



HARVEY MILK HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 02M586
ADDRESS: 2 ASTOR PLACE; NEW YORK, NY 10003
TELEPHONE: 212.477.1555
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M586 **SCHOOL NAME:** Harvey Milk HS

SCHOOL ADDRESS: 2 Astor Place; New York, NY 10003

SCHOOL TELEPHONE: 212.477.1555 **FAX:** 212.674.8650

SCHOOL CONTACT PERSON: Alan Nolan **EMAIL ADDRESS:** ANolan2@schools.nyc.gov

POSITION/TITLE: **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Glenn Bunger

PRINCIPAL: ALAN NOLAN

UFT CHAPTER LEADER: JOE GORSKI

PARENTS' ASSOCIATION PRESIDENT: Madge Allen

STUDENT REPRESENTATIVE:
(Required for high schools) Anthony Martinez

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** 403

NETWORK LEADER: Marisol Bradbury

SUPERINTENDENT: Elaine Gorman

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Alan Nolan	*Principal or Designee	
Joe Gorski	*UFT Chapter Chairperson or Designee	
Madge Allen	*PA/PTA President or Designated Co-President	
Samantha Stand	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Evelyn Salzman	DC 37 Representative, if applicable	
Anthony Martinez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Thomas Krever	CBO Representative, if applicable	
Mark Jabir	Member – HMHS AP	
Patricia Mikell-Seaton	Member/ SLT- PTA	
Mercedes Selmo	Member/ SLT- PTA	
Glenn Bunger	Member HMHS	
	Member/	
	Member/	
	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.

Harvey Milk High School (HMHS) is a transfer high school open to all New York City students who are seeking an alternative educational experience from their current high schools while freely expressing individuality and identity. HMHS provides students a unique, small learning community in a safe, nurturing setting designed to support educational, social, and emotional development to prepare them for adulthood, college, and the world of work. The school offers students a rigorous academic experience aligned with New York State learning standards and expectations. HMHS uses critical thinking to incorporate our history, our life experiences, and the lessons from the world around us.

Most of our students transferred to HMHS because they experienced repeated threats, physical violence, or verbal harassment related to their sexual orientation or identity. Consequently, many of our students have had very poor educational experiences as well as currently experience continuous, frustrating and, often, harmful challenges to their lives. About 14% of our students live in group homes, are in foster care, or live independently and 5% live in temporary housing. 81% qualify for free or reduced meals; although the percentage would be higher had all students submitted their lunch forms.

All of our funding streams were used to support direct instruction in some shape or form. The TL Instructional Program funded most of the direct instruction. Additional funding from State Magnet, State Standards and State AIS, allowed us the flexibility to provide more direct intervention services for both our special needs and at-risk population. Our funding streams assisted us in maintaining smaller class sizes overall, which provided our population of at-risk students greater opportunities for learning, engagement and skills development. Funding from Part 154 LEP, PCEN LEP, and NYSTL HS allowed us to supply mobile libraries for our ELL, special education, and general education students. Title 1 Targeted Assistance funding allowed us to provide students with more direct support in their literacy and critical thinking skills. Additionally, we used our Title 1 funding to provide additional support in reading and writing through our Future of You and Discovery courses. Joining the Empowerment Schools in the summer of 2006 has provided us with additional funding. This funding was used to purchase additional equipment and supplies (e.g., computers and laptops, projectors for our smart boards, books, educational software, etc.) as well as provide funding to support team and community building activities such as whole school trips, trips to the theatre, and a very successful senior trip. We received a DINI grant which supported educational consultancy to infuse the CCSS in our pre-established school-wide curriculum and to also assist in launching the balanced literacy – year 1.

This year we continue to cultivate and expand our relationships with existing and new organizations. HMI (The Hetrick-Martin Institute our CBO), continues to be a resource in several areas including professional development on conflict resolution, and working with LGBTQ and at-risk youth. Other partnerships include the New York City Mentoring Program whose mentors are drawn from JP Morgan and Pfizer; New York University (College Preview Program and Student Teachers program); McGraw-Hill, the American Museum of Natural History (after-school science program); the Theatre Development Fund (Open Door Program), Cooper Union's Saturday Arts program, Behind the Book series, Manhattan Theatre Club, Sunny Spot Productions, Inc. (theatre related internships and scholarships), and Hofstra University (summer media studies program).

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:	Harvey Milk HS				
District:	02	DBN #:	02M586	School BEDS Code:	310200011586

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> * 9	<input type="radio"/> * 10	<input type="radio"/> * 11	<input type="radio"/> * 12	<input type="radio"/> 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					76	73.7	78.9		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					85.7	77.8	89.2		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					68.1	68.2	83.5		
Grade 8									
Grade 9	21	21	20	Students in Temporary Housing: Total Number					
Grade 10	24	20	28	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	30	27	27		5	5	9		
Grade 12	17	25	23						
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	92	93	98		2	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	2	1	0						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	12	16	27	Principal Suspensions	3	9	14
Number all others	3	6	1	Superintendent Suspensions	13	1	2
<i>These students are included in the enrollment information above.</i>							
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	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	N/A	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	2	1	0	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	2	2	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	9	7	9
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	5	5	5
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	2	2
	22	18	59				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	87.5
American Indian or Alaska Native	1.1	0.0	0.0	Percent more than two years teaching in this school	77.8	42.9	66.7
Black or African American	38.0	41.9	33.7	Percent more than five years teaching anywhere	44.4	42.9	55.6
Hispanic or Latino	51.1	49.5	60.2				
Asian or Native Hawaiian/Other Pacific Isl.	2.2	2.2	1.0	Percent Masters Degree or higher	78	86	88.9
White	7.6	6.5	5.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95	42.9	71.4
Multi-racial	0.0	0.0	00.0				
Male	53.3	46.2	50.0				

DEMOGRAPHICS							
Female	46.7	53.8	50.0				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>				<u>Category (Check <input checked="" type="checkbox"/>)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)			✓				
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)			
	ELA:			ELA:			
	Math:			Math:			
	Science:			Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				✓	✓	X	33
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino				✓	✓		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
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				2	2	0	
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				
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p>							

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	UPF
Overall Score	68.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment (Comprises 15% of the Overall Score)	5.9	Quality Statement 2: Plan and Set Goals	UPF
School Performance (Comprises 25% of the Overall Score)	15.4	Quality Statement 3: Align Instructional Strategy to Goals	UPF
Student Progress (Comprises 60% of the Overall Score)	44.5	Quality Statement 4: Align Capacity Building to Goals	UPF
Additional Credit	3	Quality Statement 5: Monitor and Revise	UPF
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

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?
-

ATTENDANCE

Although our attendance has trended positively, we have struggled to meet the Chancellor's Regulation of 85%. Additionally, not revealed by the data, our rate of tardiness by our students has improved. Our students travel to us from all five boroughs. We have addressed our school wide attendance concerns in the following manner.

- We have created an attendance spreadsheet, which records individual daily attendance, and a phone log, which records daily attempts to contact parents of students who were absent. All outreach for attendance is documented in ILOG.
- A bulletin board was created to chart progress of daily attendance. Incentives were given individually and by class. Prizes ranged from individual prizes, to a school-trip for all students who met the goal.
- An attendance committee was created to create and organize an agenda.
- Hetrick-Martin Institute, our Community Based Organization, helps maintain student accountability regarding attendance. If a student is absent, they are not allowed access to the HMI after school program – unless it is for necessary services; students who are late are required to spend time in a homework recovery program.

BALANCED LITERACY

We have adjusted our school's educational program by introducing a focus of literacy for all students. The necessity of effective literacy skills for academic achievement and success throughout our lives is obvious. We have embarked on a three year plan to incorporate literacy in all aspects of our school day. Our first step was to create a literacy block that meets four times a week for 45 minutes a day. The school's goals for this school year are to increase reading levels by one grade level and increase writing levels by one performance level scored by our school's writing rubric. Our rubric was created by staff in collaboration with the CFN Network and AUSSIE.

We have formed a Balanced Literacy Committee / Professional Learning Community (PLC) which became responsible for incorporating the literacy initiative for our school. The Gates MacGinitie Reading Assessment is used to determine the reading levels of all students – administered at the beginning and the end of each school year. To monitor progress during the year we will use the Performance Series from Periodic Assessment as well as formal and informal teacher made assessments. We have devoted 90 minutes of each weekly staff meeting to the planning / review of instruction and to the review of student work.

We have worked closely with the Children's First Network – Bradbury and AUSSIE consultants in the developmental stages of the initiative. As we proceeded, we continue to use their guidance in creating the framework, Curriculum Mapping and Unit Mapping, to the details and intricacies of daily lesson plans. We are working towards incorporating elements of the Common Core State Standards (CCSS) – reading standards into our literacy program. They have been instrumental in helping us align our work to the Common Core State Standards.

SCHOOL BASED SURVEYS-PROGRESS REPORT

While the overall assessment of our School Environment for 2009 – 10 school year is a B, we see areas in need of improvement. We are continuing to engage parents and students academic achievements and school culture and raise the level of teachers' / parents' involvement. We continue to work on improving school culture and continue to utilize academic intervention to enhance student performance. This is significant to us because of our school's mission. Last year's response rate for parents was 50%, for students 87% and finally for teachers and staff 100%. This is a marked improvement compared to school year 2008-2009.

POST SECONDARY PROGRAMS

Our guidance counselor is responsible in assisting students prepare for post-secondary programs. She has collaborated with other programs to provide a college fair at our school, taking students on college visits – both in city and outside the city and advising and assisting students in applying to schools. Out of our 22 2009 -2010 graduates, 9 attended a post-secondary school program, 5 attended a 4-year college and 4 attending a 2-year college.

SCHOLARSHIP

We compared scholarship for the first semester and second semester of the 2008 – 09 and the 2009 – 10 school year. Overall the scholarship increased about 15 points for both the first and second semester between the two years. As a school wide initiative, we created a regents prep class to help students focus on exams they needed to take or historically struggled with. It is a program received during the school day and all students who need to take exams are included.

REGENTS EXAMS

Exam	% Passing Jan 2008	% Passing June 2008	Cohort % June 2008	% Passing Jan 2009	% Passing June 2009	Cohort % June 2009	% Passing Jan 2010
ELA	96%	75%	78%	63%	81%	77%	85%
Math	78%	80%	69%	50%	60%	77%	95%
Living Environment	71%	75%		74%	79%	78.5%	88%
Global Studies	74%	56%		65%	68%	68%	77%
US History	52%	78%		70%	60%	60%	59%
Totals	74.2%	72.8%		64.4%	65.6%	72%	80.8%

Summary

Our needs assessment for the 2009 – 2010 school year has helped us focus on the following areas for improvement. We will continue to work towards meeting the Chancellor's Regulations guidelines of 85% attendance for the year. We have continually struggled to build consistency into our academic program. To that end, our implementation of our curriculum mapping, unit mapping and literacy initiative we hope will help increase student scores in their classes as well as formal exams. We will continue to monitor the results of Regents scores to ascertain if our Regents prep programs is achieving desired results. As a transfer school, we find a wide disparity in our student's abilities with each incoming class.

Our balanced literacy initiative will help us to increase student graduation, credit accumulation and acceptance into post-secondary programs. We have contributed a tremendous amount of resources, time and energy to insure that students will increase reading comprehension and writing levels. This will hopefully be the catalyst by which all other initiatives will springboard.

SECTION V: ANNUAL SCHOOL GOALS

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

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

ANNUAL SCHOOL GOALS

Goal 1

Improve graduation rates.

Objective:

- Improve overall Graduation Rates by 2% by June 2011.

Goal 2

School initiatives will include parent, student and staff input.

Objective:

- Input will improve to 75% of participants by June 2011.

Goal 3

Create protocols that evaluate and review student work and assessment tools.

Objectives:

- Teachers will create and use protocols to evaluate and review student work and assessment tools during 50% of weekly staff meetings each March 2011.

Goal 4

Improve the use and sharing of student data.

Objectives:

- Teachers will create and use protocols that use and share student data during 50% of weekly staff meetings by March 2011.

Goal 5

Increase the number of students who attend a post-secondary program.

Objectives:

- Increase the number of students who apply and are accepted to post-secondary programs by 2% by June 2011.

<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"> ○ SLT / PTAG budgets. ○ Inquiry Team (PLC 2) / Balanced Literacy / (PLC 1) budgets. ○ CFN professional development ○ Principal coaches ○ SINI Grant
<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"> ○ Inquiry Team (PLC 2) weekly review of graduating Cohort. After the first marking period, the team will review credit accumulation and academic progress to insure students on track for graduation (TL FSF Gen Hold Harmless). ○ Weekly staff meetings and Balanced Literacy Committees (PLC 1) review effectiveness of pedagogue effectiveness and student progress. Gates MacGinitie Reading Assessment, performance assessment in March, teacher formal and informal assessments are reviewed at the end of the first semester and at the end of the first marking period. Students need to show gradual increase of 1 grade level in reading comprehension and increase of one writing proficiency level. Balanced Literacy members created a writing assessment to be used to show improvement in writing called "On Demand". And we are using the performance series to show improvement in reading. (Title 1 SWP, Title 1 Sig2, TL FSF Gen Hold Harmless and Title 1 CFN) ○ Unit plans and curriculum maps will include CCSS, assessment tasks will reflect imbedded standards and changes will be reflected in reprinting of the schools anthology of curriculum maps.

Subject/Area (where relevant): Decision Making

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> ○ All school decisions concerning major initiatives and student success will include consultation and discussion from school staff, parents, students, community partnerships & CBO, etc.
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ○ Weekly staff meetings will allow staff time to discuss and plan decisions that effect and influence student success. ○ Weekly Inquiry Team will influence decision making process surrounding data and assessment. ○ Weekly Balanced Literacy Team / PLC will influence decision making process particularly surrounding student literacy. ○ SLT / PTAG will influence the decision making process surrounding major initiatives of school. ○ Student council meets directly with the principal to discuss and plan for student concerns.
<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"> ○ SLT / PTAG budgets. ○ Inquiry Team / Balanced Literacy budgets. ○ CFN professional development ○ Principal coaches
<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"> ○ School initiatives will be decided on a majority of staff basis. Parent groups, staff and student governing body will have the opportunity to take an anonymous survey twice a year to insure all facets are given a voice in the decision making process. 75% of community will be satisfied with their level of participation.

Subject/Area (where relevant): Assessment

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> ○ Create protocols that review teacher diagnostic and periodic assessment. ○ Have assessment tools that lead to differentiate of instruction. ○ Create protocols that allow teachers to monitor assessment tools to share understanding for greatest student impact. ○ Teachers create goals and professional needs that school supports.
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ○ Weekly staff meetings will be used to share student work & data. ○ Create protocols that share data through content areas to allow teachers to target students and groups. ○ Weekly Inquiry Team
<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"> ○ Children's First Network support initiatives in data collection. ○ Weekly Inquiry (TL FSF Gen Hold Harmless) ○ Children's First Network support initiatives in data collection and goal setting.
<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"> ○ Reviewed weekly during Inquiry Team meetings and during weekly staff meeting to increase graduation rates and literacy rates by 1 grade level in reading comprehension and increase one level on our writing rubric.

Subject/Area (where relevant): Attending Post-Secondary Program

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> ● Increase the number of students who apply and are accepted to post-secondary programs by 2%.
<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"> ● School sponsored college fair to educate all students on college offerings. ● Trips to local colleges for graduating students. ● Workshops given by local professionals to teach job readiness, resume writing and life skills. ● FAFSA(financial aid), PSAT and SATs are explained and supported through our guidance counselor.

<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 donated by HMI our CBO. • TL Children's First Network
<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"> • During administrative meetings with our guidance counselor, twice a semester, a review of the number of students who took the PSAT, SAT, the number of students who have applied and finally the number of students who have been accepted.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10	0	1	1	0	1	24	24	17
11	2	3	5	6	9	25	25	21
12	2	10	9	11	8	22	22	23

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>ELA extended time sessions meet 2 days a week for some students while others receive additional support in ELA 3 to 4 days a week. Students receive support in their class work, are given the opportunity to make up assignments. The Homework Help room (staffed by HMI educational consultants) meets 4 days a week and runs until 5:30 p.m. Students have access to mobile laptops for Internet research as well as to complete home work assignments and projects.</p>
<p>Mathematics:</p>	<p>Math extended time sessions meet 2 days a week for some students while others receive additional support in Math 3 to 4 days a week. Students receive support in their class work, are given the opportunity to make up assignments. Students who presented serious deficits in their math abilities took an Investigations in Math course, which was designed to provide them with the necessary computation, problem solving, and abstract thinking skills for the more advanced subjects studied in the Math A curriculum. The Home work Help room (staffed by HMI educational consultants) meets 4 days a week and runs until 5:30 p.m. Students have access to mobile laptops for Internet research as well as to complete home work assignments and projects.</p>
<p>Science:</p>	<p>AIS: Science extended time sessions meet 2 days a week for some students while others receive additional support in Science 3 to 4 days a week. Students receive support in their class work, are given the opportunity to make up assignments, and are provided with test preparation for in class and Regents exams. The Home work Help room (staffed by HMI educational consultants) meets 4 days a week and runs until 5:30 p.m. Students have access to mobile laptops for Internet research as well as to complete home work assignments and projects.</p>
<p>Social Studies:</p>	<p>AIS: Social Studies extended time sessions meet 2 days a week for some students while others receive additional support in Social Studies 3 to 4 days a week. Students receive support in their class work, are given the opportunity to make up assignments, and are provided with test preparation for in class and Regents exams. The Home work Help room (staffed by HMI educational consultants) meets 4 days a week and runs until 5:30 p.m. Students have access to mobile laptops for Internet research as well as to complete home work assignments and projects</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The Guidance Counselor provides college advising, personal counseling, transcript updating and evaluating, creation and adjustment of student programs, parental outreach, job counseling, creating and programming credit recovery courses and is the inquiry teams' data specialist.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The School Psychologist provides consultation on educational evaluations regarding learning development, processing and memory development; provides some psycho-educational counseling on an as needed basis; provides supplemental assistance in seeking outside agencies offering needed services.</p>

At-risk Services Provided by the Social Worker:	The School Social Worker provides supportive, psycho-educational therapeutic interventions including both crisis and ongoing interventions in the form of individual counseling, group counseling, family and couples counseling. Outside referrals are made when applicable.
At-risk Health-related Services:	At-Risk Health Related Services: Condoms are made available to all students who request them after meeting with one of three condom availability counselors. Health counseling services generally are in the form of individual counseling sessions and may include HIV/STI prevention, nutrition, and sexual responsibility, outside referrals for medical and/or psychological follow up.

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.

Appendix 2: Program Delivery for English Language Learners (For All Schools)	02M586	
Revisions Requested: Yes or No	Yes	4.17.09
Suggested Revisions (If applicable):		
Part A – Language Allocation Policy (LAP)		
List of LAP Team Members and Meetings		
<ul style="list-style-type: none"> • Please include the list of LAP team members in your narrative. The listing of LAP team members should include your principal/assistant principal/parent coordinator/parent member/coach/subject-area teacher(s)/guidance counselor/related service provider/other. ○ Principal, Alan Nolan; Assistant Principal, Mark Jabir; Parent Coordinator, Rocio Torres; Parent Member, Patricia Mikell; Teacher of Special Education, Joseph Gorski; Guidance Counselor, JoAnne DiLauro. 		
Teacher Qualifications		
<ul style="list-style-type: none"> • Concern. Kindly update the information. 		
ELL Demographics		
<ul style="list-style-type: none"> • For each program model described, please include the number of SIFE and Special Education ELLs, and the number of long-term ELLs/Newcomer ELLs/ELLs between 4–6 years. For freestanding ESL programs, provide a summary of the predominant language groups represented. 		

- Our two ELL students receive educational services through small class instruction, four days a week a literacy block is used strengthen reading and writing skills for all students, 37.5 minutes after school is used to reinforce daily lessons and for individual skill building.
- Both students have Spanish as their home language.
- One of the students has received ELL services for 6 years and the other for 0 years.

Parent Program Choice

- Please describe in your narrative the structures in place to ensure informed parent choices, including the outreach plan and timelines.
- For all new students, parents are given an opportunity to view the ELL DVD which explains services and supports when students enter the building. We are a small school with limited resources (we do not have an ELL teacher or ELL classes) and parents are notified of all services provided for our students. We also provide them with a list of alternative school choices if their child requires services that we are not able to offer.
- Describe how the school reviews parent choice forms for patterns and trends. Include a description as to how a growing desire for TBE will be addressed.
- We do not consistently receive students who require ELL support. So each parent is individually spoken with to assure our understanding of each student's needs and Personalized Instructional Plan (PIP) is created with teacher and staff input to insure each student's success. There is not enough data to collect and formulate an opinion.

Assessment Analysis

- Please include in your narrative an aggregate that summarizes ELLs' strengths and weaknesses in listening/speaking and reading/writing modalities.
 - Based on the Gates MacGinitie Reading Assessment, one student has a vocabulary Grade Equivalent of 4.9, a reading comprehension GE of 7.5, a total GE of 6.3. and an 8th grade ELA score of 2-609. The other student has a vocabulary Grade Equivalent of 6.1, a reading comprehension GE of 6.2, a total GE of 6.3. but does not have an 8th grade ELA score.
- Please include in your LAP narrative what patterns the NYSESLAT/LAB-R data reveal across grades and proficiency levels, and how those patterns affect instructional decisions.
- There is not enough data to collect and formulate an opinion.
- For a minimum of two content areas, include in your LAP narrative the number of ELLs scoring at each level for the English version

and translated version of each test, as well as performance on Regents examinations and NYSAA.

- Neither student has taken a high school Regents exam at this point; we do not use alternative assessments.
- For each test analyzed, please include in your LAP narrative patterns noted across proficiency levels and grades, including a description of how ELLs are faring on English versions and translated versions of tests.
- Both students scored within the average / low range of students in the building on our reading assessment.
- How are periodic/interim assessments being used by the school leadership to inform instruction?
- Our reading assessment and writing assessment will be used at the beginning and at the end of the school year to mark student improvement. During the course of the school year, we will administer performance indicators to assess student progress.
- How are students' native language skills being used for instructional purposes?
- Please include in your narrative the multiple assessments for grade-level spans used to inform the LAP.

Planning for ELLs

- Please describe in your narrative how your school assures that the mandated number of minutes is provided, including explicit ESL, explicit ELA, explicit NLA, and content-area instruction. (concern)
- Our budget does not allow us to provide an ESL or an ELA teacher for our two students. As a result, we approach each student's needs individually and create a plan that encompasses their needs based on services that we are able to provide, similar to an IEP. We are currently pursuing hiring a part-time ELL teacher.
- Please describe your plan for transitional support for two years for ELLs reaching NYSESLAT proficiency.
- As a school, we have developed Literacy as an academic goal. We have created a 45 minute academic block to strengthen reading and writing. Students are also encouraged to work with teachers in the 37.5 minutes afterschool to reinforce daily lessons and to strengthen individual skills. Student concerns are discussed weekly at staff meetings. All staff is aware of student needs / challenges and plans are made accordingly to support struggling students. Struggling students meet with our guidance counselor who works with them to plan goals and assist with any difficulties that may arise due to particular challenges.
- Please describe your plan for ELLs who require more than four years to graduate. (*HS only*)
- We are a transfer high school and served students who are at high risk. Most come to us after having been out of school for an extended time or have been to several schools before entering Harvey Milk. As a result, most of our students are not able to graduate with their cohort. Again, planning for all students is done on an individual basis and a Personalized Instructional Plan (PIP) is created for each student, with student and parent input whenever possible.

- What language electives are offered to ELLs? *(HS only)*
 - In the past, we have offered French, Spanish and Swahili.

- Please describe how you prepare ELLs for the Regents examinations. *(HS only)*
 - We offer in-class support through our current curriculum. We have an advisory period that is used for group counseling two days a week and for Regents prep support for two days. We have designated our 37 ½ minutes to also include support for students who require extra one-on-one support for Regents.

Resources and Support

- Please describe in your LAP narrative the technology that is used to support ELLs. (There is no more Part 154 PCEN funding)
 - All students have access to laptop computers to assist writing and for internet research. Each room is equipped with a SMART Board. We also use an online reading program to assist struggling readers.

- Please describe in your LAP narrative the professional development plan for all personnel working with ELLs.
 - Again, with no ELL teacher in the building, our teachers have gone through extensive professional development to insure that building wide curriculum is aligned with state standards. AUSSIE provided professional development for us, to strengthen our academic planning as well as helping us align our planning, by using templates to write Curriculum Maps and Unit Maps. We have also created a literacy program to strengthen literacy skills by one grade in reading and one level in writing as determined by our school wide rubric. We have worked with AUSSIE, CFN as well as in house PD providers to insure teacher proficiency and skill.

- Please describe the specific plan for ensuring receipt of 7.5 hours (or 10 hours for special education teachers and special education paraprofessionals) of strategies in teaching ELLs as per Jose P.
 - We rely on CFN as well as DOE sponsored professional development to insure that teachers and para-professionals are engaged in meaningful training to assist them in providing the most effective instruction for our students.

- Please describe how native language support is delivered in each program model at your school.
 - Our student's needs are not great enough that we need to provide native language support.

- Please describe how your school makes staff available to help ELLs as they transition from the elementary-to-middle/middle-to-high school level.
 - All student needs are discussed as a school community so that we can determine how best to serve them.

Language Allocation Program Descriptions

- Please include in your program descriptions how languages of instruction are allocated for each program model.

LAP Worksheet as Appendix

- Please fax or e-mail the Signature Page of the LAP Worksheet that has been reviewed by staff (and for which a signed copy is on file at your school).

Part B - CR Part 154 (A-6) Bilingual/ESL Program Description

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Part of the CR Part 154 is missing.

- Please include description of Bilingual/ESL Programs. Description of Bilingual/ESL programs needs to include the following information:
 - identification procedures
 - All new students are run through NYSESLAT LAB R eligibility report to determine if they have ELL needs.
 - testing with the LAB-R and NYSESLAT
 - With relatively few students taking the NYSESLAT, our test coordinator administers the exam to each student per NYSESLAT directions.
 - parent orientation
 - Parents are allowed to view the ELL DVD and needs are discussed individually with each family.
 - program placement as per parent choice
 - We do not offer any ELL programs. Students are assisted as best we can with the services we provide.
 - description of instructional program
 - type of ESL model used
 - type of bilingual model used
 - CR Part 154 mandated units of service
 - materials being used
 - supervisors of the program
 - The administration supervises all instructional programs.
 - description of the core curriculum of school
 - All students have a literacy block four days a week, they have an advisory class (where students are able to discuss / learn about healthy living and problem solving) which meets two days a week and a Regents prep class that meets two days a week.
 - description of how ELL students are served within the core curriculum

- With small student to teacher ratio, students receive greater one on one support, as well as continued discussion of student success during weekly staff meetings.

Extracurricular Activities

- Please include a description of all extracurricular activities available at the school.
- We offer Academic Enrichment on Wednesday. Outside instructors offer elective classes to our students in Dance, Creative Writing, Positive Psychology, Theatre Design & Production and Art. Students also have access to the Peace Portal which is a homework help club sponsored through our CBO Hetrick Martin Institute. Through the Peace Portal our students are also able to access our Plato Credit Recovery Program. Our CBO also works with us in helping students who are late make up work in our Late Student Program. This program requires students to spend one hour in the Peace Portal before accessing HMI's services.
- Description needs to be modified to indicate how ELLs are included in those extracurricular activities.
- All students, including ELLs, have access to all extra curricular activities we provide. In the past, we have worked with the HMI staff to assist students who struggled completing their school work in their after school program. We have given tips and strategies to HMI staff members and we have worked alongside students during the HMI program.

Parent Involvement

- Please include a description of parental involvement activities
- Through our PTAG, we have offered and/or plan to offer classes for parents and students on tax assistance, self defense, counseling to assist parents with their children, how to help parents assist their children with homework and parent / student dinners. Parents have been invited to watch student's performances and art exhibits on campus as well as offsite.
- Parental involvement description needs to be modified to include explanation of parent orientation provisions and activities specifically related to meet the needs of parents of ELLs in their native language.
- We have staff members who speak various languages act as translators for those parents who are not able to participate because of language difficulties. The meetings have been paced to allow translation and parents input.

Project Jump Start

- Please provide a description of an activity that took place before the first day of school for incoming students and parents.

Description of Professional Development Activities

- Provide a detailed description of professional development program and activities.
- Our planned PD for the year have centered on Curriculum Mapping, Balanced Literacy and aligning our curriculum with the Common Core State Standards. Our teachers have gone through extensive professional development to insure that building wide curriculum is aligned with state standards. AUSSIE provided professional development for us, to strengthen our academic planning

as well as helping us align our planning, by using templates to write Curriculum Maps and Unit Maps. We have also created a literacy program to strengthen literacy skills by one grade in reading and one level as determined by our school wide writing rubric. We have worked with AUSSIE, CFN as well as in house PD providers to insure teacher proficiency and skill. As a staff, we determine areas that are of interest/need for pedagogues.

- Description of professional development program should be modified to include topics, timelines, target audience (e.g., ESL teachers, bilingual teachers, classroom teachers, principal, administrators), and demonstrate alignment to the instructional program being delivered under CR Part 154.
- Description should be modified to include sessions that focus on differentiated instruction.
 - o We have PD on differentiated instruction through a paid contractor, AUSSIE, as well as by staff and administration.
- Description should include a tentative calendar of workshops.

Support Services

- Please provide a description of support services provided to all students.
 - o On staff we have one full-time counselor and one counselor who is ATR. We also have two counseling interns. Our CBO Hetrick-Martin Institutes also supports us with additional counselors on an need basis. All students have access to our guidance counselor. Support services such as speech, occupational therapy, physical therapy are contracted out as available as determined by students IEP.
- Description needs to be modified to include description of bilingual services that are provided to ELLs (i.e., guidance, speech, AIS, occupational therapy, physical therapy, and /or SETSS).

Part C – CR Part 154 – Number of Teachers and Support Personnel for 2007-08

- Please ensure form has been completed accurately.

Part D – CR Part 154 – Sample Student Schedules

- Optional this year.

Part E – Title III: Language Instruction for LEP and Immigrant Students – SY’ 2008-2009

Title III, Part A (1)

N/A

Appendix 3: Language Translation and Interpretation

Revisions Requested: **Yes or No**

Suggested Revisions (If applicable): yes

Part A: Needs Assessment Findings

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.

- Please describe how this information is recorded and maintained (e.g., emergency cards, Home Language Identification Survey).
- All students are given a reading assessment, called the Gates-MacGinitie, and a writing exam upon entering the school. These tests, Home Language Identification Survey, along with, formal and informal classroom assessments are used to program and monitor student performance. Each student, along with their literacy teacher creates a PIP where a student goal and progress is kept.

Part B: Strategies and Activities

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.

- Have you provided parents that speak a language other than English with a translated Bill of Parents Rights and Responsibilities? Do you have appropriate school signage and forms in the languages required? What procedures do you follow to make sure school documents are translated in a timely way?
- Spanish is the most commonly spoken second language. Our parent coordinator is responsible for translating all our documents into Spanish for parents who prefer to receive information in Spanish. Every attempt is made to insure all documents sent home are in the preferred language of each student's family.

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.

- Spanish is the most commonly spoken language, other than English. Our parent coordinator is responsible for translating all our documents into Spanish for parents who prefer to receive information in Spanish. Every attempt is made to insure all documents sent home are in the preferred language of each student's family. Currently we have not encountered any language request other than Spanish.
- Please note that the Translation & Interpretation Unit could be of service.

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) 10 & 11 Number of Students to be Served: 2 LEP 0 Non-LEP 2

Number of Teachers 0 Other Staff (Specify) 0

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 name/type of English language arts (ES) students admitted (bilingual/prograde type) Describe activities, assess the level of difficulty, language development, and proficiency of the ELLs who are in a bilingual program/activities; times per day/week; program duration; and service provider and qualifications.

Harvey Milk High School is a small transfer high school. We currently have one ELL students. All language instruction is done in English. Harvey Milk addresses the ELL programs through extensive literacy. After our students receive the benefits of various instructional strategies. They include:
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.

- Differentiated Instruction
- The use of Graphic Organizers
- Literacy as our academic agenda.

Section III - Title III Budget

Technology will be used with ELLs as it is used with the general education students. This will include the use of laptops and Smart boards in small class sizes. Harvey Milk High School has a very close relationship with its CBO, The Hetrick-Martin Institute. This relationship provides increased opportunities for ELL students through participation with various local business and organizations. The school uses the Inquiry Team and Weekly Staff Meetings to discuss progress and support of **BEFS** students.

School Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

Harvey Milk uses Block scheduling. Each day has 4 academic blocks which are 55 minutes long. As a transfer school, students experience credit recovery in English, Mathematics, US and Global History. Our academic agenda will focus on literacy skills to enhance and promote student learning. Literacy will be focused on each day and in each academic area.

Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. Our ELL student participates in after-school paid internships that are also credit bearing. Hetrick-Martin Institute, our CBO, has an after-school program which all of our students participate in. They provide students with programs in the following areas: work readiness and resume writing, academic tutor, Vogueing (dance) and self-defense training to name a few.

Professional salaries (schools must account for fringe benefits) (e.g., \$9,978)
 Per session: 200 hours of per session for ESL and General Ed teacher to support ELL Students; 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00

Purchased services (e.g., \$5,000)
 I. **Parent/community:** Describe parent/community involvement activities planned for the year to inform and to inform parents have been invited to participate in self-defense training, technology training, Yoga training, free tax preparation assistance.

Supplies and materials (e.g., \$500)
 II. **Project Jump Start:** Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school. All new students to the high school are enlisted in our Discovery class which introduces them to our Learning to Learn Skills. The class focuses on literacy skills. Must be supplemental new student to our cultures with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

Educational Software (Object Code 199) (e.g., \$2,000)
 III. **Staff Development (2008-2009 activities—tentative dates and ELL-related topics):** Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.
 Harvey Milk High School meets as a staff every Wednesday from 1:10 to 3:42 p.m. to plan collaboratively. During the weekly Staff Meeting, staff participates in the following professional development:
 ➤ Scaffolding Content for ELLs
 ➤ Professional development and weekly staff meetings will focus on Literacy and student achievement.

Travel ➤ Differentiated Instruction
 ➤ How data can be used to inform instruction

Other ➤ The Learning to Learn skills.

TOTAL **Support services provided to LEP students:** Describe other support structures that are in place in your school which are available to ELLs. In addition to our guidance counselor and social worker, we also use counseling services from our CBO Hetrick-Martin Institute: the organization which originally founded the school. We work very closely with our CBO in all areas as needed, including support for our ELL students.

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 the time of application, all parents/guardians are asked what language they are most comfortable communicating in. The Parent Coordinator, who speaks both English and Spanish fluently, keeps a record of the parents/guardians who require communication in Spanish. Four out of 69 parents/guardians (or 6%) prefer Spanish as their main language of communication. One other parent requires Russian, and our social worker is able to translate for her.
 - Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - As a general rule, all correspondences, flyers, letters, etc., are translated into Spanish by our Parent Coordinator. The application's "Letter of Understanding," which is to be read and signed by both parent/guardian and applicant, is translated into Spanish as well. We are in the process of completing the translation of the School Handbook (a 45 page document) into Spanish as well. Additionally, our voice messaging system has an option for parents/guardians in which to receive instructions in Spanish. Moreover, whenever a teacher or administrator needs to speak with a Spanish speaking parent, he/she solicits the participation of the Parent Coordinator or Attendance Coordinator (both of whom are fluent in English and Spanish) to serve as translators. During the admissions of new students, parents are sent a copy of DOE Handbook in Spanish, as well as are given the opportunity to view the ELL DVD which describes services for ELL students. All of the above were implemented as a result of reaching out to parents/guardians via the Parents Association and SLT regarding better ways to communicate with our students' families.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Part B: Strategies and Activities

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

- As mentioned above, all translation services are provided by our Parent Coordinator. Our Attendance Coordinator, who does ample outreach to parents, is also fluent in both English and Spanish.
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.
 - As mentioned above, both the Parent Coordinator and Attendance Coordinator serve as oral translators on an as needed basis. In the event that either one or both are absent, we have several other staff members who are fluent in Spanish who would lend their support in orally translating information. To date we have not been in the position to have to solicit language translation services outside of our school.
 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>.
 - The Parent Coordinator has assumed the responsibility to provide all parents, who prefer Spanish as the language in which to communicate, with written notification (in Spanish) stating their rights regarding translation and interpretation services. Parents/guardians of current students and parents/guardians of prospective applicants will receive this written notification. These notifications will be provided in other languages if we determine that any parent/guardian speaks a second language other than Spanish.
 - These written notifications will be located in the Parent Coordinator's office. A sign will be posted at the beginning of the school year indicating where these letters are located. This sign will be written in both English and Spanish.
 - When the school is given the signal to update school safety plans, the revision will reflect what the procedures will be for communicating with parents in need of language assistance services.

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:	71,189	28,988	100,177

2. Enter the anticipated 1% set-aside for Parent Involvement:	712	291	1002
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	3,559	*	
4. Enter the anticipated 10% set-aside for Professional Development:	7119	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____ 90 _____
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.
- a. To assist teachers in becoming highly qualified, professional development internally as well as from the CFN 403 network, AUSSIE consultants and from the region.

* 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.

Parent Involvement Policy

At Harvey Milk High School we believe our students will receive the best education if we have the support of our parents and the community at large. Our students and their families benefit from a number of services the majority of high school students and families might not necessarily require. To offer these services to our students we require the support and dedication of our parents. To achieve this the school will:

- Included parents in the development of Title I funded workshops in the areas of student health, family relations, student social and educational needs to ensure high academic performance of students.
- Have flexible schedules for parents to attend meetings and workshops.
- Assist parents in understanding the accountability system: for example, NCLB/State Accountability assessment and expectations, Annual School Report Card, Progress Report, Quality Review Report and the Learning Environment Survey Report.
- Increase the accessibility for participation of parents with disabilities and non-English speaking parents by holding workshops and meetings in accessible areas with interpreters.
- Provide parents with information regarding curriculum, instructional programs and assessment tools through informational meetings, flyers, the newsletter and phone calls.
- Advise parents of child participating in Title I programs of their rights and opportunities.

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

Harvey Milk High School Responsibilities:

1. Provide a high quality curriculum and instruction consistent with State Standards to enable participating children to meet State’s standards and assessments by:
 - a. Creating curriculum aligned to State Standards using Understanding By Design and organized all curriculum by Unit and Curriculum Maps.
 - b. Introduced a literacy class to increase literacy rates in reading, writing and speaking for all students.
 - c. Regents prep classes are given four times a week to further prepare students in their Regents Exams.
 - d. Several student assemblies to address human rights, the law with regards to youth and Lesbian, Gay, Bi-sexual Transgendered and Questioning (LGBTQ) issues, civil responsibility, financial literacy and health, as well as workshops for small groups for job readiness skills, job shadowing, peer mediation and student leadership groups.

- e. Providing students with a staff of highly qualified teachers, 89% to date.
- f. Provide parental outreach:
 - i. Parents receive a mailed letter and a phone call to remind them of Parent-Teacher Conferences, held twice a year to discuss student academic achievement.
 - ii. Intervention logs are kept to document teacher / parent conversations.
 - iii. Parents are invited to participate in student interventions.
 - iv. All parents are called to remind them of the Regent Exams their child is taking.
 - v. Teachers make daily phone calls to notify parents of student absences as well as academic progress.
 - vi. Parents are notified of school events through phone calls, the school newsletter, flyers that are mailed home and information that is displayed throughout the school.

Harvey Milk High School supports home-school relationships and improves communication by:

1. Conducting Parent – Teacher Conferences twice a year to support student’s academic progress.
2. Convene a Title I Parent Annual meeting for parents of students participating in Title I program to inform them of the school’s Title I status and funded programs and parent rights.
3. The school will arrange additional flexible meeting times and provide (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend regular meetings.
4. Parents who have limited English proficiency receive translated documents and interpretation services so that they can participate in their child’s education.
5. Parents with limited English proficiency have been identified and receive translated documents and interpretation services so they can participate in their child’s education.
6. Provide information related to school and parent programs, meetings and other activities sent to parents through our parent created newspaper and through phone calls made by the school.
7. Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact accomplished through parental involvement in the SLT and PTA.
8. Ensure that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.
9. Provide parents reasonable access to staff by:
 - a. Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
 - b. Notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member.
 - c. Encourage parents to attend the Elective Class Exhibit, which include student work and performances.

- d. Planning workshops/activities for parents during the school year include:
 - i. Computer Training – provided by school staff to assist parents to access and use basic functions of a computer.
 - ii. Snap grades Training – provided by school staff to assist parents in accessing student grades and academic information.
 - iii. Parents with Gay Children – provided by the Hetrick-Martin Institute to assist parents understand and support their children with issues surrounding the gay community and families of gay children.
 - iv. Fundraising Workshop – provided by DOE to provide effective fundraising strategies in support of school initiatives.
- e. Provide general support to parents by:
 - i. Creating a safe, supportive and effective learning community for students and a welcoming, respectful environment for parents and guardians.
 - ii. During PTA meetings, parents are assisted in understanding academic achievement standards, assessments and how to monitor their child’s progress.

Parent responsibilities include:

1. Making sure my child attends school, arriving on time and prepared for each day’s events.
2. Ensure that homework is completed and understood each night and preparation is made for exams and projects.
3. Participate in regular discussions regarding my child’s after school activities and extended day learning opportunities.
4. Speak with my child concerning the necessity and responsibility to follow school rules.
5. Volunteer at school and attend school functions as regularly as possible.
6. Participate, as appropriate, in the decisions relating to my child’s education. Including:
 - a. Communicate with the school and stay informed to my child’s educational needs and progress.
 - b. Respond to surveys and notices from school as necessary.
 - c. Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and compact.
 - d. Request training so I can support my child’s educational, socio-emotional and health needs.
 - e. Participate in the PTAG and SLT and serve on groups as necessary throughout the school year.

Student Responsibilities include:

1. Attend school regularly and on time.
2. Complete homework and submit all assignments on time.
3. Follow school rules.
4. Show respect for fellow students, teachers and staff, their property and the property of the school
5. Show respect for myself.

6. Always work to my full potential.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

We have been conducting and will continue to conduct a needs assessment based on the following:

- Daily attendance information
- ATS reports
- Standardized test results from the June 2008 through June 2009 RCT and Regents Examinations
- Teacher developed tests and projects
- Teacher observations
- Classroom observations
- Weekly faculty meetings
- Professional development workshops
- SLT and PTAG meetings

Needs were determined by a close examination of all the materials listed above. In reviewing the data we considered all students in all grades. The data pertaining to the disaggregated groupings, although helpful, represent small numbers of students and do not necessarily carry the same validity as data pertaining to the collective student population. Since the majority of our students require significant academic and emotional support, all instructional programs and support structures target all students. We share data and assess needs through a variety of venues. One main venue is our weekly staff meeting where we discuss student academic performance, attendance rates, and emotional needs. These conversations inform much of the content for our professional development workshops, much of which focuses on strengthening our instructional program and developing specific curricular designs to include the LTL program and the group dynamics model for Advisory. All advisors have also received increased responsibility for following up on student attendance, making daily contacts with our students' families, as well as arranging for parent/guardian conferences. Attendance data and testing data were included as agenda items for both the School Leadership Team (SLT) and Parents, Teachers & Guardians Association (PTAG) meetings.

2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the 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.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
 - We currently have 16 students who are in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.
 - There are several different ways we try to support our students who are currently in temporary housing. We have a full-time social workers, one guidance counselor and one social work intern on staff who support student emotional needs, but also have resources in the community to support student health, safety and legal concerns. Our CBO, the Hetrick Martin also provides us with counseling support to assist our students receive necessary resources.

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:	Harvey Milk High School						
District:	2	DBN:	02M586	School		310200011586	

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				NR
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	21	20	6				
Grade 10	20	28	23				
Grade 11	27	27	30				
Grade 12	25	23	15				
Ungraded	0	0	0				
Total	93	98	74				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	85.7	77.8	89.2

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	68.1	83.5	84.5

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	5	5	9

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	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	1	0	0	Principal Suspensions	3	9	14
# in Collaborative Team Teaching (CTT) Classes	16	27	19	Superintendent Suspensions	13	1	2
Number all others	6	1	0				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	9	7	9
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	5	5
# receiving ESL services only	1	0	TBD				
# ELLs with IEPs	2	0	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	3	2	2

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
	22	18	59	% fully licensed & permanently assigned to this school	100.0	100.0	87.5
				% more than 2 years teaching in this school	77.8	42.9	66.7
				% more than 5 years teaching anywhere	44.4	42.9	55.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	86.0	88.9
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	95.0	0.0	71.4
Black or African American	41.9	33.7	40.5				
Hispanic or Latino	49.5	60.2	50.0				
Asian or Native Hawaiian/Other Pacific	2.2	1.0	4.1				
White	6.5	5.1	5.4				
Male	46.2	50.0	60.8				
Female	53.8	50.0	39.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	X	33
Ethnicity							

American Indian or Alaska Native						-	
Black or African American					-	-	-
Hispanic or Latino					v	v	-
Asian or Native Hawaiian/Other Pacific Islander					-	-	-
White					-	-	-
Multiracial							
Students with Disabilities					-	-	-
Limited English Proficient					-	-	-
Economically Disadvantaged					-	-	-
Student groups making					2	2	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	A	Overall Evaluation:	UPF
Overall Score:	68.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	5.9	Quality Statement 2: Plan and Set Goals	UPF
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	UPF
School Performance:	15.4	Quality Statement 4: Align Capacity Building to Goals	UPF
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	UPF
Student Progress:	44.5		
<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 403 Bradbury	District 02	School Number 586	School Name Harvey Milk HS
Principal Alan Nolan		Assistant Principal Mark Jabir	
Coach Alan Baratz		Coach	
Teacher/Subject Area Joseph Gorski / Special Ed		Guidance Counselor JoAnne DiLauro	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Rocio Torres	
Related Service Provider		Other	
Network Leader Marisol Bradbuy		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
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	76	Total Number of ELLs	2	ELLs as Share of Total Student Population (%)	2.63%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. As part of enrollment process, all new parents/guardians are required to fill out the NYCDOE HLIS questionnaire – this is done while students are applying for admission to Harvey Milk. For a student whose home language is other than English or if a student’s native language is other than English, there is an informal oral interview conducted by Mark Jabir. Mr. Jabir is the Assistant Principal of Organization and a former special education teacher who is responsible for all ELL testing and correspondence concerning ELL students. If the informal interview is needed to be given in another language, we have staff members who are able to speak in Spanish, French, Hebrew, Arabic and Russian. For students requiring another language, we would have to seek outside assistance. If the informal interview shows the need for support, the LAB R is administered. For students who are Spanish dominant, where the LAB R is not appropriate, the Spanish LAB is given. Once a student is determined to be in need of ESL services, a Parent Survey and Program Selection Form is given to parents.

Mr. Jabir administers the NYSESLAT each year ELL students continue to require services as reported by the RBPS report. Students are administered the speaking session individually during the first testing window. Once the second window opens, students are given the listening, reading and writing in groups over three consecutive days. Once the process is completed, information is shared to all staff during the weekly staff meetings. It is during these meetings that strategies are shared to assist struggling learners – student scores on the NYSESLAT are discussed and interventions are put in place to assist student depending on the amount of support necessary. As a school, we have implemented a school wide literacy initiative which is used to strengthen the skills of all students. ELL students are placed in classes based on their NYSESLAT scores, as well as the Gates MacGinitie Reading Assessment, along with teacher observation and grades.

2. When students are indentified as in need of ELL services, letter Appendix C, Entitlement Letter is sent immediately to the parents and they are then invited to come to school the following week for an orientation meeting. At the meeting, parents are informed about the Transitional Bilingual Education program, the Dual Language program and the Freestanding English as a Second Language program, and they are given the opportunity to view the Orientation Video. Parents/guardians, who are not satisfied with the ELL program at Harvey Milk, are informed at this meeting they have the right to transfer their child to another school with a better equipped ELL program.

3. If we have a student in need of ELL services, Entitlement Letters and Parent Survey and Program Selection Form letters are given to the student to bring home and share with their parents. We also mail these documents home. This allows us the opportunity to meet with each student, learn about their needs and describe the program options to them. We encourage parents to call with any questions. At the parent orientation, we re-distribute the Parent Survey and Program Selection Form to allow parents to complete the survey as they are given information explaining the process and services offered. Each parent is called to insure they are able to make the orientation. If they are not able to make it, and an alternative date is not possible for them, we will conduct a phone conference to explain our program to the parents. We ask parents to either return the forms with their child, or mail it back to the school.

4. At the orientation, or during a phone conference, parents are informed the supports Harvey Milk puts in place to assist our ESL students achieve academic success. To assist ELL student succeed, we program students where they will receive appropriate assistance. We currently offer CTT classes, classes taught at a slower pace for struggling students and a self-contained type class for students who are not ready for an introductory level content area class. As a result of small class sizes and individualized attention, modification and accommodations are made during instruction to allow ELL students succeed in the classroom. Some of these accommodations are extra time on assignments, directions read and re-read translation of materials when needed, information simplified or organized using graphic organizers. These decisions and best practices are shared for individual students with input by the entire staff during our staff meetings. This process is discussed with parents during the parent orientation or during phone conferences when parents are informed of the schools support of ELL learners.

5. Most of the ELL students who attend Harvey Milk have strong English skills and usually pass the NYSESLATS on their first or second attempt. Students with significant language difficulties would be informed during the interview process of our ELL program. At that time, the parent and student would be able to make an informed decision. As a result, their language skills are not much more deficient than some of the students currently in the building with learning disabilities. Parents, when asking for a program, have asked for the Freestanding English as a Second Language program twice in the last two years.

6. When we speak with parents about their rights to transfer to another program, all have overwhelmingly wanted to remain at Harvey Milk because of the nature of our school and the safety and freedom they receive to be themselves. We are also told they appreciate our small class sizes and individual attention given to all of our students. So, while they might struggle because they are non-native speakers, they are comfortable working within the confines of our curriculum.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)	1	Special Education
SIFE		ELLs receiving service 4-6 years	1	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										
	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	Total
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. To assist ESL student succeed, we program students where they will receive appropriate assistance and support. We currently offer CTT classes, classes taught at a slower pace for struggling students and a self-contained type class for students who are not ready for an introductory level content area class. As a result of small class sizes and individualized attention, modification and accommodations are made during instruction to allow ELL students to succeed in the classroom. All classes are 55 minutes to maximize instruction of the core content areas. We also provide a 45 minute literacy block to strengthen areas of reading and writing. Students are not grouped based on their ELL needs. Rather, students are placed in specific classes to meet their individual need in a content area.

2. Of our two ELL students, one student does not have NYSESLAT scores posted on ATS in the RLAT report or on the RNMR report. He took the LAB R in 2004 and left the country. He returned to the DOE this year. The other student received Proficient in Listening/Speaking and Intermediate in Reading/Writing. Both students are receiving 45 minutes a day in intensive literacy to address reading and writing skills – in classes appropriate to their skill level. One student is working at a vocabulary level of 4.9, reading comprehension level of 7.5 and a combined score of 6.3, based on the Gaites MacGinitie Reading Assessment. Our other ELL student scored a 6.1 on vocabulary, 6.2 on reading comprehension and 6.3 for a combined score on the same reading assessment. Each student is working in content area classes where only English is spoken. They receive more than 220 minutes of daily instruction for their content classes where their listening and speaking skills are constantly being strengthened. Each student received an ELA class which met for 275 minutes each week. For NLA, when available, teachers work to incorporate each student’s native culture, whether it is through a research assignment, or a book to read in literacy class.

3. All content area teachers, because of class sizes, are able to maintain individualized instruction for each student. As a staff, we discuss the needs of each student and create a plan to help them succeed. We identify strengths and weaknesses for each student in an attempt to create instruction that maximizes their strengths. Strategies and best practices are shared to help each student work in each content area with the most support available to them. Each class is taught in English. In classes that are areas of weakness, all attempts are made to place the student into a CTT classes, a classes taught at a slower pace for struggling students or a self-contained type class for students who are not ready for an introductory level content area class.

4. Based on student needs, instruction is differentiated for all students. Teachers have worked extremely hard this year to insure differentiation is visible in all areas of their work. Teachers have limited the amount of information a student is responsible for or the amount of work a student needs to produce. A teacher may assign an alternative text that is more appropriate for a student’s reading level. Teachers have assigned alternative assignments that are more in line to a student’s strengths. Teachers also have the ability to pull students out of class and teach mini-lessons or re-teach a lesson when two teachers are present in the classroom. Student needs are addressed individually. We have not had a student with severe ELL needs. Most have had strong enough skills that we were able to place them in classes with appropriate levels. If a student needed extra support, we would look to place them with a teacher that was strong at teaching writing and reading skills, or look to place that student in a CTT class, where additional support was available. For students who were newcomers, we would look to place them in classes where the most support was available. We currently have literacy classes where students are performing on 2nd and 3rd grade reading levels. There are classes created, based on student need, for students who will not be successful in content area classes. Newcomers are placed in these classes as needed. We have many students with similar skill sets as ELL students receiving service 4 to 6 years. Most classes are geared to reach these students. In these classes, teachers tend to make sure

that information, directions, etc is understood before students are asked to show mastery. Extra attention is given students in these classes while writing papers or explaining their answers before students are asked to show mastery. Long-Term ELLs who have strong language skills would be grouped in classes that ask students to work more independently, or to work with classmates to show mastery. Most ELL students who have progressed to these classes have already passed out of the ELL programs. ELL students who were identified as having special needs would probably spend most of their day with our Special Education teacher, seeking the most support from our teaching staff, again depending on individual student need. Work would be modified and simplified for these students. Main ideas would be explained and each student would be graded on their ability to use their strengths to express their understanding.

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

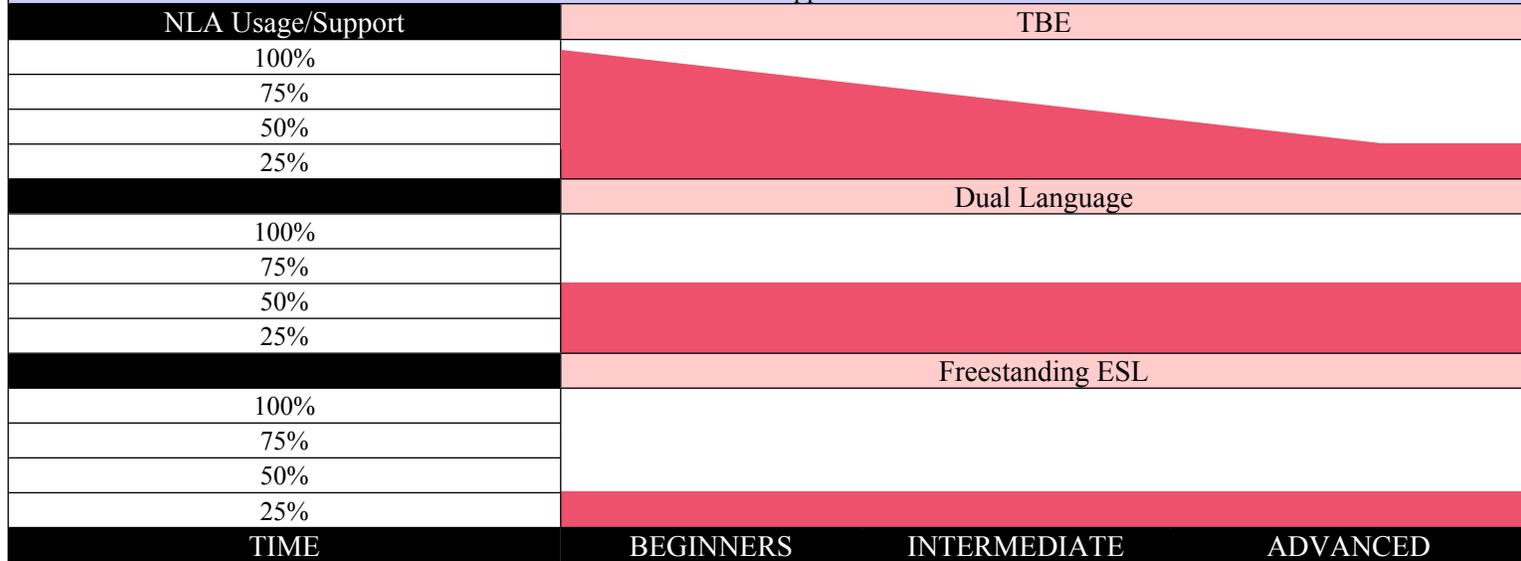
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



B. Programming and Scheduling Information--Continued

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

5. As a staff, we meet each Wednesday to discuss student success. Interventions, as needed, are discussed during our weekly staff meeting. A plan is created by the whole staff and implemented by the teachers working with that student during a given semester. If a student is struggling with their current course load, they are brought in during staff meetings. If it is decided that the level of work is beyond a student's ability, even with modification and accommodation, a new program would be put in place to assure the student is receiving an appropriate program. All classes, except our foreign language class, are offered in English.

6. Students are monitored to make sure they are continuing to show progress. Students reading and writing levels are tracked to insure an increase of one grade level is occurring each academic year. Similarly, teachers are constantly discussing student progress in their content areas. Any student who is not progressing or has shown a slowing of progress is brought in front of the whole staff. This intervention allows us to talk with each student and create a plan to insure student progress.

7. As part of our literacy initiative, we are increasing the amount of reading and writing that will occur across all content areas. Literacy skills will not only be taught during the literacy block, but throughout the day.

8. None.

9. All students have access to all programs. If a student is struggling to access a program due to their language ability, appropriate staff would assist students. All teachers are available in their rooms until 3:43 pm to strengthen student skills and understanding.

10. Students have access to laptops and Smartboards in each classroom. We have purchased a computer based reading program to assist our non-readers.

11. In the past, when a student has needed something translated, a staff member who was able, would work beside the student as needed. In the past, both our paras spoke Spanish and would assist student in the classroom as needed. Currently, our parent coordinator is used when student are in need of a Spanish speaker.

12. Most of the support and resources for our teachers for the 2010 – 2011 academic year has been to provide professional development in the areas of literacy and differentiated instruction. Student needs are based on their academic needs and programming and support is administered appropriately.

13. As a transfer school, we are not able to identify incoming students who are in need of ELL services before the beginning of the school year. Students are accepted at various time of the year. If a student is admitted at the end of the school year, that student is required to participate in our summer school English program. The program strengthens students writing and analyzing literature.

14. In the past we have offered French, Swahili and Japanese as language electives.

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)?

We do not have a Dual Language program. N/A.

D. Professional Development and Support for School Staff

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

1. Professional development has focused on promoting a balanced literacy initiative for all students to strengthen reading and writing skills as well as making sure student's learning is differentiated based on their needs. All of our professional development during the 2010 - 2011 school year have focused on these two areas.

2. Our guidance counselor, as well as our special education teacher, work with our students to assist them in transitioning to high school as well as life beyond high school.

3. During our weekly staff meeting, we discuss student needs and share best practices to insure students are receiving all the support available to them.

E. Parental Involvement

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

1. It continues to be a challenge to get parents involved in their children's education. We have conducted PTAG and SLT events to try and bring parents into the building, including workshops to help parents relate to their children, tax assistance, pot luck dinners, self-defense classes.

2. The Hetrick Martin Institute is our CBO. We continue to work closely with them to support our students and their parents. HMI has provided dinners and workshops around health/wellness topics to try and encourage parent participation.

3. We evaluate the needs of parents through discussion during parent/teacher conferences as well as phone conferences. Our PTA committee is currently creating a survey to identify parent needs.

4. We work with our PTAG and SLT to create events that are important to parents. We also invite our staff to offer suggestions during staff meetings. Our parent coordinator works with the PTA to insure parents are receiving support. Our parent coordinator brought in a counselor to help parents discuss difficult subjects with parents around dating and sexually transmitted diseases as well as

psychoeducational workshop/support group for the parents around adolescence/LGBTQ issues.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	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	1			
Biology				
Chemistry				
Earth Science				
Living Environment	1			
Physics				
Global History and Geography				
US History and Government				
Foreign Language				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. Each student that enters our school is given a Gaite MacGinitie Reading Assessment. A Personalized Instructional Plan is created for each student, along with a SMART goal, to insure improvement of at least one grade level in reading and writing. As a school, we are developing a schoolwide literacy agenda that will be implemented in each of the next two years.

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.

- N/A
- N/A

Additional Information

Paste additional information here

Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 02M586

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$71,189	\$28,988	\$100,177
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$712.00	\$290.00	\$1,002
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$3,559	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$7,119	*	

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

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

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

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

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

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

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school

and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

We have been conducting and will continue to conduct a needs assessment based on the following:

- Daily attendance information
- ATS reports
- Standardized test results from the June 2008 through June 2009 RCT and Regents Examinations
- Teacher developed tests and projects
- Teacher observations
- Classroom observations
- Weekly faculty meetings

- Professional development workshops
- SLT and PTAG meetings

Needs were determined by a close examination of all the materials listed above. In reviewing the data we considered all students in all grades. The data pertaining to the disaggregated groupings, although helpful, represent small numbers of students and do not necessarily carry the same validity as data pertaining to the collective student population. Since the majority of our students require significant academic and emotional support, all instructional programs and support structures target all students. We share data and assess needs through a variety of venues. One main venue is our weekly staff meeting where we discuss student academic performance, attendance rates, and emotional needs. These conversations inform much of the content for our professional development workshops, much of which focuses on strengthening our instructional program and developing specific curricular designs to include literacy and the group dynamics model for Advisory. All advisors have also received increased responsibility for following up on student attendance, making daily contacts with our students' families, as well as arranging for parent/guardian conferences. Attendance data and testing data were included as agenda items for both the School Leadership Team (SLT) and Parents, Teachers & Guardians Association (PTAG) meetings.

2. Schoolwide reform strategies that:

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

We are dedicated to supporting our students in the many areas of need they possess. Academically we have created two groups, one of higher achieving students who are looking for a more enriched and accelerated curriculum and a lower achieving class for

students who need more time or support. The lower level class is staffed with our special education teacher and a content area teacher. We have also created two vocabulary classes for students with deficient skills. One class is for students with very low reading skills and one is for students who have a discrepancy between their reading levels and their comprehension. This is also our student study group for our Inquiry Team. Our focus is to increase reading comprehension through the vocabulary class. We have adjusted our school's educational program by introducing a literacy focus for all students. We have also created a separate literacy class that meets four days a week. These classes focus on reading and writing skills. Students who have not passed all regents exams, or would like to improve a previous score, are given a regents prep class which meets four times a week. Students are able to receive extra support after school during our extended time period.

Many of our students require support and services beyond those a traditional school might offer. To fulfill this need, we have a fulltime social worker and a fulltime guidance counselor. They work with our students to insure their academic, social/emotional and legal needs are met. Our CBO, the Hetrick-Martin Institute, also supports our students' non-academic needs.

Through partnerships with the Anti Defamation League and the McGraw-Hill Companies we provide students information/training in the areas of job readiness, college prep, job shadowing, peer mediation.

3. Instruction by highly qualified staff.

96% of our teaching staff is highly qualified. As a community, we are concerned with the whole child and we view each student as an individual. Each class has intentionally been capped between 15 to 20 students to allow teachers to provide individual attention for each student. As noted in question number four, we have devoted much of our professional development to differentiation of instruction to meet the varying needs of our students. Teachers and staff are also concerned with understanding each student as a person. This allows us to make a plan when necessary and provide flexible programs to meet the needs of our students. We have designed several classes as examples of this focus. We now have a literacy class to improve the level of all students in the areas of reading and writing. We also have regents prep classes designed to prepare each student who has not successfully passed all regents exams.

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.

We have used AUSSIE consultants, Harvey Milk staff, as well as trainers from the CFN 403 to focus professional development in the areas of Differentiated Instruction, Understanding by Design, CCSS, ACUITY, ARIS, Balanced Literacy and Curriculum Mapping. Professional Development in the area of Literacy supports students with reading and writing. Administration, as well as support staff, has used the professional development opportunities offered by the NYC Department of Education as well as CFN 403.

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

CFN 403 network provides Harvey Milk with eligible candidates for open positions at the school. Teachers and administration interview all candidates of interest through our interview process and collectively make a decision.

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

We continue to work towards improving our parental involvement. Alongside our SLT/PTAG, we have provided workshops for parents in the following areas: basic computer literacy, specifically with Snapgrades, support group for parents of gay children and workshops helping parents/guardians support the needs of a gay child. Through the SLT a *Harvey Milk HS Newsletter* was created. A phone chain and an email chain as a means of communicating important information as well as SLT meeting times. And *Family Salsa Night* for parents and students as a means to encourage new parents to our SLT/PTAG meetings.

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

N/A

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

Decisions regarding student achievement and/or overall instruction are discussed and decided on in one of two areas, the weekly staff meeting or in a committee / team. Decision making happens during weekly staff meetings. Information is introduced, discussed and then decisions are voted on by teachers and administrators. Work that is ongoing is usually discussed and decided upon in a committee or team.

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.

Student academic success and difficulties are discussed during the weekly staff meetings. At that time, strategies and information concerning the student's needs are discussed. Current program is discussed and a determination of its appropriateness is made. Teams are also created, consisting of necessary teachers and administration, counseling staff, guidance counselors, parents/guardians, students and outside partner or community members as needed, to discuss and support student needs. These teams will bring back information and any changes to a student's program to the entire staff. Discussions and changes are done as needed during staff meetings.

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.

Coordination of programs and services happen in a variety of places, from the Harvey Milk counseling staff, our guidance counselor, the administration, as well as our CBO the Hetrick-Martin Inst. The Hetrick-Martin Inst provides assistance with many of the non-academic concerns of our students including legal, housing and social/emotional, violence prevention programs and peer mediation.

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.

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

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

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

Program Name	<i>(i.e., Federal, State, or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	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)	<i>Federal</i>	X			59,799	X	5, 6, 28, 29
Title I, Part A (ARRA)	<i>Federal</i>	X			28,698	X	5, 6, 28, 29
Title II, Part A	<i>Federal</i>			X	-----		
Title III, Part A	<i>Federal</i>			X	-----		
Title IV	<i>Federal</i>			X	-----		
IDEA	<i>Federal</i>	X			6,768	X	5, 6, 28, 29
Tax Levy	<i>Local</i>	X			962,361	X	5, 6, 28, 29
