



CLARA BARTON HIGH SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: CLARA BARTON HIGH SCHOOL
ADDRESS: 901 CLASSON AVENUE
TELEPHONE: 718-636-4900
FAX: 718-857-3688

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331700011600 **SCHOOL NAME:** Clara Barton High School

SCHOOL ADDRESS: 901 CLASSON AVENUE, BROOKLYN, NY, 11225

SCHOOL TELEPHONE: 718-636-4900 **FAX:** 718-857-3688

SCHOOL CONTACT PERSON: Dr. Richard A. Forman **EMAIL ADDRESS:** RForman@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Carmen Daniels

PRINCIPAL: Dr. Richard A. Forman

UFT CHAPTER LEADER: Marcy Licari

PARENTS' ASSOCIATION PRESIDENT: Deborah Prince

STUDENT REPRESENTATIVE:
(Required for high schools) Emmanuela Accimeus

DISTRICT AND NETWORK INFORMATION

DISTRICT: 17 **CHILDREN FIRST NETWORK (CFN):** 2.02 (Queens Plaza North)

NETWORK LEADER: NANCY DIMAGGIO/VIVIAN SELENIKAS/William Manekas

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
Dr. Richard A. Forman	Principal	Electronic Signature Approved.
Carmen Daniels	CSA - Council of School Admin	Electronic Signature Approved.
Deborah Prince	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Marcy Licari	UFT Chapter Leader	Electronic Signature Approved.
Cheryl Neckles	Parent	Electronic Signature Approved.
Courtney Burris	UFT Member	Electronic Signature Approved.
Marlon Ellis	UFT Member	Electronic Signature Approved.
Barbara Inniss	Title I Parent Representative	Electronic Signature Approved.
Paul Renwick	DC 37 Representative	Electronic Signature Approved.
Sandra Eisenstark	UFT Member	Electronic Signature Approved.
Jackie Anderson	Parent	Electronic Signature Approved.
Cheryl Holder	PAC Vice President or Designated Co-President	Electronic Signature Approved.
Florence Fairbairn	Parent	Electronic Signature Approved.
Emmanuela Accimeus	Student Representative	Electronic Signature Approved.
Cassandra Bennett	Student Representative	Electronic Signature Approved.

Cisa Escorbores	UFT Member	Electronic Signature Approved.
Tessa Layne-Mentored	Parent	Electronic Signature Approved.
Antoinette Simpson	Parent	Electronic Signature Approved.

* 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.

□

At Clara Barton High School, we envision an environment in which all our constituent partners- students, faculty, guidance, personnel, administration, and parents- nurture and respect □ □ the essential contribution and value of others to make decisions that will enhance the quality of their lives. We endeavor to strengthen their decision-making abilities using activities and skills taught through academics, majors, the arts, and extracurricular activities- all in a Standards-based educational program. To achieve our vision, we will engage the entire school community to provide students with safe and structured environment. Each student will be prepared for decision-making using values taught at Clara Barton High School. The school will instill these values and skills by example, modeling, and instruction. The climate of civility and accepted multicultural diversity and respect will be contagious.

CBHS is a magnet school for health professions and college readiness programs. Academic requirements are rigorous and high quality arts courses and sports round out student programs helping to convey high expectations. Our school is a multi-session school with classes that begin as early as 8:00 AM and end as late as 4:45 PM.

We are very proud to offer at CBHS the following programs:

Gateway Honors,

Health Professions Majors (Practical Nursing, Medical Assistant, Nurse Assistant, Dental Assistant, Dental Laboratory, and Vision Technology),

Business (Cooperative Education, Health Information Management),

Arts (Instrumental Music, Ceramics, Drawing, Painting, Graphic Design, Dance),

Language Classes: Haitian-Creole, Spanish

Advanced Placement Courses: Biology, Calculus AB, English Language and Composition, English Literature and Composition, United States History and Government, World History, and European History.

Internship Opportunities,

College Now,

Work-Based Learning,

Liberty Partnership,

Community Counseling and Mediation Guidance,

Intergenerational Work Study,

Minds Matter of New York City,

Brooklyn Aquarium Docent,

Upward Bound,

Health Professions Recruitment and Exposure Program (HPREP),

Science and Technology Entry Program (STEP),

Medical Laboratory Techniques,

MS2 (Math and Science for Minority Students);

Summer Youth Employment Program;
Brooklyn Children's Museum;
Museum of Jewish Heritage;
Queens Bridge to Medicine Program (Sophie Davis School of Biomedical Education).

We are grateful for our many partnerships that support student achievement:

Career Counseling and Mediation,
Liberty Partnerships,
Photovoice,
P.R.I.D.E. Program (W.E. B. Dubois H. S.),
SUNY Downstate Medical Center,
Long Island College Hospital,
Methodist Hospital,
Woodhull Hospital,
Wyckoff Heights Medical Center,
Center for Nursing Rehabilitation,
Kingsborough Community College,
Medgar Evers College,
New York City College of Technology,
The City College of New York,
Pace University,
New School of Social Research,
Long Island University
Brooklyn Museum,
Brooklyn Botanic Garden,
Brooklyn Aquarium,
Brooklyn Children's Museum,
Arthur Ashe Institute for Urban Health,
the New York City Department of Aging Intergenerational Program,
Harlem's Children Society,
Pizzi Dental Studio,
Aim Dental Laboratory.

Extracurricular Activities:

Leadership and Support: Peer Tutoring, Mentoring and Conflict Resolution, Leadership Committee, SPARK, Senior Council, Computer Research , LBGT Alliance, Student Government, Consultative Council, The Development School for Youth

Academic: Health Occupations Students of America (HOSA), Honor Society

Artistic: Photovoice, Music Lessons, Fashion Club, Opening Act; Act-So

Clubs: Art, Queen Mecca (Girls' Step Team), Crown Mecca (Boys' Step Team), Haitian, Cheerleaders and Boosters, Debate Team, Travel, Vision Tech, Christian Seekers, Student Activist Council, Practical Nursing, Dental Assisting, Dental Lab, African Culture Club, and Yearbook

PSAL Sports Teams:

Boys: Baseball, Basketball, Cross Country Track, Indoor Track, Outdoor Track

Girls: Basketball, Cross Country Track, Indoor Track, Outdoor Track, Softball, Tennis, Volleyball

Co-ed: Bowling

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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:	Clara Barton High School								
District:	17	DBN #:	17K600	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		85.2	88.9	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		96.7	96.54	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		62.7	67.1	80.9		
Grade 8	0	0	0						
Grade 9	719	624	577	Students in Temporary Housing - Total Number:					
Grade 10	701	695	676	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	379	367	299		2	75	TBD		
Grade 12	424	384	384						
Ungraded	40	33	44	Recent Immigrants - Total Number:					
Total	2263	2103	1980	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					27	36	4		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	176	153	129	Principal Suspensions	466	507	TBD		
# in Collaborative Team Teaching (CTT) Classes	31	45	52	Superintendent Suspensions	52	40	TBD		
Number all others	30	34	33						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants		N/A	885	1366	
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	

# in Transitional Bilingual Classes	50	86	99				
# in Dual Lang. Programs	0	1	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	71	49	27	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	6	4	17	Number of Teachers	141	138	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	42	42	TBD
				Number of Educational Paraprofessionals	7	7	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	69	57	TBD	% fully licensed & permanently assigned to this school	100	99.3	TBD
				% more than 2 years teaching in this school	75.5	82.1	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	66	70.3	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	82	83	TBD
American Indian or Alaska Native	0.4	0.4	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.3	91.5	TBD
Black or African American	88.5	88.9	89.4				
Hispanic or Latino	8.8	8.4	6.8				
Asian or Native Hawaiian/Other Pacific Isl.	1.3	1.2	1.4				
White	1	0.8	0.6				
Multi-racial							
Male	25.5	24.5	23.2				
Female	74.5	75.5	76.8				
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 checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" 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:						
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)	<input checked="" type="checkbox"/>						
Improvement Year 1	<input type="checkbox"/>						
Improvement Year 2	<input type="checkbox"/>						
Corrective Action (CA) - Year 1	<input type="checkbox"/>						
Corrective Action (CA) - Year 2	<input type="checkbox"/>						
Restructuring Year 1	<input type="checkbox"/>						
Restructuring Year 2	<input type="checkbox"/>						
Restructuring Advanced	<input type="checkbox"/>						
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:	X		
Math:				Math:	X		
Science:	-			Graduation Rate:	Y		

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	-	-	-	√	√	√	70
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American	-	-	-	√	√		
Hispanic or Latino				√	√		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White	-	-	-	-	-	-	
Multiracial				-	-	-	
Students with Disabilities	-	-	-	X	X		
Limited English Proficient				-	-	-	
Economically Disadvantaged	-	-	-	√	√		
Student groups making AYP in each subject	0	0	0	4	4	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B	Overall Evaluation:	
Overall Score	54.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	12.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	30.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools 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?

CBHS is very proud that over 70% of last year's graduates went on to four-year colleges which has increased over recent years. The highest performing students enter the honors program and are offered advanced placement courses, and students have opportunities to recover credit during and after school, and on Saturdays. Interim progress reports alert students and parents to signs of risk to avoid end-of-semester surprises was initiated last year with success. As a result, more students are seeking help earlier, and course-passing rates have improved. Throughout the school, constituents speak of opportunities to "get back on track" and parents are taking on new leadership roles and participating in decision-making.

Based on an analysis of data uniform grading and homework policies were developed, and there are common assessments in many courses. Effective data systems, along with these practices, allow tracking of credit accumulation to be used effectively for goal setting against differentiated interim benchmarks, and for ensuring students take Regents exams when they are ready to succeed. Departments carefully evaluate assessment results and scholarship reports to make and revise informed staffing and organizational decisions to improve student outcomes. Teachers identify two students in each class for additional support and monitoring as their own contribution to attaining the school wide goals. Teacher training in ARIS and Daedalus has facilitated their use of data for instructional decision-making. However, while teachers use item skills data to identify classroom trends, they underutilize them in targeting their instruction, thus differentiation is still an emerging practice, and the limited use of technology precludes all students from engaging in relevant tasks. Existing observation tools and processes are not aligned sufficiently across departments to ensure that all teachers know how to improve their practice. Similarly, the school does not yet have a process for evaluating the expected impact of its inquiry work on school-wide instructional practices. Rubrics are often used for evaluation, but they rarely serve to help students identify their next learning steps or help them or their caregivers understand particular strengths and weaknesses or next steps for improvement.

Space limitations require the school to maintain two schedules, providing students the one that allows them to maximize their attendance and take advantage of the significant career opportunities for which the school prepares them. Safety concerns are successfully allayed through increased neighborhood security, improved classroom management, and conflict resolution training.

Strong data systems enable the cohesive leadership and faculty to understand the school's strengths in all areas, which effectively informs instructional planning and organizational adjustments. The school collects a comprehensive array of data from multiple sources, and it has developed its own

database for Regents' scores, periodic assessment data, and credit information. Leaders analyze these data to detect patterns by course and subgroup to drive changes that increase student success. For example, by assigning the same teacher to both the science class and lab, the Regents passing rate jumped from 56% in 2008 to 75% in 2009. This year, the school annualized credit in some courses so students who failed a term would not have to repeat it. Marking period data and student interviews show that this initiative has motivated struggling students to get back on track.

Assistant principals provide teachers with item analyses from common diagnostic assessments and finals so they can surface areas of concern and share successful strategies and resources. High correlations between students' course grades and Regents exams confirm the alignment of the school's assessments, which allows grades to serve reliably as a basis for making and evaluating curricular and programming decisions. The school mobilizes internal and external resources to ensure a safe environment so students can focus on their learning. Inquiry into safety concerns flagged in the survey indicated that these related to the school's surrounding environment. The school worked with police to increase foot patrols so students feel protected. In-house incidents were concentrated in particular classrooms, resulting in specific teachers receiving training in classroom management, which has reduced the frequency of disruptive behaviors. Suspensions have declined by more than half this year.

Data indicated that guidance services needed to be more focused and as a result we revamped the guidance department to provide a higher level of personalized academic and social support to a stable cohort of students. It also ensured that students arriving after the earthquake in Haiti received a buddy with a similar program to welcome them into the school. Seven staff members have been trained in mediation, which has helped build internal capacity to complement the effective support provided by an array of external partnerships. The curriculum offers a wide range of learning opportunities, including a highly competitive health career program and a variety of arts, to ready students for college and career-bound futures. The standards-based, vertically aligned curriculum is supported by pacing calendars, uniform grading and homework policies, and in many cases very specific learning aims, thus ensuring rigorous standards. Co-planning between social studies and special education teachers allows access of lower performing students to an engaging curriculum. An honors program, with a skilled core faculty, supports a large proportion of juniors and seniors who compete for places in six health specialties while preparing them for certification as practical nursing, medical assistants, nursing assistants, vision technology, dental laboratory technology and dental assistants, and for paid work internships. This results in students demonstrating exceptional levels of motivation and professionalism. The school conveys its high expectations effectively to students and caregivers, and engages them in school activities and decisions. A data-driven attendance team targets specific subgroups, and identifies causes to craft systemic responses. By providing choice between the school's two schedules, transportation, incentives, and action plans for historically low attendance days, the school has increased attendance by over 2.9% this year. Frequent communication, including automated messages, offers up-to-the-minute information. One parent said, "My daughter never told me anything I wasn't already aware of from the school." New parent leadership has resulted in frequent, well-attended workshops, and a new subcommittee has increased college visits. Parents are actively mobilizing to promote a school dress code they believe will reinforce a culture of high expectations. Students report that their involvement in tutoring exerts a positive influence on their peers. School leaders make well-informed organizational decisions that align with instructional goals to accelerate learning. A thorough analysis of school needs lead to staffing and programming decisions that provide students with the level of support they need to be successful. The addition of an English as a second language co-teacher in some content areas has doubled the passing rate of the English language learners in those classes. This year the school has implemented an SBO enabling early dismissal of students every Monday to permit staff to engage in both data inquiry and collaborative planning teams. Frequent monitoring of student progress facilitates timely adjustments in student programs, supports, and enrichment to enhance the performance of all subgroups.

Based on an analysis of the school progress report data and the state report card, the school sets subject area credit accumulation goals, with a special focus on accelerating the growth for students in the lowest third. Monitoring progress by department, teacher, and student every six weeks, school

leaders are able to identify students failing first semester science and program them for a three-semester course, while students struggling in math or English receive supplemental skills and writing courses. All teachers adopt two students in each class on whom to focus and monitor growth as their particular contribution to the goal, which builds a sense of collective accountability for school outcomes. Progress reports alert students and their caregivers to signs of risk, enabling a focus on completing missing assignments. All students are aware of opportunities for credit recovery and remediation offered during, after-school, and on Saturday. By providing English language learners with a computer-based reading program, theater and independent study, the percent passing the English language proficiency exam increased from 9% to 28% in 2009.

We recognize the need to promote greater consistency in differentiated instruction to ensure that all students can access the rigorous curriculum and engage in high-level tasks so they reach their potential. Flexible grouping and tiered tasks are evident in most classes. However, groups are not always purposeful, and tasks are not sufficiently well crafted to ensure that students at lower entry points access the same content, or that advanced students extend their thinking, rather than doing more of the same. There is little use of technology to support visual learners. We need to refine the use of rubrics and skill data to enable students to identify their specific next learning steps and enlist caregivers as partners to help students achieve the goals they set. The school has introduced the use of rubrics in all content areas, which are used for grading and peer evaluation. Students do not use rubrics or exemplars to understand what specific skills they need to work on between assignments. Similarly, skill data from selected response assessments are underutilized as a way to help students and their parents target areas for growth. Few parents have accessed ARIS parent link as a tool to help them understand their children's performance and progress in their high school careers. We need to align classroom observation tools to the school goals to support the connection between teacher practice and student work. Teachers meet regularly to discuss practice and they are regularly observed. However, in both observations and professional development sessions, the school does not create an explicit link between teacher practice and student work. As a result, recommendations are generic and there are missed opportunities to account for how differences in instruction using similar materials lead to different outcomes. Teachers have rotating roles as team leaders. However, assistant principals determine the focus of inquiry and direction of team meetings. Teachers lack opportunities to take the lead in identifying and solving problems of practice. While leaders engage in learning walks, teachers do not, which limits the efforts to develop a common approach. We must extend the use of data to evaluate the processes and impact of professional development to maximize the effectiveness of teacher collaboration. All teachers are involved in the school's 9 inquiry teams and collaborative planning teams. Work across teams should be shared, and the school must articulate what changes in teacher practice and curriculum are expected as a result of their collaborative work.

Student Progress and Performance data as indicated on the preliminary 2009-10 NYCDOE Progress Report is disappointing and indicates a strong need to expand interventions to facilitate credit accumulation, particularly among students in the School's Lowest Third during their second and third years. In addition, an increase in 4 year graduation rate and Regents Pass Rates, particularly in Global Studies remain essential achievements to pursue.

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.

Annual Goal	Short Description
<input type="checkbox"/> 1. By June, 2011, 80% of students in each subject area will be able to articulate individual learning goals as measured by discussions with students during formal and informal classrooms observations. This represents an approximate 30-percentage point increase from 2009-2010.	<input type="checkbox"/> We believe that enabling students to understand and to articulate individual learning goals for each of their courses through meaningful teacher feedback and continuation of the development and implementation of rubrics to increase coherence and alignment of instruction with curricula, assessment, NY State Performance and Core Curricular Standards will yield significant gains in student achievement.
<input type="checkbox"/> 2. By June, 2011, 80% of students in each subject area will engage in higher-order differentiated learning activities to facilitate their access to rigorous curricula and their achievement of core curriculum standards as measured during formal and informal classrooms observations. This represents an approximate 30-percentage point increase from 2009-2010.	<input type="checkbox"/> Collaborative planning teams will facilitate the analysis of student work and the determination of student needs, then apply these findings to inform the development of rigorous differentiated instructional activities to enable students to meet standards and achieve curricular objectives.
<input type="checkbox"/> 3. The passing percentage in ELA courses for students in the school's lowest third will increase by 3 percentage points in January and June 2011 as measured by scholarship reports.	<input type="checkbox"/> Based on AYP reports and our needs assessment, students in the school's lowest third have continued to under-perform all other subgroups. As such, we have made progress for this student subgroup a major goal for the 2010-2011 academic year.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject Area

All

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> 1. By June, 2011, 80% of students in each subject area will be able to articulate individual learning goals as measured by discussions with students during formal and informal classrooms observations. This represents an approximate 30-percentage point increase from 2009-2010.</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><input type="checkbox"/> In order to facilitate students' understanding of what is expected of them in their courses and enable them to take greater responsibility for their learning, transparency is prerequisite in regards to curriculum, assessment, standards, course requirements and grading policy. Students and their parents will be provided with clear explanations and guidelines regarding what constitutes demonstration of proficiency required to earn course credit in each subject area. Students and parents will be provided with regular and useful feedback on their progress towards demonstrating this proficiency. Departments will standardize grading policies to a greater degree to promote coherence and alignment of those policies with the demonstrated achievement of curricular goals and objectives. Teachers will engage in extensive development of rubrics during collaborative planning sessions for implementation with their classes to clarify and articulate standards and curricular objectives and to provide students with clear descriptions of behaviors that provide evidence of meeting these standards/objectives. To facilitate self, peer and teacher evaluations of student achievement, students would use rubrics extensively that outline and detail specific curricular unit objectives and describe a continuum of proficiency levels toward mastery. Teachers will provide explicit connections for students between daily instructional activities and the achievement of Core Standards and curricular objectives. Students will be expected to utilize these rubrics (with the assistance of teachers and peers) to identify and formulate learning goals for each course. These goals will be reassessed on an ongoing basis as progress is demonstrated or curricular objectives shift. Teachers through the development and inclusion of classroom routines will support students in becoming conversant with the language of rubrics and the articulation of individual learning goals to communicate how they will demonstrate evidence of achievement</p>

	<p>and mastery of specific curricular standards and objectives. Teachers will identify and model specific skills students must demonstrate towards achievement of stated goals.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>☐ Tax Levy Funds and Title I Funds will be used to provide tutoring for students in all subgroups. An approved SBO will facilitate the work of disciplinary and interdisciplinary collaborative planning teams every Monday afternoon for 90 to 130 minutes. Training will be done through professional development provided by AP Supervision, Teacher Center Staff Developer and Lead Teachers. Teachers will also collaborate and share best practices. The process will also utilize "lunch and learn" sessions, after-school study groups, and grade-level and departmental-level meetings to implement strategies for student progress and improvement. Beginning September 2010 and continuing throughout the year.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>☐ Formal and informal observations, learning walks and teacher inter-visitations will assess students' abilities to articulate valid learning goals in the context of each course/curricular unit and lesson or activity. Recommendations and support will be provided to teachers for whom an acceptable level of student proficiency (at goal articulation) is not in evidence. Student surveys will be administered periodically and reviewed by staff members to assess the extent and effectiveness of student goal-setting, their alignment to core standards and curricular objectives to identify areas or staff in need of further support or development. Student portfolios and projects will be evaluated to provide evidence of progress towards achievement of student goals. Lack of evidence will prompt reassessment of goals or supports for the student to enable achievement of them.</p>

**Subject Area
(where relevant) :**

All

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>☐ 2. By June, 2011, 80% of students in each subject area will engage in higher-order differentiated learning activities to facilitate their access to rigorous curricula and their achievement of core curriculum standards as measured during formal and informal classrooms observations. This represents an approximate 30-percentage point increase from 2009-2010.</p>
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<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>☐ Supervisors and teachers will participate in training on Core Curriculum Standards and will turnkey this training to the staff during professional assignments and collaborative planning meetings. A Core Curriculum Review Committee will be established to develop literacy and numeracy templates for use in all core areas. Teachers will meet with each other, Assistant Principals Supervision and the U.F.T. Teacher's Center Staff Developer during professional and collaborative planning time to review curricula, standards, course objectives, assessments, lesson plans and student work. Differentiated, core standards-based activities will be developed to facilitate student learning at all levels. Rubrics will be developed, assessed, and revised for effectiveness in the following areas: as an instructional guide for teachers to evaluate student work and provide meaningful feedback, to facilitate student self-evaluation and goal setting, to aid in the targeted differentiation of instruction and to improve student academic outcomes. Course scope-and-sequence and pacing calendars will be reviewed, revised and adapted accordingly to infuse differentiated literacy and numeracy-based instructional strategies to address the needs of the lowest-third, ELL and special-needs students. Teachers will inter-visit within and across disciplines to observe, collaborate, and refine strategies for effective instructional differentiation.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>☐ Title I and Tax Levy will support SBO for early student dismissal every Monday to facilitate collaborative planning teams. Curriculum mapping and assessment of progress will be ongoing throughout the year. Preparing differentiated learning activities to be utilized in the classroom.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>☐ Formal and informal observations, learning walks and teacher inter-visitations will assess the degree and effectiveness of instructional differentiation. Student engagement and ability to communicate the purpose of differentiated instructional tasks will be monitored by verbal and written survey. Re commendations and support will be provided to teachers failing to demonstrate an acceptable level of instructional differentiation to address the needs of all students in their classes. Evidence and artifact of current, differentiated student work will be apparent and displayed in classrooms and hallways with indication of correlations to specific curricular objectives and standards mastery. Student portfolios and projects will be evaluated to provide evidence of differentiated student products and processes. Lack of evidence will prompt focused efforts to train and support teachers in implementing differentiation.</p>

Subject Area
(where relevant) :

ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>3. The passing percentage in ELA courses for students in the school’s lowest third will increase by 3 percentage points in January and June 2011 as measured by scholarship reports.</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><input type="checkbox"/></p> <p>Guidance counselors and attendance staff will monitor and assess the progress of students in the school’s lowest third. Meetings with these students will be held to develop individualized improvement plans and support students’ efforts to achieve learning goals set in collaboration with ELA teachers. In addition to report cards and interim progress reports, teachers will keep students, parents and collaborating teachers apprised of student performance with letters, updates and referrals via the ARIS and Daedalus student data systems. ELA teachers as well as teachers in all subject areas will use data from multiple sources including Acuity, Periodic Assessments PSAT item analyses and teacher-generated assessments to identify literacy deficiencies and adapt/differentiate instruction for these students accordingly with scaffolding, instructional tiering and other supportive instructional methodologies. Rubrics will be utilized to guide student learning and skill development by promoting self, peer and teacher evaluation of literacy-skills proficiency and progress towards achievement of individualized student goals. English teachers will develop and utilize uniform instructional units for each departmental course/grade level so that all students will experience congruent, effective instruction throughout the year. Student-centered activities and collaborative in-class projects will motivate student learning and increase compliance with departmental course requirements. Teachers will apply differentiated instructional methodologies to address the specialized needs of SWDs and ELLs as subgroups of the school’s lowest third.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the</i></p>	<p><input type="checkbox"/>Tax-levy funds and Title I funds will support SBO for early student dismissal every Monday to enable Collaborative Planning teams. Attendance outreach and phone master calls to monitor student attendance. Small group counseling to improve student goal attainment.</p>

<p><i>actions/strategies/activities described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□ Scholarship conferences between teachers and Assistant Principals will be conducted after each marking period to review and discuss the progress of lowest third students and to develop specific instructional interventions to employ. Instruction, student engagement and quality of student work will be closely monitored during formal and informal observations. Student attendance data for lowest third students including cutting and punctuality will be closely monitored followed by guidance and attendance intervention referrals and parental notifications. Teacher annotated data will be reviewed and discussed during weekly Inquiry and Collaborative Planning team meetings to facilitate an exchange of ideas and insights into the needs of specific lowest-third students in common. Ongoing disaggregation of data collected from results of department generated unit, midterm and final examinations will indicate progress toward desired outcomes. Interim Predictive Assessment data will be reviewed and results used to plan instruction and remediation. A 1% increase is projected during each periodic interval (marking period) for a total increase of 3%.</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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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	160	152	163	125	21		1	3
10	42	131	72	69	49		2	3
11	12	24	26	59	26		1	2
12	9	17	49	41	37			2

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. 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:	<input type="checkbox"/> <ul style="list-style-type: none"> • <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Writing classes for all at-risk students who have failed one or more English classes provided by classroom teachers. Small group and one-to-one tutoring provided during the school day by teachers as C6 assignments. Intensive Regents Preparation Classes during students' regular day and during an Extended Day Program for students who have failed the ELA Regents Examination, provided by English teachers and Assistant Principal Supervision/English Use of Achieve 3000 Online Reading Program for ELLs, SWDs and other Level 1 and 2 students provided by ESL and English teachers trained in the administration of the Achieve 3000 program. Additional reading class for level 1 students during student's regular school day. Use of Castle Learning Online Software to support and supplement student learning. This online assessment/tutorial will facilitate the diagnosis of student deficiencies and provide means of developing individualized learning programs for student remediation.
Mathematics:	<input type="checkbox"/> <ul style="list-style-type: none"> • <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Small group and one-to-one tutoring provided during the school day by teachers as C6 assignments. • Intensive Regents preparation offered during Extended Day Program and also on Saturdays, during which students work on problems based on previous regents Examinations. Teachers differentiate instruction by making problem sets with different levels of difficulty to reach all types of learners. Glossaries of translation of mathematical terms will be given to ELL students. teachers will use Internet resources to provide students with challenging problems to increase achievement. • ISS students are receiving an extra period of instruction. • "Destinaton Math" computerized system offers differentiated instruction for ELL students. Use of Castle Learning Online Software to support and supplement student learning. This online assessment/tutorial will facilitate the diagnosis of student deficiencies and provide means of developing individualized learning programs for student remediation.

Science:	<input type="checkbox"/> <ul style="list-style-type: none"> • <input type="checkbox"/> Make up laboratory sessions offered before and after school student schedules to assist students in meeting NYS Regents laboratory compliance requirements for Regents courses. • Small group and one-to-one tutoring provided during the school day by teachers as C6 assignments. • Intensive Regents preparation offered during Extended Day Program and periodically during school year. Use of Castle Learning Online Software to support and supplement student learning. This online assessment/tutorial will facilitate the diagnosis of student deficiencies and provide means of developing individualized learning programs for student remediation.
Social Studies:	<input type="checkbox"/> <ul style="list-style-type: none"> • <input type="checkbox"/> Small group and one-to-one tutoring provided during the school day by teachers as C6 assignments. • Intensive Regents preparation class offered during Extended Day and Saturday Program and periodically during school year. Extended day is conducted Tuesday to Friday from 3:30 pm to 5:30 pm and on Saturdays 9 am to 1 pm. • Use of laptop computers for practicing past Regents Examinations through the Internet is conducted during the school day in students' classes. Use of Castle Learning Online Software to support and supplement student learning. This online assessment/tutorial will facilitate the diagnosis of student deficiencies and provide means of developing individualized learning programs for student remediation.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Students receive individual and/or group counseling in a separate location to address social and emotional issues. They are encouraged to develop studying, test taking skills, and attendance improvement to facilitate promotion to the next grade and graduation on time.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> NA
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Students receive individual group counseling in a separate location to address social and emotional issues and other issues interfering with their academic progress.

At-risk Health-related Services:

Students are provided with one-to-one health paraprofessional services to assist them with their mobility issues and other health restrictive conditions.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

9-12

Number of Students to be Served:

LEP 141

Non-LEP 41

Number of Teachers 6

Other Staff (Specify) AP Supervision

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.

□

□ **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.

The work of our Inquiry Team revealed that the students have serious gaps in academic language, which affects their achievement in English and other content area classes. In order to ensure that all ELLs meet the standards, besides the regular classroom instruction, we will implement a supplementary Title III academic language development program within a 25-week extended day program. There will be a two times/week, 2 hours of ESL and/or literacy instruction, for two groups of two different proficiency levels: intermediate and advanced students on Tuesdays, Wednesdays, Thursdays, and Fridays from 3:30 to 5:30 pm. The use of technology, specifically, Achieve 3000 on-line software, will be included in order to improve reading, writing, literary understanding and to boost the general knowledge of the students. We will use Achieve 3000 software that we purchased with Tax Levy funds for the LEP students, in order to improve their academic language development. They will learn how to conduct Internet for research in order to develop their general knowledge. The use of computers will help to improve their literacy skills and enable students to compete with their peers in the 21st Century world of technology. We plan to provide supplementary ESL instruction for a total of 100 students for both proficiency levels. Push-in teachers trained in the scientifically-based ESL approaches will collaborate with Science and Math content area teachers who tutor our students after school through the Title I funding. This service will also be provided 2 times a week, for 1.5 hours each day. The Achieve 3000 program will be provided mainly for Intermediate and Advanced ESL students, while the push-in tutorial services will be available mainly for the Beginning ESL students. Additional services for Beginners will be provided through the SIFE grant, which allowed us to purchase a RIGOR Literacy solution which worked very well last year. The services will be provided by licensed teachers of our school who have experience in teaching ELLs. The program will start on the second Monday of November 2010 and will finish in June of 2011. All instruction will be done by certified ESL teachers in collaboration with certified second language, Science and Math content area teachers.

Besides the mandated parent orientation of the new bilingual students, we will have meetings with the parents of ELLs where we discuss: information about the services provided to ELLs in this school, and in NYC; information about educational requirements, and graduation requirements in NYC public schools; cultural celebrations, i.e., Haitian Independence Day and Haitian Flag Day. We will continue to inform parents about their children's progress in writing or through phone calls.

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.

All teachers working with ELLs will function as an inquiry team which will be engaged in participatory action research project. They will conduct weekly study groups analyzing student data and designing differentiated instructional solutions. The team will take part in the following learning initiatives:

QTEL training for all teachers serving ELLs who did not have the opportunity to participate in it yet

- Literacy strategies for beginning ELLs
- Using educational assessment strategies and data to inform and differentiate instruction

Using technology to enhance language learning

- Training of Bilingual content area teachers in ESL strategies
- PD for all monolingual teachers who educate ELLs, in ESL strategies
- Portfolio Assessment and practical uses of it
- Classroom management strategies for differentiated instructional practices
- Applying Multiple Intelligences Theory to instructional practices

Section III. Title III Budget

School: 17K600

BEDS Code: 331700011600

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	19,900	<input type="checkbox"/> Professional staff, per session, per diem-- <u>Teachers :</u> 6 teachers x 2 h/w x 25 weeks x \$41.98= \$ 12,594 Supervisor 5h x 25 weeks x \$49.93 = \$6,241
Purchased services - High quality staff and curriculum	\$0.00	<input type="checkbox"/> NA

development contracts		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$2,010.00	<input type="checkbox"/> Books and supplies.
Educational Software (Object Code 199)	\$0.00	<input type="checkbox"/> Purchased previously.
Travel	\$0.00	<input type="checkbox"/> NA
Other	\$0.00	<input type="checkbox"/> NA
TOTAL	0	

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.

- Interviewing teachers

Interviewing parents

Interviewing students

Analyzing the existent translated materials

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.

The written translation needs of the school are translating into Haitian Creole, French, Bengali and Spanish materials sent home, such as:

- Letters about student' progress

Letters about student' attendance

Informative letters sent to parents about school events

Flyers

Posters and signs

Students Report cards

The oral interpretation needs are the following:

Oral translation at the orientation session of the parents of newly arrived bilingual students

Oral translation at PTA meetings when necessary

Oral interpretation when principal, guidance counselors, teachers or deans have a conference with parents

Oral translation at Teacher-Parent Conferences and Open School Nights

Use of translators to make phone calls to parents when there is a need

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.

- Letters about students' progress

Letters about students' attendance

Informative letters sent to parents about school events, tutoring, or exams

Flyers

Posters

Students Report cards

Extended glossaries for content area classes

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.

The following interpretation services will be provided by our staff for Haitian Creole and Spanish:

Oral translation at the orientation session of the parents of newly-arrived bilingual students

Oral translation at PTA meetings when necessary

Oral interpretation when principal, guidance counselors, teachers or deans when needed

Oral translation at Teacher-Parent and Open School Conferences

Use of translators to make phone calls to parents when needed

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>.

Our school will provide each parent who speaks another language and who requires language assistance services with written notification of their rights regarding translation and interpretation services, and instructions on how to obtain such services.

Our school will post in the lobby, next to the main entrance, a sign in Haitian Creole, Spanish, and Bengali, indicating the room where a copy of the written notification can be obtained.

Our school's Safety Plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative services due to language barriers.

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	1451100.00	612131.00	2063231
2. Enter the anticipated 1% set-aside for Parent Involvement:	14511.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	72555.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	145110.00	*	

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 2009-2010 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 AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

□

Title I Parent Involvement Policy for Clara Barton High School for Health Professions (K600)[\[1\]](#)

Section I: Title I Parent Involvement Policy

Therefore Clara Barton High School for Health Professions Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. Clara Barton High School for Health Professions will support parents and families of Title I students by:

Clara Barton High School for Health Professions This information will be maintained by the school.
will:

Policy and the School-Parent Compact;

This includes providing technical support and ongoing professional development, especially in developing leadership skills;
The Parent staff person will provide information based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The dedicated staff will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

Clara Barton High School for Health Professions will further encourage school-level parental involvement by:

informed of their children's progress;
providing school calendars/Circulars for enhanced written communication between the school and the home in the extent practicable in the languages that parents can understand;

[1] This template was designed by the Office of School Improvement in collaboration with the New York State Education Department, Office of School Improvement and Community Services (NYC) and the Office for Family Engagement and Advocacy. This template is aligned to fully comply with the parent involvement requirements as outlined in Title I, Part A, Section 1118 of the No Child Left Behind (NCLB) Act.

[2] Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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

□

Parent-School Compact for Clara Barton High School for Health Professions (K600)[11]

Section II: School-Parent Compact

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

School Responsibilities:

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

- using academic learning time efficiently;
respecting cultural, racial and ethnic differences;
implementing a curriculum aligned to State Standards;

- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and if funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

Provide parents reasonable access to staff by:

- ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week).

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- to provide a work space for students to complete their assignments;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

respond to surveys, feedback forms and notices when requested;

become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

take part in the school's Parent Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams);

share responsibility for the improved academic achievement of my child;

provide opportunities for parents and guardians to attend conferences.

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- read at least 30 minutes every day outside of school time;
- give to parents or the adult who is responsible for our welfare all notices and information received by us from our school every day;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn.

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Barbara Inniss PAC Title 1 Chairperson on Thursday October 14 ,2010.

This Parent Involvement Policy was updated on Saturday, September 25, 2010.

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

[\[1\]](#) This template was designed by the Office of School Improvement in collaboration with the New York State Education Department, Office of School Improvement and Community Services (NYC) and the Office for Family Engagement and Advocacy. This template is aligned to fully comply with the parent involvement requirements as outlined in Title I, Part A, Section 1118 of the No Child Left Behind (NCLB) Act.

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.

See Section IV Needs Assessment.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

See Action Plan Section VI.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

See Appendix 1.

o Help provide an enriched and accelerated curriculum.

See Action Plan Section VI.

o Meet the educational needs of historically underserved populations.

See Action Plan Section VI (the fifth one listed is for ISS--special needs' students).

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

See Action Plan Section VI.

o Are consistent with and are designed to implement State and local improvement, if any.

N/A

3. Instruction by highly qualified staff.

N/A

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

See Action Plan Section VI.

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

- Assistant Principals of Supervision/administrators attend hiring fairs each term
- Post information on all our programs on school's website
- Contact local area colleges/universities for qualified education candidates
- Provide opportunities for highly qualified student teachers to do their fieldwork at CBHS

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

See School Parental Involvement Policy and School-Parent Compact in Part B of this Appendix 4.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

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

Discussions during Departmental/Professional Development Conferences, Faculty Conferences, common planning time, professional development days, School Leadership Team, professional development sessions on use of ARIS and Daedalus software, Inquiry Team meetings, and activities through the UFT Teacher Center.

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.

See AIS Appendix 1.

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.

We have coordinators/facilitators for the following programs:

- Peer Mediation
- SPARK Program
- Career and Technical Education Programs (6 areas)
- Work-based Learning Program (job training)
- Cooperative Education Program (job training)
- See list of specialized programs/partnerships in School Profile Section III.

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

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (ARRA)	Federal	Yes			612131	True	Goal 1, 2, and 3

Title III	Federal	Yes			19999.68	True	Goal 1, 2 and 3
IDEA	Federal	Yes			479979.69	True	Goal 1, 2, and 3
C4E	Federal	Yes			21991.01	True	Goal 1, 2 and3
Tax Levy	State	Yes			8250743.32	True	Goal 1, 2 and 3

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)

12

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

- Extended access to computers in the Library, classrooms, and offices.
- Extended Library hours to provide a quiet place for students to do their work.
- Outreach to these students to be sure they are fully involved in their schoolwork and on track for credit accumulation.
- If necessary, give priority for these students to attend after-school, Saturday school, and summer school classes.
- If students are over 17 years' old and have less than 25 credits, provide them with information to attend alternate education settings.
- Special funding has been received to provide students with their individual personal needs, such as basic clothing, school supplies, etc.
- Regular contact by CBHS guidance counselors to students' Family Assistants in their shelters to help identify their individual needs.

Part B:

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).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
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.
N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_17K600_103110-201532.doc

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 2.02	District 17	School Number 600	School Name Clara Barton HS
Principal Dr. Richard Forman		Assistant Principal Ms. Vera Leykina	
Coach type here		Coach type here	
Teacher/Subject Area Ms. Linda Shalom		Guidance Counselor Mr. Holgate	
Teacher/Subject Area Mr. Henry Douglas, ESL		Parent ?	
Teacher/Subject Area Mr. Habib Cherif, ESL		Parent Coordinator ?	
Related Service Provider Mr. Giddion		Other Ms. Mary Gilot, student	
Network Leader Ms. Vivian Selenikas		Other ?	

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	3	Number of Certified Bilingual Teachers	5	Number of Certified NLA/Foreign Language Teachers	11
Number of Content Area Teachers with Bilingual Extensions	1	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	1777	Total Number of ELLs	141	ELLs as Share of Total Student Population (%)	7.93%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. The great majority of our ELLs come to the school already identified. The parents of every student who enters the school system for the first time are administered Home Language Information Survey (HLIS) at the time of admission. The initial interview is conducted in English by the Assistant Principal Pupil Personnel. If the parents cannot communicate in English and prefer to be interviewed in another language, a trained staff member speaking the preferred language, usually it is Haitian Creole or French, conducts informal interview and administers the HLIS in the native language of the family. The results of the survey and the interview are analyzed by the Assistant Principal supervising all services for ELLs directly after that. If the determination is made that the student is eligible for testing, the LAB-R test is administered by a certified ESL teacher. While the student is being tested, the parents are being informed of the services and programs for ELLs delivered by the school. They also view the informational film about all educational options offered for ELLs in NYC Public Schools. If the LAB-R test results reveal that the student needs ELL services, the parents are offered to fill out program selection form. If the program they selected is not yet offered in our school, the parents are informed of other possible placement choices existing in other schools. The results of the LAB-R test together with the results of initial interview conducted by the bilingual/ESL personnel determine the initial placement of each newly admitted ELL.

2. The initial entitlement notification is given to the parents within the first 5 day of admittance.

3. Those students who come to the building already identified are placed based on the latest NYSESLAT score. Every spring every identified ELL student takes NYSESLAT examination. This examination is administered only by certified ESL teachers who are specifically trained to conduct and score the test. The result of this test determine the students' placement in ESL, NLA, and bilingual content area classes for the next school year. After that, the parents receive a continuous entitlement letter in the language they prefer. In very rare cases, when the parents prefer to change the placement for the new school year, they are invited for the individual interview with the Assistant Principal supervising services for ELLs. During this meeting the parental choice and the needs of the child are discussed and an appropriate decision is made by the parents.

For the incoming students, the program selection process is conducted during the initial intake. For the rest of ELLs, the program selection form is being sent home and collected by the ESL teachers within the first week of September. If the form is not returned after the second attempt, the Haitian students are paced in the TBE program, and all other ELLs are places in a free-standing ESL program.

4. The majority of our ELLs are from Haiti. For them, we offer transitional bilingual program. The rest of our ELL students speak French, Spanish, Punjabi, and Fulani as a native language. They are offered to participate in our free – standing ESL program. Besides the initial intake process and individual interviews when necessary, our LAP committee conducts a minimum of three meetings a year for the parents of ELLs. These meetings are conducted after school, at a time convenient for the parents. These meetings are conducted in French, English, and Haitian Creole. Spanish translator is always present at these meetings, too. Besides the meetings specifically for the parents of ELLs, every monthly PTA meeting provides accommodations for the parents who prefer to communicate in Spanish, Haitian Creole, or French, the school main languages. Not only every major PTA document is translated, interpreters are also participating in every one of these meetings.

5. The great majority of parents prefer transitional bilingual program for their children. Out of 141 ELLs, 28 do not speak Haitian

Creole. Only 5 Haitian parents selected free-standing ESL program. The rest of them either selected TBE program.

6. The programs we build in the school are aligned with parental requests. Many Haitian speaking parents expressed interest in including French as an additional component to the Haitian Bilingual instruction their children receive. Our LAP committee intends to examine this possibility and conduct a research as to how the needs of Haitian ELLs are met in other programs in New York and in the United States.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										8	5	2	1	16
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										5	5	2	1	13
Push-In														0
Total	0	0	0	0	0	0	0	0	0	13	10	4	2	29

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	141	Newcomers (ELLs receiving service 0-3 years)	100	Special Education	21
SIFE	84	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	29

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	69	32	0	17	9	0	29	12		115

Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL	5	4	3	9	0	9	12	0	9	26			
Total	74	36	3	26	9	9	41	12	9	141			
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										9	65	34	7	115
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	9	65	34	7	115								

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										18	1			19
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian											2	2		4
French														0
Korean														0
Punjabi											1	1		2
Polish														0
Albanian														0
Other										1				1
TOTAL	0	19	4	3	0	26								

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.

The majority of our ELLs participate in the TBE program. All ELLs receive the number of ESL classes based on their latest NYSELAT/LAB-R results. Beginners have 3 periods of ESL instruction, Intermediate students – 2 period of ESL instruction, and advanced students – 1 period of ESL and one period of ELA instruction every day. Our ELLs who are also SWDs are receiving services in two categories. Those of them who are diploma-bound students participate in ESL classes together with non-disabled ELLs. These classes are taught by certified ESL teachers assisted by paraprofessionals. ELLs with IEPs requiring alternative assessment participate in specifically designed ESL classes with curriculum and methodology appropriate to meet their needs.

Besides appropriate number of ESL classes, our bilingual program participants receive one period of Haitian Creole Native Language Arts every day. We have 4 yearly cycles of Haitian Native Language Arts available. At the end of the 3d yearly cycle the students take LOTE examination. If they pass it, and we have had a 100% passing rate for the last 3 years, they receive a Foreign Language Regents credit. The curriculum and approaches in this class mirror those of the ELA classes and prepare Haitian students to transfer their skills into English when they eventually take ELA regents examination. Those students who do not achieve a passing score on the NYSESLAT but pass Haitian LOTE examination participate in the fourth NLA cycle, Haitian Creole Theater Arts, diverted to creative writing and public speaking in Haitian.

Besides NLA classes, bilingual students also participate in Math, Science, and Social Studies instruction in both languages. Math and Science classes are taught by certified teachers whose native language is Haitian Creole. In these classes, the amount of native language instruction is determined by the teacher based on the individual needs of students. When necessary, Haitian bilingual paraprofessional and/or peer tutors assist the students in the classroom. For the Global History classes, where our students show weaknesses in academic language and content much more, we make sure that two educators are present in every class, one of them is a native speaker of Haitian, and another is very skilled in using bilingual and ESL literacy approaches.

The action research conducted for the last three years by the inquiry team revealed that one of the major difficulties of our students lies in the academic language gaps. To bridge these gaps, we provide an array of intervention services based on DOE – approved evidence – based solutions.

Newly arrived ELLs with very low English literacy skills participate in the after-school RIGOR small-size sessions. These sessions run twice a week from 3:30 to 5: 30 pm. on Tuesdays and Thursdays. Math tutorial sessions specifically designed for the beginners are run for two days a week at the same time on Wednesdays and Fridays. These sessions utilize Destination Math on-line solution and allow the teacher to individualize intervention services.

Our intermediate and advanced ESL learners work on bridging similar gaps in the Achieve 3000 afterschool sessions running 4 time a week at the same time. All these sessions are funded by the Title III money.

B. Programming and Scheduling Information--Continued

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

5. Newly arrived ELLs with very low English literacy skills participate in the after-school RIGOR small-size sessions. These sessions run twice a week from 3:30 to 5:30 pm. on Tuesdays and Thursdays. Math tutorial sessions specifically designed for the beginners are run for two days a week at the same time on Wednesdays and Fridays. These sessions utilize Destination Math on-line solution and allow the teacher to individualize intervention services.

Our intermediate and advanced ESL learners work on bridging similar gaps in the Achieve 3000 afterschool sessions running 4 time a week at the same time. All these sessions are funded by the Title III money.

A large proportion of our ELLs are SIFE. We also have a significant number of long-term ELLs. We address their needs through the SIFE grant in our Saturday Academy. The participants take part in Science, Social Studies, and ELA Regents-preparation, small-group sessions from 9 am to 12:45 pm. Each participant takes turn and participates in every session every Saturday. To accelerate English language development, Saturday sessions are enriched by the use of History Alive! and Achieve 3000 solutions.

All instruction for ELLs is tailored to address their individual needs. The teachers maintain portfolios of each ELL and systematically analyze the progress each students makes during the after-school and weekly common planning time sessions each Monday from 2:10 TO 2:50 PM.

6. We continue support for every ELL who reached proficiency on the NYSESLAT for the first two years. We maintain portfolios of these students, continue communicating with their parents in the language they prefer, and invite them to participate in all after-school and Saturday intervention services if necessary. During testing this group of students receives the same accommodations as other ELLs, including the use of bilingual glossaries, extended time, and third reading of listening section on the ELA Regents examination. The teachers use ARIS and DAEDALUS extensively, and all scored of ELLs are flagged in their class lists. This type of grouping allows all content area teachers to differentiate instruction and tailor assignments to fit the need of "former ELLs". We also created a special ELA class specifically for the ELLs, which allows us to further differentiate instruction.

7. This year we are planning to expand the use of Achieve 3000 and include all former ELLs and SWDs, especially the ones with gaps in academic literacy. We also plan to involve former ELLs in peer tutorial activities with those ELLs who are new to the United States and/or to Clara Barton High School. The tutors will be conducting one-on-one tutorial sessions during their lunch periods and group

sessions when being pushed-in as teacher assistants in bilingual content area classes. They will receive service credit for these assignments.

8. We will not discontinue any programs we already have.

9. All ELLs have every opportunity to participate in all school activities; including monolingual academic intervention services funded by Title I money. They participate in clubs and take part in all school events. The needs of ELLs are addressed in every PTA and SLT meeting.

10. We use Achieve 3000, RIGOR, History ALIVE!, Destination Math, and Castle Learning evidence-based solutions to address the needs of our students. All ELLs have regular computer and internet. There is a schedule computer lab available to them daily. We also have a cart of laptop computers we use when needed. Every class for ELLs has a large screen, a laptop, and a PC projector available for the teachers to use.

11. For the Haitian-speaking ELLs, we offer 4 yearly cycles of Native Language Arts. For the Spanish and French-speaking ELLs, we offer a 3-year language cycle assisted by the language version of Achieve 3000 where necessary. Because we do not have a large number of ELL students in this category, the classes for them run as tutorial sessions, either in one-on-one, or in a small group. We plan to organize full-size NLA Spanish and French classes when the number of students will allow us to do so.

12. All services for ELLs and former ELLs are age- and grade-appropriate.

13. Before the beginning of the school year we conduct an orientation meeting for all newcomers. The interpreters in all main school languages are available during these meetings. We also have a trained staff member available to assist the newcomers during the intake process, administer HLIS, and discuss educational placement options available in this school and transfer options to other schools of NYC.

14. All Haitian – speaking ELLs participate in Haitian Creole NLA classes. If interested, they may also take a year of French or Spanish instruction. All other ELLs are taking either French or Spanish three-year sequence of courses commencing in Regents Examination.

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)?

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. All staff members working with ELLs meet as a team every Monday. They plan together and discuss the progress of their students. In addition, they participate in numerous DOE run professional initiatives, i. e., QTEL institutes, NYS TESOL and SABE conferences, HABETAC and other BETAC sponsored workshops and lecture series devoted to the issues of first and second language acquisition, academic and cultural literacy, and teaching English through content

2. n/a

3. All faculty is participating in two full-day professional development initiatives, one in November, and one in June, devoted to the needs of ELLs, SWDs and native speakers of English who experience literacy acquisition difficulties. Representatives from RIGOR and/or Achieve 3000 work on these days for several hours with a target group of teachers on approaches of utilizing these curricula in their classes to best suit the needs of the students.

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. Parents are very active part of our school community. Parents of ELLs participate in all whole school parental functions. They are present at the PTA meetings and parent-teacher conferences and actively participate in all of them. We provide translated versions of all documents created for and by the parents in Haitian Creole, French and Spanish. We also provide qualified interpreters for every parent who requests such service while communicating with individual staff members or participating in any group activities. For the parents of ELLs we provide additional services. Intergenerational Math and English Literacy classes for parents and their children are part of our Saturday Academy. We also conduct at least 3 meetings with the parents of ELLs devoted to the issues of academic and cultural adjustment of their children to new school and new country. At least twice a year we have an ELL FAMILY MOVIE NIGHT, where the families of our ELLs get together in the evening to watch and discuss a film relevant to their lives. It could be a film about their native country, or about the lives and struggles of immigrants in the United States.

2. We invite representatives of Haitian BETAC to present for our parents.

3. We conduct surveys, phone and in-person interviews in Haitian Creole, French, and Spanish in order to assess the needs of the parents.

4. Based on the needs assessment conducted last year we are planning parental activities for this school year. All parental activities directly address the needs of the parents.

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)										13	3	1		17
Intermediate(I)											74	6	4	84
Advanced (A)											12	24	4	40
Total	0	0	0	0	0	0	0	0	0	13	89	31	8	141

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										10	2	2	1
	I										23	17	7	8
	A										0	9	11	16
	P										2	7	12	26
READING/ WRITING	B										6	4	4	4
	I										15	35	16	21
	A										0	7	17	11
	P										0	0	3	1

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

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	14		10	
Math - <u>all</u>	89		43	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	13		10	
Physics				
Global History and Geography	17		4	
US History and Government	5		3	
Foreign Language	16		16	
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:

2. In analyzing the assessment data interesting patterns were revealed. Our ELLs progress much quicker in listening and speaking than reading and writing. This is consistent with numerous studies suggesting that reading and writing as parts of academic level of second language development take much longer, up to 7 years, than listening and speaking, which takes up to 3 years. According to the NYSESLAT data, the majority of our ELLs are in the Intermediate stage of English language learning. They tend to spend more than one year in this stage. Since we began using Achieve 3000 and RIGOR, a number of students accelerated their learning, so we have 6 students who progressed from the BEGINNING to ADVANCED level. Generally, all our beginners are newcomers and SWDs on alternative assessment track.

3. The analysis of patterns across NYSESLAT modalities revealed that most ELLs have higher listening/speaking score than reading/writing score. This is consistent with our inquiry team findings and reflects the need to deepen academic language development. To address this need we modified curricula in every content area and ESL class to include vocabulary-reinforcing activities and assessment tools. This year, we are expanding our work in addressing the Evolving NYS Common Core Standards, particularly; Standard 1 in Reading and Writing for grades 9-12. Every teacher working with ELLs receives a copy of the NYSELAT modalities report and uses it as a guide in designing differentiated lessons and curriculum maps.

4. For the standardized assessment, our ELLs and former ELLs are offered to take Math, Science, and Social Studies tests in their native languages if available. They are provided with two versions of the test, one in English, and another is in language of their choice. In addition, they use glossaries and take advantage of the extended time accommodation. Most students prefer to submit their tests in English. This year we will have many more ELLs and former ELLs eligible for Regents examinations. A large number of them will take these examinations for the first time. We intend to focus on Regents preparation and test taking tutorials in our during- and after-school tutorial sessions.

5. N/A

6. Our ELL program evaluation is based on multiple instruments. We look at the students achievement in second language acquisition through the NYSESLAT and at content area and NLA progress through the final grades analysis, Regents results, teacher-conducted portfolio evaluations, results of formal and informal observations, and self-reflective survey of teachers, and all this data allows us to determine the success of our program.

Additional Information

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

Paste additional information here

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Clara Barton High School					
District:	17	DBN:	17K600	School		331700011600

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		85.2	88.9	90.2
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	624	577	496				
Grade 10	695	676	591				
Grade 11	367	299	271				
Grade 12	384	384	343				
Ungraded	33	44	45				
Total	2103	1980	1746				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	96.7	96.5	96.5

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	62.7	80.9	79.9

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	75	27

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	27	36	4

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	153	129	104	Principal Suspensions	466	507	243
# in Collaborative Team Teaching (CTT) Classes	45	52	60	Superintendent Suspensions	52	40	42
Number all others	34	33	45				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	885	1366
English Language Learners (ELL) Enrollment: (BESIS Survey)			
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	86	99	TBD	Number of Teachers	141	138	128
# in Dual Lang. Programs	1	0	TBD	Number of Administrators and Other Professionals	42	42	32
# receiving ESL services only	49	27	TBD	Number of Educational Paraprofessionals	7	7	17
# ELLs with IEPs	4	17	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
	69	57	205	% fully licensed & permanently assigned to this school	100.0	99.3	97.6
				% more than 2 years teaching in this school	75.5	82.1	86.7
				% more than 5 years teaching anywhere	66.0	70.3	82.8
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	82.0	83.0	86.7
American Indian or Alaska Native	0.4	0.5	0.4		91.3	91.5	91.0
Black or African American	88.9	89.4	90.5				
Hispanic or Latino	8.4	6.8	6.9				
Asian or Native Hawaiian/Other Pacific	1.2	1.4	1.5				
White	0.8	0.6	0.6				
Male	24.5	23.2	23.0				
Female	75.5	76.8	77.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	-	-	-	v	v	v	70
Ethnicity							

American Indian or Alaska Native				-	-	-	
Black or African American	-	-	-	v	v		
Hispanic or Latino				v	v		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White	-	-	-	-	-	-	
Multiracial				-	-	-	
Students with Disabilities	-	-	-	X	X		
Limited English Proficient				-	-	-	
Economically Disadvantaged	-	-	-	v	v		
Student groups making	0	0	0	4	4	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	49.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	8.7	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	12.5	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	28.2		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

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

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

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