



FOOD AND FINANCE HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

SCHOOL: 02M288

ADDRESS: 525 WEST 50TH STREET, NEW YORK, NY 10019

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TABLE OF CONTENTS

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

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

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

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

SECTION IV: NEEDS ASSESSMENT.....10

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

SECTION VI: ACTION PLAN.....12

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

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

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

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

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 288 **SCHOOL NAME:** Food and Finance High School

SCHOOL ADDRESS: 525 West 50th St. NY, NY, 10019

SCHOOL TELEPHONE: 212.586.2943 **FAX:** 212.586.4205

SCHOOL CONTACT PERSON: Roger Turgeon **EMAIL ADDRESS:** rturgeo@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Joseph Clausi

PRINCIPAL: Roger Turgeon

UFT CHAPTER LEADER: Alice O'Neil

PARENTS' ASSOCIATION PRESIDENT: Guy Richman

STUDENT REPRESENTATIVE:
(Required for high schools) Richard Brunson

Victor Vives

DISTRICT AND NETWORK INFORMATION

DISTRICT: 2 **CHILDREN FIRST NETWORK (CFN):** 405

NETWORK LEADER: Karen Ditolla

SUPERINTENDENT: Elaine Gorman

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
Roger Turgeon	Principal	
Joseph Clausi	Assistant Principal	
Alice O’Neil	*UFT Chapter Chairperson or Designee	
Guy Richman	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Catherine Grof	DC 37 Representative, if applicable	
Victor Vives Richard Brunson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jessica Mates	CBO Representative, if applicable / Parent	
Rose Lavaglio-Miller	Member/SLT/Parent	
Latonia Jenkins	Member/SLT/Parent	
Tonya Johns	Member/SLT/Parent	
	Member/Parent	
	Member/	
	Member/	
	Member/	

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

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 Food and Finance High School (FFHS) students are part of a small learning community. We are a New York City and New York State Career Technical high school (CTE), that focuses on culinary arts and finance related to the food industry. Upon graduation, students will be able to meet both academic and food industry standards, ensuring that they are prepared to go on to college as well as to obtain good jobs.

At FFHS we believe that food is fundamental to personal, social, economic and ecological health. That is why the theme of food and finance is integrated into our curriculum and into the school environment. Our main pedagogical focus is to fuse literacy and culinary arts across the curriculum, to maximize exposure to both as well as promote and expand upon the necessity of mastery of these skills. Core academic courses include four years of English and Social Studies, two years of a Second Language, three years of Science that includes Culinary Chemistry, and four years of Mathematics. Food and Finance related classes include Cooking, Baking, and Career and Financial Management, History of Food, Cake Decorating, Menu Design, and Catering/Front of the House/Back of the House; all of which are juxtaposed into the core subject area curriculum, as organized in regular faculty collaboration meetings.

Cornell University is the lead partner in our school, bringing expertise in nutrition and in promoting access to healthy foods as well as a vital science component in hydroponics and aquaculture. Hydroponic sets ups exist in both the science class and in the kitchen, which is tied into Living Environment studies and a roof-top green house also provides hands on experiences with learning. Together with our composter, students are exposed to the 'farm to table' process to growing, pricing, and preparing vegetables and fish.

In addition, students at FFHS will receive specialized industry certifications such as ServeSafe®, a nationally recognized safety and sanitation program; ProStart®, which is endorsed by the National Restaurant Association Educational Foundation; partake in the NOCTI practical exam, and Food Protection Course. The school is also partnered with CUNY- Kingsborough Community College who offers College NOW credit courses in catering, hospitality management and more.

Food and Finance High School also features hands-on learning. Students are trained by highly qualified chefs in cooking and baking in state-of-the-art kitchens and bakeshops. School-based learning experiences such as on and off-premise catering functions, internships hours required for CTE certification exceed 200 per student, community service, and shadowing activities are also part of each student's learning experience.

Our extracurricular activities include school newspaper club, Anime club, EATWISE (a leadership group that focuses on issues around food and nutrition), art club, dance team, mentoring program, after school cooking club, Advanced Cooking and Baking clubs, the Student Union, Honor Society (NHS), student government, PSAL sports, Amnesty International, Women’s empowerment, and the Gay/Straight Alliance club. Students will also have the opportunity to participate in youth-run businesses as well as college and career exploration programs.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Food and Finance High School				
District:	2	DBN #:	02M288	School BEDS Code:	3102000011288

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	x 9	x 10	x 11	x 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					89.5	88.7	87.0		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					98.7	98.1	TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					62.9	65.9	77.3		
Grade 8									
Grade 9	135	147	127	Students in Temporary Housing: Total Number					
Grade 10	125	107	119	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	80	106	93		7	12	TBD		
Grade 12	65	73	97						
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	405	433	436		2	1	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					

DEMOGRAPHICS							
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
Number in Self-Contained Classes	14	10	3				
No. in Collaborative Team Teaching (CTT) Classes	40	61	65	Principal Suspensions	23	105	TBD
Number all others	11	9	14	Superintendent Suspensions	17	30	TBD
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
				CTE Program Participants	N/A	416	429
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	22	16	10	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	5	4	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	30	32	32
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	1	2	2
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	1	1
	2	4	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	.2	.5	0.7	Percent more than two years teaching in this school	36.7	71	TBD
Black or African American	49.6	46.2	45.0	Percent more than five years teaching anywhere	40	48.4	TBD
Hispanic or Latino	44.4	46.7	47.9	Percent Masters Degree or higher	87	87	TBD
Asian or Native Hawaiian/Other Pacific Isl.	2.0	2.3	1.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.9	96.3	TBD
White	3.7	3.9	3.4				
Multi-racial							
Male	41.2	43.4	42.9				
Female	58.8	56.9	57.1				

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:	X 2006-07	X 2007-08	X 2008-09	X 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes No If yes, area(s) of SURR identification: _____
 Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

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

<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>	<u>Category (Check <input checked="" type="checkbox"/>)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	√		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

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

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

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

Key: AYP Status

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NA
Overall Score	85.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25.0	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	45	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

After analyzing various data sources, the school has concluded the following:

- The last two Quality Reviews have rated the school proficient. In the 2007-2008, which was the last review it recommended the following:
 - o Make better use of data
 - o Monitor data and review long and short term goals
 - o Increase range of differentiation
 - o Establish advance placement classes for the higher achieving students
- The school has been in good standing for the past three years.
- There has been an increase in Regents percentages in English, Math, United States History, and Global Studies, however a slight decrease in Science.
 - o The staff has steadily worked together with sharing best practices, information obtained from professional development, and the increase of regular collaboration of teachers.
- The School's Environmental Survey has had a substantial increase in responses of parents 26% and teachers 18%, however a slight decrease from students of 10%.
 - o Our school expanded on the efforts to reach out to parents and allotted the staff the opportunity to understand the importance of the surveys.
- There was a varying change in credits earned in the first, second, and third year:
 - o 1st year increase of 0.7%
 - o 2nd year increase of 1.4%
 - o 3rd year decrease of 9.4%
- There was a similar pattern of increasing year 1 and 2 lowest third from year prior to current and a decrease in third year lowest third:
 - o 1st year increase of 10.5%
 - o 2nd year increase of 1.7%
 - o 3rd year decrease of 10.7%

The school continues to do well in the following areas:

- Graduation rate is 90.2%, which is well above the city average graduation rate.
- Culinary graduates received the majority of culinary scholarship funds (C-CAP) provided to NYC students (\$360,000 roughly).

- Both of the above are due to the hard work and determination of our staff at Food and Finance, for this is a joint effort of persistent educators.
- In 2009 – 2010, 25% of the students who graduated received a New York State CTE endorsed diploma, which is a 10% increase from the previous year.
- The school has increased the number of internship sites and student interns in 2009-2010.
- Food and Finance High School is number 2 in the city with the second highest number of applicants with over 4,400 in 2009-10.
 - Our reputation is preceding us as we grow over the years, and more and more professionals are willing and able to partner with us.

Most significant challenge is:

- The school still has a significant number of students who come here both by choice and through high school admissions that do not want to be here, and have no interest in culinary arts or any other aspect of the industry. This problem is a serious drain of resources. Additionally, this significantly affects the number of accumulated credits in both required and elective credit. These students cannot be transferred to other settings where they could succeed, and resulting in a lower percentage of credit accumulation.

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. By August of 2011, improve students earning 10 credits or more in the second year lowest third from 75% to 80%.
2. By August of 2011, improve students earning 10 credits of more in the third year lowest third from 63% to 68%.
3. By June of 2011, we will implement at least 2 Advanced Placed classes for the highest third of our student population in 11th and 12th grades.
4. By the deadline for return of our Learning Environment School Survey, we will increase the number of responses from all constituencies* by 12%.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal for 1. And 2. Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By August of 2011, improve students earning 10 credits or more in the second year lowest third from 75% to 80%.</p> <p>By August of 2011, improve students earning 10 credits of more in the third year lowest third from 63% to 68%.</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>Via the CEIS grant, the school has set up grade advisors to assist with the recognition and individual, holistic plans for the students to accumulate and recover credits. The school also is using the Aventa learning program to assist with credit accumulation for students which covers all courses of study. This is an on-line program, which assigns virtual teachers to the students for assistance when making up course work. This program is head by the 11th grade Advisor, who identifies, along with the guidance counselor, all students in all grades, who are credit deficient. These students work before or after school on their course work, as well as Saturdays.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Budget:</p> <ul style="list-style-type: none"> • Title 1 ARRA SWP- Teacher Improvement • Tax Levy FSF- AIS- Per Session-after school, peer tutoring, Saturday Academy • Tax Levy One Time Allocation • CEIS Grant • C4E

Indicators of Interim Progress and/or Accomplishment

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

Student progress will be monitored through formative assessments, ACUIY, PSAT, student report cards (March, May and June), monthly teacher conferences.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June of 2011, we will implement at least 2 Advanced Placed classes for the highest third of our student population in 11th and 12th grades.</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>Enable teachers a better opportunity via maximizing exposure to College Board, in order to develop appropriate curriculum Certify teachers with College Board and submit curriculum for approval in the summer/fall of 2010.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources: Assistant Principal TL-FSF Title 1 ARRA- SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Have curriculum prepared and written for submission by College Board before October of 2010. College Board documentation disseminated and student identified by October 2010. Documented goals set by teachers for targeted student groups will not reflect AP Exam scores determined in May 2011.</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the deadline for return of our Learning Environment School Survey, we will increase the number of responses from all constituencies* by 12%.</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>Flyers for parents to be distributed at PA meeting- phone message will go out to all parents Designate a staff meeting to specifically completing the survey Develop an incentive for classes of students to complete the survey ie. First class to 100% hand in surveys will earn a dress down day from the school's dress code. Collaborate with PA to have a student award dinner presentation, at which time have parents complete the survey. For those parents who do not attend the event, create an incentive for students to encourage parents to complete it. Hold town halls with students to explain the survey and it's implication</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Parent Coordinator communicate with parents TL-FSF- mailings, dinner, meeting/ snacks, incentives School Messenger Guidance Counselor VTEA- Student Co-op</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Monthly Meeting agendas</p> <ul style="list-style-type: none"> • Teacher • SLT • PA <p>Minutes of meetings will reflect efforts to achieve this goal and can be used as reference points in the future when revising this plan.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	68	56	88	97	97	NA	18	
10	80	65	65	79	88	NA	18	
11	56	56	56	71	71	NA	12	
12	50	49	46	64	64	NA	7	

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>One on one tutoring, small group tutoring is available throughout the day for general education, special education and ELL – frequency is based on student demand. Tutoring is also available one-on one, small group, and to all students after school day, based on student demand.</p>
<p>Mathematics:</p>	<p>One on one tutoring, small group tutoring is available throughout the day for general education, special education and ELL – frequency is based on student demand. Tutoring is also available one-on one, small group, and to all students after school day. Additional tutoring is available for Regents preparation based on student demand.</p>
<p>Science:</p>	<p>One on one tutoring, small group tutoring is available throughout the day for general education, special education and ELL – frequency is based on student demand. Tutoring is also available one-on one, small group, and to all students after school day. After school labs and use of Smart Science software is available upon the request of the student.</p>
<p>Social Studies:</p>	<p>One on one tutoring, small group tutoring is available through out the day for general education, special education and ELL – frequency is based on student demand. Tutoring is also available one-on one, small groups, and to all students after school day. After school and Saturday classes are available for Regents prep.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Guidance Counselor target at risk hold-over students. GC review transcripts, report cards and assessments and make special recommendations with placement alternatives, transfers, GED and YABC programs to increase the student’s chance for academic success.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Collaborate with Special and general education teachers in developing strategies to best suit student needs Meet with special education, counselors and social worker</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Provide individual and group counseling to at risk students and serves as a consultant on social emotional issues for staff, parents and administration.</p>
<p>At-risk Health-related Services:</p>	<p>N/A</p>

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

Section III. Title III Budget

School: _____ BEDS Code: _____

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

Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

In accordance to the home language survey (HLS), the school identifies the spoken languages in the homes of the students and communication is then modified to match this respectively. The school also runs the ATS report titled, "RADL" and checks for accuracy. Home letters are translated accordingly. All flyers, letters, and surveys, are translated accordingly. The school also has acquired an Interpretation Device which simplifies the translation during Parent Association meetings where a translator speaks into a microphone and the parents hears what is being said through an earpiece.

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 school non-English population is made up of; 95 Spanish families where oral and written translation is necessary, 4 Chinese (Cantonese) families require oral and written translation and three Haitian Creole families where oral and written translation is required. These findings have been shared with the parents at a PA meeting.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school's parent coordinator will translate any document necessary to go out to Spanish speaking households, and the school's 'Phone Messenger' program can transcribe any voice message into any language needed for translation, which is then reproduced for replication on school letterhead. For large documents the school will contact the DOE and request the translation. Parent Teacher Conference translation needs other than Spanish will be done through the DOE phone translation service.

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 school requires the parent coordinator and/or Spanish speaking school Aide to be at all parent involved meetings for the purposes of translation. The school also has the translation devices that can be worn during parent meetings, which translate spoken word instantly. The phone messenger system adjusts accordingly when calling homes to match the home language.

3. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Using the RAPL in ATS the school is able to determine the family's preference for written and spoken language preference thus indicating the primary means of communication. Verification of parent language preference is done when phone calls are made to parents. The school currently has 95 Spanish, four Chinese (Cantonese) and three Haitian Creole.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	254,235	139,144	393,379
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,542.	1,391.	3,933
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12,711	*	
4. Enter the anticipated 10% set-aside for Professional Development:	25,424	*	

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

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

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

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

1. Food and Finance High School will take the following actions as described in the parental involvement plan under section 1112 (Local Educational Agency Plans) of the ESEA:
 - a. Support the Parent Association by assisting the President in facilitating space for the monthly meetings and catering of each meeting held

- b. Have parent participate in the School Leadership Team (SLT) meetings to review educational support participants and other policy measures
 - c. Invite parents to participate in the planning development phase of various events such as prom, graduation, and school fundraising activities
 - d. The school's Parent Coordinator will be present at each Parent Association meeting to offer updates on parental contact information, fundraising possibilities, and other possible events in which parents can participate
2. Food and Finance High School will take the following actions to involve parents in the process of school review and improvement under section 1116 – Academic Assessment and Local Educational Agency and School Improvement of the ESEA:
- a. Parents will be a part of the school's Mock Quality Review process to be used as an overall assessment for preparation for the following year's Quality Review
 - b. Parents will receive training information on ARIS to determine the levels of achieve of their child's progress in each of the states academic assessments and attendance
 - c. Parents will receive timely notice of all school activities via a monthly calendar
 - d. Parents will have access to the School Surveys
3. Food and Finance High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance by:
- a. Training parents on accessing student data on ARIS to monitor their child to increase attendance, credit accumulation, and test scores
 - b. Support more academic achievement awards throughout the year
 - c. Actively participate in school field trips as chaperones to take part in the hands on learning our school offers
 - d. Assist in parental involvement in the planning of the school's graduation ceremony
4. Food and Finance High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality as of its Title I part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies; such as:
- a. Quality Review
 - b. Learning Environment Survey
 - c. Principal's Goals and Objectives

- d. Principal's Performance Review
 - e. Parent Coordinator
 - f. Parent Association
 - g. Teacher-Generated Progress Reports
 - h. The School Messenger Program
5. Food and Finance High School will coordinate and integrate in line with Title I, Part A parental involvement requirements, to the extent applicable, the school will provide full opportunities for the participation of parent with limited English language proficiency (LEP), parents with disabilities, and parents of migratory children. Parents will be fully informed of and involved in the implementation of:
- a. Tutoring schedules
 - b. Catering events and all fundraising events
 - c. The CTE Senior Internship program
 - d. ProStart® and C-CAP training programs
 - e. Daily student attendance and punctuality via the School Messenger Program which communicates with ATS to determine the correct home language and thus can effectively correspond with parents this data
6. Food and Finance High School will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: Teacher-Generated Progress Reports, Credit Recovery; Guidance Conferences, and Pupil Personnel Team Conferences. Students are also offered preparatory classes prior to taking RCTs and Regents.
 - iv. College Preparation
 - v. Financial Literacy and Management
 - vi. Presentation Skills provided by celebrity chefs from the Food Network
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by September 2010
 - c. The school will with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of

contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: the school messenger calls made by the Parent Coordinator
e. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, are sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request

1. 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. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

**SCHOOL PARENTAL INVOLVEMENT POLICY/ SCHOOL-PARENT COMPACT
2010-2011**

Food and Finance High School , and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards

The school-parent compact is in effect during the school year 2010-11

School Responsibility

Food And Finance High School will:

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

- ELA- keep classes small and provide students with 40 minute classes using a literacy based curriculum
- Math- upon identification of struggling students, credit recovery programs which include student centered and hands-on applicably driven curriculum provide the necessary means for successful Regents results
- Social Studies will be four terms, two in the freshmen year and two in the sophomore year and ending in a regents
- Living Environment in the freshmen year and ending in a Regents
- Provide after-school tutoring for all subjects by school staff as well as having extended hours by a CBO.

2. Hold parent-teacher conferences during which the child's progress will be discussed.

Parent teacher conference, and report card conferences.

- Parent teacher conference- October 2010
- Report card/ Regents conference- January 2011
- Parent teacher conference- March 2011
- Report card/ Regents conference- June 2011

3. Provide parents with frequent reports on their children's progress

- Students will be receiving three report cards per semester.
- Students passing all their classes will be given the report card to bring home. Students failing classes will have their report cards sent via post
- Teachers will also call home anytime during the year.
- Teachers use SnapGrades® for record keeping, which can accurately track student performance and offer up to date reports which can be sent via email at anytime.
- Student Case Conferences will be held to create a holistic track for students, to monitor academic and social goals.
- Parents are urged to utilize ARIS at every Parent Association meeting
- Parents will be called in for conferences to discuss intervention strategies
- Calendars and notices will be mailed to all parents/caregivers indicating progress conference dates, assessment dates, specific grade level announcements, Academic Intervention Services being made available for students.

4. Provide parents reasonable access to staff

- Parents have access to staff and administration by calling the Parent Coordinator who will in turn coordinate meeting(s)
- Parents can at anytime call the office to speak to a teacher, guidance counselor, assistant principal, or principal.
- Parents/caregivers are invited to volunteer in the school.

5. Provide parents opportunity to volunteer and participate in their child's class.

Parents can call the parent coordinator to schedule a visit. Parents are encouraged and invited to participate in all student activities.

Parents/caregivers are invited to participate in the decisions needing to be made in their child's education where intervention is necessary.

Parent Responsibilities

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

- Monitor attendance
- Keep the school informed with current contact information
- Make sure homework is completed
- Participate, as appropriate in decisions relating to my children's education
- Promoting positive use of my child's extracurricular activities
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school received by my child or by mail and responding , as appropriate
- Participating in the school's Parent Association
- Serving to the extent possible on advisory groups, such as Title I parent representative, School Leadership Team, and School Improvement Team.

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.

Comprehensive needs assessment of the entire school is based on the following resources:

- **Students coming to FFHS in ninth grade- 7th and 8th grade ELA and Math testing taken from NYStart**
- **ACUITY Regents Predicative**
- **Analyze Gates-McGintie Assessment**
- **9 through 12th grades- Acuity data assessments, predictive assessments, Regents, RCT data results**
- **NYC reports as well as NYS data reports (NYStart)**
- **PSAT – 10th grade**
- **NYSESLAT- ESL population**
- **Review attendance data**
- **Review cumulative grade data**
- **Transcript review**

2. School-wide reform strategies that:

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

- **Provide credit recovery classes via:**

- **Periods 1 and 10**
- **Saturday academies**
- **AVENTA Learning program**
- **Achieve3000**

- **Regents and RCT prep classes**

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

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

- **Aventa Learning**
 - **Achieve3000**
 - **F & F Catering Program titled 'Life'**
- Help provide an enriched and accelerated curriculum.
 - **Additional classes and programs in the arts**
 - **Beginning in 9th grade to set proficient students in ELA up for Advanced Placed classes**
 - **Integrate a 'Menu Design' class into the curriculum, to fuse the arts and Culinary Arts together**
 - **Smart Boards have been permanently mounted into each classroom**
 - Meet the educational needs of historically underserved populations.
 - **See # 19**
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs are consistent with and are designed to implement State and local improvement, if any.
 - **See page 32**
3. Instruction by highly qualified staff.
- **All teachers are certified in their respective content areas.**
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School-wide Program to meet the State's student academic standards.

Teachers

- **Workshop on Differentiated Instruction**
- **Special Education workshops**
- **IEP Writing Workshops**
- **Collaborative Team Teaching Workshops**
- **Regents Based Workshops for ELA and Science**
- **Hands-On Application Workshops for Biology**
- **The use of technology for instruction in the classroom –i.e. SMART Board, laptop, Response PE**

- **Learning Styles**
- **C-CAP & Pro-Start classes and tutoring**
- **Goal Setting**
- **ESL Workshops, seminars, conferences (ie. Q-Tel)**
- **CTE – integration**
- **Math and Social Studies Workshops**
- **Science training with Cornell Univ.**
- **Content area monthly meetings**
- **Common Core Standards implementation meetings**

Principal & Assistant Principal

- **Conferences**
- **Seminars**
- **Workshops**
- **iLead Program**
- **CFN Meetings**
- **Principal Counsel**

Guidance Counselor

- **Workshops**
- **Seminars**
- **Youth Development Meetings**
- **Data Specialist meetings**
- **Career Development**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - **Teacher Fairs**
 - **HR**
 - **Children First Network**
6. Strategies to increase parental involvement through means such as family literacy services.
 - **Increase the number of meetings arranged by the parent coordinator**
 - **Send frequent reminders in regards to parent association meetings**
 - **With the addition of a new PA president, comes a new disposition on the PA all together in the school**
 - **'back-pack' informational letters to parents to disseminate PA information**

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.
 - **NA to High School**
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - **Teachers are all being trained in the use of ARIS where they have access to all of their students by class.**
 - **Teachers will have the ability to reference all of their students' information. Additionally, teachers will have access to students' periodic and predictive assessment results which will assist them in planning instruction.**
 - **The work being done by the Inquiry Team is also being shared with the teachers and provide teachers with additional data in order to plan their instruction.**
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.
 - **Through the use of assessments such as Acuity and Performance Series, teachers will have the most current assessment data available on each and every one of their students, providing them with the information that will assist in driving their instruction.**
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.
 - **CTE workshops made available to CTE teachers and core academic teachers**
 - **Nutrition program made available through Cornell University, school's community partner organization**
 - **City Harvest- Nutrition Program**
 - **Workshops through the Office of Parent Engagement**
 - **Legal and Immigration information workshops for parents**
 - **Financial Aid Workshops**
 - **Health and Social Service information is also provided to parents/caregivers**
 - **VESID vocational training**

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education

Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	(✓)			254,235	(✓)	
Title I, Part A (ARRA)	Federal	(✓)			139,144	(✓)	
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	(✓)			3,459,693		

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

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
 - **Seven students**
2. Please describe the services you are planning to provide to the STH population.
 - **Educational support services**
 - **Counseling services**
 - **Jewish Board of Family & Children Services**
 - **Guidance counselor**
 - **Social worker**
 - **Parental Involvement**
 - **Intervention program**

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Food and Finance High School						
District:	2	DBN:	02M288	School		310200011288	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.5	88.7	87.0
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		98.7	98.1	97.9
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>	2008-09	2009-10	2010-11
Grade 7	0	0	0		62.9	77.3	74.7
Grade 8	0	0	0				
Grade 9	147	127	139	Students in Temporary Housing - Total Number:			
Grade 10	107	119	106	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	106	93	98		7	12	8
Grade 12	73	97	80				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	433	436	423	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	1	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	10	3	6	Principal Suspensions	23	105	46
# in Collaborative Team Teaching (CTT) Classes	61	65	75	Superintendent Suspensions	17	30	15
Number all others	9	14	1				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	416	429
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	30	31	34
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	5	6
# receiving ESL services only	16	10	TBD				
# ELLs with IEPs	5	4	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	0	0	1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	4	31	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	36.7	71.0	79.4
				% more than 5 years teaching anywhere	40.0	48.4	67.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	87.0	91.2
American Indian or Alaska Native	0.5	0.7	0.5	% core classes taught by "highly qualified" teachers	98.9	96.3	97.8
Black or African American	46.2	45.0	46.3				
Hispanic or Latino	46.7	47.9	47.5				
Asian or Native Hawaiian/Other Pacific	2.3	1.8	1.9				
White	3.9	3.4	3.8				
Male	43.4	42.9	42.6				
Female	56.6	57.1	57.4				

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/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	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				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
Student groups making				4	4	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:				NR
Overall Score:	83.9	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	9.7	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	21.3	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	43.9					
<i>(Comprises 60% of the</i>						
Additional Credit:	9					

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Ditolla- 405	District 02	School Number 288	School Name Food and Finance HS
Principal Roger Turgeon		Assistant Principal Joseph Clausi	
Coach N/A		Coach N/A	
Teacher/Subject Area M. Kong/ESL		Guidance Counselor Paula Astor	
Teacher/Subject Area M. Kong/English		Parent Guy Richmond	
Teacher/Subject Area J.P. Slee/Mathematics		Parent Coordinator Carmen Mercado	
Related Service Provider D.Limato/Special Education		Other J.Mates/Community Partner	
Network Leader Karen Ditolla		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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
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	425	Total Number of ELLs	13	ELLs as Share of Total Student Population (%)	3.06%
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Part II: ELL Identification Process

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

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

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

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

- Parents are sent letters in the first week on September inviting them to an open-house where the types of programs are explained. Parents are also given an information packet explaining the same. The Parent Coordinator and the ESL teacher reach out to parents to ensure that parents are fully informed and that well informed choices are made. The Guidance Counselor verifies the Home Language Survey (HLIS) has been completed in determining whether the student should be taking the LAB-R. The process is ongoing throughout the year as the school admits new students, however with every new ELL student, the LAB-R is administered within the first 10 days that they are on register. The LAB-R is administered in accordance to the NYC Department of Education regulations as stated on memorandum #2 and overseen by the Assistant Principal. The Spanish LAB-R is given when the home if the HLIS response indicates that the home language is Spanish and the LAB-R score is at or below a 40, and only then will the Spanish LAB-R be administered only once. To ensure that the forms are returned, the returned forms are checked off on a master list and the Parent Coordinator, ESL teacher and in some cases the subject area teachers call home to follow-up and a letter is sent home as well. All ELLs take the NYSESLAT each spring. Students are informed of the information on the NYSESLAT and students practice taking exams in class in the same procedural manner as the NYSESLAT.
- At the ESL Parent meeting, we ensure that parents have a chance to meet with the ESL teacher and administrator. At this meeting the different programs are explained to the parents in English and also in translation where needed, by the Parent Coordinator, the ESL teacher, and Administration. If the family needs to communicate in Spanish, the Parent Coordinator, or a para-professional helps translate, and in the event that a language needed is not spoke at the school, the DOE translation office services will be obtained.
- To ensure that the forms are returned, the returned forms are checked off on a master list and the Parent Coordinator, ESL teacher and in some cases the subject area teachers call home to follow-up and a letter is sent home as well.
- We make decisions about ESL programs based on students' NYSESLAT scores, their proficiency in reading and writing, their performance in content area classes, teacher evaluations, and parent preference based on the parent survey.
- After reviewing the parent Survey and Selection Process, 100% of the parents have selected the free-standing ESL program. These surveys are filed in the main office and organized by cohort.
- The parent choices have been aligned with the school offerings; and based a holistic evaluation of the student's LAB-R scores and the HLIS, the school categorizes the ELL students. The school has been diligent in working towards meeting students needs and achieving successful outcomes. The ELS teacher along with the Guidance Counselor are the individuals responsible for reviewing trends in the Parent Survey and Program Selection. All of the records for ELL students, including programming, is organized and stored with LAB-R results. Considering that our program has produced successful results in the past, we have not had to reconsider alignment of needs of parents, our NYSESLAT results have been justifiable.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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 type="checkbox"/>	9	<input checked="" type="checkbox"/>	10	<input checked="" type="checkbox"/>	11	<input checked="" type="checkbox"/>	12	<input checked="" type="checkbox"/>

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot

															#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)															0
Dual Language (50%:50%)															0
Freestanding ESL															
Self-Contained										5	6	1	2	14	
Push-In														0	
Total	0	0	0	0	0	0	0	0	0	5	6	1	2	14	

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	1
SIFE	6	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	2			7			3		1	12
Total	2	0	0	7	0	0	3	0	1	12

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

C. Home Language Breakdown and ELL Programs

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

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
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										4	5		2	11
Chinese														0
Russian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bengali														0
Urdu														0
Arabic														0
Haitian										1				1
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	5	6	0	2	13								

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.

1.a) We use a variety of instructional delivery techniques but predominately Self-Contained with some push-in in targeted content area. b) Classes are homogenous with mixed proficiency levels of advanced and intermediate. In addition to working in Literacy classes, teachers are also seeking out content classes where students have traditionally struggled. We have used the Navigator reading program, and incorporate assisted technology in the form of visual and audio aides or via the use of the smart board to scaffold instruction whenever necessary. Differentiated instructional approaches such as the use of adapted texts are used as well, to elucidate concepts and assist with literacy skills. This year we are conducting a mock NYSESLAT exam as well, where the students will take part in a replica of the exam, in order to develop a familiarity with the test as well as have their results evaluated for strengths and weaknesses. When appropriate, an ESL teacher will use a pull-out approach, especially when a cohort of ELLs are working on a similar project but are struggling with ESL-specific challenges.

2. The organization of the staff is structured where a freestanding ELL program is provided for all ELL students according to their proficiency level. Beginners if we had, would be provided with 540 minutes per week. we currently have Intermediates that are provided with 360 minutes per week and Advanced ELL's – 5 periods a week. Being that students are scheduled for 45 minute periods, Intermediate ELL's

receive 2 periods of ELL instruction a day, 5 days a week; advanced ELL's receive one period of instruction a day, 5 days a week. NLA that supports the students' literacy in their native language is delivered along with ESL services in each class 2X a week. We have organized our staff such that the ESL department has significant time and resources to plan appropriate interventions. Furthermore, we have the ESL department within the ELA department given that the ESL teacher is dual certified in ELA and ESL. This allows best practices from all of our literacy teachers to be shared with the ESL department, and it allows ESL teachers to share strategies with the rest of the department.

3. Our content areas are delivered through normal instruction. ELLs are placed in these classes as mainstream students, and they receive additional support through push-in support and in their daily ESL class. We are exploring using after-school supplemental instruction to strengthen content mastery. Each content area teacher also offers small-group tutoring as needed before and after school. The ESL teacher is also in constant communication with the content area teachers in order to best serve the students.

4. We differentiate our ESL subgroups based on their NYSESLAT data. Our SIFE population allows us to create programs that do not target them specifically. More specifically, these students can take place in our Aventa Learning Credit Recovery program, which enables them to accumulate credits and make up for any time lost, without being singled out, because this is offered to all of our students. Rather than make programmatic decisions based on length of ESL services, we believe that services should be based on proficiency; because of this, a student who has low proficiency in English but has been receiving services for many years will be placed alongside students who may only be here recently but are at a similar proficiency. Likewise, recent students who are proficient will be serviced as such. Students with IEPs, are included in the integrated into the CTT academic classes.

a. SIFE Students would be assessed, a parent meeting would take place and based on the assessments a determination would be made how to best support the student's needs.

b. Newcomers are given the LAB-R and our own diagnostic before being placed in the appropriate ESL class. Students would receive additional support using Achieve 3000 and after-school sessions.

c. ELLs with 4-6 years follow a similar program as that above to our 'Self-Contained model and our 'push-in - pull-out' model.

d. Long-term ELL students are assessed through the ACUITY-ITA periodic assessments, as well as additional reading indicators. Instruction is focused on English language development and preparation for the ELA Regents. All ELL's are also included in additional tutoring support groups for all Regents subjects. The Aventa Learning program will also be a useful tool in ensuring maximum potential with credit accumulation and recovery.

Currently, we don't have any ELL's who have IEP's which designate the need for this scaffolded instruction inside of a CTT environment. However, when this is the case, the pull-out model will be implemented, as well as after school or before school tutoring.

Instructional materials and resources provided to ELL's include the use of technology in the way of laptops, PC's, Smartboards and software programs such as Jamestown Reading Navigator, Renzulli, and Rosetta Stone assist in providing students with resources. Other classroom resources include but not limited to, dictionaries, and leveled reading materials. With Math, students are offered tutoring and extra help services, and item analysis results determine weak points which are the focus of these meetings. We try our best to wean long term ELLs off of their services. In particular, we rely less on push-in support and prepare doggedly for the NYSESLAT exam. For many of these students, we have found that low english proficiency is combined with low academic skills in general; by pooling them with our other school-wide supports (study halls, remedial classes, small group instruction) we feel we can catch them up again.

e. The needs of students who are both a special needs (IEP) and ESL, are met by having both the ESL team and Special Education Department collaborating to determine programming and scheduling as well as providing additional services to best serve the student.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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. Targeted intervention is primarily in ELA where students receive small group scaffolded instruction. Other services are ; Achieve 300, after school tutoring classes, lunch time sessions, other resources are books on tape to supplement reading, differentiated audiotapes to develop listening skills, using graphic novels or modified texts to teach high level texts , grammar-focused lessons and a spiraling grammar curriculum, and school wide writing convention program. Let this be the case that the student transitions out of ESL via a successful score on the NYSESLAT, then they are closely monitored via the ELS teacher and the guidance counselor, to ensure that they do not fall behind the cracks and slip up, given they do not have the additional support of the ELL class. If they show a need for this class, then it the student can re-enter the advanced ELS class and this will scaffold instruction.

6. ELLs who transition into mainstream classes have continued support from the ESL team in this transition, services and resources are available to them, in addition to continued participation in tutoring programs both one-on and in groups.

7. In the upcoming school year we are implementing Achieve3000 / TeenBiz3000. In addition, the Aventa Learning online credit accumulation program will also play a factor as a useful tool in assisting ELL's in our school.

8. We have moved away from Reading Navigator because we have found that reasearch tells us that schools who have used Achive 3000 has been more beneficial to students. The Navigator also was polled to not be as entertaining to use and therefore became more of a distraction to work with because students where turned off by using it.

9. ESL students have always had equal access to all school programs. Students participate in all Regents prep classes, college prep classes, athelithics and sports and have equal access to all electives. The school's phone messenger program calls all homes in their native language and disseminates this information, as well as back-packed letters informing the parents of these offerings are translated accordingly. Our ELL population participates fully in all of our after school programs, including catering, clubs,1 and culinary arts classes.

10. The use of technology is a major goal of the school. Every classroom has a Smartboard and laptop carts are readily available. Teachers make use of PowerPoint, Internet, and other computer resources for instruction. Students use TeenBiz3000 to create PowerPoint presentations, and word process writing assignments.

11. Language of instruction, English and additional assistance is given in native language. Classrooms are provide with native language resources, in glossaries that support the curriculum

12. Yes.

13. Parent outreach on the part of the Parent Coordinator who is bi-lingual in Spanish, ESL meeting with parents.

14. The foreign language offered to all ELL's is French. The reason being is that French in the language of the food industry.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here N/A

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.

New general education teachers get 7.5 hours of ELL training and 10 hours for special education. Training will be provided by the ESL teacher and ESO network ESL Liaison. These records are maintained by the ELL teacher and filed along with ESL student records in the main office.

Teachers are given the opportunity to attend Q-TEL, trained in Achieve3000 and can attend workshops/conferences at Columbia University on the subject of ELL's. Teachers are involved with CFN team meetings, where at least 25 ELL teachers gather to discuss best practices and effective teaching strategies. This information is then turn-keyed to our faculty conferences and common planning time meetings, in which our Administration, Guidance Counselors, Para-professionals, support staff, and all teachers are present for. Teachers have also attend ELL professional development's offered on Protrax. Our staff meets by department on the first Monday of every month, as a faculty on the second Monday of every month, and by grade level and inquiry group on the 3rd and 4th Monday of every month. An example of one topic that may be discussed, would be a differentiated instructional strategy which scaffolds a reading exercise, incorporates a visual or concept definition map to assess comprehension, and then a class share out exercise which fosters accountable talk and dialogue within the class student to student based or group based.

E. Parental Involvement

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

1. We encourage all parents to participate in our Parent Association (P.A.) and School Leadership Team (SLT). The PA is equipped with headset devices to accommodate parents with simultaneous translation.

2. The school's Community Based Organization is Cornell University Extension. The CBO does not provide any specific workshops or services for ELL's, but all workshops and services provided are open to the whole parent community although translation services are always available when needed.

3. The Parent Coordinator is very involved with the PA in planning conferences, workshops and activities and maintains a close pulse on parent needs.

4. Activities are planned based on one-on-one conversations, group discussions in PA meetings, surveys and current school needs.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										0				0
Intermediate(I)										3	1		2	6
Advanced (A)										7		1		8
Total	0	0	0	0	0	0	0	0	0	10	1	1	2	14

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										0	0	0	0
	I										0	1	0	3

	A										1	3	0	0
	P										4	3	0	1
READING/ WRITING	B										0	0	0	0
	I										1	3	0	2
	A										4	3	0	0
	P										0	0	0	0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		1	
Math <u>Algebra</u>	2		2	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2		1	
Physics				
Global History and Geography	2		0	
US History and Government	1		1	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

1. An assessment of student literacy skills will be taking place with Achieve300 evaluative tool. Additionally, ACUIITY -ITA assessement provide teachers with additional base line data assist in determining student skill in literacy.
2. Currently for the data we observe that most of the students are a proficient to advanced level on the NYSESLAT Modality Analysis. ESL students in general appear to be entering the ninth grade at mid-proficiency level. Dased on the data Reading and Writing are the areas where most students need additional support . In the classrooms, ELA and across academic disiplines, emphasis has been on both by having students develop portfolios, complete applications, write essays, and continuing honing in on these skill sets.
3. Patterns across NYSESLAT modalities - reading/writing and listening/speaking will affect instructional decisions. Stronger focus and attention will be paid to areas where students score lower on the NYSESLAT and continual, challenging practice will be administered in areas where students score higher. Lessons and practices will be developed to better suit students' individual learning needs which may include more use of technology as a learning tool such as computers, SmartBoard lessons, internet searches, or audio equipment and films. The use of outside resources such as field trips, guest speakers from different disciplines and walks of life, and access to other organizations via our community partner and school advisory board can also serve to benefit students' learning outside of traditional classroom instruction. More scaffolded organizational tools such as interactive notebooks, journal-keeping, and visual charts/graphs will also be used to aid in student learning.
- 4) a) Having examined student results, across the spectrum, all current ELLs have achieved Intermediate-Advanced levels of proficiency. ELLs are taking exams such as their NYS Regents exams and scoring better in English than in their native languages because the academic material and knowledge needed for these exams were learned in English, and not in the native language.
- b) School leadership personel and teachers are using ELL Periodic Assessment results to better target low scoring skill sets. For example, if scores are low in writing, teachers and other related service providers are made aware of the need and more scaffolding is put in place to aid instruction. This scaffolding is provided in all content areas, not just in the ESL or ELA classes.
- c) From the Period Assessments, we can tell where students are struggling, achieving, or remaining static in different areas of language achievement. As studies suggest, students fair better in the long-run in language achievement if the native language is also maintained. The native language is used not only as a translation for the students when necessary, but if possible, basic etymology is also highlighted, giving the students a connective understanding between English and their native language. Students and Parents are encouraged to involve each other in work and activity related to the school in order to continue practice in both English and the home language.
5. N/A

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.

(Continuation of Part V -Section B Questions)

6. Our ELL program is a continual practice of best practices. It is never complete because there is always room for growth and improvement and no educational program should ever remain stagnant. Students are always unique in needs learning styles. The program is successful if our students are successful. ---

Additional Information

Additional Information

Our school is a culinary-arts themed public city high school and many of our students aspire to become chefs, bakers, and other professionals related to the food-industry. ELLs often find their identity in their cooking and baking classes or other related groups and clubs because here, the language of food, home, and hearth transcend spoken languages. Our ELLs benefit greatly from their cooking and baking classes because here, the skills-sets needed here are competitive with other native English speakers. In these classes, ELLs can also share their diverse culinary backgrounds with other students and become the leaders for their classmates.

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/28/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		