	0	0				88.7	90.3	TBD
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment :					
Grade 6	0	0	0	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Grade 7	0	0	0				84.7	73.5	81.0
Grade 8	0	0	0						
Grade 9	164	184	181	Students in Temporary Housing - Total Number :					
Grade 10	99	107	111	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 11	89	74	79				3	7	TBD
Grade 12	33	31	49						
Ungraded	1	0	0	Recent Immigrants - Total Number :					
Total	386	396	420	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
							3	2	0
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
# in Self-Contained Classes	14	5	14	Principal Suspensions			43	43	TBD
# in Collaborative Team Teaching (CTT) Classes	31	34	35	Superintendent Suspensions			34	23	TBD
Number all others	19	25	28						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
				CTE Program Participants			N/A	0	0
				Early College HS Program Participants			0	0	0
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
<i>(BESIS Survey)</i>				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
<i>(As of October 31)</i>	2007-08	2008-09	2009-10						
# in Transitional Bilingual Classes	0	0	0	Number of Teachers			24	25	TBD
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	14	14	9						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	1	5	Number of Administrators and Other Professionals	5	8	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	16	17	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	20.8	36.0	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere			
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	67.0	76.0	TBD
American Indian or Alaska Native	0.3	1.0	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED)	83.0	81.1	TBD
Black or African American	80.6	79.3	79.8				
Hispanic or Latino	18.4	18.2	18.6				
Asian or Native Hawaiian/Other Pacific Isl.	0.5	1.0	0.7				
White	0.3	0.5	0.5				
Male	72.3	73.2	78.8				
Female	27.7	26.8	21.2				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	1	5	Number of Administrators and Other Professionals	5	8	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	16	17	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	20.8	36.0	TBD
				% more than 5 years teaching anywhere	45.8	48.0	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	67.0	76.0	TBD
American Indian or Alaska Native	0.3	1.0	0.5		83.0	81.1	TBD
Black or African American	80.6	79.3	79.8				
Hispanic or Latino	18.4	18.2	18.6				
Asian or Native Hawaiian/Other Pacific Isl.	0.5	1.0	0.7				
White	0.3	0.5	0.5				
Male	72.3	73.2	78.8				
Female	27.7	26.8	21.2				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

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?
-

The 2009-2010 NYCDOE Progress Report indicated we earned a grade of a "C". Although the grade appears to be the same from the previous year, we increased our over-all score by nine points. For our Quality Review grade last year, we earned a score of "Proficient". As for the third major assessment for our school, the Learning Environment, our score basically remained the same from the previous year.

Recently this past January, we were notified that FDNY HS has been labeled a SINI school year I and PLA school tier II according to the NYS accountability system. We have been designated this title due to our inability to meet AMO in ELA, Math, and graduation rate. We have been given a PLA tier II designation because our graduation rate has been below 60% for the past three consecutive years.

We are proud to say that we have ten former students that are working as full-time Emergency Medical Technicians for the FDNY. We have been working hard for a culture change at FDNY High School to be an educational program designed for young students that want to be EMT's or Fire Fighters in their adult lives. It has been a slow and arduous process over the last three years. However, through extensive recruitment efforts, we have three underclassmen cohorts with students that have this as a professional goal.

One area where our school showed major improvement was student attendance. When comparing the 2009-2010 school year to the year prior, we had an increase of 2.0% (from 80.1% to 82.1%). This was due to the formation of an attendance team made of the guidance counselors, attendance aide, parent coordinator, principal, New Visions support staff, and home visit attendance teacher. Student attendance is an ongoing priority for our students, especially for our community. Despite the issues, our team is striving to increase our students' daily attendance rate to 90% by this June 2011.

When looking at our students' academic data, we see areas of improvement and need. One of the major increases was in our Math Regents scores. To address the low performance of our students in this subject, our math department teamed with our support organization (New Visions) for an intense inquiry study that developed a new curriculum, looked at instructional practices, and analyzed student achievement through a sequence of assessments. In addition, we modified our school schedule to program all ninth graders in a double period Integrated Algebra class. Lastly, the students took the Integrated Algebra Regents Exam at the end of 2009-2010 school year rather in January 2010. Although only half the students on the ninth and tenth grade cohorts passed the Integrated Algebra exam last year, their weighted value on our Progress Report increased by 115%.

After analyzing our Regents data, we noticed that the Humanities (ELA and Social Studies) maintained their scoring levels while the Science and Math disciplines continue to be areas of concern. Although we saw an increase in the passing percentage for the Earth Science exam (20.2% increase from the 2009-2010 school year); there was a slight decrease in the number of students passing the Living Environment Regents exam (down from 35% to 21%).

Credit Accumulation is another area where we have seen improvement. The increase by grade with lowest third percentages is as follows:

- 9th grade: 10.7% / lowest third: -5%
- 10th grade: 4.5% / lowest third: 15.8%
- 11th grade: 6.9% / lowest third: 19.8%

We focused on our lowest third groups through the year. We met with the students each marking period at small award luncheons to encourage the work they did and help them understand the high school expectations. Although the ninth grade lowest third group dropped by 5%, we had significant gains in the other two groups.

Our graduation rate increased by 2% from (56% to 58%). As we move towards city and state goals for graduation rates, we aim to increase our rate to 70% by the end of the 2010-2011 school year. Additionally, towards the latter part of the school year, we received a visit from the Superintendent. During this meeting, he discussed the larger focus on high school graduation rates. FDNY will form a 12th grade cohort team consisting of teachers, principal, and guidance counselor, dedicated to devising and implementing strategies to attain the 80% graduation rate expected by the NYS Education Department.

As we move forward this school year, we are looking at several obstacles to overcome through our work. 80% of our students enter our school below grade level. Despite the junior high school grades students entered with over the past years, we have found them to be deficient in many literacy and math skills through our own diagnostic assessment. As we started September, twenty-seven seniors are on-track and forty-two seniors are almost on-track for graduation. According to the lunch form collection data, 72% of our students are below the poverty level. Many of our students come from homes where parents are not actively involved in their education. Additionally, many students come from single parent homes and lack the guidance of a male role model. Lastly, in common with both the public and private sectors, our school budget is not unaffected by the larger economic problems facing the city, state and country at large.

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. By August 2011, the four year graduation rate for the 2011 cohort will increase by 14.4%, thereby making the overall four year graduation rate 70% as compared to 57.8% the previous 2010 cohort.

2. By August 2011, the ninth, tenth, and eleventh grade student groups will demonstrate progress towards improving overall student performance as measured by an increase of students earning 10+credits during the 2010-2011 school year. The percentage of students earning 10+ credits this past 2009-2010 school year was:

* Ninth Grade: 75.6%

* Tenth Grade: 67.6%

* Eleventh Grade: 67.3%

For this 2010-2011 school year, 85% of each cohort will earn 10+ credits.

3. By August 2011, the ninth, tenth, and eleventh grade student groups will demonstrate progress towards improving overall student performance as measured by an increase of students taking Regents exams for the first time and passing during the 2010-2011 school year. The cohort passing rate by subject exam for the 2009-2010 school year is as follows:

- 9th grade Integrated Algebra exam June 2010: 50%
- 9th grade Living Environment exam June 2010: 25.4%
- 10th grade Integrated Algebra exam January 2010 and June 2010: 61.4%
- 10th grade Global Studies exam: 50%
- 10th grade Earth Science exam: 52.6%
- 11th grade ELA exam: 61.8%.
- 11th grade US History exam: 67.3%.

The percentage students on each cohort that take Regents exams for the first time this 2010-2011 school year and pass will be 70%.

4. By June 2011, the student body will demonstrate a 7.9% increase in their overall attendance. By accomplishing this goal, the overall attendance rate will reach 90% as compared to 82.1% the previous 2009-2010 school year.

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): **Graduation Rate**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By August 2011, the four year graduation rate for the 2011 cohort will increase by 12.2%, thereby making the overall four year graduation rate 70% as compared to 57.8% the previous 2010 cohort.</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"> • Students will be programmed according to Regents or credit needs for graduation status. • During cohort meetings and planning sessions in classes, teacher and students will set and monitor individual student goals. • Acquired SINI/PLA funding will be used to schedule PM/Saturday School for credit recovery and Regents preparation classes. • The teachers will administer interim assessments bi-weekly and use the data for instruction. • The teachers will prepare differentiated lessons to help address the specific areas students are struggling with in the classes. • Progress reports will be generated at the mid-point of each marking period and distributed to students and parents. • During cohort meetings, the team will identify students at risk and provide extra assistance. These students will also be programmed for AIS. • Parents will be contacted continually and be invited to the school to work with the individualized plans for their children. • All students and parents will receive their Skedula user name and password to monitor their progress daily from home. A parent will be able see if their child is cutting classes, missing assignments, accumulating poor assessment grades, and behaving poorly in class each day. • The 12th grade guidance counselor will identify students that are eligible for transfer schools and help the families make wise decisions to use these alternative settings for

	achieving graduation status.
<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>	<p>We will utilize the Circular 6 assignments to form a Common Planning Time Program for teachers to meet in teams daily to assess the progress of these students. Title I SWP, TL Fair Student Funding, and AIDP grant money will be used to finance the PM School classes, Holiday Courses, and Tutoring Sessions. In addition to that, the funding sources will also provide the incentive programs during the school year.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Skedula New Visions Student Tracker • HSST reports • ARIS reports • ATS reports • Teacher notes from meeting sessions • Marking Period Progress Reports

Subject/Area (where relevant): Credit Accumulation

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By August 2011, the ninth, tenth, and eleventh grade student groups will demonstrate progress towards improving overall student performance as measured by an increase of students earning 10+credits during the 2010-2011 school year. The percentage of students earning 10+ credits this past 2009-2010 school year was: * Ninth Grade: 75.8% * Tenth Grade: 67.6% * Eleventh Grade: 67.3% For this 2010-2011 school year, 80% of each cohort will earn 10+ credits.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • All classes will conduct diagnostic tests to determine the students’ skill level and measure prior knowledge in the subject matter. • Differentiated instruction will be used to meet different learning styles and academic levels (ongoing PD support through SLATE Inc., New Visions staff, contracted vendors, and Assistant Principals). • Inquiry study involving curriculum, assessments and data collection, as well as professional development will take place during common planning time to assist teachers with the strategies to increase student achievement. • Teachers will meet daily during common planning time to discuss instructional strategies and review student work according to standards-based, consistent rubrics and align products with students’ needs. • Teachers and students will set goals and individual plans to help students with the expectations of the school and completing the high school requirements. • Teachers will use created assessments, Scantron, and analysis of data, including previous Regents exams, to develop strategies and implement solutions for targeted student improvement. • Acquired SINI/PLA funding will be used to schedule PM/Saturday School for credit recovery and Regents preparation classes. • Teachers will provide ongoing communication with parent/ guardians through phone calls, data and anecdotal entries in Skedula, marking period progress reports, and letters regarding students’ progress in class and in meeting their individual goals. • Teachers will do at least two Mock Regents exams to familiarize students with this assessment. • Administrators will collect and review monthly course calendar topics to ensure that topics are standard based and relevant to Regents needs.

<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>	<p>The Title I 10% allotment of funding will be used to finance the salaries of the part-time AP's. These funds will also be used to compensate teachers training salaries during the sessions. Title I SWP and TL Fair Student Funding will be used to provide the tutoring sessions created for the students. Lastly, TL Fair Student Funding will be used to pay for our PSO contract with New Visions.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Review the teacher scholarship report at each marking period and the end of the year course scholarship report. • Review student progress in Skedula • Review the Regents Exam Report Summary from HSST. • Review data collected in the New Visions Student Tracker Report. • Review of students' progress report. • Review ARIS to track students' progress in Integrated Algebra.

Subject/Area (where relevant): Regents Scores

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By August 2011, the ninth, tenth, and eleventh grade student groups will demonstrate progress towards improving overall student performance as measured by an increase of students taking Regents exams for the first time and passing during the 2010-2011 school year. The cohort passing rate by subject exam for the 2009-2010 school year is as follows:</p> <ul style="list-style-type: none"> • 9th grade Integrated Algebra exam June 2010: 50% • 9th grade Living Environment exam June 2010: 25.4% • 10th grade Integrated Algebra exam January 2010 and June 2010: 61.4% • 10th grade Global Studies exam: 50% • 10th grade Earth Science exam: 52.6% • 11th grade ELA exam: 61.8%. • 11th grade US History exam: 67.3%. <p>The percentage students on each cohort that take Regents exams for the first time this 2010-2011 school year and pass will be 70%.</p>
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Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- The content and CTT teachers will use assessments, and analysis of assessments, including previous and mock Regents, to provide targeted solutions for student improvement.
- Teachers will receive professional development and support in using Differentiated Instruction (from SLATE Inc., contracted vendors and AP's) to meet the learning styles and ability levels of all students.
- Using the SINI/PLA funding, we have contracted EduChange to help develop curriculum specifically for Regents created courses. Coaching will also be provided to the teachers to implement the curriculum in the classroom.
- The teachers will create individual goals for each student based on ongoing assessment data. The teachers will review the curriculums with the Assistant Principals to identify the content topics and skills required for the examinations and jointly create a calendar/ curriculum map for the year.
- AP's will collect and review the monthly course calendar topics to ensure that topics are standard based and relevant to all Regent exams.
- Teachers and the AP's will evaluate student's knowledge and mastery through ongoing assessments including mock Regents.
- Teacher and AP's will review students' reading levels to see if students can access the information in the textbook without additional, scaffolded support and/or materials at an appropriate reading level.
- Teachers will incorporate Regents questions in all lessons.
- Students and families will receive information regarding the importance of labs and the regulations regarding labs as the gatekeeper for the science Regents, as well as a calendar of regularly scheduled and makeup labs (AP).
- Students and families will be notified when a student misses a lab and the makeup date(s) available (teacher).
- Mock Regents will be administered to familiarize students with this assessment and item analysis done to target students' knowledge by content strand and skills (AP and teacher).
- Acquired SINI/PLA funding will be used to schedule PM/Saturday School for credit recovery and Regents preparation classes.

<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>	<p>The Title I 10% allotment and AIDP grant funding will be used to finance the salaries of the part-time AP's and CBO contract. These funds will also be used to compensate teachers training salaries during the sessions. Title I SWP and TL Fair Student Funding will be used to provide the tutoring sessions created for the students and our PSO contract with New Visions.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Review the teacher scholarship report at each marking period and the end of the year course scholarship report. • Review student progress in Skedula • Review the Regents Exam Report Summary from HSST. • Review data collected in the New Visions Student Tracker Reports. • Review of students' progress reports.

Subject/Area (where relevant): Attendance

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, the student body will demonstrate a 7.9% increase in their overall attendance. By accomplishing this goal, the overall attendance rate will reach 90% as compared to 82.1% the previous 2009-2010 school year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Form an attendance team of several staff members: school aides, attendance teacher and attendance assistant, guidance counselors, CBO partner, and the principal. • Weekly attendance meeting to review ATS and 407 reports, monitor the RYIS report from ATS, discuss actions that have been taken and create plans for next steps. • The team will identify and target students that appear on the RRSA ATS report to have attendance rates between 0% - 64%, 65%-90%, AND 91%-100%. These groups of students will be separated into smaller target groups to manage more efficiently. Outreach and communication will be made with the parent/guardians through weekly phone calls and letters to the homes. Log books will be maintained for all outreach attempts. • Our partnering CBO will target 50 students in the ninth and tenth grade students that had 25 – 75 absences the year prior. They will create an individualized plan for each student in the group, provide mentoring for internal and external issues, communicate with the parents at home to bridge the academic progress in the school, and make

	<p>home visits.</p> <ul style="list-style-type: none"> • The attendance coordinator will program the phone messenger system to call the homes of every absent student each night and following morning. • Attendance team members will each “adopt” students in specific attendance categories, identify their absence patterns, do Individual, daily phone calls when they are absent and conference with them when they return to school to co-create personalized, attendance goals. Logs of outreach will be kept for each of these students and periodic reviews of progress will be shared with the team. • The team will also identify absence patterns of the students and conference with them when they return to school. • Incentive awards will be given out to students that have exceptional attendance or show positive improvements in front of their peers during our monthly grade meetings. • Students and their families will be acknowledged and attendance certificates awarded during PTA meetings. Photos taken with principal, student and family member at these meetings will be posted on the bulletin board and on our website as soon as it’s developed. • Responsibility for attendance will be a school wide effort with classroom teachers as the first line of defense. Professional development will be provided to all staff in use of strategies that can increase attendance. • Teachers with high classroom attendance will share best practices for encouraging attendance and keeping students “hooked” on coming to class. • A bulletin board outside the Attendance Office will feature students’ names and photos, highlighting those students with attendance rates in the categories outlined above. Competition among cohorts will be encouraged with incentives for the cohort that has the highest attendance rate each month. • Attendance will be included in grade and department meetings as a component of overall performance, as well as in student and parent meetings. Students and families will be informed that seat time (attendance) is a gatekeeper for earning course credit.
<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>	<p>We will use our TL Fair Student Funding and Title I funds to support the three guidance counselors we have on staff to provide assistance with the students in the targeted groups. In addition we will use TL Fair Funds to pay for the postage for all notifications we send to parents regarding our attendance rates. The EDVP grant will pay for the addition staff members and services to work with the target groups of 50 students. Those monies will also be used with Title I and TL Fair Funding to fund our incentive programs.</p>

Indicators of Interim Progress and/or Accomplishment

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

- Agendas and minutes from the attendance meetings.
- Use Skedula and ATS to identify students whose attendance and academic progress fall in the target range (65% - 90%) and evaluate their monthly improvement.
- Phone and Voice Messenger logs.

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	107	107			42	14	20	
10	80	80	70	105	31	11	13	
11	75	53	54	43	47	9	7	
12	13	20	29	22	42	10	2	

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA:</p> <ul style="list-style-type: none"> • Double Period Classes • Ramp-up Curriculum • Read 180 Curriculum • Reduced Class Sizes • Credit Recovery Classes • Special Education Teacher Support Services • Collaborative Team Teaching • Summer School • Tutoring • Regents Prep Sessions 	<ul style="list-style-type: none"> • All ninth grade students receive a double period of English in their program. • In the ninth grade curriculum, three teachers are trained in the Ramp-up curriculum. They have implemented the curriculum in the classroom lesson on a daily basis. With the use of the program, there is one-to-one and small group teaching. • The two ninth grade teachers will be trained to use Read 180 with 60 of our lowest level 9th graders. The curriculum allows the teacher to set up three stations using technology to address the literacy deficiencies of the students. • The Gates-McGinity Reading diagnostic was administered to the students in the 9th – 11th grade. The data collected was distributed to the teachers to use for lesson planning and activity designs. • SLATE Inc. provided professional development on understanding learning styles and multiple intelligences. They administered the training to the teachers so they identify their learning preferences and understand its effect on lesson planning as well as teaching. They also administered the surveys to the students so they understand their learning modalities as well. • The average class size in the school is set between 25 – 29 students per class. • We will offer credit recovery classes for the students over the holiday breaks and PM school through the additional SINI/PLA funding. • A SETTS teacher has the students in a pull-out environment and works with smaller groups students. At times the teacher works individually with the students. The program is supplemented with regular general education classes. This all occurs during the regular school day. • A special education teacher works collaboratively with the regular education teacher to plan daily lessons and projects for the class. Students with special needs work with general education students in the classroom. The program occurs during the regular school day. • Summer school gives a chance for the students to make up classes they failed during the regular school day. In the summer school classes there are opportunities for students to work in small groups or on a one-to-one basis. It is conducted from July – August if budget allows. • At the end of each semester, we offer Regents Prep tutoring for those students taking

	<p>the English Regents exam. The sessions are held after school.</p> <ul style="list-style-type: none"> • Students that still need to pass the English Regents exam are all scheduled for the first and ninth period tutoring session. This occurs during their regular day.
<p>Mathematics:</p> <ul style="list-style-type: none"> • Regents Prep Sessions • Credit Recovery • Tutoring • Special Education Teacher Support Services • Collaborative Team Teaching • Summer School 	<ul style="list-style-type: none"> • At the end of each semester, we offer Regents Prep tutoring for those students taking the Integrated Algebra and Geometry exams. The sessions are held after school. • Students that still need to pass the Integrated Algebra Regents exam are scheduled for the first and ninth period tutoring session for the exam. This occurs during their regular day. • We will offer credit recovery classes during the holiday breaks and PM school program if the budget allows. • A SETTS teacher has the students in a pull-out environment and works with small groups of students. At times the teacher works individually with the students. The program is supplemented with regular general education classes. This all occurs during the regular school day. • A special education teacher works collaboratively with the regular education teacher to plan daily lessons and projects for the class. Students with special needs work with general education students in the classroom. The program occurs during the regular school day. • Summer school gives a chance for the student to make up classes they failed during the regular school day. In the summer school classes there are opportunities for students to work in small groups or on a one-to-one basis. It is conducted from July – August.
<p>Science:</p> <ul style="list-style-type: none"> • Regents Prep • Credit Recovery • Tutoring • Special Education Teacher Support Services • Collaborative Team Teaching • Summer School 	<ul style="list-style-type: none"> • At the end of each semester, we offer Regents Prep tutoring for those students that haven't passed the Living Environment Regents exam. • Students that still need the Living Environment Regents exam are scheduled for the first and ninth period tutoring sessions during the regular school day. • In order to make up credits, students will be offered credit recovery classes over the holiday break and in PM school if the budget allows. • A SETTS teacher has the students in a pull-out environment and works with small groups of students. At times the teacher works individually with the students. The program is supplemented with regular general education classes. This all occurs during the regular school day. • A special education teacher works collaboratively with the regular education teacher to plan daily lessons and projects for the class. Students with special needs work with general education students in the classroom. The program occurs during the regular school day.

	<ul style="list-style-type: none"> • Summer school gives a chance for the students to make up classes they failed during the regular school day. In the summer school classes there are opportunities for students to work in small groups or on a one-to-one basis. It is conducted from July – August.
<p>Social Studies:</p> <ul style="list-style-type: none"> • Regents Prep • Credit Recovery • Tutoring • Special Education Teacher Support Services • Collaborative Team Teaching • Summer School 	<ul style="list-style-type: none"> • At the end of each semester, we offer Regents Prep tutoring for those students that haven't passed the Global Studies or US History Regents exam. • Students that still need the Global Studies Regents exam are scheduled for the first and ninth period tutoring sessions during the regular school day. • We offer credit recovery classes during the holiday breaks and in PM school to help students recover from past failures. • A SETSS teacher has the students in a pull-out environment and works with small groups of students. At times the teacher works individually with the students. The program is supplemented with regular general education classes. This all occurs during the regular school day. • A special education teacher works collaboratively with the regular education teacher to plan daily lessons and projects for the class. Students with special needs work with general education students in the classroom. The program occurs during the regular school day. • Summer school gives a chance for the student to make up classes they failed during the regular school day. In the summer school classes there are opportunities for students to work in small groups or on a one-to-one basis. It is conducted from July – August.
<p>At-risk Services Provided by the Guidance Counselor:</p>	<ul style="list-style-type: none"> • Group and individual counseling. • Needs based decisions. • Counsels students not meeting promotional or performance standards. • Counsel students experiencing behavioral, emotional, psychological, and family related issues during their academic studies. • Makes proper referrals to the supportive agencies according to student needs. • Monitors the attendance of at-risk students. • Conducts outreach to the parents and homes of at-risk students. • Provide family counseling when needed. • Counsels students that return from disciplinary actions or suspensions.

At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Evaluates the students' emotional and psychological capacities. • Evaluates students' intellectual abilities. • Makes recommendations to staff, students, and parents concerning the students' well being. • Provides individual students counseling. • Provides family counseling. • Conducts outreach to parent and homes. • Makes the proper referrals to supportive agencies.
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • Students are identified by staff according to the need. • Work with students displaying deficits in social skills. • Provide violence, conflict resolution, and decision making counseling with students. • Makes referrals to the parent and homes of the students.
At-risk Health-related Services:	<ul style="list-style-type: none"> • There is a Health Clinic with a licensed physician assistant on site. • Monitor the health needs of the students. • Monitor the immunization of the students. • Provides first aid when needed. • Makes referrals to the supportive agencies. • Provides informational presentation to the students in the classes.

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) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

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.

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		

Other		
TOTAL		

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.

According to the data we have in ATS and responses from parents, our most commonly spoken second language used by our families is Spanish. Therefore, we use funds to pay a teacher to translate all notices and letters sent home into Spanish. Both letters get sent together. In addition to that, we have several staff members that speak fluent Spanish. When parents come to the school to conference for their children, these staff members are covered from their classes to help with providing translation.

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.

We started by looking at the ethnicity designation of our students and the ELL population. Moving from there, we look at the responses and needs of parents according to the information gathered on emergency blue cards and lunch forms. Informal information is also gathered at PTA meetings. Parents are able to share their needs with the staff as we discuss the issues on the agenda.

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 letters and notices are given to the staff member designated to translate all written notifications. The translated notices are sent along with the English version.

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.

When a parent comes to the school for a conference and needs a translator, the school has one of the several staff members that speak the language to sit in the meeting and translate the conversation.

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>.

The school asks the parent to indicate on the emergency blue card the primary language used in the home. If it is not English, the student is flagged for all translated needs. Notices are translated to Spanish and sent along with the English version. When parents that speak Spanish as their home language come to the school for conferences, a staff member that speaks the language is provided for translation during the meeting. This information will also be asked for during PTA meetings and on our monthly newsletter.

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:	\$368,713	\$67,438	\$436,151
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3687	\$674	\$4361
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$18,436	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$36,871	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 89%
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.

The school will advertise the opportunity for teachers to continue with their educational studies to meet the requirements. It will be announced at Faculty Conferences and in memorandums.

* 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.

Parental Involvement Policy

I. General Expectations

FDNY High School for Fire and Life Safety agrees to implement the following requirements:

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

- that parents are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental information and Resource Center in the State.

II. Description of how school will Implement Required Parental Involvement Policy Components

FDNY High School for Fire and Life Safety will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of ESEA: (List actions).

- Implement a cohort parent involvement program;
- Conduct Parent/Freshman Orientations are conducted for every incoming freshman cohort.
- Engage parents at parent/Freshman Orientations parents are engaged in an activity to developing a School –Parent Compact unique to that cohort to reflect their input and our shared responsibilities as it relates to student achievement.
- Conduct a parent survey is conducted to assess the needs and interest of the incoming cohort of parents that the school may encompass in involvement initiatives.
- Convene school will convene parent cohorts as often as necessary to ensure program follow through. Involvement initiatives will use student data to measure parent involvement as it correlates to student success.

2. FDNY High School for Fire and Life Safety will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)

- Parents will work side-by-side with members of the school community to conduct a mock Quality Review walk through in the Spring semester. The groups made up of parents, teachers, and students will observe the school practices and formulate a plan of action based on the data collected.
- Parents will be invited to schedule a visit at FDNY High School to attend classes with their children.
- Parents will be encouraged to take an active role in the School Leadership Team
- Areas of focus will be the “key elements” of an exemplary school:
 - Comprehensive Educational Plan (CEP) development
 - School Climate
 - Curriculum, Instruction, and Assessment
 - Staff Development
 - Support Services
 - School Self Evaluation

3. FDNY High School for Fire and Life Safety will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
 - A parent team will help provide parents with information to build their capacity to provide social, emotional and academic support to their child.
 - Parent knowledge will be increased through various workshops that focus on increasing their awareness of local and state educational standards.
 - The parent team will conduct information sessions for parents to explain report cards, transcript data, and Skedula. Parents will be shown how to use this data for their educational planning.

4. FDNY High School for Fire and Life Safety will coordinate and integrate Title I parental involvement strategies.

5. FDNY High School for Fire and Life Safety will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers that limit the participation by parents of parental involvement activities. The school, with the assistance of parents, will use the findings of the evaluation about its parental involvement initiatives to revise, if necessary, its parental involvement policies.

6. FDNY High School for Fire and Life Safety will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph-
 - i. the state's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State's and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators; (List activities, such as workshops, conferences, classes, both in State and out of State, including any equipment or other materials that may be necessary to ensure success.)

 - b. The school will provide materials and training such as literacy training, and using technology, to help parents work with their children to improve their child's academic achievement, and to foster parental involvement.

 - c. The school will, with the assistance of its parents, work with its teachers, pupil services personnel, principal and other staff, to ensure effective communication and collaboration with parents as equal partners in maximizing the value and

utility of parental contributions, implementation and coordination parent programs, and building ties between parents and schools.

- d. The school will ensure that information related to the school and parent-programs, meetings, and other activities, is distributed to the parents of participating children in an accessible and uniform format, including upon request and, to the extent practicable, in the primary home language of the parents.
- e. The assistant principal will ensure that all parents are able to use Skedula so that they may be able to participate in the educational process from home. This will also ensure that communication between the school and homes of our families is more efficient in assisting with the progress of our children.

III. Discretionary School Parental Involvement Policy Components

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

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

IV Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with parents of children participating in Title I Part A programs, as evidence by the SLT meeting minutes. This policy will be adopted by the FDNY High School for Fire and Life Safety by October 30, 2010 and will be in effect for the period of 2010-2011 academic year. The school will distribute this policy to all participating Title I, Part A children on or before November 18, 2010.

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.

School Parent Compact

Note: Each school receiving funds under Title I, part 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.

Schools and parents may use the sample template below as a framework for the information to be included in their school-parent compact. Schools and parents are not required to follow this sample template or framework, but if they include all of the bolded items listed under “Required School –Parent Compact Provisions” below, they will have incorporated all of the information required by section 1118(d) to be in the school-parent 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 FDNY High School for Fire and Safety, and the parents of the students participating in activities, services, and programs funded by title I, Part A of the Elementary and secondary Education Act (ESEA) (participating children), agree that this compact outlines how the students

academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2010-2011.

School Responsibilities

The FDNY High School for Fire and Life Safety will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standard as follows:

FDNY High School uses the NYS Standards and curriculum for all of the regents-ending courses. In addition to that, all of the elective courses (the courses designed to implement the theme within the school) follow the NYS Standards for the given area. The school provides the teacher with professional development to increase student performance in the classroom. The school has allocated the necessary Title I funds for those teachers who need to meet the "highly qualified" status.

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

We hold two Parent/Teacher Conferences each year. The first one was scheduled for October 28th and 29th of 2010. The second is scheduled for March 18th and 19th of 2011.

3. Provide parents with frequent reports in their children's progress. Specifically, the school will provide reports as follows:

Through the school's support organization New Visions, the school has access to an on-line data tracking system through which it will be processing all academic related data. The system will allow teachers to enter assignments, record grades and attendance, and enter anecdotal. The information can be seen at school and from home. Each parent will be able to use the program from home to monitor their child's progress on a daily basis.

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

Parents are encouraged to make an appointment to visit the school at any time. They can call the guidance counselors to schedule the meetings. In addition to that, teachers can request a parent meeting scheduled through the Main Office or guidance counselors to have a conference about a child's progress.

5. Provide parents opportunities to volunteer and participate in their child's class, and observe classroom activities, as follows:

Parents are encouraged to make an appointment at any time to visit classrooms or volunteer to work with the school. At the November 18th PTA meeting, the parents will be asked to take a survey to identify in which capacity they would best be able to serve at the school. Several opportunities have already been advertised for their assistance.

Parent Responsibilities

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

- Monitor attendance.
- Make sure that homework is completed.
- Monitor amount of television their children watch.
- Volunteer in my child's classroom.
- Participate, as appropriate, in decisions relating to my children's education.
- Promote positive use of my child's extracurricular time.
- Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the school district either received by my child or by mail and respond, as appropriate.
- Serve, to the extent possible, on policy advisory groups, such as being Title I, Part A parent representative in the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school Advisory or policy groups.
- Use the Skedula data system to monitor their child's academic work throughout the school year. I will review my child's report card grades each marking period, credits earned each semester, and attendance rate.

Students Responsibilities

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

- Complete my homework everyday and ask for help when I need to.
- Read at least 30 minutes everyday outside of school time.

- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

School Parent(s) Student

Date Date Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

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.

As an entire faculty, within separate departments, and as individual teachers, we have discussed goals based on the academic and cultural needs of our students identified in our data reports. We have identified our students deficiencies in regards to literacy, attendance, credits earned per year, and their Regents scores. The data comes from:

- ATS attendance reports
- Regents scores
- Intake scores
- Case study information
- Inquiry Team action research
- Progress Report data

- Student biographical data
- Student anecdotal data

2. School wide 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.
1. Use curriculum that connects the theme of the program to the students' interest.
 2. Set high expectations and a curriculum that contains enough rigor to stimulate student performance.
 3. Utilize the New Visions Integrated Algebra pilot to re-write the curriculum for the subject area.
 4. Improve the school day schedule with eight equal periods of instruction that run for forty-five minutes.
 5. We will include a student paid internship program that will stimulate the students' involvement in the EMT certification course.
 6. Create incentives for academic progress and attendance improvement.
 7. Utilize the Acuity assessment programs for students taking ELA and Math Regents exams.
 8. Utilize the Inquiry Team process to develop a school wide writing standard.
 9. Provide staff development based on staff needs and requests.
 10. Create after-school clubs and internships based on students' interest.
 11. Creation of a common planning time series so teachers can discuss individual student issues, receive professional development, share productive teaching strategies with peers, and evaluate school data as the school year unfolds.

3. Instruction by highly qualified staff.

Those teachers that are still pursuing their licensing needs will be notified of the funding opportunities. They will also be notified through the NYCDOE system of non-compliance issues regarding their status.

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.

Teachers will be supported with meaningful, requested, differentiated, and other professional development sessions throughout the school year. Days have been set aside in the common planning time sessions to provide opportunities as well as the scheduled sessions the NYCDOE has officially scheduled across the city. A partnership has been created with St. John's University to help provide the expert trainings.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - a. The principal has attended several teacher hiring fairs.
 - b. Developed a quality hiring process that requires teaching samples during interviews.
6. Strategies to increase parental involvement through means such as family literacy services.
 - a. Parent workshops are created and scheduled by the SLT, PTA, and senior guidance counselor.
 - b. Community activities such as Thanksgiving dinner and our toy drive.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - a. Through the common planning time sessions.
 - b. Through Faculty Conferences.
 - c. Through Department Conferences.
 - d. Through formal and informal observations.
 - e. During staff retreat sessions.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

All processes are described in the academic intervention section.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

This work is done through the collaborative work of the guidance counselors and parent coordinator.

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 Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$368,713	✓	12-18, 22-24
Title I, Part A (ARRA)	Federal	✓			\$67,438	✓	12-18, 22-24
Title II, Part A	Federal			✓			

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

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

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

Title III, Part A	Federal			√			
Title IV	Federal			√			
IDEA	Federal			√			
Tax Levy	Local	√			1,770,509	√	12-18, 22-24

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: SINI year I **SURR³ 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.

FDNY HS has been identified as a SINI year I and PLA tier II school this past January. The reason for our designation is due to not meeting AMO in ELA, Math, and graduation rate. The sub-populations we are not meeting compliance with are African American and low income students. We are a tier II school because our graduation rate has been below 60% for the last three consecutive years but our overall school data reveals that our school is on track for improvement.

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.

To improve our graduation rate, we have created classes for specific students that we still need to pass the ELA, Social Studies, Science and Math regents exams this June. We used Skedula, a contracted data system through our support organization, to identify the exact list of seniors in each area. The teachers and cohort teams have been informed of these specific classes and their purpose. We are using the additional SINI funding to bring in EduChange to help create a special curriculum for these classes and provide coaching for the teachers to use it in the classroom. These specific classes are also designed for the AMO needs in ELA and Math. We will also be scheduling PM school, Saturday school, and Holiday course for the students to regain credits and receive extra assistance for Regents preparation.

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

School Under Registration Review (SURR)

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.

The funds have been used to bring on three F-status supervisors to provide professional development and coaching for the teachers. Each educational consultant works one day a week with the English, Science, and Social Studies teachers. In addition, part of the funding is used to pay for the salary of our full-time AP for Math. They also provided professional development during our mandated days over the school year, during Faculty and Department Conferences, and during Common Planning Time sessions. Lastly, the funds have been used to purchase resources and materials teacher could use in the classroom to assist with their lessons.

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

The F-status supervisors mentor teachers through their coaching sessions each week. Professional development plans will be generated with each teacher according to a schedule with deadlines. A professional development plan will be created for the entire school to help our teachers meet the desired goals of the year. Outside sources for professional development will be coordinated with STARR INC. and SLATE Inc.

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.

Letters were created and mailed home to the parents and families. In addition, the status of the school will be shared and discussed at monthly PTA and SLT meetings.

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

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.)

We currently have 17 students in temporary housing.

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

We service the students by providing full fare metro card regardless of shelter/housing location, free lunch regardless if the lunch form was returned or not, title 1 money for winter accessories/ school supplies (coat, gloves, hat, book bag, binder, ect.), referral to individual and family counseling, academic and crisis counseling with both school guidance counselor and school social worker. They also retain the right to attend any and all after school programs as well as participate in IEP related services with or without the actual document in hand. We also offer academic and attendance incentives.

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:	FDNY High School for Fire and Life Safety					
District:	19	DBN:	19K502	School	331900011502	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	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		73.0	79.9	82.1
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	184	181	166				
Grade 10	107	111	119				
Grade 11	74	79	48				
Grade 12	31	49	67				
Ungraded	0	0	0				
Total	396	420	400				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	88.7	90.3	91.3

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	84.7	81.0	81.7

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	3	7	17

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	3	2	0

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	5	14	2	Principal Suspensions	43	43	130
# in Collaborative Team Teaching (CTT) Classes	34	35	68	Superintendent Suspensions	34	23	47
Number all others	25	28	7				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	14	9	TBD	Number of Teachers	24	25	26
# ELLs with IEPs	1	5	TBD	Number of Administrators and Other Professionals	5	8	7

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	0

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
	16	17	78	% fully licensed & permanently assigned to this school	100.0	100.0	92.6
				% more than 2 years teaching in this school	20.8	36.0	65.4
				% more than 5 years teaching anywhere	45.8	48.0	61.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	67.0	76.0	92.3
American Indian or Alaska Native	1.0	0.5	0.5	% core classes taught by "highly qualified" teachers	83.0	81.1	87.4
Black or African American	79.3	79.8	76.5				
Hispanic or Latino	18.2	18.6	20.8				
Asian or Native Hawaiian/Other Pacific	1.0	0.7	1.3				
White	0.5	0.5	1.0				
Male	73.2	78.8	80.0				
Female	26.8	21.2	20.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: X
Math:	Math: X
Science:	Graduation Rate: v

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				vsh	X	v	57
Ethnicity							

American Indian or Alaska Native						
Black or African American				vsh	X	
Hispanic or Latino				-	-	-
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						-
Students with Disabilities				-	-	-
Limited English Proficient						
Economically Disadvantaged				X	X	
Student groups making				2	0	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	56.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	7.9	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:	10.6	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	37.7		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster New Visions	District 19	School Number 502	School Name FDNY HS
Principal James Anderson		Assistant Principal Darren Dickout	
Coach		Coach	
Teacher/Subject Area Kim Goldfarb		Guidance Counselor Daisy Vega	
Teacher/Subject Area		Parent type here	
Teacher/Subject Area type here		Parent Coordinator type here	
Related Service Provider type here		Other type here	
Network Leader type here		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	416	Total Number of ELLs	14	ELLs as Share of Total Student Population (%)	0.00%
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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.

Paste response to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

Dual Language																				0
ESL																				0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of ELLs in a TBE program who are in alternate placement:																				

C. Home Language Breakdown and ELL Programs

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

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

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

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
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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

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

Part IV: ELL Programming

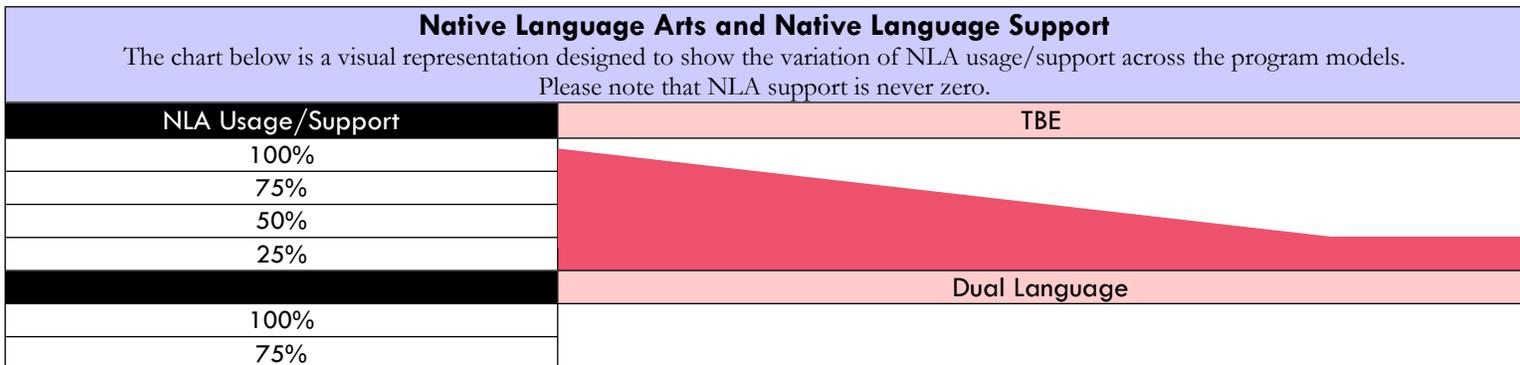
A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

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?

Paste response to questions 5-14 here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

E. Parental Involvement

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

Paste response to questions 1-4 here

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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

	A													
	P													

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

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		