



**CITY POLYTECHNIC HIGH SCHOOL OF ENGINEERING,
ARCHITECTURE, AND TECHNOLOGY**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 13K674
ADDRESS: 105 TECH PLACE, BROOKLYN, NY 11201
TELEPHONE: 718-875-1473
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: K674 **SCHOOL NAME:** City Polytechnic High School of Engineering, Architecture, and Technology

SCHOOL ADDRESS: 105 Tech Place, Brooklyn, NY 11201

SCHOOL TELEPHONE: 718-875-1473 **FAX:** 718-875-1947

SCHOOL CONTACT PERSON: Chris Aguirre **EMAIL ADDRESS:** caguirre@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Marie Segares</u>
PRINCIPAL:	<u>Chris Aguirre</u>
UFT CHAPTER LEADER:	<u>Barbara Colón</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Armando Echeverry</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u>Destiny Modeste</u>

DISTRICT AND NETWORK INFORMATION

DISTRICT: 13K674 **CHILDREN FIRST NETWORK (CFN):** CUNY

NETWORK LEADER: Brian Kaplan

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
Chris Aguirre	*Principal or Designee	
Barbara Colón	*UFT Chapter Chairperson or Designee	
Armando Echeverry	*PA/PTA President or Designated Co-President	
Louise Modica	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Destiny Modeste	Student Representative/Student Body President	
Joniel Edwards	Student Representative/Student Body Vice President	
Marie Segares	SLT Chair/CUNY’s NYC College of Technology	
Roderick Gayle	Member/PTA	
Mirembe Hanna	Member/PTA	
Lourdes Echeverry	Member/PTA	
Wandy Chang	Member/City Poly Faculty	
Kristen Demaree	Member/City Poly Faculty	
Allegra Felter	Member/City Poly Faculty	

* 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.

Our mission at City Polytechnic High School of Engineering, Architecture, and Technology (City Poly) is to prepare urban students, especially minority and low-income students, with the strong academic and professional career skills they need to succeed both in college and in the workplace. A high school designed to demonstrate innovative approaches to career and technical education (CTE), City Poly is one of four State-approved CTE demonstration sites in New York City and is one of the original 10 schools chosen to be part of the Chancellor's Innovation Zone (iZone) initiative. We focus on both scheduling and curriculum innovations in our iZone work, including trimester scheduling and online foreign language courses available in five languages.

City Poly partnered with CUNY's New York City College of Technology (City Tech) to develop real-world, project-based curricula that help make City Poly students college ready and career ready: Art and Architecture, Integrated Projects, Integrated Algebra Applications, Geometry Applications, Algebra 2-Trigonometry Applications. City Tech department chairs and professors wrote these courses, which are now being taught to City Poly first-year and second-year students. City Tech professors come to City Poly to teach our students in their high school classes. City Tech professors helped to create and staff our Summer Bridge Program for incoming ninth graders.

In addition, City Poly is part of CUNY's Early College network of high schools, in which students take college credit courses prior to high school graduation. City Poly students are eligible to take college credit courses starting in their sophomore year, both during the summer and during the school year. An Early College Liaison works full time to plan college tours for students, to find summer programs for students, and to make students' access to and enrollment in college courses run smoothly.

All City Poly students are in our Academy of Engineering and Academy of Information Technology, which are supported, in part, by the National Academy Foundation (NAF), City Poly's founding intermediary. A NAF academy is designed to provide its students with up-to-date career-related courses, an in-depth internship in the world of work, and the support of an Advisory Board of industry and higher education leaders from the community. Our Advisory Board is made up of 15 active members, who provide financial support for students attending summer programs, who recruit guest speakers and tutors for our classes, and who host students at job shadowing events in their workplaces.

City Poly operates on a 12-week trimester schedule, which allows students to complete a year and a half of work in a year's time. Using this accelerated schedule, students can complete their high school requirements in just three years. Those students who fulfill their high school requirements with acceptable grades and who wish to matriculate at City Tech are guaranteed admission into a two-year associate's degree program. Thus, they can complete their high school and associate's degree work in five years instead of six. If students choose to attend City Tech, substantial tuition assistance will be provided.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	City Polytechnic High School				
District:	13	DBN #:	674	School BEDS Code:	331300011674

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					NA	NA	92%		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					NA	NA	NA		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					NA	NA	80%		
Grade 8									
Grade 9			124	Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					NA	NA	1		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total					NA	NA	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes			8						
No. in Collaborative Team Teaching (CTT) Classes			0	Principal Suspensions	NA	NA	15		
Number all others				Superintendent Suspensions	NA	NA	2		

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	NA	NA	123
# in Trans. Bilingual Classes	NA	NA	0	Early College HS Participants	NA	NA	NA
# in Dual Lang. Programs	NA	NA	0				
# receiving ESL services only	NA	NA	7	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	NA	NA	3	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	NA	NA	9
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	NA	NA	3
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	NA	NA	0
			19				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			9
American Indian or Alaska Native	NA	NA	0	Percent more than two years teaching in this school			NA
Black or African American	NA	NA	54	Percent more than five years teaching anywhere			NA
Hispanic or Latino	NA	NA	11	Percent Masters Degree or higher			45%
Asian or Native Hawaiian/Other Pacific Isl.	NA	NA	9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			100%
White	NA	NA	3				
Multi-racial	NA	NA	46				
Male	NA	NA	96				
Female	NA	NA	27				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Because City Poly opened in September, 2009, we do not have performance trend data yet. However, we have a number of indicators of student progress that we have been studying since our first school year ended in June, 2010.

We have looked hard at credit accumulation figures that would tell us whether our accelerated three-year path to completing high school requirements is feasible. To date, it looks extremely feasible to us. About 92 percent of our first-year students became sophomores, based on their accumulated credits, in March, 2010—right on schedule at the end of our second trimester. At the end of the school year in June, about 83 percent of our students were still on schedule to finish their high school requirements in three years, thus saving them a year of time in high school. As school opened this September, all but one student (who had multiple disciplinary suspensions, including one long-term suspension) of the remaining 17 percent of students had completed enough credits to achieve sophomore status.

We have also looked hard at the first Regents exam results available for our students: last June's Integrated Algebra Regents Exam, Geometry Regents Exam, and Living Environment Regents Exam. Neither the Integrated Algebra nor the Living Environment passing rate was satisfactory, in our judgment, but we are working hard to improve those scores for the 2011 administration.

For the Living Environment Regents Exam, our passing rate was about 70 percent, with every special education student and every ESL student failing. Clearly, we needed to make changes in the programming for many of our students. In September, we began a Science Reading course for our ESL students, which concentrates on science and math vocabulary in an effort to make it easier for them to understand both science and math exams in English. Further, we have decided not to place our ESL or our special education students in Living Environment, but to give them Earth Science instead. We believe that the vocabulary and the reading burden in the Earth Science course will be more manageable for them and will give them a better chance at passing a science Regents. Our new first-year special education and ESL students will go right into Earth Science, along with our second-year special education and ESL students who did not pass the Living Environment Regents Exam. Additionally, all of our regular second-year students who did not pass the Living Environment Regents last June will go into Earth Science this year. We think this will serve them better than putting them through the Living Environment course again.

Finally, when we begin teaching Living Environment in December (our science courses are taught in our second and third trimesters), we will be having two lab periods a week instead of the one lab period we had last year. (We will do this in Earth Science and Chemistry as well.) The extra lab period should give students more time to work with hands-on science materials and thus improve their understanding of science concepts. We believe that an extra lab period each week will reinforce their science learning all through the two trimesters leading up to the Regents exams next June.

For the Integrated Algebra Regents Exam, our passing rate was about 60 percent, again with every special education student and every ESL student failing. The Science Reading course, which includes math vocabulary, should be of some help to our ESL students. We are running a special Integrated Algebra course in our first trimester for some of the students who failed the Regents. These students are double scheduled in math, taking both the Integrated Algebra review course and the regular Geometry course so that they will not be behind in the math sequence. We also have after-school tutoring available from December up to the exams in January.

Finally, we have kept our Integrated Algebra classes small in order to give students the best chance to learn these fundamentally important skills, which are especially critical in our engineering-focused and architecture-focused curriculum. We run six sections of Integrated Algebra compared to five of every other core course (and we have one accelerated Geometry section as well, which takes even more students out of the sections of Integrated Algebra).

For the Geometry Regents Exam, our passing rate was about 86 percent (12 out of 14 accelerated first-year students). We were satisfied with the performance of these accelerated first-year students, all of whom had taken the Integrated Algebra Regents in eighth grade. The two students who did not pass are re-taking Geometry now with their second-year classmates and will re-take the exam with them.

Our greatest accomplishments from City Poly's first year of operation are these: (1) the success that students had in accumulating credits fast enough in our trimester system so that most could stay on a three-year path to completing their high school requirements; (2) the integration of City Tech-developed courses and City Tech professors as teachers into our academic year, which gave students a firsthand look at life in a college classroom; (3) the success of our first CTE courses, especially Project Lead the Way's Introduction to Engineering Design and the National Academy Foundation's Digital Video Production; (4) the acceptance of three first-year students into prestigious summer engineering programs at Cornell University and of four first-year students into a rigorous summer program at Hampton University; (5) the placement of over 35 first-year students in various summer college courses in New York City; (6) the awarding of National Academy Foundation paid summer internships to six first-year students; and (7) the establishment of an Advisory Board of business and higher education professionals who, among other tasks, raised funds to support our students in the college-based summer programs.

One of the most significant aids to the school in this first year was the remarkable support of City Tech's Provost, Department Chairs in Construction Management and Civil Engineering Technology and in Architectural Technology, and other City Tech professors as well as the indispensable help of our Early College Liaison, who is employed by City Tech, but spends most of her time at City Poly. City Poly is indebted to the work of these individuals, who have been part of our working group since our earliest design days. Another of the most significant aids was the financial support of the Tortora-Sillcox Family Foundation, whose generous funding supported a full-time curriculum consultant, the City Tech professors' curriculum work and classroom teaching, a great deal of computer-based coursework (including in foreign languages for all students), and other special programming for our students.

The most significant barrier we are facing is running our accelerated program with fewer teachers than we need. For example, we are already running a three-course science sequence and a three-

course math sequence (because of our accelerated students) with two years' worth of science and math teachers. Eventually, our staffing will catch up to our three-year pathway to graduation, but until then, we are being as creative as possible in deploying our teachers to serve our students' needs.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal 1: Improve subpopulation (ESL and special education students) and overall attendance for the 2010–2011 school year

Our average attendance in 2009–2010 was 93 percent, which was good, but can be improved. Our ESL and special education students did not attend quite as regularly and, given their relatively poorer performance on the Regents exams, we want to do everything we can to make sure they are getting as much daily instruction as possible this year.

Goal 2: Maintain the accelerated pace of credit accumulation for students on the three-year pathway to completing their high school requirements

City Poly's primary innovation is the creation of a trimester schedule that allows students to complete a year and a half of work in a year's time. That puts them on a pathway to complete their high school requirements in three years instead of four. To date, 83 percent of our students are on that path after the first of three years. We want to maintain that number at 83 percent for this next crucial year as they earn credits toward completing their junior year status.

Goal 3: Increase the percentage of students passing Regents exams on their first attempt

As detailed in Section IV, our passing rate was about 60 percent for the Integrated Algebra Regents Exam and about 70 percent for the Living Environment Regents Exam. We want both of these passing rates to be at least 80 percent at the end of the 2010–2011 school year. In addition, we want to set 80 percent as our goal for all other Regents exams being taken for the first time, regardless of the student population taking them

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.*

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 1: By the end of the 2010–2011 school year, English Language Learners (ELLs) as a group and students with IEPs as a group will raise their attendance rates to 85 percent, and students at City Poly will raise their overall attendance rate to 93 percent.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Provide teacher training on the DIIT attendance pilot program we are engaged in (started in August) Mentor new teachers on the attendance procedures (started in September) Do family outreach through School Messenger and attendance workshops, with special attention to families of ELLs who do not speak English (started in September) Use Datacation to inform families online daily of student attendance (started in October) Develop new strategies to work more successfully with individual students with long-term attendance issues, including several who are ELLs and students with IEPs (started in December) Include an individual attendance goal in the IEP of any student whose attendance rate is lower than 85 percent (This will come out of the innovative student-led IEP conferencing plan that City Poly is piloting this year, which started in December.) Establish a school attendance team to work on attendance initiatives (started in September)</p> <p>All of these strategies are under the direct supervision of Principal Aguirre.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Training for teachers during the summer PD days (Activity Code 0532 Curriculum and Staff Development) Additional training for teachers, as needed, built into the school day and supplemented with per-session funds School Messenger in place already Facilitation of parent workshops paid from parent involvement Title I funds Datacation student management software funded from a private grant from Cisco School attendance team meeting time built into the school day through the use of circular six periods</p>

Indicators of Interim Progress and/or Accomplishment

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

Attendance rates for the student body as a whole, for ELLs, and for students with IEPs will be checked monthly.

We expect the attendance rate for the student body to be over 90 percent each month.

We expect the attendance rate for ELLs as a group to be over 80 percent each month.

We expect the attendance rate for students with IEPs as a group to be over 80 percent each month.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 2: During the 2010–2011 school year, 75 percent of all students will earn at least five credits in each trimester.</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>Maintain our innovative trimester schedule with the addition of a second year of students, with the help of consultant John Mazzola (started in July) Provide after-school tutoring on a weekly basis in each subject and morning tutoring when needed (started in September) Maintain a grading policy that facilitates credit recuperation—that is, using an NC for “no credit” rather than a failing numerical grade until the student makes up missing or poor work (started in April, 2010) Use blended online learning (as part of the iZone) in key subjects (started in April, 2010) Mentor students at risk of not recovering credits on time, through City Tech student mentors and through Stoked, a youth development organization (started in September) Staff a Writing Center where students get individual help with their writing from a teacher and volunteer professionals in a one-to-one setting (open six hours a week after school, Mondays through Thursdays) (started in October) Use Datacation to inform families online on a daily basis of credits earned to date (started in October)</p> <p>All of these strategies are under the direct supervision of Principal Aguirre.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Outside consultant services contract with John Mazzola, funded by a private grant (managed by the Fund for Public Schools) Title I funds for teacher per-session payments to run after-school and morning tutoring Private grant funding (managed by the Fund for Public Schools) for mentors from Stoked, a youth development organization, to work with students Smart Scholars grant funding for mentors from CUNY’s New York City College of Technology (our school’s partner) Individual credit accumulation through online foreign language courses and additional courses now being worked out (funded by our iZone participation) Online literacy help through Scientific Learning’s Fast ForWord and math remediation through Cognitive Tutor, funded by a private grant (managed by the Fund for Public Schools) Online credit recovery for students with IEPs through InnovatEd, funded by a private grant (managed by the Fund for Public Schools) Funds to pay teachers staffing the Writing Center from a private grant (managed by the Fund for Public Schools) Datacation student management software funded from a private grant from Cisco</p>

Indicators of Interim Progress and/or Accomplishment

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

Credits will be counted after each trimester (trimester one ends in December; trimester two ends in March), and reports will be produced showing the number of credits accumulated by each student. The percentage of students who earned at least five credits will be calculated each trimester.

Individual plans for credit recuperation will be made at the end of each trimester for each student who received an NC in any course, indicating that the student did not pass the course and thus did not earn credit for it.

We want to hit the 75 percent mark at the end of each trimester for the percentage of students who have earned at least five credits.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 3: In June, 2011, 80 percent of City Poly students will pass each of their Regents exams on their first attempt.</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>Provide after-school tutoring on a weekly basis in each subject and morning tutoring when needed (started in September) Review curricula in Regents exam subjects to make sure that all NYS Learning Standards are being covered (started in August) Offer after-school Regents prep courses through our partnership with City Tech through a special grant program, CARPE DIEM (to be started in the months leading up to the Regents exams in June, 2011) Use Datacation to inform families of student progress on a daily basis (started in October)</p> <p>All of these strategies are under the direct supervision of Principal Aguirre.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Title I funds for teacher per-session payments to run after-school and morning tutoring Online literacy help through Scientific Learning's Fast ForWord and math remediation through Cognitive Tutor, funded by a private grant (managed by the Fund for Public Schools) CARPE DIEM funding for Regents prep courses from a NY State grant (through City Tech) Datacation student management software funded from a private grant from Cisco</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>We will look at the results from the students we will have retaking Regents exams in January to see what we can learn from their strengths and weaknesses (the largest number of these students will be retaking Integrated Algebra). We will give practice Regents exams in each subject in our regular science, math, and social studies classes at least twice in the spring, 2011, to see how our students are scoring and to see what we can learn from their strengths and weaknesses that could help plan our after-school Regents prep classes.</p> <p>We will look at the results of the 2011 Regents exams as soon as possible to see whether we hit the 80 percent passing rate and to analyze our students' weaknesses so that we can help them improve in 2011–2012.</p>

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	0	0	0	0	127	0	0	127
10	0	25	0	0	114	0	0	114
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:	Students identified as qualifying for AIS services will receive small group remediation intended to target skill deficits for 30 minutes a day, five days a week. In addition, students can access after-school tutoring services several days a week. Online tutoring is also provided on a daily basis through Scientific Learning’s Fast ForWord program for students with severe reading deficits.
Mathematics:	Students identified as qualifying for AIS services will receive small group remediation intended to target fundamental skill deficits 30 minutes a day, five days a week. In addition, students can access after-school tutoring services several days a week.
Science:	Students identified as needing academic intervention services in science will be able to access after-school tutoring services several days a week in the second and third trimesters (science is not taught in the first trimester).
Social Studies:	Students identified as needing academic intervention services in social studies will be able to access after-school tutoring services several days a week.
At-risk Services Provided by the Guidance Counselor:	Guidance services to at-risk students are provided five days a week through scheduled appointments and after and before school on a drop-in basis. These services include both one-on-one and group counseling sessions as well as college and career guidance sessions.
At-risk Services Provided by the School Psychologist:	NA
At-risk Services Provided by the Social Worker:	NA
At-risk Health-related Services:	Health-related services to at-risk students are provided through our guidance counselor and through the campus school nurse on a drop-in basis and during scheduled appointments. In addition, we make condoms available, using prescribed guidelines.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 9-10 **Number of Students to be Served:** 10 LEP 0 Non-LEP

Number of Teachers 1 **Other Staff (Specify)** 1 AP, _

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: 13K 674 BEDS Code: 331300011674

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem		
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$5,000.00	Writing tablets for ESL program, Dual language libraries, and Kindle reading tablets.
Educational Software (Object Code 199)	\$15,000.00	Achieve 3000 software packages for after-school program and small group in instruction
Travel		
Other		
TOTAL	\$20,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
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.
 - a. *Upon finalizing our student roll sheet, we conducted an extensive review of our ESL students. That review indicated home languages for nine incoming families. In addition to this analysis, City Poly conducted individual family meetings in an effort to identify families that needed translation services. During these meetings, we asked both students and parents which language they preferred for receiving information.*
 - b. *After meeting with 109 families over ten days, we identified a need to translate our family correspondences into four languages: Arabic and Spanish. To accommodate our families, we contracted with eChalk's Web development services to produce a Web site that can be translated into all four languages*
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.
 - a. *City Poly worked extensively with the DOE translation services to produce key documents in all four languages. These documents included all correspondences concerning H1NI, PTA dates and times, and our family welcome letter. In addition,*

we utilized our Web site translation functionality to ensure all parents can access timely information in appropriate languages.

- b. Currently, City Poly has the capability to do oral translation in two languages: Spanish and French. For other languages, we will utilize DOE over-the-phone translation services or, in the case of parent meetings, we will request a translator for parents. Translations are provided in discipline hearings, SLT meetings, PTA meetings, parent-teacher conferences, and phone conversations.*
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>.

 - a. Parents will receive a notification at the beginning of the year advising them of their right to receive all communications in Spanish, Arabic, Russian, Chinese, or English. In addition, this information will be posted in the main office and on the school Web page.*

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$219,417.00	\$5188.00	\$224,605.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2194.00	0	\$2194.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$10,971	*0	10,971.00
4. Enter the anticipated 10% set-aside for Professional Development:	\$21,941.00	0	21,941.00

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
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. NA

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

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.

Parent Involvement Policy

We ask all parents to take an active role in their student’s success at City Poly. To ensure that all families have an accessible way to get involved, we have established a PTA, which is open to all families and which has active and committed leadership from a core group of interested families. We also have an SLT, which meets monthly and has the requisite number of parent members (five parents).

We conduct monthly workshops for parents (held just prior to PTA meetings, thus making it easy for parents to take part while coming to school just one night a month) that focus on curriculum and on college readiness. We give out a series of our own publications, called Parent Checklists of Academic Skills—one per subject. These multi-page checklists give parents the NY State Learning Standards (and the detailed strands, bands, performance indicators, etc.) so that they can understand exactly what our teachers are teaching during the year. These checklists are designed to help parents focus their attention on student learning—both at home each night and in talking with our teachers at the Citywide parent-teacher conferences. Here is the opening statement from one of our Parent Checklists of Academic Skills:

City Poly’s Integrated Algebra I and II courses in the first and second trimesters and our innovative Integrated Algebra Applications course in the third trimester will cover all of the mathematics skills that students in New York State are supposed to learn. These required skills are called **learning standards**, which are broken down into *process and content strands, bands within strands, and performance indicators* by New York State.

In the first two trimesters, your child will complete the required Integrated Algebra course sequence. In the third trimester, your child will take a unique course designed to illustrate the real-world applications of algebra skills and content as they are used in the fields of engineering, architecture, and technology. This course was created especially for City Poly by a professor from the Construction Management and Civil Engineering Technology Department at CUNY’s New York City College of Technology (City Tech). Integrated

Algebra Applications uses hands-on, real-world, problem-based exercises to reinforce and extend the State's learning standards. This new idea for a mathematics course is part of what makes City Poly a career and technical education demonstration site for the City.

In June, your child will take a New York State Regents Exam, which is given statewide to students who have taken Integrated Algebra. This exam is very important to your child and to City Poly. We want your child to graduate from City Poly with an Advanced Regents Diploma. In order to do that, your child must pass *three* Regents Exams in mathematics, including the Integrated Algebra exam this June.

Your child's Integrated Algebra teacher is available to talk with you at any time about your child's progress in mathematics. Please feel free to get in touch with us.

Our teachers attend these parent workshops to discuss the parent checklist in their subject and tell parents how they teach the skills listed on the checklist for their subject.

When the parent workshops focus on college readiness, they are facilitated by our Early College Liaison, who coordinates our partnership activities with City Tech professors, administrators, and college students. She keeps parents informed about the opportunities our students have to take college courses at City Tech and through other CUNY programs. She updates parents on upcoming college trips, which we take monthly with various groups of students. The parents are strongly interested in the college opportunities our students are afforded because we are an Early College High School. Many of them have an excellent personal relationship with our Early College Liaison, who calls them directly to discuss upcoming events/courses and who sends flyers, letters, and sign-up materials home to parents every month for different activities.

We use the School Messenger system to call our parents to remind them of PTA meetings and parent workshops. We also have PTA leaders call all parents when we want to reach out to them on a more personal level. This strategy has been very successful.

Finally, we have an open door policy for our parents. They know that they are welcome at any time to observe a class or come talk to staff.

At the first meeting each year, we provide a letter that explains our partnership with parents. Here are some excerpts from that letter:

Dear City Poly Families:

At City Poly, we have high expectations for our students. We know that you, as a family, have high expectations for your child. The way to make sure that our students meet those expectations is for our teachers to work very hard to teach our students every day and for you to work very hard along with us to help your child learn every day. We cannot do it all alone.

We want to involve you in your child's day-to-day education. One way to do that is to make our curriculum an open book so that you can see exactly what your child should be learning.

The New York State Learning Standards are the academic skills that our teachers are responsible for teaching and our students are responsible for learning. They are the basis for our curriculum. They are the basis for what we do in our classrooms every day. They are the basis for the series of parent checklists that we will distribute to you this year. The parent checklists detail the New York State Learning Standards in each subject your child is studying. Knowing the skills

your child is supposed to learn will help you talk with your child and with our teachers about how to improve your child's achievement in school.

I am making a promise as the principal at City Poly to —

- Set high expectations for teaching and learning and to see that they are met.
- Know what academic skills have been established by New York State for our students to learn.
- Be available to talk with you about these skills at your convenience.
- Work with our teachers to see that these skills are being taught well.
- Check test results to make sure that our students are learning these skills.

I expect your child's teachers to —

- Teach your child the academic skills established by New York State.
- Use a variety of teaching methods so that every child can learn these skills.
- Spend time before or after school to help your child learn a skill, when necessary.
- Give you suggestions about how to help your child with these skills.
- Keep an up-to-date record of your child's progress in learning these skills.

I expect your child to —

- Work hard in class to learn the academic skills established by New York State.
- Study hard at home each night to learn these skills.
- Let the teacher know when he or she is having difficulty learning a skill.
- Complete all assignments on time and study hard to prepare for tests.
- Come to school on time every day.

I expect you as a parent/guardian to —

- Review the academic skills established by New York State to see what your child must learn and tell your child that these skills are important.
- Help your child, whenever possible, to learn these skills.
- Ask your child every night about which skills were taught that day in school.
- Come to parent-teacher conferences to discuss your child's progress with our teachers.
- Come to PTA meetings to find out ways to support your child's learning.

School- Parent Compact

We, the school and parents, agree to work cooperatively to provide for the successful education of our children.

SCHOOL RESPONSIBILITIES:

We understand the need to convene meetings for our parents to inform them of the Title I program and their right to be involved.

We understand the need to offer a flexible number of meetings at various times and, if necessary, to seek funds to provide transportation or child care when possible.

We understand the need to involve parents in planning, reviewing, and creating activities in order to meet the Title I program guidelines.

We understand the need to provide performance profiles and individual student assessment results for each child.

We understand the need to provide quality curriculum and instruction.

We understand the need to deal with communication issues between teachers and parents through:

- Parent-teacher conferences
- Reports to parents on their children's progress
- Reasonable access to staff
- Observation of classroom activities

We understand the need to afford parents the opportunity to develop their understanding of important educational topics, such as literacy and reading strategies.

FAMILY RESPONSIBILITIES:

I understand the need to become involved in the activities designed to encourage our participation in school life.

I understand the need to participate in or request training on child-rearing practices and learning strategies.

I understand the need to work with my child on schoolwork and to see that my child reads every day.

I understand the need for me to monitor my child's:

- Attendance at school
- Homework
- Television watching
- Computer use
- Health needs

I understand the need to share responsibility for my child's improved academic achievement.

I understand the need to communicate with my child's teachers about his/her educational needs.

I understand the need to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process.

STUDENT RESPONSIBILITIES:

I, as the student, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

- Do my homework every day and ask for help when I need it.
- Read every day outside of school time.
- Give to my parents or caregivers all notices and information from school every day.

Signatures:

School

Parent(s)

Student

Date

Date

Date

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

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

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

We currently have 3 students in temporary housing.

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

Each of these students receives special attention to make sure that he/she is keeping up with his/her academic work and is earning credits at the appropriate pace. For example, one of these students has been placed in a special after-school program to make up foreign language credits. All three are encouraged to take advantage of after-school tutoring programs and to stay at school to get a head start on homework and projects. The guidance counselor takes time to meet with each of these students (and families) as often as necessary to ensure that they receive additional social and emotional support. Teachers gave these students extra help before the close of the trimester so that they would pass as many courses as possible.

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:	Science, Technology and Research Early College Hig					
District:	17	DBN:	17K543	School		331700011543

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11	v
	K		4		8	v	12	v
	1		5		9	v	Ungraded	
	2		6	v	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		96.0/92.8	97.2/	97.0 /
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		95.7	98.0	96.7
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	64	67	75	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	67	72	60		62.6	79.7	81.2
Grade 8	58	67	71				
Grade 9	68	73	85	Students in Temporary Housing - Total Number:			
Grade 10	70	68	77	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	80	68	73		1	9	8
Grade 12	92	76	68				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	499	491	509	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	45	29	20
# in Collaborative Team Teaching (CTT) Classes	0	0	5	Superintendent Suspensions	1	1	3
Number all others	9	8	6				

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	50	0
Early College HS Program Participants	0	0	87

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	33	33	28
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	9	9
# receiving ESL services only	1	0	TBD	Number of Educational Paraprofessionals	0	0	1
# ELLs with IEPs	0	0	TBD				

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

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
	2	1	5	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	39.4	67.6	78.6
				% more than 5 years teaching anywhere	30.3	50.0	75.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	85.0	100.0
American Indian or Alaska Native	0.8	0.4	0.4	% core classes taught by "highly qualified" teachers	91.2	92.5	93.7
Black or African American	88.6	88.2	84.1				
Hispanic or Latino	6.2	6.7	9.6				
Asian or Native Hawaiian/Other Pacific	3.2	3.5	3.1				
White	1.0	0.8	0.8				
Male	45.7	47.0	51.5				
Female	54.3	53.0	48.5				

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:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C / A	Overall Evaluation:	WD
Overall Score:	36.9 /	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	10.5 /	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	1.6 / 19.2	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	23.3 /		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.5 / 3		

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 5	District 17	School Number 543	School Name STAR Early College
Principal Dr. Eric L. Blake		Assistant Principal Mr. Daniel Holmes	
Coach N/A		Coach type here	
Teacher/Subject Area N/A		Guidance Counselor Ms. Goulbourne/ Ms. Lent	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Ms. Maria Nieves	
Related Service Provider N/A		Other type here	
Network Leader Cass Conrad		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	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	3
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	510	Total Number of ELLs	0	ELLs as Share of Total Student Population (%)	0.00%
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Part II: ELL Identification Process

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

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

- description must also include any consultation/communication activities with parents in their native language.
- 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.)
 - 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.
- Student language surveys (HLIS) along with LAB-R and BESIS information are used in the initial identification of students. LAB-R tests are administered by Mr. Holmes, assistant principal, to all new students upon their arrival to the school.
 - The parent coordinator, who is bilingual, would assist the parents in explaining the process to the parents, as well as, assist them in identification of appropriate programs.
 - HLIS forms are sent home to every student and identified accordingly.
 - The NYSESLAT (New York State English as a Second Language Achievement Test) in grades 6 – 12 will be administered to all identified students. This test is aligned with New York State English as a Second Language Standards and determines entitlement of services in addition to analysis of student English language proficiency.
Students placed in an ESL (English as a Second Language) Program will receive instruction in English only using intensive ESL methodology. Core content area instruction is provided through a Sheltered English approach.
All ELL classrooms will be provided with highly motivating leveled classroom libraries.
ESL in-service courses are being offered by the region to all teachers of immigrant students.
An ELL ISS will be assigned to support the ELL student and staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.
 - Distribute at Parent Teacher Conferences, and Backpack home with students.
 - Yes

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
Check all that apply	

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	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>							0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained							0	0	0	0	0	0	0	0
Push-In							0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	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	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
TOTAL	0													

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Instruction

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

Continue full implementation of the balanced literacy prototype based on the citiwide literacy core curriculum, including providing the supporting interim assessments, literacy pacing calendars, classroom libraries, appropriate professional development for all staff (based on scientifically based research). This approach offers substantial promise of improving educational achievement for low-achieving students and enabling our school to attain their AMO. The citywide core curriculum and regional delivery prototype will allow each student to experience and develop the literacy skills necessary to raise their literacy achievement level. Intensive professional development will support the new Literacy core curriculum, regional balanced literacy prototype, data interpretation and the differentiating of instruction. Students will be given 3 interim assessments from Princeton Review in Literacy. Each student will further receive 2 practice standardized tests in literacy under testing conditions.

C. Schools with Dual Language Programs

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

Not Applicable.

D. Professional Development and Support for School Staff

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

1. We conduct training and workshops with other schools on campus, and send teachers for training from our Network .
2. We provide tutoring and social extracurricular activities where ELL students interact with native speakers.
3. Teachers work with outside consultants to provide teachers with the tools necessary to attain mastery using ESL methodology. Core content area instruction is provided through a Sheltered English approach.

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. Parental Involvement is a major goal of the school to maximize participation to increase overall student accountability and performance. There are numeroud bi-lingual staff members including the parent coordinator for parents who do not speak English.
2. Yes.
3. Surveys and meetings/events allow for assessment of parental needs.
4. Surveys and PA meetings allow for the opportunity to gain feedback of areas in need of improvement to better facilitate parents and students.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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

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

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 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

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

1. Ongoing assessment such as: Fountas and Pinnell, DRA, and TCRWP, in addition to ongoing Interim School Assesments.
2. No such data at this time, since there are no ELL population
3. Will make curricula alignment based on data.
4. a. Whatever patterns are observed will address by making curricula and instruction adjustments to infuse best practices in ESL

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.

At this time, there are no ELL's registered in the school.

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		12/3/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 17K543

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:	30442	215283	519725
2. Enter the anticipated 1% set-aside for Parent Involvement:	3044	2153	5197
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	15222	*	
4. Enter the anticipated 10% set-aside for Professional Development:	30444	*	

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

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

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.

Each year in July the school will review the previous year’s student outcomes to determine the needs of the school. The school will look at the Regents Exams’ scores, NYS ELA/Math/Science/Social Studies Assessments, class pass rates, the progress report, school learning environment survey and the quality review. When appropriate the data will be analyzed both school-wide and broken down by student demographics.

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

STAR Early College School is committed to the success of every student. As a result, we spend our class time and professional

Development time focused on providing students with instruction that helps them meet the state's proficiency levels as measured by the regents and NYS 6th/7th and 8th grade exams. To accomplish this goal, we will utilize off-site professional development from CUNY School Support Organization and Brooklyn College that helps staff plan rigorous and engaging lessons and accurately measure student learning and engage all incoming 6th and 9th grade students with a two-week bridge program before they enter the school

3. Instruction by highly qualified staff.

The school actively recruits highly qualified staff and goes through a lengthy screening process that involves students and staff in the selection of any new staff. In addition, the school provides varying and on-going professional development for all teachers at the school.

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 School wide Program to meet the State's student academic standards.

The school has on-going and varying levels of professional development for staff. Teachers receive on-site professional development from the principal, assistant principals, and experienced teachers in both small and large group settings.

The school staff receive off-site professional development from numerous sources including the CUNY School Support Network other professional development organizations and colleges/universities. This professional development is scaffold based on the needs of the teacher but all staff receives professional development on Unit and lesson planning, classroom management, technology, formative and summative assessments and Interim assessments.

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

The school actively recruits highly qualified teachers from universities, colleges, teacher training programs (NYCTF and TFA), acquaintances of current teachers, and through open advertisements. All new hires must interview the school administration, teachers, students, and when possible parents and the interviewers then collectively decide whether to hire the new teacher

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

The school is currently working to increase parental involvement. This year we will have a monthly newsletter, regular opportunities for the parents to meet with teachers at the school, and phone calls. In addition, the school is working with other schools on the Erasmus Campus to arrange programs for 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.

Not Applicable

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

The teachers regularly assess the students using both formative and summative assessments . These include, do nows, quizzes, tests, projects, interim assessments, and other measures to determine students mastery of skills and then instruction is adjusted based on these results. Teachers are provided with regular professional development on assessments both for and of learning.

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.

Once students' difficulties are identified using the assessments discussed above, teachers provide additional support in numerous ways.

A. Tutoring after school and at lunch

B. Peer tutoring

C. Time in advisory classes to develop study skills and to review material taught

D. After school programs during which time students are provided with additional supports in math and English

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.

The guidance counselors, school administrators, and support staff work to coordinate all of the programs mentioned above. In addition, all of the programs mentioned above are used to support the success of our students.

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

Explanation/Background:

Title I School wide 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, School wide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a School wide 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 School wide 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 School wide pool to support any activity of the School wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School wide 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 School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School wide 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 School wide 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, School wide 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 School wide Program school must identify in its School wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School wide 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 School wide 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 School wide 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 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 school wide 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 School wide 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	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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¹ **Reminder:** To consolidate funding in a School wide 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 School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds. Most School wide 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.

	<i>(i.e., Federal, State, or Local)</i>	in the School wide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	the school has met the intent and purposes² 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	X			255732		
Title I, Part A (ARRA)	Federal	X			213130		
Title II, Part A	Federal			X			
Title III, Part A	Federal			X			
Title IV	Federal	X			8854		
IDEA	Federal	X			2440		
Tax Levy	Local	X			2524172		

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – School wide 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.

