



CHELSEA HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: CHELSEA HIGH SCHOOL 02M615
ADDRESS: 131 AVENUE OF THE AMERICAS
TELEPHONE: 212-925-1080
FAX: 212-941-7934

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M615 **SCHOOL NAME:** Chelsea High School

SCHOOL ADDRESS: 131 Avenue of the America's New York, New York 10013

SCHOOL TELEPHONE: 212-925-1080 **FAX:** 212-941-7934

SCHOOL CONTACT PERSON: Brian Rosenbloom **EMAIL ADDRESS:** Brosenb2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Tonya Weary

PRINCIPAL: Brian Rosenbloom

UFT CHAPTER LEADER: Jan Scott

PARENTS' ASSOCIATION PRESIDENT: Carla Barton

STUDENT REPRESENTATIVE:
(Required for high schools) Nazeha Uddin
John Vidal

DISTRICT AND NETWORK INFORMATION

DISTRICT: 2 **CHILDREN FIRST NETWORK (CFN):** CFN 107

NETWORK LEADER: Nancy Scala

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
Brian Rosenbloom	*Principal or Designee	
Jan Scott	*UFT Chapter Chairperson or Designee	
Carla Barton	*PA/PTA President or Designated Co-President	
Carla Barton	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Carmen Damien	DC 37 Representative, if applicable/ Parent Coordinator	
Nazeha Uddin John Vidal	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Luz Mary Ocampo	Member/Parent	
Tonya Weary	Member/Teacher	
	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.

Chelsea High School, located in the SoHo section of Manhattan, is committed to educating the leaders of tomorrow in an environment that is safe and supportive. Our graduates are prepared for college, career, and life. To accomplish this, Chelsea offers Advanced Placement courses in US History, Government and Politics, Physics, Calculus, Spanish Language, and Literature and Composition. Our high-quality Career & Technical Education (CTE) programs allow students to earn industry-recognized certification in C-Tech, A+, and Cisco Systems. Elective CTE courses are also available in Desktop Publishing and Web Design. In addition, our school's subject area Assistant Principals work closely with teachers and students to create classroom environments that are rigorous and engaging. Infused throughout our curriculum is a spirit of collaboration and interdisciplinary learning. Also infused in our classrooms is the use of technology.

Chelsea was recently designated a transformational school, which allows our school to support our students and staff in many significant ways. For the 2010-2011 school year, for example, we have extended the school day to include additional time for instruction and planning. As a transformational school, we have also retained the services **Heart of Change** and **Teaching Matters**, two well-regarded professional development organizations that are working with our teachers and administrators on a regular basis. The consultants from **Heart of Change** work closely with teachers and administrators about differentiated instruction. The consultants from **Teaching Matters** work with our staff in the areas of technology and standards-based teaching and learning in both the areas of literacy and numeracy.

To enhance our students' learning both in and out of the classroom, we partner with **Epic Theatre**, an Obie-winning ensemble that has been a part of the Chelsea family for more than eight years. With the professional actors and directors of Epic, our students annually perform the works of Shakespeare on a real-life Broadway stage. Recent productions have included Hamlet, Much Ado About Nothing, Romeo and Juliet, and Richard III. Epic professionals also work in our Global Studies classes where they help our students to enact famous scenes from world history. During the 2010-2011 school year, students staged a trial of the notorious leader of the French Revolution, Maximilien Robespierre.

Chelsea also offers a myriad of after-school club and sports activities.

With its dynamic and nurturing staff of teachers and administrators and with its partnerships with many of New York City's most well-respected organizations, Chelsea High

School is fast becoming one of the city's first-choice schools for students from all five boroughs.

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:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Special Education Enrollment:					
Total				(As of October 31)	2007-08	2008-09	2009-10		
				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									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									

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

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Metric	2007-2008	2008-2009	2009-2010
Attendance	75.8%	78.3%	81%
Students earning 10+ credits in 1st year	58.7%	86.2%	80%
Students earning 10+ credits in 2nd year	46.2%	56.0%	72%
Students earning 10+ credits in 3rd year	46.8%	47.5%	59%
English Language Arts Regents pass rate	45%	60%	71%
Integrated Algebra Regents pass rate	32%	72%	72%
Living Environment Regents pass rate	26%	76%	76%
Global History Regents pass rate	31%	58%	73%
United States History Regents pass rate	58%	69%	67%
ELA Accountability (Made AYP)	AA (No) Latino (No) Econ. Dis. (No)	AA (No) Latino (Yes) Econ. Dis. (SH)	AA (No) Latino (No) Econ. Dis. (No)
Math Accountability (Made AYP)	AA (Yes) Latino (Yes) Econ. Dis. (Yes)	AA (No) Latino (Yes) Econ. Dis. (Yes)	AA (SH) Latino (Yes) Econ. Dis. (Yes)
Graduation Rate Accountability (Met Criterion)	AA(Yes) Latino (No) Econ. Dis.(No)	AA (No) Latino (Yes) Econ. Dis. (Yes)	AA (Yes) Latino (Yes) Econ. Dis. (Yes)

Lowest Third Data

- 74.7% of all freshmen who took the IA Regents passed it, compared to 31.3% of freshmen in the school's lowest third
- 77.7% of all freshmen who took the ES regents passed it, compared to 20% of freshmen in the school's lowest third
- Credit Accumulation According to the Progress Report

	Grade 9	Grade 9	Grade 10	Grade 10	Grade 11	Grade 11
Year	10+	10+ Lowest Third	10+	10+ Lowest Third	10+	10+ Lowest Third
2006-07	39.8%	n/a	35.1%	n/a	39.3%	n/a
2007-08	58.7%	42.3%	46.2%	21.9%	46.8%	32.3%
2008-09	86.2%	79.2%	56.4%	48.5%	48.8%	26.9%
2009-10	80.2%	52.6%	72.4%	56%	59.2%	40%

Performance Trends

- The number of students earning 10+ credits in the second and third years continues to increase
- The number of ninth grade students earning 10+ credits in their first year decreased, possibly due to the decrease in lowest third credit accumulation
- ELA and Global Regents pass rates continue to increase
- Living Environment and Integrated Algebra Regents pass rates remain flat
- Credit accumulation for the school's lowest third is below that of each grade as a whole
- The school continues not to make AYP in ELA accountability
- Graduation Criteria were fulfilled for subgroups
- The Learning Environment Survey shows an increase from 53% in 2008_09 to 93% in 2009_10 of teachers who say that order and discipline are maintained at the school. Student responses increased from 68% to 83% for feeling safe in the building outside of classrooms.
- Attendance rates continue to increase.

Greatest Accomplishments

- Continue to build a culture of achievement in the school as evidenced by the our increased credit accumulation rates
- Working as an iZone pilot school, we support students further in credit recovery efforts
- Teachers work comfortably with Edline, an online grading system that students can access to check on their grades and assignments
- Teachers receive professional development for data analysis and interpretation

Aids

- Extended day through School Improvement Grant (SIG) funding enabled the school to implement an extended day where teachers meet in collaborative groups from 8:00 to 8:30 a.m. and students receive instructional support during an eighth period from 3:20 – 4:05 p.m.
- SIG funding for two consultant services to work with teachers; Teaching Matters on curriculum and technology, Heart of Change on pedagogy
- United Way funding for Attendance Intervention and Dropout Prevention brings personalized intervention for students with chronic attendance problems. Interventions include a plethora of services made available by the school's partner, The Door.
- Initial implementation of Common Core State Standards is increasing the instructional level of rigor

Barriers

- First period classes consistently have the lowest pass rates because of student lateness
- Lack of proper physical education facility inhibits student engagement
- Lack of adequate food service facilities detract from the overall student appreciation of the school
- The school has downsized and classroom space is not always available when needed

SECTION V: ANNUAL SCHOOL GOALS

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

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

Annual Goal	Short Description
To increase credit accumulation for lowest third students as measured on the Progress Report.	Year 1 60% Year 2 60% Year 3 50%
To increase Regents Performance as measured on the Progress Report. Student average attendance will increase to 84%	For all Regents Exams: 60% of students will earn a mark of 65-84 (P) 10% of students will earn a mark of 85-100 (HP) Continue to implement intervention services that promote an increased percentage of Chelsea student attendance.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>70% of students will earn 10 or more credits by the end of the year, including English Language Learners, students with special needs, and students in the lowest 1/3.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Saturday school and credit recovery programs enabling students from all grade levels to progress towards appropriate grade level credit accumulation. • Math AP works closely with math teachers to implement standards based instruction. • Development and use of school website showcasing literacy based activities to increase student participation in reading and writing. • Consistent grading policies and rubrics at each grade level developed by teachers. • Meetings with guidance counselors for all students in order to communicate graduation requirements, expectations for the grade level, and student progress towards fulfilling those expectations. • Distribution of scholarship reports to appropriate department chairs and teachers. Increased teacher accountability for low pass rates. • Increase the number of formal/informal classroom observations and walkthroughs.</p> <p>Action research (Inquiry) done by grade level teams for school’s lowest third: Grade 9: What effect will non-traditional assessments have on credit accumulation? Grade 10: Will positive, specific feedback have an effect on student engagement in the classroom? Grade 11: How will the use of differentiated learning strategies impact on student learning goals? Grade 12: How will the use of differentiated learning strategies affect credit accumulation?</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>We have scheduled over \$250,000.00 dollars in teacher per session to support Saturday school, PM school and our extended day program. These funds come from the Transformation Grant allocations.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>For all Regents Exams: 60% of students will earn a mark of 65-84 (P) 10% of students will earn a mark of 85-100 (HP)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Development and use of school website showcasing student literacy based activities to increase student motivation in reading and writing. • Consistent use of Acuity interim and predictive assessments to inform instruction. • Increase the number of formal/informal classroom observations and walkthroughs. Review of student information from ARIS and the IT Tool. Review of Acuity results in Mathematics and ELA as they become available for all three ITAs and the two predictives in January and June. Whiteboard in principal's office listing upperclassmen, diploma types, and Regents exams still needed, updated as students achieve goals.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>We have scheduled over \$250,000.00 dollars in teacher per session to support Saturday school, PM school and our extended day program. These funds come from the Transformation Grant allocations. Funding has been set aside to purchase additional supplemental regent review books for all subjects.</p>

Indicators of Interim Progress and/or Accomplishment
 Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Annual Goal
 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

The school-wide average daily attendance rate will exceed 84%

Action Plan
 Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

Weekly attendance meetings with the attendance teacher, guidance counselors, and teachers. • Attendance awards for students who have perfect attendance. Student names are posted outside the main office. • Use of the Phonemaster system for family notification when students are absent. • Verification of attendance data from various ATS reports. • Planning interviews in order to provide counseling for students who do not attend school

United Way:
 AIDP staff will work closely with school administration to monitor and address attendance issues of AIDP participants. The school will provide the Family Coordinator with daily attendance reports. The Coordinator will then perform outreach to inquire about absences. AIDP staff will also follow up with participants in the afternoon to ensure that young people are engaged throughout the entire school day. Each student will receive monthly progress reports from the AIDP Teacher, tracking attendance, participation and assignment completion. Because attendance problems are often partly attributable to unstable home life or other stressors that exist in the lives of young people, supportive services offered at The Door will be critical to providing young people with the support they need to succeed academically.

	<ul style="list-style-type: none"> • Phone calls • House visits • Attendance incentives • Home visits • Linking attendance to academic goals in the student's Educational Achievement Action Plan, counseling sessions, and Care-giver conferences
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Chelsea received a \$250,000.00 dollar grant from United Way for the sole purpose of improving attendance. We have a Social Worker, Community Engagement Specialist, and a Teacher who work with students who have been absent 20 or more times the previous year. We are partnered with The Door.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	25	25	25	25	15		43	
10	30	30	30	30	15		28	1
11	32	32	32	32	8		30	1
12	15	15	15	15	7			

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Small group and individual instruction both before and after school. Push in support during classroom instruction for Ells. Individual instruction based on Acuity results showing areas of need.</p>
Mathematics:	<p>Small group and individual instruction both before and after school. Push in support during classroom instruction for Ells. Individual instruction based on Acuity results showing areas of need.</p>
Science:	<p>Small group and individual instruction both before and after school. Push in support during classroom instruction for Ells. Smart board use in science classrooms in order to provide a visual component for new vocabulary and concepts.</p>
Social Studies:	<p>Small group and individual instruction both before and after school. Push in support during classroom instruction for Ells.</p>
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> ● Guidance Counselors provide individual and group counseling. <ul style="list-style-type: none"> ● Facilitation of classroom presentations. ● Referrals to the S.B.S.T. ● Referrals to Community Based Organizations. ● Facilitation of parent and student meetings. ● Facilitates the growth of students by career exploration. ● Facilitates the growth of students by post-secondary exploration.

	<ul style="list-style-type: none"> • Helps promote the need for academic tutoring. • Collaborates with A.C.S. and agencies for support of student growth. • Assist students with Alternative Education Programs. • Assist the Administration and Dean's with student mediations. • Attendance outreach to all students and weekly attendance meetings. • Promote student growth by utilizing outside guest speakers.
At-risk Services Provided by the School Psychologist:	no services provided
At-risk Services Provided by the Social Worker:	Social Worker on staff is directly related to our AIDP program. She works with 110 students in the program.
At-risk Health-related Services:	Referrals to the Community Based Organization The Door. Health Aide on site.

2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

APPENDIX

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 9-12 Number of Students to be Served: 27 LEP 0 Non-LEP

Number of Teachers one Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Title III funds are used to pay 15.38% of our second ESL teacher's salary. This is done to assist in reducing class size and providing additional support to our ELLs, beyond the mandated units.

Of the 27 ELLs enrolled at Chelsea, three have 0-3 years of service, six have 4-6 years of services and eighteen are long term ELLs with more than six years of service. Since most of these students are long term ELLs, they will benefit from increased individual attention in a reduced size class. The instructional program for these students takes a two pronged approach with pull out sessions for intensive reading, writing, and grammar practice in a small group. The students also receive push in support for appropriate assistance in core subject areas.

The program services 27 students as follows: Grade 9 – 12 students; Grade 10 – 11 students; Grade 11 – 2 students; and Grade 12 – 2 students.

There are three groups of students, the upperclassmen being combined into one group. Each group meets with the ESL teacher whose salary is partially funded by Title III, three times a week for an extended period of sixty minutes, in addition to the mandated minutes provided by the ESL teacher not funded through Title III. English is the language of instruction, with a heavy emphasis on grammar, reading, and writing. The ELLs teacher pushes in to various subject area classes as necessary, using her given professional periods to meet with core subject teachers, showing them how best to support ELLs and brainstorming ideas for individual subject area support. The groups will meet for the entire school year, especially after the administration of the NYSESLAT examination, in order to support students going forward to their regents examinations.

Rationale: An examination of the data shows that in addition to unsuccessful completion of the NYSESLAT examination, these students consistently underperform when compared to their cohort performance on Regents exams. The pull out sessions give students support for English Language while push in helps the ELL teacher prescribe appropriate subject area support.

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.

Professional development is for our teachers is not funded using Title III funds.

The ESL teacher prepares individual student data by grade level, then presents the data to the grade level teams along with a synopsis of the NYSESLAT assessment and the skills necessary to perform at a proficient level on the test. All subject area teachers are encouraged to include assessment oriented tasks such as interpreting pictures and writing main ideas into their instruction.

Section III. Title III Budget

School: 02M615 BEDS Code: 310200011615

Allocation Amount:		
Budget Category	Budgeted Amount No Budgeted Dollars	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem		(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.		(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.		(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)		(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Within the first month of school, we reviewed ATS and blue emergency card contact information to determine which students came from non-English speaking homes. We conducted interviews with students concerning their home language and any translation services parents or guardians might need. Response letters and forms were sent home to assess for limited English speaking parents.

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.

For many families, Spanish is the primary language spoken at home. All of these parents receive notifications in English and Spanish, although most are fluent in both languages. These results were shared at a SLT meeting that included representatives from the Parents Association. Results were also shared at a staff meeting in the beginning of the school year.

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.

Bilingual personnel on staff as pedagogues, student/family support personnel, paraprofessionals, and members of the School Leadership Team address these needs with translation services in writing for communication sent or mailed home and for literatures available about the school at school functions. At Parent Association meetings, parents may also volunteer to translate and facilitate small group discussions for parents who are limited in their ability to speak English. Parents are informed in writing of the availability of translators and of their right to use an adult friend or family member to provide translation.

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.

Professional and paraprofessional staff also translates at school meetings, Parents' Association meetings, and for parent-teacher conferences when necessary. Signage in the building is in both English and Spanish, including the names of key personnel who can assist non-English speaking parents in addressing needs at 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>.

As mentioned above, all parents whose primary language is other than English receive all school notices in both their primary language and English. This includes notification on parental rights regarding translation and how to obtain translation services in the school. There are signs in the entrance way and in the main office reminding parents of these rights as well. Addressing language barriers will also be part of the 2008/09 school safety plan, ensuring that parents with limited English communication skills can access administrative and other key school personnel. Parents will also be made aware of the Office of Translation and other resources within the Department of Education.

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:	391,271.00	200,017.00	591,288.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	3916.00	2004.00	5920.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	19,600.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	39,200.00	*	

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

* 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.

Chelsea HS agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their children’s learning;

- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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.

As part of developing a Comprehensive Education Plan, the SLT will conduct a needs assessment. This assessment will be multi-modal. The Parents’ Association will survey parents and families about perceived needs ways to improve communication. Teachers in each discipline will collaborate to evaluate educational progress and identify needs for students for the coming year. Staff will also identify barriers to achievement for specific students and students in general. Grades on teacher-made tests, standardized test scores, teacher observation, informal assessments and student discussions will help inform identification of needs in academic areas. Through advisory and student support, staff will identify social/emotional needs other barriers to learning.

2. Schoolwide reform strategies that:

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

Through expansion of after school academic assistance to 4 days per week, students identified through PCEN as well as all other students will have opportunities to address any barriers to learning. Additionally, through cross-curricular planning, all students will benefit from the collaborative approach to lesson planning and in certain classes, collaborative teaching. School-wide professional development on addressing the wide range of academic needs in a given classroom will enhance instruction and benefit all students. Advisory, a small group structure addressing students’ adjustment and connection to school and academic goal setting and monitoring, is a whole school function that utilizes peer relationships as well as adult guidance.

- 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. **Professional development, on-going teacher-led critical reflection groups, teacher mentoring for Fellows and new teachers.**
- Help provide an enriched and accelerated curriculum. **Workshop model and portfolio evaluation of student work in which students can choose more challenging goals, offering Advanced Placement courses and entry level college courses through College Now.**
- 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.

- Hire teachers who are certified in the license areas.
- Rigorously interview teachers to assess if they are aware of current trends in education, and strategies for improving outcomes for students.
- On-going observation of classroom instruction.
- On-going personalized staff development in the form of the Individual Improvement Plan.
- On-going professional development in all subject areas .

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

- Math and Literacy staff development with coaches and subject specific Assistant Principals.
- Training for team teaching.
- Peer Coaching: Understanding By Design: UBD Training
- New York Times Newspaper In The Classroom Project
- Staff Development For ESL teachers to help students with limited English proficiency meet the regents standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - Administrators and supervisors will attend all job fairs.
 - Searches will be made on the Department of Education Web site to find qualified teachers seeking a position.
 - The ISC will be contacted to locate qualified teachers seeking a position.
 - Local schools will be contacted to see if there any highly qualified teachers who are in excess at their schools.
 - Before they are hired prospective teachers will be interviewed by the Assistant Principal of Organization, the Assistant Principal who supervises the teacher's license area, teachers and the Principal.
 - Prospective teachers will be asked to demonstrate their teaching skills before they are hired.

6. Strategies to increase parental involvement through means such as family literacy services.
 - Parent workshops around literacy and numeracy.
 - E.L.L. workshops for parents will take place at various points in the year.

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.
The Acuity tests will be used to assess reading levels and create an intervention plan to scaffold skills and to build vocabulary, fluency and reading comprehension. Weekly grade level and departmental meetings designed to improve student achievement.

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.
One to one tutoring is offered for those having difficulty on assignments and examinations. Item analysis of failed exams allows student to focus on those questions they got wrong. Teachers explain how to achieve a higher score and what skills to apply to each incorrect response

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.

- To reduce class size for low performing students and create double period of math and English
- To increase time on task for students in mathematics and English classes.
- To provide additional instruction for students not passing their regents exams.
- To increase instructional time for students with limited English proficiency.
- To offer students tutoring on Saturdays, after school, and on holidays.
- To offer students extracurricular activities which will motivate them to attend school.
- To support CBO's (Community Based Organizations) which will offer guidance, career training, and tutoring to our students.
- To encourage parental involvement.
- To develop and encourage peer coaching.
- To identify, intervene, and support students who are at risk of dropping out of school, failure or being placed in special education

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

Explanation/Background:

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

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

convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			391,271		
Title I, Part A (ARRA)	Federal	X			200,020		
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	X					

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;

-
- **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.

- 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: Restructuring Advanced-
Comprehensive _____ **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.

Chelsea was identified as a Restructuring school due to its failure to meet AYP in English.

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.

This question of focused interventions was addressed and can be referred to in section IV and VI of this document.

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.

School Under Registration Review (SURR)

The 10 percent of the Title I funds for professional development will be used for teaching staff, those who deliver instruction in English Language Arts to students in General Education, English Language Learners and those with Disabilities inside the building. We have created ongoing Professional Development during the school day to support staff in supporting our students.

Working closely with our teachers and administrators, teaching artists from the Obie-Award winning Epic Theatre Ensemble have been offering in-depth residencies in our English and Social Studies classes with the goal of deepening student understanding and appreciation of certain eras of world history. Epic's teaching artists use theater to foster empathy, create civic dialogue, and empower student voices in their community and beyond. During the 2010-2011 school year, tenth grade students staged a trial of Maximilien Robespierre, the notorious leader of the French Revolution. After seeing an Epic performance of Sophocles' Antigone, ninth grade students wrote their own version of the play in their English classes. The students' adaptation was then rehearsed and performed for their peers, parents, and community. Epic's teaching artist's regularly attend our common planning time meetings.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

With funding from the School Improvement Grant (SIG), the school has hired a Master Teacher for Special Education to work with teachers grouped by grade level. These workshops serve to broaden teacher classroom strategies and refine skills for addressing the needs of special education students, and by extension, all students. Grade level teachers meet with the Master Teacher once a week to determine their area of focus. The Master Teacher visits classrooms and offers feedback concerning the lesson. Additionally, the Master Teacher facilitates the relationship between the content area teacher and the special education teacher, helping them define roles and plan effectively for collaborative team teaching.

Additionally, the school employs a total of four consultants, two from Teaching Matters and two from Heart of Change, educational consulting firms.

The goals for the school include:

- Summary of data review for math and science, including students struggling in basic literacy skills and other special needs (include CTT teacher)
- Discussion and self-assessment using Rubric/Roadmap for 21st Century learning: compare-contrast traditional and 21st century methods (“the why”)
- Discuss role of homework for 21st century learning – differentiation of assignments
- Overview of project-based learning and backwards planning (3, 9-week projects) utilizing authentic assessment
- Integration of math and science methods, skills
- Identifying big ideas – conceptual learning and link to CCSS
- Project plans (outcome-skills), technology integration, goals for individual teachers – includes rubric(s) and formative assessment
- Supporting technology: expand use of audio/video tools, online web quests, class/project wikis, online discussion groups, interactive “lecture,” online connection with expert mentors and other students

- Supporting pedagogy: collaborative grouping strategies, partner and/or small group use of computers, constructivism and student choice, documenting progress, use of self-assessment and online rubrics, real-time performance expectations (before peers, with parents and other “significant adults”)

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.

Chelsea held a parent orientation meeting on 09-23-10 as well as subsequent meetings on 10-21-10 to notify them of the school's identification for school improvement as well as to introduce them to pertinent information about the school including promotion and graduation requirements.

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.)

Chelsea has two students in temporary housing.

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

Guidance Counselors meet with students and provide outreach to families in an effort to support their temporary living conditions.

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:	Chelsea Career and Technical Education High School					
District:	2	DBN:	02M615	School	310200011615	

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		75.8	78.3	81.7
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	Student Stability - % of Enrollment:			
Grade 4	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 5	0	0	0		93.4	96.8	97.6
Grade 6	0	0	0				
Grade 7	0	0	0	Poverty Rate - % of Enrollment:			
Grade 8	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 9	175	142	134		72.8	82.6	80.5
Grade 10	302	196	169				
Grade 11	206	150	93	Students in Temporary Housing - Total Number:			
Grade 12	85	121	106	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Ungraded	0	1	0		7	13	5
Total	768	610	502	Recent Immigrants - Total Number:			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					6	2	1

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	41	16	0	Principal Suspensions	173	136	98
# in Collaborative Team Teaching (CTT) Classes	34	34	45	Superintendent Suspensions	36	41	17
Number all others	38	43	34				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	629	595
Early College HS Program Participants	9	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				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	48	29	TBD	Number of Teachers	75	57	48
# ELLs with IEPs	2	7	TBD	Number of Administrators and Other Professionals	21	17	12
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	0	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
	70	19	69	% fully licensed & permanently assigned to this school	100.0	98.3	94.9
				% more than 2 years teaching in this school	63.6	72.4	79.2
				% more than 5 years teaching anywhere	44.2	55.2	72.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	74.0	83.0	83.3
American Indian or Alaska Native	0.7	0.7	0.2	% core classes taught by "highly qualified" teachers	87.4	92.2	94.2
Black or African American	35.4	34.1	31.9				
Hispanic or Latino	59.1	59.3	60.4				
Asian or Native Hawaiian/Other Pacific	2.9	3.8	6.4				
White	1.8	2.1	1.2				
Male	62.2	65.7	64.9				
Female	37.8	34.3	35.1				

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	v	v	56
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	55.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	6.1	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	7.2	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	38		
<i>(Comprises 60% of the</i>			
Additional Credit:	4.5		

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 107	District 02	School Number 615	School Name Chelsea CTE HS
Principal Brian Rosenbloom		Assistant Principal Margaret Glendis	
Coach		Coach	
Teacher/Subject Area Nicki Gonias/ESL		Guidance Counselor Linda Lawrence	
Teacher/Subject Area Nicole Elliot/ELA		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Carmen Damion	
Related Service Provider type here		Other type here	
Network Leader type here		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	502	Total Number of ELLs	24	ELLs as Share of Total Student Population (%)	4.78%
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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.

Historically, Chelsea HS has received students via the high school application process and therefore the students entering Chelsea have already been identified as having a home language other than English and appropriately assessed. Two new students arrived at Chelsea HS this year. A certified pedagogue worked with the family to complete the Home Language Survey. It was determined that the students had a home language other than English. Within 10 days of enrollment, the LAB-R was administered in order to determine ELL eligibility. One student was found eligible.

Parents of students that are identified as eligible for services work closely with the parent coordinator. She has the EPIC kit and informs the parents of the choices (ESL, Bilingual, or Dual-Language). Letters of eligibility and choice are given to parents and are reviewed on an annual basis. It had not been the practice at this school to keep parent letters in a central location. Going forward with new administration, the school will keep records of all entitlement, continued entitlement, and non-entitlement letters to parents.

Chelsea High School's ESL program is a free-standing program. The school has made no provision for Transitional Bilingual or Dual language programs because of the small percentage of ELLs in the student body.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														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	24	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	10
SIFE	5	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	15

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	3	1		6	3		15	1		24
Total	3	1	0	6	3	0	15	1	0	24

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										8	11		1	20
Chinese										1				1
Russian														0
Bengali										2				2
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1		1
TOTAL	0	0	0	0	0	0	0	0	0	11	11	1	1	24

Part IV: ELL Programming

A. Programming and Scheduling Information

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

The ESL program at Chelsea is freestanding. The ESL teacher provides services via a pull-out program for students. Students are heterogeneously grouped by proficiency level. Students are given supplemental instruction for reading in each of the major content areas, language structure, and writing – both fiction and academic. The ESL teacher, school support organization, principal, and programmer work collaboratively to ensure that students are provided with the mandated number of minutes. Given that the school doesn't have a TBE or dual language program, beginning students have 540 minutes of ESL instruction, the intermediate students are provided with 360 minutes of ESL and the advanced students are provided with 180 minutes of ESL and 180 minutes of ELA. Spanish as a foreign language is offered to ELLs.

ELLs that require more than four years to graduate are given extra support by guidance counselors and administration to determine a program of study that will help them fulfill graduation requirements. If a student is missing credits, they are placed in the appropriate classes to achieve those credits. If a student needs to pass a Regents exam, they are placed in a Regents review class, usually a class with less than fifteen students, to be given intensive one on one instruction and support. In the case that the guidance counselors, family, student, and administration agree that the student is not thriving academically in their current placement, alternative educational options are discussed.

The ESL teacher collaborates with major subject area teachers during their planning, offering suggestions for effective ELL instructional methods. All instruction takes place in English. Differentiated instruction strategies such as flexible grouping, pre-teaching vocabulary, tiered assignments, and student choice are implemented in the classroom as appropriate. The school has implemented the NYC Periodic Assessment for ELLs. Students will be given extra support in areas where they show deficiencies.

Time and a half and bilingual glossaries have been provided for ELLs when taking Regents exams. All testing accommodations will be provided for ELLs as well as for those students who passed the NYSESLAT in Spring 2008 & 2009.

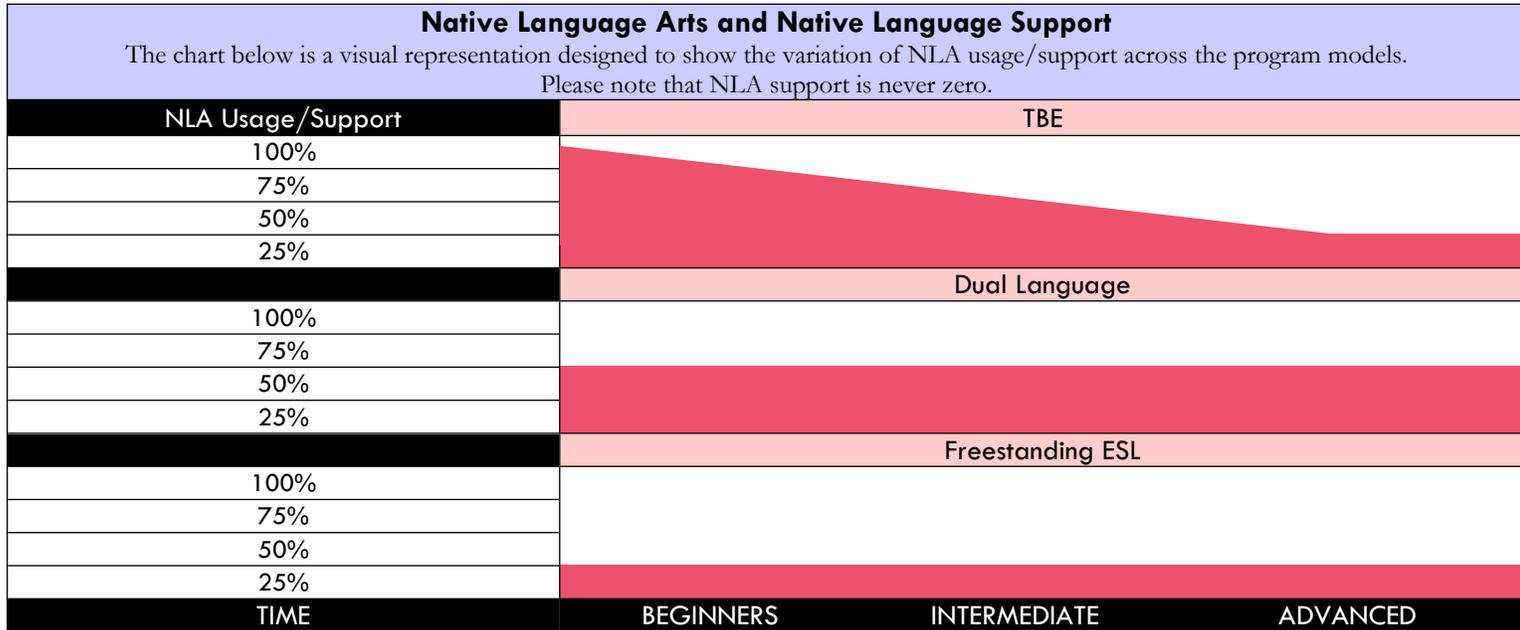
More than half of our ELLs are classified as long term. Our primary objective is to have these students achieve proficiency in all four modalities of the NYSESLAT. The school has been somewhat successful in this area since it implemented instructional techniques designed to familiarize students with the testing process and the format of the questions.

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
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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



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?

Intervention programs for ELLs include after school, small group instruction, peer tutoring and Saturday school. ELLs who have reached proficiency, as per the NYSESLAT exam, are invited to attend the intervention programs as well. Preparation for Regent's exams is offered in the same manner (before/after school and on Saturdays).

Time and a half and bilingual glossaries have been provided for ELLs when taking Regents exams. The students are provided with a copy of the exam in their home language. All testing accommodations will be provided for ELLs as well as for those students who passed the NYSESLAT in Spring 2008 & 2009. Teachers meet regularly and are aware of students who are ELLs and former ELLs. Teachers are aware of the F-ELL designation in ARIS. All instruction is in English, and appropriate instructional differentiation is used when needed.

This year, the school is using part of its School Improvement Grant funding to extend the workday for teachers. In the mornings, teachers are able to meet with the ESL teacher, Ms. Gonias, on both an individual and group basis to discuss their students' achievements, areas of supports, and ways of supporting them. The school groups ELL students with teachers of classes where they need the most support for the extra instructional period at the end of the day. This extra time is funded by the school's SIG grant. At this time, teachers are discussing the possibility of using peer tutors for ELL students. All students are given ample access to technology. As a part of this group, ELLs receive instruction in Microsoft Word and Powerpoint. They have the opportunity to practice keyboarding in some of their classes. Students are provided with and encouraged to use bilingual glossaries. In collaborative teams, students occasionally use their home language with classmates to enrich their understanding of particular subject matter.

ELLs who require more than four years to graduate are given extra support by guidance counselors and administration to determine a program of study that will help them fulfill graduation requirements. If a student is missing credits, they are placed in the appropriate classes to achieve those credits. If a student needs to pass a Regents exam, they are placed in a Regents review class, usually a class with less than fifteen students, to be given intensive one on one instruction and support. In the case that the guidance counselors, family, student, and administration agree that the student is not thriving academically in their current placement, alternative educational options are discussed.

The ESL teacher collaborates with major subject area teachers during their planning, offering suggestions for effective ELL instructional methods. Differentiated instruction strategies such as flexible grouping, pre-teaching vocabulary, tiered assignments, and student choice are implemented in the classroom as appropriate. The school has implemented the NYC Periodic Assessment for ELLs, and is currently waiting to review student data from that test. Students will be given extra support in areas where they show deficiencies.

The school offers Spanish as a foreign language elective to all students.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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.

Professional Development for teachers working with ELLs is being provided by the school support organization. Through the school's SIG funding, teachers participate in morning PD sessions provided by Ms. Gonias, the ELLs teacher. ELLs support and techniques are also discussed at grade level meetings and common planning time. Teachers have numerous opportunities to engage in curriculum presentations and discussions about the students' needs in the ESL/ELA planning time. All ELLs are held to the same high expectations as the rest of the school population. The ESL teacher meets with teachers on a one to one basis to disseminate NYSESLAT predictive information and coach teachers on how best to support their students.

Ms. Gonias (ESL teacher) and Ms. Glendis (Assistant Principal), have been working together to ensure that all teachers are educated regarding the various research-based ELL teaching and learning strategies. This provision of information has been woven into the bi-weekly morning meetings. Additionally, the school has ordered dspecific curriculum (Getting Ready for the NYSESLAT and Beyond, Attanasio & Associates to increase student test taking skill sets for the May examination.

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?

Parent involvement in the school is minimal. Currently, the school has a bi-lingual parent coordinator who works with the president of the Parent Association to develop activities to fulfill the needs of ELL families. She also acts as an interpreter when parents come to the school for individual meetings with teachers and for Parent Association meetings.

Currently, the school partners with The Door, a community service organization, under the auspices of a United Way grant for attendance intervention and dropout prevention. Students are entitled to services if they had twenty or more absences during the previous year. Social workers conduct home visits, group meetings, and a licensed pedagogue gives instructional support to any ELLs entitled to services. The school hopes to extend The Door's services to all students through a separate grant in the future. This will include services to parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

Intermediate(I)										4	5	0	0	9
Advanced (A)										5	6	1	1	13
Total	0	0	0	0	0	0	0	0	0	11	11	1	1	24

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	7	13	3		23
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8	4		11		9				24
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	8		14		2				24
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	14		7		1				22
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		2	
Math	13		7	
Math				
Biology				
Chemistry				
Earth Science	4		2	
Living Environment	6		4	
Physics				
Global History and Geography	2		1	
US History and Government				
Foreign Language	4		4	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Data patterns show students are more likely to achieve proficiency in Listening/Speaking rather than Reading/Writing. Therefore, our ELLs instruction centers more heavily on Reading/Writing across all subject areas. Collaborative classroom environments in all subject areas make it possible for students to practice speaking in English to their partners using appropriate subject vocabulary. Teachers are encouraged to pair students with students who speak English as their native language.

Most of our students enter high school testing at below grade level in ELA, Mathematics, Science, and Social Studies. They are already at a disadvantage. This carries through until Regents exams, where pass rates hover around fifty percent in all subject areas except ELA and Foreign Language. The school has made a concentrated effort in teaching writing skills to all students, thereby substantially increasing pass rates on the ELA, Living Environment and Global Regents exams. We encourage teachers to attend to the needs of these students by reviewing new vocabulary words in advance, pairing students with English speakers, or in some cases, native speakers when students are having difficulty grasping a particular concept. Students may receive scaffolded work assignments if appropriate.

The ELL periodic assessments seem to be generous indicators of how the students will perform on the NYSESLAT examination. The school has developed its own writing assessment, collecting data and implementing instructional responses as appropriate.

In Acuity assessments, ELLs are underperforming, rarely scoring above fifty percent of the predicted probability of passing the Regents examination with a 65 or better. Teachers are alert when students score very low, ten to twenty percent in this particular metric, and take appropriate steps to support these students. Students may be assigned to these subject areas and teachers during the school's eighth period extended day.

"Testing out" of the ELLs designation by achieving proficiency in all four modalities of the NYSESLAT is a primary indicator that our students

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.

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		