



TALENT UNLIMITED HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 02M519

ADDRESS: 300 EAST 68TH STREET, NEW YORK, N. Y. 10065

TELEPHONE: 212-737-1530

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M519 **SCHOOL NAME:** TALENT UNLIMITED HIGH SCHOOL

SCHOOL ADDRESS: 300 East 68th Street, New York, N. Y. 10065

SCHOOL TELEPHONE: 212-737-1530 **FAX:** 212-737-2863

SCHOOL CONTACT PERSON: Linda Hamil **EMAIL ADDRESS:** Lhamil2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Linda Hamil

PRINCIPAL: Linda Hamil

UFT CHAPTER LEADER: Victorianne Cappiello

PARENTS' ASSOCIATION PRESIDENT: Celeste Lewis

STUDENT REPRESENTATIVE:
(Required for high schools) Tiana Bennett

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** CFN106

NETWORK LEADER: Cyndi Kerr

SUPERINTENDENT: Geraldine Taylor-Brown

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
Linda Hamil	*Principal or Designee	
Victorianne Cappiello	*UFT Chapter Chairperson or Designee	
Celeste Lewis	*PA/PTA President or Designated Co-President	
Tanya Cobran	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Not applicable	DC 37 Representative, if applicable	
Tianna Bennett Joseph Mesquita	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Renee Turck	Member/	
Nicole Brown	Member/	
Joseph Brogan	Member/	
Alana Brown	Member/	
Marcia Scher	Member/	
Marisol Vicente	Member/	
Helen Mesquita	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Talent Unlimited High School is a New York City performing arts public high school with an enrollment of 507 students that represent all five boroughs. As part of the Julia Richman Educational Complex on East 68th Street off Second Avenue in Manhattan, Talent Unlimited is widely recognized for fostering a tight-knit and caring school community and providing all students with a rigorous academic preparation and an exemplary performing arts program. Our students are admitted by audition and by meeting high academic standards.

TUHS offers an arts integration curriculum aimed at preparing its students to achieve artistic and academic excellence. Students are accepted into one of five arts majors programs: dance, drama, instrumental music, musical theatre, and vocal music. Students take Exit Exams in the arts at the end of their senior year and receive an Arts Endorsed Diploma in addition to their Regents Diploma.

The Talent Unlimited Dance Program focuses on an understanding of how the body, mind and soul of the dancer interact. Dance Majors study classical and modern technique as well as choreography and repertory. The courses include: dance history, appreciation and composition, anatomy, and kinesiology. Dancers at Talent Unlimited participate in arts outreach programs at Lincoln Center and the Martha Graham Dance Center. They work with a variety of outside choreographers and auditions for SUNY Brockport and other universities that have a dance department. Advanced junior and senior dance students study on site at the Martha Graham Dance Center. They also have an opportunity to audition for the Martha Graham Dance Company and some present alumni have become part of this national dance troupe.

The Talent Unlimited Drama Program follows a model curriculum that includes courses in movement, and dance for actors, voice and speech, theatre history, scene and monologue study, communications, stage production, and film making. Student performances are staged throughout our school year, each year. Both drama and dance courses of study have been recognized by New York State as Career and Technical Education programs.

The Instrumental Music Program trains our students to express themselves artistically and make intellectual connections among diverse musical styles. Our students are immersed in a broad and wide range of genres, including seminal works of the baroque, classical and romantic eras. They are also exposed to jazz, rock, pop R&B and contemporary composition, and participate in the Talent Unlimited Concert Band, String Ensemble and Orchestra and Jazz Band. These music groups also participate in NYSSMA adjudication and perform throughout NYC at various venues.

The Talent Unlimited Musical Theatre Program prepares students for the "triple threat" of singing, acting and dancing through study of vocal technique, dance, drama, solo and ensemble work, scene analysis, audition technique and musical theatre history. Full-scale productions are undertaken each school year from a repertoire of classic Broadway shows.

The Vocal Music Program exposes our students to an exciting and diverse repertoire ranging from Bach to Billie Holiday. Emphasis is placed on vocal technique, textual analysis, performance practice, musical literacy and sight singing. Individual study is supported for the preparation for the New York State Music (NYSSMA) adjudication.

In preparing our students to meet rigorous and high academic standards, we provide our students with a regents-based curriculum across all academic content areas, with the opportunity for our students to achieve the regents and advanced regents' diplomas. Our students are given the opportunity to accumulate college course credits through Advanced Placement courses provided at our school and other college-level courses in sponsorship with Hunter College. We meet the instructional needs of our students through student-centered teaching and learning environment which provides our students with a sense of empowerment in the learning process. The curricula and curriculum maps across all academic content areas are prepared by teachers knowing the prerequisite knowledge and learning needs and styles of their students, and they are prepared in accordance with the New York State Learning Standards. The academic curricula and curriculum maps are always revisited and refined in order to meet the learning styles of all the students.

In terms of academic intervention and college preparation and placement, our guidance department works very closely with all of our students to review student transcript data, accumulated course credits, and course grades. Furthermore, our guidance department assists our students with the college application process, through individual consultations with parents and graduating seniors. Our guidance department arranges college visits and tours for our students and their parents. Also, we invite state / city and private colleges and universities to meet with our Talent Unlimited HS seniors for an in-house college presentation. At this time, our school's college acceptance rate is 95 percent.

Currently, Talent Unlimited High School maintains meaningful and educational partnerships to provide all of our students with hands-on and technical experience in the arts and across the academics. Our partnerships include: ABC News, Epic Theatre Ensemble, Inter School Orchestra, Martha Graham School of Contemporary Dance, The American Folk Art Museum, SAT Prep, "Western Wind" Vocal Ensemble, Sweet Plantines, and Exploring the Arts (arts internship program).

The vision we sustain at Talent Unlimited is to cultivate and nurture a community of passionate, college ready citizen artists dedicated to lifelong learning and creative collaboration.

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:	Talent Unlimited High School				
District:	02	DBN #:	02M519	School BEDS Code:	10200011519

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					92.0	93.5	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					98.4	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					39.4	39.8	51.3		
Grade 8									
Grade 9	107	102	89	Students in Temporary Housing: Total Number					
Grade 10	153	100	104	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	104	144	87		1	4	TBD		
Grade 12	95	92	139						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	459	438	419		0	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	TBD		
No. in Collaborative Team Teaching (CTT) Classes	0	10	0	Superintendent Suspensions	0	0	TBD		
Number all others	16	3	12						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	5	0	0	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	0	(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			
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			
	0	0	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	100.0	100.0	TBD
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	61.5	75.0	TBD
Black or African American	36.6	36.8	34.6	Percent more than five years teaching anywhere	38.5	45.8	TBD
Hispanic or Latino	41.0	38.6	38.7				
Asian or Native Hawaiian/Other Pacific Isl.	1.5	2.5	2.6	Percent Masters Degree or higher	77.0	92.0	TBD
White	20.9	20.3	19.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	82.9	93.9	TBD
Multi-racial							
Male	25.3	23.3	22.7				
Female	74.7	76.7	77.3				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

*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 – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	A	Overall Evaluation:	Well Developed
Overall Score	79.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	10.9	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 25% of the Overall Score)	19.3	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	48.1	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	1	Quality Statement 5: Monitor and Revise	Well Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Data is constantly reviewed by our faculty and school leaders to determine school-wide concerns and how to best address these issues. After reviewing last year's CEP, our Quality Review recommendations, Learning Environment Survey, ARIS and Progress Reports, Scholarship reports and attendance records, audition ticket numbers, and this year's register increase effect on programming and the school at large, a need to address college readiness and 10th grade credit accumulation became topics of concern.

One recommendation made after our Quality Review in October last year was to examine the needs of our high level achievement students as they prepare for college entry. It was noted that the standard SAT score for a TU student ranged from 1400 to 1500. In order to bring these stats up and to heighten college readiness for more students to meet the standards of Universities and competitive post-secondary institutions (such as SUNY, Binghamton or Sarah Lawrence), we needed to increase the number of students on track and receiving Advanced Regents Diplomas and provide more opportunities for our students to receive college course credits. Thus the College Readiness Goal # 1 for this year states: By June 2011, 40% of the 87 senior students will be considered ready for competitive post secondary institutions. You will note in our action plan that we have increased the AP course offerings this year; SAT prep opportunities; Advanced Regents Diploma track numbers; and continue to give additional support through Regents Week Credit Recovery and Grade Increase (Regents Week affords students the opportunity to bring up their semester grade).

The ARIS and Progress Report data revealed a student trend in credit loss, which began in 10th grade and expanded into 11th and 12th grade substantially. Last year I implemented a Regents Credit Recovery program that helped address this concern. As we continue to examine this trend and connect it to our College Readiness goal, data analysis indicated that students in the lower third of their sophomore year, who don't receive additional support during the 10th grade year, often fail to graduate on time. When I compared the freshmen class of 2008 to last year's 2009 in 10 or more credits earned after their first year, I noticed a 5.2% drop in earned credits. Thus goal # 2 focuses on improving credit completion of 10th graders, so they too can be on track to graduate and achieve college readiness for competitive college admission. By June 2011, we will increase the percentage of students who have achieved 10 or more credits in the class that entered 2009-2010 from 88.9% (after their freshman year) to 91.1% at the end of their 10th grade year.

As we continue to prepare our students for competitive college admissions and for career exploration, we decided to increase the use of technology in the classroom. With the installation of a new computer lab and additional Smart Boards purchased this year, our third goal focused on increasing use of instructional technology in English classes. Computers were put into all class rooms in the school and all English class teachers agreed to double the number of instructional days utilizing technology in their classroom from 1 to 3 times a semester to 6 to 9 times a semester per English teacher. The English Department is committed to using the computer room to teach writing, research, and editing of work to improve writing skills in preparation for graduation and college readiness. As a result of this plan, students will be able to produce a writing portfolio that will contain work illustrating that they have mastered specific skills. This will also be a bi-product of the new developed curriculum in English.

We will also continue to reach out to our parents as we increase parent communications and feedback via the Learning Environment Survey. We are still below the 40% citywide return rate for the Learning Environment Survey. Our fourth goal is to increase percentage from last year's 37% to 40%. In an effort to raise parent participation, we developed a series of workshops that follow the PTA meeting. These workshops address family concerns and college admissions. Examples of this are the October "Cyber bullying/Internet" family workshop and the November "College Prep" workshop with Stanley Kaplan speakers and computer on-line admission support. These workshops will continue throughout the year as a forum for parents to share and learn within our community.

As we move forward giving our students instructional support and strengthening our community, I take much pride in seeing our school sustain an "A" on its Progress Report and in receiving a "Well-Developed" in our Quality Review. We strive to maintain this standard and know it takes the whole community working together to sustain this standard.

We have much to celebrate as a school. One of our greatest accomplishments last year that continued this year was our pre-orientation prior to the start of school. Driven by our vision statement that focused on students taking responsibility for their learning as "citizen artists" we created a pre-school orientation program. We initiated this program when we discovered students were unaware of how credits were earned. This resulted in a new initiative that successfully started off our students on the road to "taking ownership for their learning".

A pre-orientation the week before school had students set goals, review transcripts and programs for the fall semester, and prepare for the school year. Each grade level was scheduled to come in the week before school on different days. Parents were notified a month in advance of the pre-orientation and its agenda. Students filled out a questionnaire about graduation credits to test their prior knowledge in this area before seeing an interactive Power Point Presentation on graduation requirements. With an over-enrollment of 100 students this year, pre-orientation helped set school tone and standards for all our students. It was also a way in which students were also introduced to new school protocols (such as required photo ID cards) as organizational pieces were added to assure school safety and order as a result of our increased register.

Another area of pride is our wonderful highly qualified staff. As a result of increased enrollment, seven new teachers joined our community and four additional support staff members came on board. These new teachers as well as our regulars have enriched our school through instruction and dedication as they participate in all aspects of our school generously giving of their time, as seen in the articulation (auditions) process, student mentoring, tutoring, and student activity sponsorship. This staff affords our students opportunities to take AP classes in English, Biology, and social studies as well as the higher-level courses of pre-calculus, physics, and regents Spanish. They also address our student learning styles in their lessons, and infuse arts into the academics.

Besides a staff that delivers good instruction, we implemented a credit recovery (CR) program last year during Winter Regents Week that was very successful and will continue this year. Out of 112 eligible students for CR at the end of the Fall semester in 2009, 99 credits were recovered at the end of

the Regents week. The outcome resulted in a 45.5% increase from last years in CR opportunities (no Regents week CR was given in 2008-2009). This exceeded last year's goal of 38% increase in CR opportunities. Last year statistics revealed 177 students failed academic subjects in the Fall semester and only had Saturday School and selected classes offered to make-up credit.

As we continue to move forward as a community of learners, we see our strengths lie in a faculty that share a coherent set of beliefs and practices about student learning and their willingness to work toward and achieve these goals. Our biggest challenge is financially supporting our programs and programming efficiently to meet space and time criteria within the building complex. Although we have programmed all students with their required classes and due to the requirements of their arts majors, the price to do this means establishing two teacher sessions. Thus our staff cannot meet collectively together at one time. However, whatever barriers arise, we know our community will work for solutions and become stronger in the end.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal Number 1	
Goal:	Describe your goal. To increase the number of students meeting the criteria for attending 4 year universities. Although we prepare all our students for college entry, we are addressing the School quality review recommendation of increasing AP course offerings so our students may meet university and competitive post-secondary institutions (such as SUNY, Binghamton or Sarah Lawrence) criteria. As a result of more students graduating with Advanced Regents Diplomas, AP college credits, and College Now credits we feel students will score higher on SAT and ACTs and meet the higher admissions requirements for a wider range of post-secondary schools.
Goal Number 2	
Goal	Describe your goal. To improve credit completion of 10th graders. Data analysis has indicated that students in the lower third of their sophomore year, who don't receive additional support during the 10 th grade year, often fail to graduate on time. With a focus on raising the school wide bar for advanced regents diplomas (Goal 1), we feel we can pull this target group into the mix and push them ahead to graduate on time and achieve college readiness for competitive college admissions.

Goal Number 3	
Goal	<p>Describe your goal.</p> <p>To increase the use of instructional technology in English classes.</p> <p>Teachers of English will use the computer lab at least three times a marking period to develop student technology and English skills needed for college readiness. Of the 6 marking periods of instructional time, English teachers estimated last year that they used technology to enhance instruction less than 10 times during the school year, although students were expected to produce type written papers through- out the year. With additional computers put into their classes and a new computer lab for the start of the 2010-2011 school year, English teachers have committed to developing a curriculum that will enhance their course of study for each grade level through the use of technology. By utilizing the computer lab at least three instructional days per marking period, students will be able to produce a writing portfolio that will contain work illustrating that they have mastered specific skills, a product of the new developed curriculum in English. As a result, more students will utilize and perfect technology skills used for college readiness, and expand research skills needed for career development and term paper production.</p>
Goal Number 4	
Goal	<p>Describe your goal.</p> <p>To increase parent communications and feedback via the Learning Environmental Survey.</p> <p>Last year, PTA meeting attendance averaged less than 10 people per meeting and although we improved from 27% to 37% in Parent completion of the Learning Environment, we still fell short of the citywide average of 45%. New strategies will be put in place to raise PTA attendance, Learning Environment parent submissions, and over all parent involvement.</p>

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): Goal # 1

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of students meeting the criteria for attending 4 year universities.</p> <p>By June 2011, 40% of the 87 senior students will be considered ready for competitive post secondary institutions. This number is derived from the 29 students who have already completed their ARD requirements and 1) may complete their ARD requirements in their senior year , 2) those who will be taking AP courses who will not complete ARD requirements, and 3) students taking Hunter College Now courses who will not complete the ARD requirements.</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>Although we prepare all our students for college entry, we are addressing the School quality review recommendation of increasing AP course offerings so our students may meet university and competitive post-secondary institutions (such as SUNY, Binghamton or Sarah Lawrence) criteria. As a result of more students graduating with Advanced Regents Diplomas, AP college credits, and College Now credits we feel students will score higher on SAT and ACTs and meet the higher admissions requirements for a wider range of post-secondary schools.</p> <p>For the senior class that graduated in June 2010, 31.3% of the 137 students were identified to be meeting the criteria for admissions into competitive post secondary institutions. This number includes 34 students who completed Advanced Regents Diploma (ARD) requirements and 9 students who did not complete the ARD requirements but did take at least 1 AP course.</p> <p>By June 2011, we will increase student <u>college readiness</u> for university and competitive post secondary institutions from 31.3% in 2010 to 40% in the 2011 senior graduating classes. These percentages reflect an increase in students receiving advanced regent’s diplomas, advanced placement course credits, and College Now courses needed to meet the admission criteria for competitive post secondary schools.</p>

Action Plan:

- Work with guidance to identify students eligible for AP offerings, College Now requirements, and students on track for advanced regents diplomas.
- Program all students for advanced regents diploma that meet criteria.
- Recruit and register students in College Now programs for Fall and Spring.
- Create grade advisors positions for each grade level to work with guidance counselor, students, teachers, and parents.
- Train grade advisors for each grade level to identify high and low student target groups; track students; design individual student action plans for success; work with parents and teachers to aid in support of student success.
- Create Inquiry Team that analyzes College Readiness through curriculum development in English Department.
- Grade-Level monthly meetings that monitor targeted students and discuss teaching strategies used to heighten student support.
- Create test coordinator who works with data specialist to monitor assessments as indicators for student successful outcomes in advanced classes for regents and college credit.
- Increase number of student advanced placement offerings..added to AP US History is AP English and AP Biology.
- Set up action plan with parents of monitored advanced class students for additional support.
- Encourage more students to take honors and advanced placement classes.
- Increase number of students taking Regents in math and science.
- Professional Development focused on addressing this goal scheduled throughout the year.
- Create Vertical Teams that develop action plans for advanced regents/AP student tracking.
- Enhance and expand technology use in the classroom through upgraded computer lab, smart board, and additional classroom computers for college readiness skill development.
- All students, including targeted groups will have pre-orientation prior to the opening of school to set goals, and review transcripts and current class schedules.

	<ul style="list-style-type: none"> • Extended Day tutoring offered three days a week. • Progress Reports mailed out every three weeks for parent and student support. • College visits onsite and off throughout the year to keep students aware of admission requirements and future planning. • Use PSAT and SAT assessments to focus on deficiencies in Math and English to aid student learning. • Guidance software (“Navince”) focused on PSAT and SAT prep will be purchased • Allocate adequate funding for technology and teacher PD support. • Ensure designated students receive guidance and mentor support.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • \$4,181 TL NYSTL Software funds use to purchase software- “Navince” • \$4,792 TL NYSTL Hardware funds allocated for funding technology and teacher PD support. • \$3,000 TL Fair Student Funding allocated for funding technology and teacher PD support.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Transcripts, scholarship reports, and teacher conferences reflect student eligibility for AP offerings, College Now requirements, and advanced regents diploma earned. • Course Code Deck, Master Programming Schedules, and Student Line Schedule will reflect courses offered and students attending AP and advanced regent classes. • Hunter College Now student rosters will reflect students in attendance of these programs. • Mentoring logs of Grade Advisor meetings with students; and meetings with parents, and staff that reflect continuous counseling and communications outreach. • Minutes of grade advisor/guidance counselor meetings reflect team working in concert for goal. • Inquiry Team minutes and reported outcomes will be shared with faculty. • Curriculum maps will indicate shift toward college readiness skills and content. • Data produced reflecting outcomes of advanced and college credit classes. • Logged meetings between parents, college advisor, and guidance counselors. • Regents rosters indicating more students took math and science exams. • PD agendas reflecting college readiness goals.

	<ul style="list-style-type: none"> • Minutes generated in Vertical Teams reflecting applied curriculum and outcomes. • Collection of student work reflective of achievement. • Classroom observations. • Observed installed technology in classrooms such as computers, Smart Boards, and other instructional devices. • Installed new computer lab. • Power Point and handouts used during student pre-orientation given prior to first week of school for student program, transcript, and goals to be reviewed. • Observations done during Extended Day Tutoring. • Progress Reports and scholarship reports. • “College and Beyond” Assembly program notes. • College transportation forms and reports from college visits...such as the Jacob Javit’s Center SUNY College Fair and CCNY College Fair. • Receipts and galaxy documentation of budget allocations • Meeting reports from Kaplan SAT program.
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Subject/Area (where relevant): Goal # 2

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve credit completion of 10th graders.</p> <p>By June 2011 we will increase the percentage of students who have achieved 10 or more credits in the class that entered in the 2009- 2010 from 88.9% to 91.1% resulting in a 2% increase in credit accumulation.</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>In the past 3 years we have noted the following percentage of students attaining 10 or more credits at the end of their first year as they head toward graduation and are prepared for college readiness:</p> <p>2007-2008 Cohort earning 10 or more credits after their first year.....93.3%</p> <p>2008-2009 Cohort earning 10 or more credits after their first year.....94.1%</p> <p>2009-2010 Cohort earning 10 or more credits after their first year.....88.9%</p>

Data analysis has indicated that students in the lower third of their sophomore year, who don't receive additional support during the 10th grade year, often fail to graduate on time. With a focus on raising the school wide bar for advanced regents diplomas (Goal 1), we feel we can pull this target group into the mix and push them ahead to graduate on time and achieve college readiness for competitive college admissions.

Action Plan:

- Work with guidance to identify current 10th grade target group of lower third, deficient in credit accumulation.
- Pre-orientation given for students to set goals, review transcripts, and discuss program.
- Train and strategize with Grade Advisor for 10th grade.
- Grade Advisor for 10th grade will lead Grade level meetings with teachers for case conferencing and differentiated instruction strategies.
- Inquiry Team will analyze best practices used in English classes to raise higher level thinking and writing skills.
- Incorporate the use of Acuity, PSAT, and Periodic Assessments to target deficiencies in math and ELA.
- Create PD to support teacher training in math and ELA that will aid in differentiated instruction.
- Increase technology support through upgraded computer lab, smart board use, and additional computers in classroom.
- Program students for credit recovery that are deficient in 10 or more academic credits.
- Ensure designated students receive guidance and mentor support.
- Increase number of supervisory classroom visits to ensure: differentiated instruction is administrated; students are engaged and learning; and teachers feel supported.
- Extended Day tutoring mandated in program and offered to all 10th graders.
- Progress reports mailed home every three weeks.
- Parent/student conferences scheduled with guidance and grade advisors throughout year.
- College visits onsite and off for post-secondary exploration.
- Allocate adequate funding for technology and teacher PD support.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</i></p>	<p>Goal # 3/English</p> <ul style="list-style-type: none"> \$4,181 TL NYSTL Software funds use to purchase software- “Navince” \$4,792 TL NYSTL Hardware funds allocated for funding technology and teacher PD support. \$3,000 TL Fair Student Funding allocated for funding technology and teacher PD support.
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the use of instructional technology in English classes.</p> <ul style="list-style-type: none"> Guidance counselor and grade advisor will have 10th grade transcript/program binders marked, indicating targeted group of lower third, deficient in credit accumulation. Scholarship Reports. Minutes from Inquiry Team of four English teachers who have sophomore classes will work reflect target group strategies for credit enhancement.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> Power Point and handouts used during student pre-orientation given prior to first week of school for student program, transcript, and goals to be reviewed. Minutes documenting training time with grade advisor. Minutes of meeting with 10th grade advisor and 10 grade teachers. Inquiry Team minutes pertaining to best practices for 10th Grade English. Logs of parent meetings with guidance and grade advisor. Acuity, PSAT, and Periodic Assessments results logged and data discussed and applied as verified in minutes of various teacher teams and parent meetings. Agendas of PD given for teacher training provided and ELA that aid in differentiated instruction that they have mastered specific skills, a product of the new developed curriculum. New computer lab, smart boards, and additional classroom computer technology. College Business program and document skills needed for Regents Credit Recovery and teacher product. Agenda and written curriculum produced for teacher planning during planning sessions for Regents Credit Recovery week. <p>By June 2011, use of technology in the classroom will be logged through teacher lesson plans that result in:</p> <ul style="list-style-type: none"> Formal and informal classroom observations. Extended Smart Boards to deliver instruction. Use of laptops and stationary computers added to classroom to aid word processing for reports. Receipts and galaxy documentation of budget allocations. Use of computer rooms to teach writing, research, and editing of work to improve writing skills in preparation for graduation and college readiness. <p>seen during College and Beyond week.</p>

	<p>Action Plan:</p> <ul style="list-style-type: none"> • English Department Bi-monthly meetings will focus on curriculum development and technology use. • Students will develop a portfolio containing work illustrating skills they have mastered during their units of study in ELA. • Students will write their portfolios on computers. • Teachers will develop computer lab schedule that supports writing curriculum. • Computers will be installed in every English classroom...two to six computers per room. • Teacher PD will be given to support the use of technology in the classroom. • Teachers will use Smart Boards to enhance class lessons. • Periodic assessment results will be assessed on-line. • Increased number of supervisory visits to ensure technology use and teacher support . • The Parent Coordinator and staff committee (SLT and teacher team) will create a parent technology survey to assess how technology is used in the home. • The Parent Coordinator will distribute the technology survey to parents at the PTA meeting. • Adequate funding will be provided to support this use of additional technology in the classroom.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • \$4,181 TL NYSTL Software funds use to purchase software- “Navince” • \$4,792 TL NYSTL Hardware funds allocated for funding technology and teacher PD support. • \$3,000 TL Fair Student Funding allocated for funding technology and teacher PD support.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Minutes and agendas from bi-monthly English meetings focused on curriculum development and technology. • Portfolios of student work illustrating skills they have mastered during units of study in ELA. • Portfolios will contain typed computer generated work. • Computer lab schedules that support writing curriculum.

	<ul style="list-style-type: none"> • Two to six computers installed in every ELA rooms. • Agendas and sign-in sheets from PD given to support the use of technology. • Use of technology specified in Observation reports. • Print outs of Periodic Assessment results posted on-line. • Copies of the Technology Survey from parents will be collected. • Receipts and galaxy documentation of funds allocated for technology. • Results of the Technology Survey shared with SLT, school faculty, and PTA will be posted in the minutes and agendas of these meetings.
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Subject/Area (where relevant): Goal # 4

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase parent communications and feedback via the Learning Environmental Survey.</p> <p>By June 2011, the Learning Environment Survey by parents will increase from 37% to 40% participation.</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>Last year, PTA meeting attendance averaged less than 10 people per meeting and although we improved from 27% to 37% in Parent completion of the Learning Environment, we still fell short of the citywide average of 45%. New strategies will be put in place to raise PTA attendance, Learning Environment parent submissions, and over all parent involvement.</p> <p>Action Plan:</p> <ul style="list-style-type: none"> • Monthly parent information letters will provide opportunities for parents to participate in on-going school activities as well as upcoming scholastic workshops. • New Website will provide continuous updating of school activities. • Parent Coordinator will set up a “Meet and Greet” new parent s night for integration into our school community, ARIS log on, E-chalk sign-on, and introduction to new Student Handbook. • New Student Handbook created for parents and students that communicates school organization and protocols will be edited and revised by SLT.

	<ul style="list-style-type: none"> • SLT will e-chalk Student Handbook to parents and mail out handbooks upon request. • SLT and PTA Board will plan “Meet and Greet” night for first PTA meeting. • Enhance PTA attendance by including demonstrations of student work in performance and academic projects. • Schedule PTA meetings during performances and special activities that allow parents to make one trip to school instead of several. • Increase teacher involvement in PTA by presentations of student work. • Create electronic grade book (SNAP grades) training in e-chalk to move remaining faculty to this mode. • Continue to mail student Progress Reports every three weeks. • Utilize a variety of strategies to engage parents in the college process...starting with a financial aid and SUNY/CUNY application workshop in October. • Continue to support students and parents with teacher/guidance conferences throughout the year.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Funding for e-chalk. • Funding for mailings. • Funding for College experts & guidance counselors for College activities • Funding for Parent workshops (ARIS and e-chalk) • Funding for Leadership and PTA meetings.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Monthly letters to parents providing information and parent involvement opportunities. • Calendar of events posted on the Website. • Minutes of PTA reflects Parent Coordinator’s log-in orientation for Parent ARIS and E-chalk. • SLT will edit and revised Student Handbook for parents and students. • Student Handbook downloaded from E-chalk (sent to students and parents). • Minutes of SLT and PTA Board will reflect “Meet and Greet” night for first PTA meeting. • Parent ARIS workshop packet. • Parent e-chalk packet. • SLT minutes

- PTA minutes reflect student presentations.
- Print (agenda, minutes and programs); Video documentation of shows, indicating same date as PTA meetings and school performances.
- Agenda and training information used at PD for electronic grade books (SNAP grades) for parent outreach.
- Progress Report mailing.
- Financial Aid and SUNY/CUNY workshop packet for parents.
- Guidance Counselor's logs for parent/student conferences.
- Attendance rosters from PTA.
- Receipts and galaxy evidence of SNAP grade teacher accounts.

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	2	5	3	20	10	0	0	0
10	1	4	4	1	3	0	0	0
11	5	8	4	2	5	0	0	0
12	6	10	7	4	5	0	0	0

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Individual small group tutoring before and after school and during the school day. • Mentoring • Use of teaching tools to enhance learning (i.e. Smart Board, computers, etc.) • Saturday School
Mathematics:	<ul style="list-style-type: none"> • Individual small group tutoring before and after school, and during the school day. • Mentoring • Use of teaching tools to enhance learning (i.e. Smart Board, manipulatives, etc.) • Saturday School
Science:	<ul style="list-style-type: none"> • Individual small group tutoring before and after school, and during the school day. • Mentoring • Use of teaching tools to enhance learning (i.e. Smart Board, laboratory materials, etc.) • Saturday School
Social Studies:	<ul style="list-style-type: none"> • Individual small group tutoring before and after school and during the school day. • Mentoring • Use of teaching tools to enhance learning (i.e. Smart Board, videos, etc.) • Saturday School
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Individual, small group, and large group counseling. • Mentoring and advisory • Credit accumulation analysis and counseling • Student/Parent conferences
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Testing as needed • Annual Reviews • Tri-Ennial Reviews
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • Individual and small group counseling • Crisis intervention • Family History Interviews

At-risk Health-related Services:	<ul style="list-style-type: none">• Mt. Sinai clinic interventions• Health education workshops• Section 504 accommodations for other health impaired students
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 9-12 Number of Students to be Served: 3 LEP Yes Non-LEP

Number of Teachers _____ Other Staff (Specify) N/A

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.

At this time, Talent Unlimited HS has an LEP / ELL population of less than 1% of the entire school population. In accordance with the Language Allocation Policy set forth by the NYC Department of Education, all of our LEP / ELL students receive required instruction through individualized tutoring, modified / differentiated instruction across the curricula by all subject areas.

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.

The school’s professional development program occurs after-school in which instructional workshops and writing across the curricula and differentiated instruction workshops are conducted among groups of teachers and student work is examined. These staff development workshops are tailored to keep in mind all of our students’ instructional needs, including our ELL / LEP students in terms of listening, reading, writing and speaking in the English language. All of our teachers are involved in planning and preparing lessons and curricula that are tailored to meet all of our students’ needs in the area of Listening, Reading, Writing and Speaking in the English language. Teachers also examine data through ARIS to assess student learning and to plan lessons that are tailored to meet various students’ learning styles.

Section III. Title III Budget

School: 02M519 BEDS Code: 10200011519

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	(0)	*Note: At this time, Talent Unlimited HS has an ELL / LEP population of less than 1% of the total student population. As a result, we did not receive <u>any</u> Title III funding at this time.
Purchased services - High quality staff and curriculum development contracts.	(0)	
Supplies and materials - Must be supplemental. - Additional curricula, instructional	(0)	

materials. Must be clearly listed.		
Educational Software (Object Code 199)	(0)	
Travel		
Other		
TOTAL	(0)	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

-At our 9th grade orientation for incoming students / parents for September, which occurs every June, a parent language preference sheet and a home language survey are included in the student / parent information packet that is given to all parents to assess language translation and interpretation needs and preferences. As a result of the data that is provided from our parents on the language preference sheet, we then determine the target language translation and interpretation needs. Also, we use the home language survey to determine the student's level of English proficiency and ELL entitlement.

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.

-Approximately, 21% of our parents require translation and interpretation services at Talent Unlimited HS. Teachers and parents are notified before scheduled meetings.

Part B: Strategies and Activities

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

-Letters, school announcements and school correspondence that are sent home will be written in both English and Spanish. In-house staff will do the translations.

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.

-In-house school staff provide translation services at parent conferences and are available to answer phone calls that require translation.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

- As per Chancellor's Regulation (A-663), Talent Unlimited High School provides parents with translation and interpretation services in Spanish, which is our target language preference for many of our parents. As stated previously, at Freshmen Orientation for incoming students, parents are provided with a parent language preference sheet and a home language survey to assess language translation and interpretation needs and preferences.

As a result of the data that is provided from our parents on the language preference sheet, we then determine the target language translation and interpretation needs and preferences so that we can translate school correspondence and curricula accordingly. Also, we use the home language survey to determine the student's level of English proficiency and ELL entitlement.

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:		\$254,108	
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$2544	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 93.9%

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.

Under the supervision of the Math and Science A.P., all science teachers will meet the educational standards required by the State.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement

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

I. Talent Unlimited High School, in compliance with the Title I/PCEN mandates, will implement a parent involvement policy, strengthening the link between the school and the community. Parents are encouraged to participate on the school leadership teams and the parents teachers' associations. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that provides parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.

Title I Parent Involvement Policy

1. The Talent Unlimited High School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

LIST ACTIONS

2. Talent Unlimited High School will take the following actions to involve parents in the process of school review and improvement under Section 116

Describe your plan for meeting your goal, including staffing, scheduling, and funding.

- Conduct series of parental workshops on a variety of topics including cyber-bullying and internet policy.
- Mail out parent letter announcing Annual Review meeting held January 10th, 2011.
- Hold Annual Review meeting January 10th, 2011 at 6:30pm to set leadership structure of Title 1 Parent Committee and distribute Parent Involvement Policy.
- Establish Title 1 Parent meeting calendar for constituents to meet and mail meeting notices out 10 days prior to meeting times.
- Monthly parent informational letters will provide opportunities for parents to participate in on-going school activities as well as upcoming scholastic workshops.
- New Website will provide continuous updating of school activities.
- Community service outreach information will be mailed out.
- The Parent Coordinator will set up a community service communications network for parents to participate in.

- PR chairperson will work with parent coordinator in organizing school promotional opportunities as performances and activities play out throughout the year.
- School Leadership Team will review parent/teacher conference format and revise for best implementation to meet parent needs.
- Enhance PTA attendance by including demonstrations of student work in performance and academic projects.
- Increase teacher involvement with the PTA by presentations of student work and arts integration.
- Create electronic grade book training in e-chalk for the faculty.
- Create a wide range of opportunities for parents to attend arts performances and interdisciplinary events.
- Create an ARIS and e-chalk workshop where parents login and become active participants in student learning.
- Continue to move faculty to using electronic (SNAP) grade books for continuous parental update on student progress.
- Utilize a variety of strategies to engage parents in the college process.....starting with a financial aid and SUNY/CUNY application workshop in October.
- Continue to support students and parents with teacher/guidance conference throughout the year.
- Invite parents to speak on behalf of the school at middle schools, high school fairs, and at articulation events.

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

School Parent Compact

School Responsibilities

Talent Unlimited High School is willing to

- provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s standards.

Academic achievement standards as follows:

- *Hire faculty with significant graduate training in their field of expertise.*
- *Provide ongoing training and professional development for pedagogical strategies to build a collaborative teaching staff*
- *Assess school-wide academic needs and establish additional tutoring sessions to meet the majority of those needs.*
- hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child’s achievement.

Specifically, those conferences will be held:

- Parent Teacher conferences will be held October and April per citywide calendar.

⇒ provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:

- Each faculty member will prepare a written narrative for each student discussing progress in course and ways strategies for moving forward in the course.

These narratives will be mailed home four times throughout the academic year along with the current grade in the course.

- Attendance reports will be generated and mailed home for all students at the end of each month.

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

- Staff will be available for consultation at parent-teacher conferences and by appointment.
- Parent Coordinator will be available for consultation during school hours.
- An e-mail list containing all faculty and staff e-mails has been distributed.

⇒ provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities as follows:

- We invited parents to observe classes in Open School Days on November 17th and 18th.
- The PTA plans to send a letter out to all parents asking in what ways they might be able to contribute to the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	A	Overall Evaluation:	Well Developed
Overall Score	79.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	10.9	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 25% of the Overall Score)	19.3	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	48.1	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	1	Quality Statement 5: Monitor and Revise	Well Developed

Data is constantly reviewed by our faculty and school leaders to determine school-wide concerns and how to best address these issues. After reviewing last year's CEP, our Quality Review recommendations, Learning Environment Survey, ARIS and Progress Reports, Scholarship reports and attendance records, audition ticket numbers, and this year's register increase effect on programming and the school at large, a need to address college readiness and 10th grade credit accumulation became topics of concern.

One recommendation made after our Quality Review in October last year was to examine the needs of our high level achievement students as they prepare for college entry. It was noted that the standard SAT score for a TU student ranged from 1400 to 1500. In order to bring these stats up and to heighten college readiness for more students to meet the standards of Universities and competitive post-secondary institutions (such as SUNY, Binghamton or Sarah Lawrence), we needed to increase the number of students on track and receiving Advanced Regents Diplomas and provide more opportunities for our students to receive college course credits. Thus the College Readiness Goal # 1 for this year states: By June 2011, 40% of the 87 senior students will be considered ready for competitive post secondary institutions. You will note in our action plan that we have increased the AP course offerings this year; SAT prep opportunities; Advanced Regents Diploma track numbers; and continue to give additional support through Regents Week Credit Recovery and Grade Increase (Regents Week affords students the opportunity to bring up their semester grade).

The ARIS and Progress Report data revealed a student trend in credit loss, which began in 10th grade and expanded into 11th and 12th grade substantially. Last year I implemented a Regents Credit Recovery program that helped address this concern. As we continue to examine this trend and connect it to our College Readiness goal, data analysis indicated that students in the lower third of their sophomore year, who don't receive additional support during the 10th grade year, often fail to graduate on time. When I compared the freshmen class of 2008 to last year's 2009 in 10 or more credits earned after their first year, I noticed a 5.2% drop in earned credits. Thus goal # 2 focuses on improving credit completion of 10th graders, so they too can be on track to graduate and achieve college readiness for competitive college admission. By June 2011, we will increase the percentage of students who have achieved 10 or more credits in the class that entered 2009-2010 from 88.9% (after their freshman year) to 91.1% at the end of their 10th grade year.

As we continue to prepare our students for competitive college admissions and for career exploration, we decided to increase the use of technology in the classroom. With the installation of a new computer lab and additional Smart Boards purchased this year, our third goal focused on increasing use of instructional technology in English classes. Computers were put into all class rooms in the school and all English class teachers agreed to double the number of instructional days utilizing technology in their classroom from 1 to 3 times a semester to 6 to 9 times a semester per English teacher. The English Department is committed to using the computer room to teach writing, research, and editing of work to improve writing skills in preparation for graduation and college readiness. As a result of this plan, students will be able to produce a writing portfolio that will contain work illustrating that they have mastered specific skills. This will also be a bi-product of the new developed curriculum in English.

We will also continue to reach out to our parents as we increase parent communications and feedback via the Learning Environment Survey. We are still below the 40% citywide return rate for the Learning Environment Survey. Our fourth goal is to increase percentage from last year's 37% to 40%. In an effort to raise parent participation, we developed a series of workshops that follow the PTA meeting. These workshops address family concerns and college admissions. Examples of this are the October "Cyber bullying/Internet "family workshop and the November "College Prep" workshop with Stanley Kaplan speakers and computer on-line admission support. These workshops will continue throughout the year as a forum for parents to share and learn within our community.

As we move forward giving our students instructional support and strengthening our community, I take much pride in seeing our school sustain an “A” on its Progress Report and in receiving a “Well-Developed” in our Quality Review. We strive to maintain this standard and know it takes the whole community working together to sustain this standard.

We have much to celebrate as a school. One of our greatest accomplishments last year that continued this year was our pre-orientation prior to the start of school. Driven by our vision statement that focused on students taking responsibility for their learning as “citizen artists” we created a pre-school orientation program. We initiated this program when we discovered students were unaware of how credits were earned. This resulted in a new initiative that successfully started off our students on the road to “taking ownership for their learning”.

A pre-orientation the week before school had students set goals, review transcripts and programs for the fall semester, and prepare for the school year. Each grade level was scheduled to come in the week before school on different days. Parents were notified a month in advance of the pre-orientation and its agenda. Students filled out a questionnaire about graduation credits to test their prior knowledge in this area before seeing an interactive Power Point Presentation on graduation requirements. With an over-enrollment of 100 students this year, pre-orientation helped set school tone and standards for all our students. It was also a way in which students were also introduced to new school protocols (such as required photo ID cards) as organizational pieces were added to assure school safety and order as a result of our increased register.

Another area of pride is our wonderful highly qualified staff. As a result of increased enrollment, seven new teachers joined our community and four additional support staff members came on board. These new teachers as well as our regulars have enriched our school through instruction and dedication as they participate in all aspects of our school generously giving of their time, as seen in the articulation (auditions) process, student mentoring, tutoring, and student activity sponsorship. This staff affords our students opportunities to take AP classes in English, Biology, and social studies as well as the higher-level courses of pre-calculus, physics, and regents Spanish. They also address our student learning styles in their lessons, and infuse arts into the academics.

Besides a staff that delivers good instruction, we implemented a credit recovery (CR) program last year during Winter Regents Week that was very successful and will continue this year. Out of 112 eligible students for CR at the end of the Fall semester in 2009, 99 credits were recovered at the end of the Regents week. The outcome resulted in a 45.5% increase from last years in CR opportunities (no Regents week CR was given in 2008-2009). This exceeded last year’s goal of 38% increase in CR opportunities. Last year statistics revealed 177 students failed academic subjects in the Fall semester and only had Saturday School and selected classes offered to make-up credit.

As we continue to move forward as a community of learners, we see our strengths lie in a faculty that share a coherent set of beliefs and practices about student learning and their willingness to work toward and achieve these goals. Our biggest challenge is financially supporting our programs and programming efficiently to meet space and time criteria within the building complex. Although we have programmed all students with their required classes and due to the requirements of their arts majors, the price to do this means establishing two teacher sessions. Thus our staff cannot meet collectively together at one time. However, whatever barriers arise, we know our community will work for solutions and become stronger in the end.

2. Schoolwide reform strategies that:

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

We provide opportunities for all students to meet State proficient and advanced levels of student academic achievement through State Regents structured core academics and arts curriculum, taught by highly qualified and accredited teachers who focus on learning styles

of students to meet their needs. We provide advanced placement classes in chemistry, physics, and US History, and College Now course opportunities at Hunter College for advanced level students.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

We apply effective methods of instruction that are based on scientifically based research. We use the workshop model for instructional lessons. Our students are working in groups or pairs and doing project-based activities. Our teachers recognize the specific learning styles of our students and address their needs through a variety of differentiated strategies. Smart boards are integrated into content areas for visual learners and are extensively used in math and science classes. Increased instructional time is given to students in extended day tutoring in all academic and arts classes and in Saturday School sessions starting in the second semester.

- o Help provide an enriched and accelerated curriculum.

Our teachers meet twice a month as departments to review and develop quality curriculum. Our rigorous four- year performing arts program in dance, drama, vocal music, instrumental music, and musical theatre enrich and accelerate student achievement for all of our students. Focus on student learning styles and arts integration into the academics further enhances these well-developed courses of study.

- o Meet the educational needs of historically underserved populations.

Our *Well Developed* School meets the needs of historically underserved populations through our rigorous arts and academic programs that prepare all students for graduation and college entry. Course curriculum is constantly being reviewed and updated to meet student needs and to address learning styles. Student assessments are followed by test item analysis to best support students in the learning process. Student case conferencing is done on a monthly basis at Grade Level meetings. Parent/teacher/student conferences are held to further support educational needs of the student throughout the year. College Financial Aid workshops and guidance in the college admissions process are scheduled for both student and parent meetings.

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

All students are supported through extended day tutoring, college workshops and college admissions guidance, individual counseling, career exploration workshops and internship opportunities, and scholarship/grant opportunities. At-risk students are

programmed for Credit Recovery initiatives such as the Regents Week Intensive, additional makeup courses, and independent study credit. These same students are programmed for Saturday School for credit recovery and academic intervention support. Parents and students meet with grade advisors/guidance to create academic action plans that will further add support. Special needs students in SED and ELL populations have added mentoring support from our Resource and Foreign Language teachers who implement SETTS, specialized tutoring, and counseling support.

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

We adhere to all designated improvement plans implemented by State and local DOE entities. Recommendations made in our SQR for school improvement have already been put in place (i.e. increasing internship programs have already been addressed and established through Exploring the Arts connection).

3. Instruction by highly qualified staff.

All staff members are supervised by highly trained administrators and are licensed in their core subject areas. The teaching staff attends high quality and ongoing professional development programs and uses common planning time to collaborate and develop curriculum.

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

All staff members attend high-quality and ongoing professional development programs. This includes teacher, administration, and pupil personnel aids. Teachers attend a monthly PD focused on school goals and teaching strategies. Teachers attend full day PD on differentiated learning with a specialist in this field on November 2nd. Additional PD workshops like these are scheduled throughout the year for our teacher as well as individual departmental training outside the school in core curriculum areas through citywide and state conferences. Our teachers are also doing interschool visitations as they share best practices with colleagues outside our school.

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

Our school received a "Well Developed" on our SQR and "A" on our Progress Report. We attract highly qualified teachers.

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

See Section VI: Action Plan for Goal 4.... Increasing parent involvement.

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

N/A.....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.

Measures implemented to include teachers in the decisions regarding the use of academic assessments to improve student achievement:

- Teacher bi-monthly grade level meeting used for student case conferencing.
- Teacher bi-monthly departmental curriculum planning meetings.
- Teacher common planning time per week.
- Monthly PD for teachers focused on student achievement.
- Academic citywide conferences for teachers on assessment use.
- Inquiry Team weekly meeting focused on assessment measures.
- ARIS and data training for teachers.
- Interschool visitations for TU teachers to visit other schools and observe assessment use and teaching practices.

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.

Measures used to address student support in academic achievement who experience difficulty are:

- Progress reports are produced every three weeks for parent mailings and student evaluations.
- Student target groups (struggling student achievers) are identified after the first marking period (6 weeks into school) and support strategies put into place.
- Student target group is reprogrammed for after school tutoring within 6 weeks of school.
- Extended day tutoring times in all academic and arts courses are posted on all teacher doors for students.
- Saturday School support.
- Individual and group counseling to set student goals and develop study skills.
- Student/teacher conferences to develop academic action plans.
- Resource Room, SETTTS, Push-in and Pullout sessions for Special Education students.
- ELL tutoring/mentoring support.
- Teacher training and support to assist in student activity development mentioned in above (see #8)

- Grade level student case conferencing takes place bi-monthly.
- Parent/teacher conferences for student academic support.

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

The coordination and integration of various Federal, State, and local services and programs provided to our students are:

- SAPIS counselor, Natalie Skeet, works with students on a group and individual basis.
- Mt. Sinai Adolescent Clinic in complex for student support.
- JREC Student Food/Nutrient Committee meets once a month.
- Student workshops on HIV (outside vendors)
- CTE drama and dance programs developed and implemented in school curriculum.
- Student internship programs provided (Martha Graham Dance, American Folk Art Museum, Round About Theatre, Sweet Plantines, Epic Theatre Ensemble, etc.)
- Career Exploration programs (MTV, Dance Wave, Martha Graham)

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,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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						
Title I, Part A (ARRA)	Federal	✓			\$254,108	✓	35 - 46
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal	✓			\$10,514	✓	35 - 46
IDEA	Federal	✓			\$47,372	✓	35 - 46
Tax Levy	Local	✓			\$1,983,676	✓	35 - 46

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

N/A

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.

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.

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

N/A

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)

N/A

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.)

Two (2)

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

We meet with the students once a week to check and make sure they are receiving everything they need, that school is going well and they have supplies, food, etc. We also make the teachers aware that the students need more support due to their situation.

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:	Talent Unlimited High School					
District:	2	DBN:	02M519	School		310200011519

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		92.0	93.5	92.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	102	89	230				
Grade 10	100	104	85				
Grade 11	144	87	100				
Grade 12	92	139	88				
Ungraded	0	0	0				
Total	438	419	503				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	98.4	98.1	95.7

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	39.4	51.3	50.0

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	1	4	12

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

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	10	0	0	Superintendent Suspensions	0	0	1
Number all others	3	12	18				

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	215	203
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	25	24	24
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	5	6
# receiving ESL services only	0	0	TBD				
# ELLs with IEPs	0	0	TBD				

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

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	3	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	61.5	75.0	79.2
				% more than 5 years teaching anywhere	38.5	45.8	62.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	77.0	92.0	91.7
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	82.9	93.9	91.1
Black or African American	36.8	34.6	36.2				
Hispanic or Latino	38.6	38.7	38.4				
Asian or Native Hawaiian/Other Pacific	2.5	2.6	2.8				
White	20.3	19.1	20.9				
Male	23.3	22.7	22.7				
Female	76.7	77.3	77.3				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	
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:	WD
Overall Score:	74	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	6.4	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	20.9	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	43.7		
<i>(Comprises 60% of the</i>			
Additional Credit:	3		

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 106 Empowerment	District 02	School Number 519	School Name Talent Unlimited HS
Principal Ms. Linda Hamil		Assistant Principal Mr. Pierre Orbe	
Coach Mr. Peter Iacono		Coach Ms. Renee Turck	
Teacher/Subject Area Mrs. Elisa Prager, FL-ELL Coor		Guidance Counselor Ms. Jessica Turman	
Teacher/Subject Area Ms. Ryan, Special Ed.		Parent Ms. Lewis, PTA PRESIDENT	
Teacher/Subject Area Ms. Cappiello, Arts		Parent Coordinator Ms. Tanya Cobran	
Related Service Provider Ms. Natalie Skeet, SPARK		Other type here	
Network Leader Cyndi Kerr		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	501	Total Number of ELLs	3	ELLs as Share of Total Student Population (%)	0.60%
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Part II: ELL Identification Process

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here
 PART II- ELL IDENTIFICATION PROCESS:

1) In identifying our ELL students, we examine the ESL / LAB-R / NYSESLAT Eligibility Roster and LAB-R History Report and Scores through ATS, in the first few days that school begins and we then determine which students are current ELL's and which are to be administered the LAB-R exam during the first 10 days of school in September, Fall. In addition, the Home Language Identification Survey is given to parents at student orientation day and parents are interviewed after the orientation. Based on the responses given on the HLIS, the appropriate determination is made in terms of ELL eligibility, and ELL assessment for the student. The foreign language teacher / ELL Testing Coordinator / FL Teacher is responsible for handling ELL Testing and monitoring our ELL students .

Talent Unlimited HS began the school year, in September 2010, with (3) eligible ELL students. These students are new entrant students in the 9th grade.

2) We have an ELL population that represents less than 1% of our total student population. At this time, instructional support is given through individualized tutoring / instruction, advisory. Talent Unlimited HS does not have an ESL or Bilingual Program at this time and all of our parents are aware of this at this time.

3) After the NYSELAT /LAB-R eligibility roster/data and students' school record through guidance and ARIS are reviewed, we then determine which students are entitled for ELL assessment and evaluation. Entitlement letters are sent to parents the first week of school every September and our eligible and entitled ELL students who are newcomers are tested with the LAB-R within the first (10) days of school in September.. Appropriate entitlement letters are sent home to parents. We refer to the ELL Parent Information Case and CR 154 tool kit from the NYCDOE to obtain the format of the ELL entitlement letters to parents.

4) Currently, Talent Unlimited HS does not have an ESL / Bilingual program. Parents are aware of our status with ELL.

5) Not applicable.

6) Not applicable.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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
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	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): 0 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):
 African-American: 0 Asian: 0 Hispanic/Latino: 0
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 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
Spanish										1				1
Chinese														0
Russian														0
Bengali														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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2				2
TOTAL	0	3	0	0	0	3								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

Programming and Scheduling Information:

- 1) We currently serve only (3) ELL students at this time, who are in the ninth grade. These students are new entrant students who were administered with the LAB-R, administered in Sept. 2010, during the first (10) days of school. They receive continuous support through their assigned 9th grade advisory teacher, to guide them in their transition to high school and through one on one instruction / tutoring.
- 2) At this time, Talent Unlimited HS does not have an ESL / Bilingual Program. Overall, our ELL students receive the required ELL instructional services and hours through the mandated extended time. We work collaboratively with all teachers to meet the instructional needs of all students
- 3) Currently, our (1) ELL student receives instruction in language development from our ELL Testing Coordinator / Foreign Language teacher, during extended day.

4) Differentiated Instruction is considered the cultural and regular instructional practice of our school in meeting all of our students' learning styles and needs. We also work with all of our students to assess their various learning styles. Teachers of all content areas administer a learning styles survey to all students. Once the learning styles data is collected from the students, it is then assessed by teachers in grade level teams. Also, professional development in differentiated instruction was a year long process in 2009 and it continues as our goal / focus for this current school year, 2010-2011. We offer ELL instructional support through extended day tutoring, and Saturday school academy.

a) We address the needs of SIFE students (Students In need of Formal Education) by offering them opportunities for credit accumulation and credit recovery, by having them complete summer school and Saturday School.

b) Talent Unlimited HS does not have an ELL / Bilingual Program at this time.

c)... d) and (e) –At this time, Talent Unlimited HS has a very, very small ELL student population, which makes up less than 1% of the entire school population. We adhere to all Chancellor's compliance regulations in terms of testing, and meeting the appropriate instructional time and support for our ELL students. Currently, we have 3 ELL students, who are 9th grade students, and receive ELL support through extended day and one-to-one instruction. Teachers across all content areas are aware of the needs of these ELL students, and they modify instruction and adopt various differentiated models of instruction that are tailored to the needs of all of our students' learning styles.

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

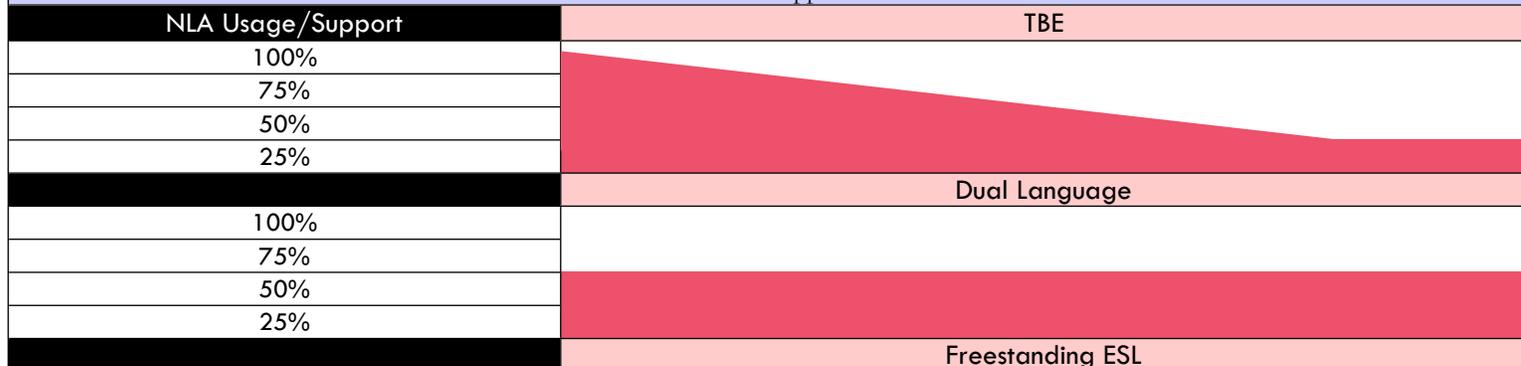
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5) Again, we currently do not have a large population of ELL students to have an ESL Program in place; however our ELL students receive the appropriate and required hours of English Language instruction through other instructional support services, which include: a) Extended Day Tutoring, assigned on students' schedule and/or b) English Writing Workshop elective class, in addition to the required English classes to be taken. Our ELL students are assigned tutoring with all content area teachers on specified days after school, given the levels of proficiency and academic needs, and as per data that has been evaluated on ARIS and students' school record. The Foreign Language Teacher / ELL testing Coordinator, special education teacher and the guidance counselor meet with the principal as part of the pupil personnel team of the school to assess, examine and evaluate all of our students needs in terms of ELL, special education support as well as overall academic intervention.

6) Currently, ELL students who have tested out of ESL, receive continued and transitional support through mentoring, advisory and extended day tutoring, as needed. The guidance counselor continuously monitors our ELL students' academic progress by conducting transcript and credit accumulation meetings with students and parents during each marking period throughout the school year. Furthermore, translation and interpretation services are provided to the parents of former and current ELL students, as needed and required.

7) At this time, we have formed grade level teams to further examine all students in terms of credit accumulation, learning styles, academic

intervention, emotional and academic support. We are also offering students opportunities for credit recovery, for our at risk students and those that are considered promotion-in doubt. We constantly utilize data regularly on ARIS to assess students needs so that we can provided the appropriate academic intervention in a timely fashion.

8) At this time, there are no programs that will be discontinued.

9) Our ELL students as well as all of our students receive extended day tutoring, which is offered everyday after school across all content / subject areas. Our students are offered opportunities to participate in professional internships in the Arts, school newspaper, PSAL sports and can take college-level courses at Hunter College.

10) Our students receive instruction across various content areas through the use of the SMART Board, and lap-top computers.

11) Native language support is given to ELL's by the Foreign Language Teacher at this time. Once again, Talent Unlimited HS does not have an ELL Program that is classified as TBE, Dual Language or ESL, due to the very small ELL population, which is less than 1% of the entire student population.

12) ELL support is grade-level and age- level appropriate.

13) Newly enrolled ELL students are assigned to an advisory class that meets each month to provide the following:

- 1) transitional support into a new school
- 2) emotional / scholastic support
- 3) life skills
- 4) academic intervention and support
- 5) support with special needs

14) The only language offered at Talent Unlimited HS is Spanish, which is required for graduation. There are no other language electives offered at this time.

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

Schools with Dual Language Programs (Questions 1-5)

At this time, Talent Unlimited High School does not have a Dual Language , TBE or Bilingual Program. But, as mentioned, support services and required instructional support are given to our ELL students through other educational approaches at our school.

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Professional Development and Support for School Staff (Questions 1-3):

At the present time, our school provides all of our teachers, across all content areas with a common planning time / common professional period during the school day for professional development. The following professional development topics are being implemented at our

school for our teachers:

1 Common planning time for Curricula Development and Differentiated Instruction – This time is used by teachers to assess and evaluate curricula so that lessons and units of instruction address the diverse learning styles of our students. Various models and best practices for differentiated instruction are shared by teachers within each department while following the workshop model of instruction.

2. Grade Level Teams - During the common professional planning time, teachers will meet once a month to examine, assess and evaluate the needs / areas of concern through the use of ARIS for specific targeted students that may have the following needs or areas of concern. They include:

- a) Credit Accumulation c) ELL e) Attendance g) low scores on
- b) IEP d) Repeating a grade f) Promotion In Doubt NYS Exams h) Credit Recovery

3. Technology Training - ARIS Teacher Link

Our teachers have received training and will receive continued training throughout this school year on exploring ARIS to examine data in order to better assess students' needs and learning. Our teachers are using ARIS as a data resource to further address and assess students' needs, goals and academic intervention, in order to develop lessons and provide the level of instruction that is tailored to meet our students' various learning styles.

E. Parental Involvement

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

Paste response to questions 1-4 here

Parental Involvement (Questions 1-4)

Parental involvement is met through various means at our school. Parents receive regular support and school information through our parent coordinator. Furthermore, all of our students' parents are invited by the PTA to actively attend regular meetings, every third Thursday of the month and to participate in various fundraisers in support of the Arts and our school overall.

Furthermore, parents are invited to become active partners in their child's educational needs and support by having their own email account through EChalk, so that they can access their child's grades and correspond with each of their child's teachers by email. Moreover, all of our parents are invited several times throughout the year to attend various school performances to support their children. We offer translation and interpretation services to all of our parents, who speak another language other than English. Our parents have also been provided with registration and training to use the ARIS Parent Link, so that they remain constantly informed about their child's progress and attendance.

We assess the needs of all of our students' parents by examining the data and information given by parents on the Parent Survey, as well as through questionnaires that parents of our incoming students complete each year at our Parent Orientation meetings.

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)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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.

Paste response to questions 1-6 here

After analyzing and examining the NYSESLAT Proficiency results and the NYSESLAT Modalities of our ELL students, we discovered that most students overall exceeded on the reading, listening and speaking modalities, but need instructional support on the writing. This has been a pattern of proficiency since the administration of the NYSESLAT in 2007. As mentioned previously, we do not have a TBE, Dual Language Program or an ESL Program at this time. We are serving all students with the required ELL instructional support in collaboration with the ELL testing coordinator, special education teacher, and teachers of all content areas.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		12/14/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		