



PERFORMING ARTS AND TECHNOLOGY HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 19K507
ADDRESS: 400 PENNSYLVANIA AVENUE BROOKLYN, NY 11207
TELEPHONE: 718-922-0762
FAX: 718-922-0953

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 19K507 **SCHOOL NAME:** Performing Arts and Technology H.S.

SCHOOL ADDRESS: 400 Pennsylvania Avenue

SCHOOL TELEPHONE: 718-922-0762 **FAX:** 718-922-0953

SCHOOL CONTACT PERSON: Reginald Richardson **EMAIL ADDRESS:** rrichar6@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kirk Sunday

PRINCIPAL: Reginald Richardson

UFT CHAPTER LEADER: Terry Clifton

PARENTS' ASSOCIATION PRESIDENT: Lorna Flowers

STUDENT REPRESENTATIVE:
(Required for high schools) Jaishel Lynch & Arisleyda Acosta

DISTRICT AND NETWORK INFORMATION

DISTRICT: 19 **CHILDREN FIRST NETWORK (CFN):** 563 (New Visions)

NETWORK LEADER: Janet Price

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
Reginald Richardson	*Principal or Designee	
Terry Clifton	*UFT Chapter Chairperson or Designee	
Lorna Flowers	*PA/PTA President or Designated Co-President	
Stopheny Worthy	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Jaishel Lynch Arisleyda Acosta	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Maria Garcia - STARR	CBO Representative, if applicable	
Melissa Wright	Member/Parent	
Shannon Parris	Member/Parent	
Danielle Darbee	Member/A.P.	
Kirk Sunday	Member/Teacher	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Performing Arts and Technology High School provides students who are passionate about the performing arts (Dance, Vocal Music or Drama) or arts related technology (audio/video production, or multi-media arts) with an opportunity to receive high level training in the arts within the context of a comprehensive, college preparatory high school education. We are committed to building strong partnerships with the professional performing arts community, institutions of higher learning and other community based organizations to provide our students with opportunities to participate in internships or college level study. We value a culture of collaboration and a focus on inquiry based work that is rigorous and tied to the common core standards. We are dedicated to developing leadership capacity in all members of our school community.

All entering ninth grade students will complete an introductory rotation in the arts where they will experience all four of our arts majors (Dance, Vocal Music, Drama or Arts Technology). At the end of the ninth grade, students will select a major (with the recommendation of their teachers) in one of the four areas, and pursue a sequence of courses in that major that will qualify them for the Advanced Regents Diploma.

Students participate in 4 major annual productions:

- A fall dramatic stage production.
- A winter music concert.
- A spring musical stage production.
- A spring dance concert.

Students also have the opportunity to perform in our annual talent show and salon performance series (a series of small scale performances including one-acts, monologues, and dance and music works in progress).

In addition, we are part of the vibrant Thomas Jefferson Campus community which has a rich tradition of athletic excellence. We currently have championship caliber teams in all major sports including football, basketball, baseball, soccer, volleyball, track, and more.

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		Performing Arts and Technology High School							
District:		19	DBN:	19K507	School BEDS Code:		331900011507		
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 :				
(As of October 31)		2007-08	2008-09	2009-10	(As of June 30)		2007-08	2008-09	2009-10
Pre-K		0	0	0			82.1	80.8	TBD
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		130	165	154					
Grade 10		133	137	127					
Grade 11		69	81	75					
Grade 12		56	39	83					
Ungraded		1	0	1					
Total		389	422	440					
Student Stability - % of Enrollment :					Poverty Rate - % of Enrollment :				
(As of June 30)		2007-08	2008-09	2009-10	(As of October 31)		2007-08	2008-09	2009-10
		92.2	92.1	TBD			67.1	62.3	77.9
Students in Temporary Housing - Total Number :					Recent Immigrants - Total Number :				
(As of June 30)		2007-08	2008-09	2009-10	(As of October 31)		2007-08	2008-09	2009-10
		0	11	TBD			3	1	2
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)		2007-08	2008-09	2009-10	(As of June 30)		2007-08	2008-09	2009-10
# in Self-Contained Classes		0	0	11	Principal Suspensions		4	11	TBD
# in Collaborative Team Teaching (CTT) Classes		40	34	34	Superintendent Suspensions		23	4	TBD
Number all others		5	32	29					
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:				
(As of October 31)		2007-08	2008-09	2009-10	(As of October 31)		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:				
(BESIS Survey)		2007-08	2008-09	2009-10	(As of October 31)		2007-08	2008-09	2009-10
(As of October 31)		2007-08	2008-09	2009-10					
# in Transitional Bilingual Classes		0	0	0	Number of Teachers		27	29	TBD
# in Dual Lang. Programs		0	0	0					
# receiving ESL services only		13	10	16					

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	0	1	1	Number of Administrators and Other Professionals	11	9	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	3	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
	11	22	TBD	% fully licensed & permanently assigned to this school	92.6	93.1	TBD
				% more than 2 years teaching in this school	11.1	24.1	TBD
				% more than 5 years teaching anywhere	37.0	27.6	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)	48.0	52.0	TBD
American Indian or Alaska Native	1.3	1.2	0.9		95.0	95.9	TBD
Black or African American	77.9	77.7	80.2				
Hispanic or Latino	20.0	18.5	17.7				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.2	0.2				
White	0.8	0.7	0.7				
Male	36.5	43.1	45.7				
Female	63.5	56.9	54.3				
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/Diferentiated 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							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		√	
Math:				Math:		X	
Science:				Graduation Rate:		√	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				√	X	√	78
Ethnicity							
American Indian or Alaska Native				-	-		
Black or African American				√	X		
Hispanic or Latino				-	-	-	
Asian or Native Hawaiian/Other Pacific Islander							
White				-	-		
Multiracial				-	-		
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	X		
Student groups making AYP in each subject				3	0	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	B			Overall Evaluation:	NR		
Overall Score:	68.6			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	9.5			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	17.2			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	37.9						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	4						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = 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							

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2007-08	
Overall Letter Grade	B	Overall Evaluation: Well Developed	
Overall Score	68.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	9.5	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 25% of the Overall Score)	17.2	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	37.9	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	4.0	Quality Statement 5: Monitor and Revise	Well Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Since June of 2009, there have been many significant changes. During this time, the school has had three different Principals. As a result there have been unique challenges associated with each change. To provide more current information regarding the state of our school we have had two mock quality reviews conducted by our network (one in March 2010 and one in September 2010). The feedback from the mock QR's identified significant weaknesses in the areas of instructional coherence and alignment; differentiated instructional practice and communication. We have used the feedback from these mock quality reviews combined with our most recent scholarship reports, Regents exam results, graduation and credit accumulation data to prioritize and generate specific goals related to improving outcomes for our students.

There are a number of structures which are being implemented this year in response to the needs of school as indicated by the data and to support the mission and vision of the school:

- 1) **Grade Teams** - In the learning environment survey (LES) teachers expressed a desire to play a meaningful role in setting goals and making important decisions in the school. To address this concern we organized the school into grade teams. This structure allows every teacher to participate in setting student achievement goals for their grade based upon the cohort data. It also allows teachers who teach the same students to meet on a daily basis to collectively develop supports and strategies for their most challenging students. Each grade team is led by a teacher-leader who is a part of the school's Instructional Leadership Team (ILT). The ILT meets twice a week to set school wide goals, devise structures to support those goals, identify professional development needs and monitor progress towards achieving the identified goals. In addition to a grade team leader, each grade team has:
 - 1) a special educator attached to it to ensure that the needs of our special education students are always considered;
 - 2) a member of the arts faculty to ensure that decisions made by the team take into consideration the mission of the school; and
 - 3) a guidance counselor or attendance teacher to ensure that student social, emotional, and family needs are considered.

- 2) **Programming Initiatives** - Teachers have been programmed on a split schedule that allows all freshmen to be programmed for an extended day. The freshman extended day program includes:
- 1) A 90 minute block of Algebra 4 times a week;
 - 2) A 90 minute block of Living Environment once a week and a 45 minute period four times a week;
 - 3) an Introduction to the Arts course that allows first year students to explore all of our offerings in the Performing Arts so that they can make an informed decision in selecting a major at the end of the year;
 - 4) An advisory done in collaboration with STARR Inc., our community based partner. The advisory program is currently being piloted in the 9th grade with the goal of adding a grade each year until it is fully integrated throughout the school. The focus of the program is to help support the social and emotional development of students while simultaneously providing increased opportunities for the development of literacy skills (speaking, listening, reading and writing).

Programming students for an extended day also increases the opportunities for our first year students to earn 11+ credits, which is shown to be one of the strongest predictors of on-time graduation. Before the extended day program students were only able to earn a maximum of 14 credits for the year. With the new program, 1st year students can potentially earn 16 credits for the year.

- 3) **Grants** (Quality Statement 4.4) – In collaboration with our network New Visions, we have been successful in applying for grants worth almost \$700,000 in services to support our most at risk students.
- 1) **Attendance Intervention and Dropout Prevention (AIDP) Program** – This grant provided by The United Way provides \$250,000 worth of support services each year for two years to 110 students who have been identified as having at least 20 but no more than 75 absences during the previous school year. This program was developed primarily to target our incoming 9th grade cohort, but will also serve students in other cohorts who meet the criteria and are technically 9th graders as a result of their low credit accumulation. Students that have been identified for this program will receive services from STARR Inc., the CBO selected as the provider. Students will be served by 2 full time on site social workers. Students will also be assigned mentors and will be provided academic support services in the form of after school tutorials and credit recovery. In addition students will participate in after school extra-curricular activities and trips geared to increase engagement and reward students who demonstrate academic improvement.
 - 2) **Extended School Day Violence Prevention (ESDVP)** – This grant worth \$350,000 will be shared by the three New Visions schools on the Thomas Jefferson campus and will allow us to offer engaging after school extra-curricular programs, conflict resolution and character development training, as well as Academic Intervention Services (AIS) to students who have been identified by OORS data as exhibiting serious at- risk behavior.
 - 3) **Coordinated, Early Intervening Services (CEIS)** - This grant, worth approximately \$45,000 per year in services from the CBO Morningside Center, provides students and staff with training in peer mediation and conflict resolution as well as classroom management.
 - 4) **Capital One Parent Involvement Initiative** – This grant worth \$75,000 a year for two years will be shared by all of the schools on the campus to support the creation of a campus parent involvement center to increase the number of parents who are involved in supporting the school and the academic life of their children.

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.

The instructional goals for our school are as follows:

1. By August of 2011, we will increase the percentage 9th grade students achieving a grade of 65 or higher on the Integrated Algebra Regents from 29% to 55% for a total increase of 26%.
2. By August of 2011, we will increase the percentage of students in the lowest 3rd earning 10+ credits by 10% in each cohort (1st, 2nd and 3rd year students).
3. By August 2011, we will increase our graduation rate from 72% to 77% for a total increase of 5%.

We have also identified the need to develop structures to facilitate transparency and open the lines of communication among all of the school's stakeholders.

Meeting these goals will firmly put our school on the path to achieving our long term goal, to have every one of our students graduate on time with the skills and knowledge required to compete and excel in the 21st century.

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): Math (Integrated Algebra)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By August of 2011, we will increase the percentage 9th grade students (2014 cohort) achieving a grade of 65 or higher on the Integrated Algebra Regents from 29% to 55% for a total increase of 26%.</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>	<p>Data</p> <ol style="list-style-type: none"> 1. On the June 2010 Integrated Algebra Regents exam, 29% of students received a grade of 65% or higher. By August of 2011 we expect this number to increase by 26%. 2. We will track the data from the uniform regents based periodic (every 4-5 weeks) unit exams in Integrated Algebra. 3. Data from Acuity interim and predictive assessment exams administered twice a year will be used to target specific areas where students are experiencing difficulty. 4. Marking period, interim progress report and classroom formative assessment data will also be used to identify students who may require intervention services. 5. We will monitor student work products to determine need for extended day academic intervention services. 6. Attendance data for the Integrated Algebra classes will be monitored to identify students who are at risk of not meeting the established performance goals in this subject area. <p>Curriculum and Instruction</p> <ol style="list-style-type: none"> 1. The principal, assistant principal, and a dedicated math coach will work in collaboration with the math teachers to set clear, achievable professional development and student achievement goals. These goals will address areas such as grading, developing engaging and differentiated lessons and implementing effective assessments to support increased student learning and achievement. 2. We will implement a rigorous curriculum that reflects the common core standards in mathematics and accurately reflects the Regents exam in integrated algebra.

3. Teachers will collaborate with math coach to create rigorous unit exams.
4. Teachers will be trained to implement a common instructional framework that centers on six research proven strategies (group work, writing to learn, classroom talk, scaffolding, literacy groups and questioning) to support engaging rigorous classroom instruction.
5. Teachers will administer rigorous periodic uniform unit exams.
6. Results of unit examination will be used by teachers to inform lesson planning and establish instructional focus.
7. Principal and assistant principals will conduct informal observations to assist teacher with constructing and executing instructional goals.
8. Teachers will conduct an item analysis of the Regents and Acuity predictive exams to inform planning of instruction and tutorials.
9. Teachers will use differentiated instructional techniques such to improve achievement in the areas of low performance among Black students, economically disadvantaged, special education and ELL students.
10. Students will be provided opportunities to make up and/or revise assignments.
11. Teachers will provide increased and more frequent feedback to students concerning achievement.
12. Tutorials will be mandated for students who receive less than a 65 on unit assessments after school and on Saturdays.
13. Additional regents prep will be scheduled for lowest performing students.

Professional Development

1. The principal, assistant principal and math coach will work collaboratively with teachers to help them set professional and instructional goals for the academic year.
2. Administrators will provide teachers with assistance in creating rigorous unit exams and interim assessments.
3. Administrators will provide teachers with PD in the effective use of a 90 minute instructional block and lesson planning that aligns curriculum with the standards as reflected in the Regents examinations.
4. Administrators will train teachers on how to identify student deficiencies through analysis of unit exam data and how to address those deficiencies in their instructional plans.
5. The math coach and school based administrators will provide the teachers with training in the effective use of Acuity data to inform instruction, lesson planning and unit exam creation.
6. The math coach will provide teachers with training in the use of differentiated instruction and engagement strategies in the classroom to better address student needs.
7. Teachers will receive training in lesson planning, differentiated instructional practice and

	<p>development of assessments from Leadership Matters consultants.</p> <ol style="list-style-type: none"> 8. Teachers will receive PD in effective classroom management through our partnership with Morningside Center. 9. Teachers will receive training in the use of the Datcation and Skedula data systems to assist them in using data to inform their instruction.
<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>Budget</p> <ol style="list-style-type: none"> 1. Funding for teachers for Regents prep will be covered by SWP Title I funds. 2. Funding for Professional Development will be SWP Title I funds and Morningside Center funding. <p>Staffing</p> <ol style="list-style-type: none"> 1. Integrated algebra teachers, assistant principal, principal, math coach, instructional consultants from Leadership Matters and New Visions. <p>Schedule</p> <ol style="list-style-type: none"> 1. All incoming 9th graders will be scheduled for an Alternating block of math instruction, effectively providing them with 3 semesters of math instruction within 1 school year. 2. Regents prep and tutorials will be scheduled after school and on Saturdays. Incoming 9th graders who are identified as performing at level 1 or two based upon their 8th grade exam scores as well as our own pre-assessments, will be mandated to attend these tutorials.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>29% of Integrated Algebra students received a grade of 65 or higher on the Regents exam administered in June of 2010. We will use our uniform, standards based, common assessments and unit exams to predict Regents performance. At the end of each exam we expect an average increase in the percentage of students achieving a grade of 65 or higher of 2.1%. This will contribute toward our overall year end goal of 55% of students receiving a grade of 65% or higher. This will represent an Increase of 26%.</p> <p>Primary Indicators</p> <ul style="list-style-type: none"> • Uniform Monthly Subject Examinations that are aligned with state and city standards will be administered at the end of each unit (4-5 weeks). <p>Other Evidence</p> <ul style="list-style-type: none"> • Marking period grades

- | | |
|--|--|
| | <ul style="list-style-type: none">• Progress Reports• Student attendance in integrated algebra classes• Classroom observations focusing on the implementation and frequency of differentiated instructional techniques• Classroom observations focusing on the use of student engagement techniques |
|--|--|

Subject/Area (where relevant): Credit Accumulation

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1. By August of 2011, we will increase the percentage of students in the lowest 3rd earning 10+ credits by 10% in each cohort (1st, 2nd and 3rd year students).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Use of Data</p> <ol style="list-style-type: none"> 1. Administrators, teachers, guidance counselors and collaborative grade teams will continually review student academic progress for the lowest 3rd using the Datacation grade-book review of assessment data and use this information to develop early intervention plans for students identified as being at risk of not earning credit in a class 2. Administrators, teachers, guidance counselors and collaborative grade teams will review scholarship data from HSST each marking period (every 6 weeks) to identify students in need of support. 3. Administrators, counselors, attendance teachers and grade teams will review school attendance data weekly to identify students who may be in danger of failing classes due to sporadic attendance. 4. Teachers will review on a monthly basis student data from homework, class work, unit assessments, quizzes, and projects monthly to assess student progress and implement appropriate interventions (student conferences, parental contact, tutorials, make-up projects or assignments) to ensure that students meet performance expectations their class. 5. Teachers will use Datacation, ARIS and Acuity data to inform instructional decisions. 6. Administrators will use data to analyze performance in specific subject areas where large numbers of students are having difficulty (i.e. math) <p>Curriculum and Instruction</p> <ol style="list-style-type: none"> 1. Administrators will identify students in the school-wide lowest third and distribute this information to teacher grade teams so that they may individualize instruction and identify and implement strategies to address their academic needs. 2. Teachers will work in collaborative groups to plan scaffolded and targeted instruction to meet the needs of ELL, special education, and students who are in the school-wide lowest one-third. 3. Teachers and counselors will meet with student to assist them in setting academic goals and collaboratively formulate the steps necessary for successful completion of courses.

4. Teachers will use inquiry based instruction and project based learning to create and maintain student interest leading to academic achievement.
5. Teachers will fully implement the school-wide grading policy to ensure that student expectations are consistent throughout the entire school.
6. Principal will conduct monthly grade level meetings that will include all students, teachers and counselors for that grade. During these meetings the principal will restate the overall progress towards goals and expectations for that grade. Achievements of students will be recognized to motivate students who may be performing poorly.
7. Principal will meet with teachers individually to review their scholarship report and set incremental goals for each teacher.
8. Implement mentoring program through STARR CBO to target at-risk students.
9. Mandatory parent meetings will be held at the end of each marking period for the parents of students who pass fewer than 5 classes each marking period.
10. Teachers will provide students with the opportunity to make up or revise work to demonstrate their skills and knowledge in a subject, based upon the standards, during each marking period.
11. Students who are in the lowest one-third will be mandated to receive after school small group tutorials in all core subject areas.
12. Students will work with teachers to recover credits in subjects that students have failed previously.
13. Students who earn less than ten credits during the school year will be mandated to attend summer school.

Professional Development

1. Teachers will receive professional development on interpreting data to inform lesson planning and instruction.
2. Grade Teams will be trained in the use of New Visions data trackers and other high school data tools to assist with accurate identification of the academic trends and patterns of subgroups.
3. Teachers will receive PD in differentiated instruction and developing engaging lessons from the math coach and school administrators.
4. Teachers will receive instruction and assistance from school administrators in implementing the school-wide grading policy.
5. Teachers will be trained by school administrators on how to most effectively use the revision/make-up work time.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Budget</p> <ol style="list-style-type: none"> 1. Funding for teachers for Regents prep will be covered by SWP Title I funds. 2. Funding for Professional Development will be SWP Title I funds. <p>Staffing</p> <ul style="list-style-type: none"> • Teachers, Counselors, Assistant Principals, Principal, Attendance Teacher, Grade Team Leaders, Data Specialist. <p>Schedule</p> <ol style="list-style-type: none"> 1. Academic intervention services will be scheduled during the lunch period and after school. 2. Teachers are given a lunch schedule that will allow them to be available during student lunch period. 3. Effective February 1st, performing arts classes will be scheduled early morning to motivate students to arrive on time with the expectation that student attendance in academic classes will improve.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Primary Indicator</p> <ul style="list-style-type: none"> • We will use the school scholarship report from each marking period (approximately six weeks) to measure progress toward our goal of a total increase of 10% in credit accumulation by August of 2011. Using the 2010 Progress Report data for credit accumulation among the lowest third as our base, we expect average incremental gains of 3.3% in the number of students in the lowest third being on track to earn at least 5+ credits each marking period. <p>Other Evidence</p> <ul style="list-style-type: none"> • Progress Reports • We will conduct periodic analysis of student school and class attendance • Review of student work • Review of unit examination and periodic assessment results

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, we will increase the percentage of students meeting graduation requirements from 72% (as measured by the 2009-2010 graduation rate), to 75% for cohort 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Data</p> <ol style="list-style-type: none"> 1. Graduation requirements are based on successful completion of required credits (a total of 44 are needed) and passing required Regents exams (a total of 5 are needed). The rate at which students earn credits and meet Regents requirements are strong indicators of the likelihood that they will graduate on time. 2. We will therefore review student transcripts at the end of each semester (fall, spring and summer) to monitor the progress of the 2011 cohort in earning credits and passing Regents exams. We will use Regents data from January, June and August Regents administrations to monitor student progress in meeting Regents requirements. 3. Students who are considered on track for graduation should at a minimum have earned 31 out of 44 required credits and have passed 3 out of 5 required regents exams by the beginning of their 4th year of high school. 4. We currently have 97 students in our 2011 cohort. 67% of those students have earned a minimum of 31 required credits and passed a minimum of three required Regents exams. This will serve as a baseline data point. 5. By February 1st 2011, we expect 70% of the 2009 cohort to have earned a minimum of 38 required credits and have passed at least 3 required Regents exams. By June of 2011 we expect a minimum of 73% of the 2011 cohort to have earned a minimum of 44 required credits and have passed at least 5 required Regents exams. By August of 2011 we expect 75% of the 2011 cohort to have earned a minimum of 44 credits and have passed at least 5 required Regents exams. 6. We will use marking period grades to monitor student progress in classes needed for graduation. This will allow us to identify students in need of Academic Intervention Services (AIS) and provide them with assistance prior to the end of the semester.

7. We will use weekly ATS reports to closely monitor the attendance of the 2009 cohort.

Curriculum and Instruction

1. Counselors will meet with each student to complete a graduation plan worksheet to ensure that each student is able to understand and articulate what they need and what steps are necessary in order to reach the goal of graduation.
2. Counselors will conference with each student in the cohort after each marking period to monitor student progress toward the goal of graduation.
3. Students will receive periodic clarification of the grading policy from the teachers and at monthly grade level meetings so that students are always aware of exactly what is needed to earn a passing grade in their courses.
4. Small groups of seniors will be assigned to teachers who will be responsible for monitoring their academic progress and the college application process.
5. Students will meet with the college advisor to assist with the college application
6. At-risk seniors have been assigned to peer-mentors who will assist in monitoring their academic progress and attendance and act as peer tutors.
7. Seniors who have failed courses required for graduation have been mandated to participate in the credit recovery program.
8. Seniors will be mandated to attend after school Regents tutorials in any subject that they still require a passing Regents exam grade. The tutorials will be customized to meet the specific needs of the students.
9. Mandatory parent meetings will be held after each marking period for at risk seniors to provide parents with information about the student's academic progress.
10. Guidance counselors will utilize data from Datacation, ARIS and HSST to monitor the academic progress of seniors and recommend appropriate programming and interventions
11. Students not meeting credit and/or Regents requirements for graduation will be mandated to attend summer school.

Professional Development

1. Counselors will receive training from principal on how to create effective graduation action plans for at risk students.
2. Teachers will receive PD in differentiated instructional techniques to maximize the effectiveness of the additional tutorials.
3. Staff will be trained in the use of Datacation to allow them to effectively monitor the academic progress of their students.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule
Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

Budget

1. Funding for teachers for Regents prep will be covered by SWP Title I funds.
2. Funding for Credit Recovery program will be covered by SWP Title I funds.

Staffing

- Principal, assistant principal, guidance counselors, attendance teacher, community associate

Schedule

1. To accommodate ne needs of students, we have included credit recovery as part of the programs of students in need of credits
2. All senior programs are individually tailored to include academic intervention and any remaining requirements they may need to satisfy for graduation.

Indicators of Interim Progress and/or Accomplishment
Include: interval of periodic review; instrument(s) of measure; projected gains

Primary Indicators

- Review of Progress Reports
- Review of ATS and Datacation attendance data
- Review of student transcripts at the end of each term (fall, spring and summer)

Interim measures

- To determine satisfactory progress towards earning credits necessary for graduation we will monitor marking period grades and end of marking period scholarship reports.
- To determine progress towards Regents completion rate we will review January, June and August Regents results.

Other Evidence

- Counselors will monitor student progress on the graduation worksheets.

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								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: After School Tutorial, Castle Learning Credit Recovery, Regents Prep Classes	After School Tutorial, Castle Learning Credit Recovery, Regents Prep Classes
Mathematics: After School Tutorial, Castle Learning Credit Recovery, Regents Prep Classes	After School Tutorial, Castle Learning Credit Recovery, Regents Prep Classes
Science: After School Tutorial, Castle Learning Credit Recovery, Regents Prep Classes	After School Tutorial, Castle Learning Credit Recovery, Regents Prep Classes
Social Studies: After School Tutorial, Castle Learning Credit Recovery, Regents Prep Classes	After School Tutorial, Castle Learning Credit Recovery, Regents Prep Classes
At-risk Services Provided by the Guidance Counselor:	One to One and Small Group counseling
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	One to One and Small Group counseling
At-risk Health-related Services:	Services provided by the Brownsville Multi Service Center include HIV awareness; Teen pregnancy prevention and reproductive health services and free immunizations.

Performing Arts and Technology High School Language Allocation Policy (LAP) 2010-2011

1. Performing Arts and Technology High School (PATHS) is a small comprehensive performing arts high school with a total population of 440 students. We offer a freestanding ESL program to support our ELL students. At this time we do not offer bilingual or dual language educational programs. We have 16 ESL students (3.6% of the total school population) who receive their services in an un-graded, heterogeneously grouped stand alone ESL class daily. 1 of our ELL students is also a Special Education student. All of our ELL students are native Spanish speakers. Students who have been identified by the NYSESLAT as beginning or intermediate level English language learners will receive a 90 minute block of ESL instruction daily. Advanced ELL students will receive a 45 minute block of ESL instruction daily. During the ESL block, students are engaged in a curriculum that utilizes strategies such as choral repetition, realia, prose summaries, and process journals among others.
2. Our LAP team includes the following members: Reginald Richardson, Principal, Cleo Dancy, Guidance Counselor, Dannielle Darbee, A.P., Norma Cirino, Parent Coordinator, Courvis Then, Teacher, and Kirk Sunday, Teacher.
3. We will allocate the instructional minutes to students according to the mandates established by the NYSED. During their ESL instructional block students are also receiving instruction that is based upon the NYS standards that have been established for English Language Arts instruction. All of our teachers will receive professional development in the application of ESL instructional strategies to their respective content areas.
4. At this time we have no ELL students who would be classified as newcomers. All ELL students will participate in the Acuity predictive and periodic testing in the NYSESLAT, Math and ELA. Based on the results of these exams appropriate adjustments will be made to the instructional programs of each individual student accordingly. ELL's who are identified as special education students will receive services as mandated by their individual education plans. In addition, we have guidance counselors who has been designated to serve our ELL and special education students. ELL students are expected to graduate within the same 4 year time frame as the general education students. Students who fail to meet this expectation will be mandated to attend summer school to make up any deficiencies in credits or regents examinations to make them eligible for graduation at the end of the summer. Students who are identified as being at risk of not graduating will be mandated to receive appropriate academic intervention services during their lunch hour and/or after school. These students will also be able to participate in our credit recovery program to recover credits in classes that were previously failed. Our program model will be aligned with the parents desire to provide our ESL students with a environment that has minimal restrictions in regards to opportunities to study with native English speakers and provide immersion experiences with the English language via mainstreaming in all of their academic and elective subjects. We will carefully monitor the results of our school environment survey in addition to feedback from our Parent Association to ensure that we are responsive to our parent needs.

5. Based on an examination of in class assessments and our students are weaker in the areas of reading and writing, but have demonstrated strengths in the areas of listening and speaking. All of our ELL students who sit for regents exams will be provided with both English and translated versions of the exam. The majority of our ELL students are freshman who have not taken a Regents exam. All ELL students who are identified as academically at risk will be mandated to attend after school academic intervention services (AIS) in the appropriate subject areas. Additionally, students will be enrolled in regents prep workshops to assist students in preparation for the Regents exam.
6. Our ELL students are mainstreamed for all classes except for the periods that they are scheduled to receive ELL services. During their ELL class, they are grouped heterogeneously in terms of grade and proficiency levels. Students are engaged in leveled reading and grouping based upon proficiency level as measured by in class diagnostic assessments. In their mainstream academic classes, teachers are involved in differentiated techniques based upon evaluating diagnostic data. These techniques include strategies to address English language learners. At this time we only offer Spanish as a foreign language elective. Graduation plans have been created for all students who are in danger of not graduating in four years by their guidance counselor. These plans include interventions such as credit recovery, summer school, Regents prep, peer tutoring and individual and small group tutoring with subject teachers.
7. Our ELL students have access to laptop computers. In addition our ELL teacher uses a laptop and a smart board for presentations, demonstrations and lesson delivery. All ELL students will have access to the school website and receive a school e-mail address to make it easier for them to communicate with their teachers and guidance counselor outside of school.
8. We have one ELL teacher and a guidance counselor who attend the professional development workshops that are offered by the Office of English Language Learners (OELL). These workshops have included instruction and assessment of ELL students as well as workshops concerning compliance issues. Workshop selection is based upon the professional development and goal plans that are completed by teachers at the end of each year for implementation the following year. Attendance is monitored by school administration to ensure that teachers are meeting the minimum number of required hours. Our guidance counselors will ensure that ELL students who are entering high school for the first time and students who have achieved proficiency on the NYSESLAT and are exiting ELL services have a smooth transition. Their academic progress and attendance is carefully monitored and appropriate interventions will be put in place where needed.

Part C: Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a) N/A - We do not receive Title III funding.

Number of Teachers: 1 Other Staff (Specify): 2 Guidance Counselors

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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.

N/A we do not receive Title III funding

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.

We have one ELL teacher and a guidance counselor who attend the professional development workshops that are offered by the Office of English Language Learners (OELL). We also offer workshops in ELL strategies that can be implemented in all academic areas. These workshops have included instruction and assessment of ELL students as well as workshops concerning compliance issues. Workshop selection is based upon the professional development and goal plans that are completed by teachers at the end of each year for implementation the following year. Attendance is monitored by school administration to ensure that teachers are meeting the minimum number of required hours.

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Allocation: N/A We do not receive Title III funding		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	n/a	
Purchased services such as curriculum and staff development contracts	n/a	
Supplies and materials	n/a	
Travel	n/a	
Other	n/a	
TOTAL	n/a	

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.
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.

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.
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.
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>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I SWP 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:	340,218	101,157	441,375
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,402	1,012	4,414
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17,011	*	
4. Enter the anticipated 10% set-aside for Professional Development:	34,022	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
 _____99%_____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
- Reimbursement for coursework to become highly qualified.

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

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

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

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

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

School-Parent Involvement Policy for Performing Arts and High School 2010-2011

- I. Performing Arts and Technology High School, in compliance with the TitleI/PCEN mandates has implemented a parent involvement policy that will strengthen the bonds between the school and the outside community. Our policy is designed to keep parents informed and engaged by actively involving them in the planning and decision making. Parents are encouraged to participate as members of our school leadership team and parent association, and parent advisory council. They are also asked to serve as volunteers, and as members of the professional development advisory council. As educational research has shown, there is a positive correlation between parental involvement and high levels of student achievement. The overall goal of the this policy is to develop a program that will build a partnership between the school and home that will assist parents in the acquisition of

effective parenting skills, provide parents with the information and training needed to become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community.

- II. This policy encompasses all parents including parents of English Language Learners and special needs students.
- III. This policy is based upon an assessment of our parent's needs and an evaluation of the effectiveness of our Title I/PCEN Parent Involvement Program.

In developing the Parent Involvement Policy for Performing Arts and Technology High School, our Parent's Association, and the parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for input. To increase parent involvement, Performing Arts and Technology High School will:

- Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.
- Support level committees that include parents such as the School Leadership Team, and the Parent's Association. We will provide technical support when needed.
- Maintain parent coordinators Title I funds to serve as a liaison between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents. These workshops may include: parenting skills, family planning for college admission and financial aid, curriculum based workshops so that parents will be able to assist their children at home.
- Provide a school informational meeting on all funding programs in the school.
- Provide written translations

Performing Arts and Technology High School will encourage more school level parent involvement by:

- Holding annual parent curriculum conference
- Maintaining parent participation in the school leadership team
- Encourage parents to become trained and active volunteers
- Provide written and verbal progress reports at regular intervals to keep parents abreast of their children's progress
- Creation of the school website using the E-Chalk program to facilitate daily communication between school/teacher and the home.

Performing Arts and Technology School-Parent Compact 2010-2011

The school and parents working cooperatively to provide for the successful education of the children agree:

The School Agrees

- To inform parents of our school wide Title I program initiatives and their right to be involved
- To provide a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.
- To actively involve parents in planning reviewing and improving the Title I programs and the parental involvement policy.
- To provide parents with timely information about all programs.
- To provide performance profiles and the individual student assessment results for each child and other pertinent individual and school district education information.
- To provide high quality curriculum and instruction
- To deal with communication issues between teachers and parents through:
 1. Parent-teacher conferences at least annually
 2. Frequent progress reports to parents
 3. Reasonable access to staff
 4. Opportunities to volunteer and participate in their child's class
 5. Opportunities to observe classroom activities
 6. Creation of school website with direct access to teacher e-mail, curriculum and posted assignments.

The Parent/Guardian Agrees

- To become involved in developing implementing and revising the school-parent involvement policy.
 - To participate in or request technical assistance training that the school offers or recommends on child rearing practices, teaching and learning strategies.
 - To work with their child on school work and to encourage them to read a minimum of 25 books per-year.
 - To monitor their child's
 1. Attendance and punctuality at school
 2. Homework, projects and research assignments
 3. Television Watching
 4. Internet use
 - To share responsibility for improved student achievement
 - To communicate with their child's teachers about their educational or other needs.
 - To provide information to the school on the type of training or assistance they may need to help them be more effective in assisting their child in the educational process.
- X _____, Parent/Guardian
 X _____, Principal

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.

We will continue to utilize the acuity assessment program that is currently in place to assess our student's needs and to inform curriculum. We will continue to administer Mock Regents Exams to ascertain skill levels and needs for remediation. We will also utilize the results of our student PSAT scores to determine class offerings and Saturday Academy programming. All entering students will take an assessment examination upon entry to the school. Teachers will also be trained via professional developments and will maintain folders of student work and adjust curriculum to address all needs.

2. Schoolwide reform strategies that:

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

See Section IV: Needs Assessment

See Sections V & VI: Annual School Goals & Action Plans

3. Instruction by highly qualified staff.

All staff members are certified in their subject areas. 99% of our teachers are "highly qualified" according to the NCLB/SED definition.

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.

All staff members participate in monthly professional development during faculty meetings as well as monthly trainings in the use of the Datacation system. Professional development in the Common Instructional Framework is provided by Leadership Matters. Teachers are also provided training opportunities through our network New Visions, who provides training for our data specialist, and Instructional Leadership team and teaching staff.

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

Presently, our school is staffed with high-quality teachers. We plan to attract highly qualified teachers by strengthening our academic offerings, improving our ranking citywide, improving our school's report card and quality review outcomes.

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

We have a Parent Coordinator with strong ties to the community. Our offerings of parent workshops will include financial literacy, health awareness, as well as graduation and college prep trainings. We also plan to organize book talks and clubs for our parents, students, and staff through our Parent Association. We will invite authors to come into the school and discuss their books with our parents.

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.

Teachers are able to make decisions regarding their student's achievement via the grade teams structures as well as content area meetings. Teachers are consistently presented with data on their students and are asked to create interventions that will improve their student's academic achievement. Teachers adjust their curriculum based on their findings from assessments. This works to improve their overall instructional program.

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.

Failing students are identified prior to the three marking periods and intervention is immediately provided. Mandated tutorial services are provide for all failing students. Teachers work during their 37.5 minutes to assist students with making up and completing class assignments and homework. Failing students in the lowest one-third will be assigned (*peer*) mentors to ensure that they remain on track academically. The peer mentors will also assist with improving at risk student's attendance.

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.

- 4) **Grants** In collaboration with our network New Visions, we have been successful in applying for grants to support our most at risk students.
- 5) **Attendance Intervention and Dropout Prevention (AIDP) Program** – This grant provided by The United Way provides support services each year for two years to 110 students who have been identified as having at least 20 but no more than 75 absences during the previous school year. This program was developed primarily to target our incoming 9th grade cohort, but will also serve students in other cohorts who meet the criteria and are technically 9th graders as a result of their low credit accumulation. Students that have been identified for this program will receive services from STARR Inc., the CBO selected as the provider. Students will be served by 2 full time on site social workers. Students will also be assigned mentors and will be provided academic support services in the form of after school tutorials and credit recovery. In addition students will participate in after school extra-curricular activities and trips geared to increase engagement and reward students who demonstrate academic improvement.
- 6) **Extended School Day Violence Prevention (ESDVP)** – This grant will be shared by the three New Visions schools on the Thomas Jefferson campus and will allow us to offer engaging after school extra-curricular programs, conflict resolution and character development training, as well as Academic Intervention Services (AIS) to students who have been identified by OORS data as exhibiting serious at- risk behavior.
- 7) **Coordinated, Early Intervening Services (CEIS)** - This grant, extends services from the CBO Morningside Center to provide students and staff with training in peer mediation and conflict resolution as well as classroom management.
- 8) **Capital One Parent Involvement Initiative** – This grant will be shared by all of the schools on the campus to support the creation of a campus parent involvement center to increase the number of parents who are involved in supporting the school and the academic life of their children.

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	✓			285,783	✓	10-11, 13-22, 25, 40
Title I, Part A (ARRA)	Federal	✓			100,145	✓	10-11, 13-22, 25, 40
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal	✓			56,284	✓	10-11, 13-22, 25
Tax Levy (FSF only)	Local	✓			1,959,585	✓	10-11, 13-22, 25

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.

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 11 students in temporary housing.
2. Please describe the services you are planning to provide to the STH population. Students who are in temporary housing are provided a number of supports and services including: fee breakfast and lunch, transportation cards, school supplies and materials, access to the campus based health center and one to one counseling,

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:	Performing Arts and Technology High School					
District:	19	DBN:	19K507	School	331900011507	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		82.1	80.8	82.3
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	165	154	156				
Grade 10	137	127	95				
Grade 11	81	75	107				
Grade 12	39	83	61				
Ungraded	0	1	1				
Total	422	440	420				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	92.2	92.1	90.7

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	67.1	77.9	77.7

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	0	11	11

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	3	1	2

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	0	11	24	Principal Suspensions	4	11	158
# in Collaborative Team Teaching (CTT) Classes	34	34	35	Superintendent Suspensions	23	4	18
Number all others	32	29	22				

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	10	16	TBD	Number of Teachers	27	29	31
# ELLs with IEPs	1	1	TBD	Number of Administrators and Other Professionals	11	9	8

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
	2	3	5

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
	11	22	77	% fully licensed & permanently assigned to this school	92.6	93.1	86.2
				% more than 2 years teaching in this school	11.1	24.1	51.6
				% more than 5 years teaching anywhere	37.0	27.6	38.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	48.0	52.0	83.9
American Indian or Alaska Native	1.2	0.9	0.7	% core classes taught by "highly qualified" teachers	95.0	95.9	82.1
Black or African American	77.7	80.2	80.2				
Hispanic or Latino	18.5	17.7	17.1				
Asian or Native Hawaiian/Other Pacific	0.2	0.2	0.5				
White	0.7	0.7	1.4				
Male	43.1	45.7	50.5				
Female	56.9	54.3	49.5				

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:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
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				v	X	v	78
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	NR
Overall Score:	58	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	4	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	20.4	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	29.1		
<i>(Comprises 60% of the</i>			
Additional Credit:	4.5		

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

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

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

**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 563	District 19	School Number 507	School Name Performing Arts & Te
Principal Reginald Richardson		Assistant Principal Danielle Darbee	
Coach type here		Coach type here	
Teacher/Subject Area Kim Goldfarb / ESL		Guidance Counselor Cleo Dancy	
Teacher/Subject Area Kirk Sunday / IEP		Parent type here	
Teacher/Subject Area Tony Then / Math		Parent Coordinator Norma Cirino	
Related Service Provider JoAnne Terlicki		Other type here	
Network Leader Rubain Dorancy		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		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School		Total Number of ELLs	21	ELLs as Share of Total Student Population (%)	%
------------------------------------	--	----------------------	-----------	---	----------

Part II: ELL Identification Process

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

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

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

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

1. HLIS is administered by Guidance Counselor during the admissions process before the child is programmed for classes. The LAB-R is administered, if necessary, by the ESL or Spanish teacher within the first week of attendance.

Questions 2. - 6:

Performing Arts and Technology High School (PATHS) is a small comprehensive performing arts high school with a total population of 440 students. We offer a freestanding ESL program to support our ELL students. At this time we do not offer bilingual or dual language educational programs. We have 16 ESL students (3.6% of the total school population) who receive their services in an un-graded, heterogeneously grouped stand alone ESL class daily. 1 of our ELL students is also a Special Education student. All of our ELL students are native Spanish speakers. Students who have been identified by the NYSESLAT as beginning or intermediate level English language learners will receive a 90 minute block of ESL instruction daily. Advanced ELL students will receive a 45 minute block of ESL instruction daily. During the ESL block, students are engaged in a curriculum that utilizes strategies such as choral repetition, realia, prose summaries, and process journals among others.

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										2				2
Push-In														0
Total	0	0	0	0	0	0	0	0	0	2	0	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	2
SIFE	4	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	2

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	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

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										10	4	5	2	21
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	10	4	5	2	21

Part IV: ELL Programming

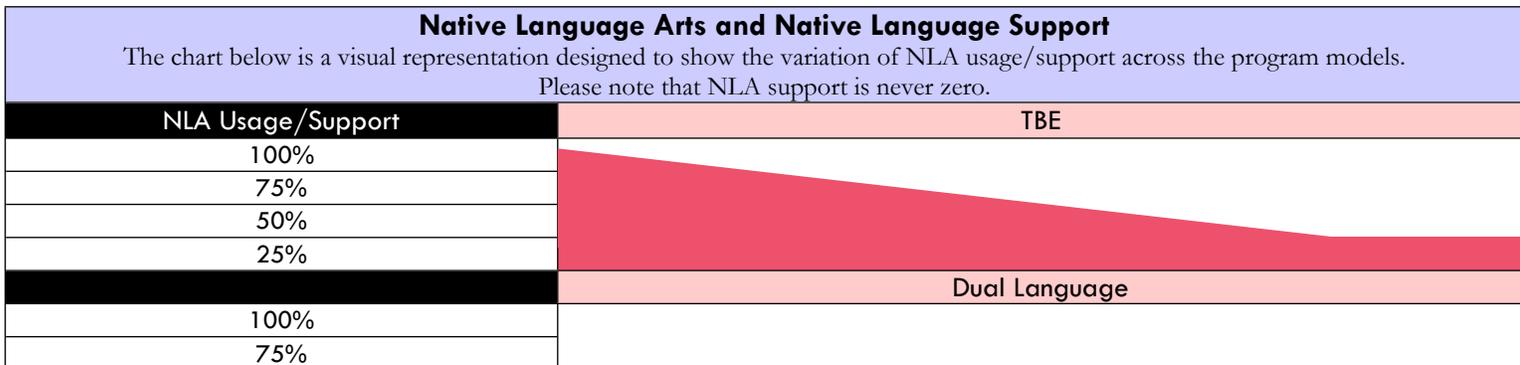
A. Programming and Scheduling Information

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?

1. We offer a freestanding ESL program to support our ELL students. At this time we do not offer bilingual or dual language educational programs. ESL students will receive their services in an un-graded, heterogeneously grouped stand alone ESL class daily. All of our ELL students are native Spanish speakers. Students who have been identified by the NYSESLAT as beginning or intermediate level English language learners will receive a 90 minute block of ESL instruction daily. Advanced ELL students will receive a 45 minute block of ESL instruction daily. During the ESL block, students are engaged in a curriculum that utilizes strategies such as choral repetition, realia, prose summaries, and process journals among others
2. We will allocate the instructional minutes to students according to the mandates established by the NYSED. During their ESL instructional block students are also receiving instruction that is based upon the NYS standards that have been established for English Language Arts instruction. All of our teachers will receive professional development in the application of ESL instructional strategies to their respective content areas.
3. Our ELL students are mainstreamed for all classes except for the periods that they are scheduled to receive ELL services. During their ELL class, they are grouped heterogeneously in terms of grade and proficiency levels. Students are engaged in leveled reading and grouping based upon proficiency level as measured by in class diagnostic assessments. In their mainstream academic classes, teachers are involved in differentiated techniques based upon evaluating diagnostic data. These techniques include strategies to address English language learners.

At this time we only offer Spanish as a foreign language elective. Graduation plans have been created for all students who are in danger of not graduating in four years by their guidance counselor. These plans include interventions such as credit recovery, summer school, Regents prep, peer tutoring and individual and small group tutoring with subject teachers.

4. At this time we have no ELL students who would be classified as newcomers. All ELL students will participate in the Acuity predictive and periodic testing in the NYSESLAT, Math and ELA. Based on the results of these exams appropriate adjustments will be made to the instructional programs of each individual student accordingly. ELL's who are identified as special education students will receive services as mandated by their individual education plans. In addition, we have guidance counselors who has been designated to serve our ELL and special education students. ELL students are expected to graduate within the same 4 year time frame as the general education students. Students who fail to meet this expectation will be mandated to attend summer school to make up any deficiencies in credits or regents examinations to make them eligible for graduation at the end of the summer. Students who are identified as being at risk of not graduating will be mandated to receive appropriate academic intervention services during their lunch hour and/or after school. These students will also be able to participate in our credit recovery program to recover credits in classes that were previously failed. Our program model will be aligned with the parents desire to provide our ESL students with a environment that has minimal restrictions in regards to opportunities to study with native English speakers and provide immersion experiences with the English language via mainstreaming in all of their academic and elective subjects. We will carefully monitor the results of our school environment survey in addition to feedback from our Parent Association to ensure that we are responsive to our parent needs. Based on an examination of in class assessments and our students are weaker in the areas of reading and writing, but have demonstrated strengths in the areas of listening and speaking. All of our ELL students who sit for regents exams will be provided with both English and translated versions of the exam. The majority of our ELL students are freshman who have not taken a Regents exam. All ELL students who are identified as academically at risk will be mandated to attend after school academic intervention services (AIS) in the appropriate subject areas. Additionally, students will be enrolled in regents prep workshops to assist students in preparation for the Regents exam.

5. See response to #3 and #4

6. Students will continue to receive AIS services where appropriate and continue to meet with Guidance and/or Related Service Provider to discuss progress.

7. Increased AIS, depending on available funding

8. N/A

9. All students are eligible to participate in after school and supplemental programs. Programs are advertised by COSA and Guidance Counselors

10. Our ELL students have access to laptop computers. In addition our ELL teacher uses a laptop and a smart board for presentations, demonstrations and lesson delivery. All ELL students will have access to the school website and receive a school e-mail address to make it easier for them to communicate with their teachers and guidance counselor outside of school.

11. Students utilize glossaries and assignments are offered in both Spanish and English. Some of the reading texts are also available in Spanish.

12. No - ESL program is ungraded and heterogeneously grouped.

13. Orientation is offered in August for all incoming students.

14. We currently only offer Spanish as a language elective.

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.

Questions 1 -3 . We have one ELL teacher and a guidance counselor who attend the professional development workshops that are offered by the Office of English Language Learners (OELL). These workshops have included instruction and assessment of ELL students as well as workshops concerning compliance issues. Workshop selection is based upon the professional development and goal plans that are completed by teachers at the end of each year for implementation the following year. Attendance is monitored by school administration to ensure that teachers are meeting the minimum number of required hours. Our guidance counselors will ensure that ELL students who are entering high school for the first time and students who have achieved proficiency on the NYSESLAT and are exiting ELL services have a smooth transition. Their academic progress and attendance is carefully monitored and appropriate interventions will be put in place where needed.

E. Parental Involvement

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

1. We hold monthly parent meetings, send out a monthly parent newsletter, and have a parent room at our school that is open daily for parents to visit, conference with teachers, meet with Parent Coordinator, get resources, etc.
2. Services are recommended and provided on an as-needed basis.
3. & 4. We conduct regular surveys to gather information from parents about our current activities and services/activities that they would like us to implement, as well as topics of interest for future parent workshops.

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	5		3	
Math <u>Algebra</u>	4		3	
Math <u>Geometry</u>	2		1	
Biology				
Chemistry				
Earth Science	1		1	
Living Environment	4		3	
Physics				
Global History and Geography	5		4	
US History and Government	3		2	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

regents examinations to make them eligible for graduation at the end of the summer. Students who are identified as being at risk of not graduating will be mandated to receive appropriate academic intervention services during their lunch hour and/or after school. These students will also be able to participate in our credit recovery program to recover credits in classes that were previously failed. Our program model will be aligned with the parents desire to provide our ESL students with a environment that has minimal restrictions in regards to opportunities to study with native English speakers and provide immersion experiences with the English language via mainstreaming in all of their academic and elective subjects. We will carefully monitor the results of our school environment survey in addition to feedback from our Parent Association to ensure that we are responsive to our parent needs.

5. N/A

6. Scholarship data & meetings w/ individual teachers to review progress for subgroups.

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		