



HERITAGE SCHOOL, THE

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: HERITAGE SCHOOL, THE
ADDRESS: 1680 LEXINGTON AVENUE
TELEPHONE: 212-828-2858
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310400011680 **SCHOOL NAME:** Heritage School, The

SCHOOL ADDRESS: 1680 LEXINGTON AVENUE, MANHATTAN, NY, 10029

SCHOOL TELEPHONE: 212-828-2858 **FAX:** 212-828-2861

SCHOOL CONTACT PERSON: LUIS ALBERTO DUANY **EMAIL ADDRESS** LDuany@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Denise Byfield-Aboagye

PRINCIPAL: LUIS ALBERTO DUANY

UFT CHAPTER LEADER: Nancy McPadden

PARENTS' ASSOCIATION PRESIDENT: Brian Purnell

STUDENT REPRESENTATIVE:
(Required for high schools) Henry Gomez

DISTRICT AND NETWORK INFORMATION

DISTRICT: 4 **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

NETWORK LEADER: MARISOL BRADBURY/Marie Rousseau

SUPERINTENDENT: Geraldine Taylor-Browne

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
LUIS ALBERTO DUANY	Principal	
Carlyn Humphrey	UFT Member	
Amy Liff	UFT Member	
Rian Wilkinson	UFT Member	
Denise Byfield-Aboagye	Admin/CSA	
Nancy McPadden	UFT Chapter Leader	
Brian Purnell	PA/PTA President or Designated Co-President	
Frances Torres	Parent	
Shera Stallings	Parent	
Stephanie Murphy	Parent	
Lillian Centeno	Parent	
Yvonne Gomez	Parent	
Henry Gomez	Student Representative	
Chislaine Cruz	Student Representative	

* 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.

□

The Heritage School seeks to have our students become respectful citizens and leaders who have the skills and habits of mind to be successful in higher education and the world beyond. In addition to our Regents-based curriculum, we integrate cultural learning across the curriculum through arts integration and visits to cultural institutions citywide. We foster students' sense of personal identity and self-worth, linking that to the history and identity of East Harlem and the city as a whole.

The school is charged with a remarkable task: it must develop successful strategies to enable students to reach and surpass increasingly difficult standards, all at a time of severe budget cuts when Heritage lost more than 12% of last year's budget.

Our special-need population, for whom we mostly use the Collaborative Team Teaching model, is now at 62 students. Our small population of 20 English Language Learners has had some success in passing the NYSESLAT.

The school has received several small grants from the Federal and State governments and private foundations which support the school's extended day program, Community Choices. It offers our students digital video, Hip-Hop dance, Latin dance, and Teen Issues—in addition to several Physical Education options for our students to meet their credit requirements in a school building without an appropriate gymnasium.

The Heritage School has active collaborations with Teachers College, the Urban Arts Program (formerly known as Working Playground), Counseling in Schools, the Pleneros de la 21 Abajo (The Puerto Rican artists workshop housed within our building), the 92nd Street Y, East Harlem Tutorial Project, El Museo del Barrio, and the Washington Heights Inwood Coalition with a peer-mediation program. Teachers College offers tuition waivers to all Heritage staff who are accepted into one of their programs.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		Heritage School, The								
District:		4	DBN #:		04M680	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			83.9	86	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			95.9	96.64	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			74.4	69.9	81.5	
Grade 8		0	0	0						
Grade 9		86	83	81	Students in Temporary Housing - Total Number:					
Grade 10		130	95	80	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		74	117	107			2	4	TBD	
Grade 12		42	47	50						
Ungraded		1	0	0	Recent Immigrants - Total Number:					
Total		333	342	318	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							2	4	0	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		0	0	0	Principal Suspensions		37	51	TBD	
# in Collaborative Team Teaching (CTT) Classes		73	67	62	Superintendent Suspensions		32	27	TBD	
Number all others		6	13	14						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		N/A	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	21	20	22	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	2	4	7	Number of Teachers	25	26	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	6	7	TBD
				Number of Educational Paraprofessionals	2	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	2	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	52	46.2	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	32	46.2	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	84	85	TBD
American Indian or Alaska Native	0.3	0	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	96.3	TBD
Black or African American	30.6	28.7	29.6				
Hispanic or Latino	66.1	68.4	65.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.9	0.6	0.3				
White	2.1	2	2.8				
Multi-racial							
Male	49.8	52.3	53.5				
Female	50.2	47.7	46.5				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		Y	
Math:				Math:		Y	
Science:				Graduation Rate:		Y	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students				√	√	√	68
Ethnicity							
American Indian or Alaska Native						-	
Black or African American				-	-	-	
Hispanic or Latino				√	√		
Asian or Native Hawaiian/Other Pacific Islander							
White				-	-	-	
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				3	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	74.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	6.2	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	15.4	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	44.2	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	9	Quality Statement 5: Monitor and Revise	√

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

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Student Performance Trends

Graduation: Less than two-thirds of the students in our last two cohorts have graduated within four years, having us rank about half of the NYC horizon. About 4/5 of our students in the past two years have graduated within six years of starting high school, which places Heritage above 70% of NYC schools. However, in the draft Progress Report for 2008-9, the proportion seems to have decreased from 82% to 67%.

Credit accumulation : Heritage students do comparatively well in credit accumulation, especially in their first year with us: about 70% of students two years ago, and 88% of those last year, accumulated more than 10 credits—placing us above the 80th percentile citywide. However, after the first couple of years at Heritage, the proportion accumulating that many credits decreases, especially among those students in the lowest third citywide—57% of those students last year. For several years in a row, the school has obtained extra credit points in the Progress Report

Regents Pass Rates :

ELA: According to Progress Reports, when students' entering achievement level is taken into account, last year's graduates passed the ELA Regents in proportions higher than expected, placing us at about the 65th percentile citywide, compared to the 41th percentile for our previous class. The 2086-9 NYS School Report Card shows us having met the expected Annual Yearly Progress (AYP) for ELA among all of our students and relevant subgroups.

Math: Last year's graduates passed the Math Regents in proportions higher than expected from students' entering proficiency levels, placing us at about the 63th percentile citywide, compared to the 40th percentile for our previous class. The fact that some of our lowest-third students passed the Math Regents with a 75% or above the first time they were taking it, earned us "exemplary proficiency gains" in the Progress Reports. In the draft Progress Report for 2008-9, our Weighted Regents Pass Rate for Math placed us in the 74th percentile citywide, apparently an increase from the previous year.

U.S. History: Last year's graduates passed the Regents in proportions lower than expected from students' entering proficiency levels, placing us at about the 37th percentile citywide, compared to the 60th percentile for our previous class.

Global History: Last year's graduates passed the Regents in proportions lower than expected from students' entering proficiency levels, placing us at about the 42th percentile citywide, compared to the 68th percentile for our previous class.

Science: Last year's graduates passed the Regents in proportions lower than expected from students' entering proficiency levels, placing us at about the 37th percentile citywide, compared to the 60th percentile for our previous class. In the draft Progress Report for 2008-9, our Weighted Regents Pass Rate for Science seems to now place us in the 53rd percentile citywide.

B. Greatest Accomplishments over the last couple of years:

1. Progress Report: Even with two changes of leadership in the last three years, the school received an "A" on the 2006-2006 and 2007-2008 NYC Progress Reports .

School Quality Review: In one year, Heritage moved from the lowest category of "undeveloped" to the third highest of "proficient".

NYS Accountability Status: From being a School in Need of Improvement (SINI) for several years, Heritage is now "In Good Standing" for two consecutive years.

2. By hiring an additional Assistant Principal, we are able to have one administrator focused on instructional supports while the other does wider organizational, safety and student-support issues.
3. We have established a collaborative process to codify our instructional framework in an effort to clarify expectations for teaching and learning and create common practices in the classroom
4. Collaborative Team Teaching has been used extensively and successfully to more fully serve the needs of our many IEP students (more than 20% of our population). The master schedule has been aligned to student needs with concentrated attention to students with special needs.
5. After careful work of the Inquiry Team, the school's focus on low readers led to the instituting of a reading Rewards program with a full-time reading specialist.
6. Arts integration continued to be at the center of Heritage's life, and the collaboration with Urban Arts Partnership (formerly Working Playground) has blossomed into at least two teaching artists in our school during the school day, in addition to others after school.
7. The school instituted a robust after-school program, Community Choices, offering our students athletic, artistic, and leadership initiatives.
8. Teachers College continued to provide a stable basis for collaboration around professional development, organizational leadership and mentorship to staff members.
9. Turn Around for Children (funded by Teachers College) has provided expertise and resources to address the affective needs of our most challenging students.
10. Our school has a highly personalized environment where teachers and other adults know each child by his/her name.
11. As suggested by the last Progress Reports and their extra credit for the school, over the last two years, Heritage has been serving the lowest third of students well in the academic sense.
12. Grade-level teams (GLTs) of teachers have become "an embedded, valuable structure for gathering and analyzing student-level data that leads to individualized intervention," according to our last Quality Review. GLTs are leading the school's efforts to form a Professional Learning Community led by trained teacher leaders who also serve as a cabinet.
13. In the last year, the school has re-established participatory/collaborative structures such as the PTA, SLT and Student Council.
14. We increased our attendance rate from 84 to 86% in the last year, as a result of school-wide interventions.
15. We establishment a Peer Mediation program in collaboration with the Washington Heights Inwood Coalition.

• **Most significant barriers to school's continuous improvement:**

1. Organizational changes in staff structure, caused partly by changing Principals as well as continuing assessment of changing student needs.

2. Meeting all the special needs of our large IEP population in a way that best differentiates our school experience for them.
3. Large skill gaps of many entering students who are not prepared for high school work: among our ninth graders this year, 60 out of 76 tested in reading skills (79%) scored below a sixth-grade level and need a reading-intervention program.
4. Using school resources and budget ever more efficiently in times of budget cuts and increasing student needs and faculty needs for coaching.
5. Teacher turnover rate: only about half of our teachers have been at our school for more than two years.
6. Loss of outside funding that permitted collaborations with Student Press Initiative.
7. Need to leverage other organizations' resources into partnerships (for arts, physical education, and college experiences) that benefit our students.
8. Inadequate facilities for physical education and cafeteria, also leading to loss of mental-health interns from Teachers' College School of Psychology
9. Bureaucracy of leased space – limited access to certain spaces
10. Need for further professional development, and widespread use among teachers, in using data to improve instruction
11. Collaborating with parents especially in light of last year's low effectiveness of the Parent-Teacher Association and the School Leadership Team.
12. Mobility rate of students and family stability
13. Unfamiliarity/lack of knowledge among some staff members of students' issues, culture, family dynamics and their impact on student success.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, 50% of students’ grades 9 – 12 identified for reading interventions (Rewards and Wilson programs) will show evidence of a year’s growth in their reading level as measured by the San Diego reading assessment, Periodic assessments including Acuity ITA and Pre-Regents Predictive assessments.	<input type="checkbox"/> <input type="checkbox"/> A greater variety of reading assessments for a wider group of students than the past year.
<input type="checkbox"/> In June 2010, we had 62 percent of our first-year students accumulating more than 11 credits. By June 2011, our ninth and tenth grade student credit-accumulation will improve by 5% to 67%.	<input type="checkbox"/> To meet progress target.
<input type="checkbox"/> By June 2011, various school-wide initiatives will be launched to improve communication and engagement with students, staff and parents as measured by an increase of 10% in the proportion of each constituency filling out the Learning Environment Survey and expressing satisfaction with the school in the LES and other surveys.	<input type="checkbox"/> To meet progress target.
<input type="checkbox"/> By June 2011, 66% of the teaching staff will demonstrate evidence of understanding and application of, two of the school-wide Professional Teaching Standards: Effective Environment, Student Engagement and Instructional Planning, as evidenced in teacher goal-setting and self-assessment, as well as classroom observations.	<input type="checkbox"/> To meet progress target.

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) :

Literacy

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, 50% of students’ grades 9 – 12 identified for reading interventions (Rewards and Wilson programs) will show evidence of a year’s growth in their reading level as measured by the San Diego reading assessment, Periodic assessments including Acuity ITA and Pre-Regents Predictive assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> The budget is used to fund a full-time Reading Specialist.</p> <p>c) Careful programming of 9th grade students is done for Reading class, based on initial assessment by Reading Specialist.</p> <p>Rewards and Wilson Reading classes are offered to all ninth graders with identified reading challenges; an Advanced English Literature class is taught by the additional ELA teacher for students who demonstrate through testing a need for enrichment.</p> <p>Reading specialist Zankel Fellow interns are leveraged through Teachers College to give additional reading support.</p> <p>Students in Rewards and Wilson programs are individually tested for reading proficiency and fluency at least three times in year to measure progress.</p> <p>g) Reading Specialist will team teach one period a day 9th grader in Global Studies to incorporate literacy in other content area.</p> <p>GLT meetings will meet to analyze data of their respective students at least twice a semester and adapt their teaching practices.</p> <p>h) Walkthroughs with some teachers, including teachers from the PD committee, will focus on reading performance and literacy across content areas.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> a) Title I SWP funds will be allocated for a reading teacher. b) Teacher per-session funds will be allocated for a Professional Development Committee to plan workshops to address literacy. b) Students will be programmed for the Rewards class and Advanced English Classes. c) Inquiry activities within the Grade-Level teams will build on knowledge of reading strategies shared last year and throughout this year.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> a) Minutes from Ninth Grade-Level Team meetings twice a semester will evidence data analysis/assessment of student reading data. b) Notes and materils from PD sessions offered to teaching staff will show that at least twice in the year, there were tools shared to build student literacy. c) San Diego Reading assessment results indicate a growth of more than one year for at least one half of the students in the Rewards and Wilson programs. b) Acuity Instructionally Targeted Assessments given in October and May will indicate a growth for at least one half of the students in Rewards, Wilson, Advanced and 9th grade classes.

Subject Area
 (where relevant) :

Credit Accumulation

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> In June 2010, we had 62 percent of our first-year students accumulating more than 11 credits. By June 2011, our ninth and tenth grade student credit-accumulation will improve by 5% to 67%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Describe your plan for meeting your goal, including staffing, scheduling, and funding. Under the guidance of the Assistant Principal of Instruction, work closely with the 9th grade and 10th grade teachers in GLT meetings at least twice a semester, to track student achievement and credit accummulation.</p> <p>Ensure that scholarship report data is discussed by 9th and 10th grade GLT, and then by subject-area departments, using "Lesson Study" protocols which identify steps that the teachers can take to avoid student failure.</p>

	<p>Assign teachers to work during extended-day program with small groups of 9th and 10th graders with academic difficulties.</p> <p>Assign our experienced guidance counselor, as well as a staff member from Counseling in Schools, to the 9th grade GLT for follow up with individual students having difficulties in adapting to high school by having bimonthly group sessions.</p> <p>Solicit support of PTA in efforts made to enlist parental support in preventing failure among students, especially in the ninth grade, by reviewing graduation requirements and giving checkpoints for students at each grade.</p> <p>Use extended-day part of schedule strategically to target students with particular academic difficulties.</p> <ul style="list-style-type: none"> i) Conduct outreach efforts for our ninth- and tenth-graders and their families to outside community-based organizations that offer academic tutoring such as Promesa, Boys and Girls Harbor, and East Harlem Tutoring Project j) Leverage social-worker help provided by outside AIDP partner (Counseling in Schools) to support students with attendance problems, creating an Individualized Academic Achievement Plan for each of the fifty ninth- and tenth-graders in their target group. k) Create at least one credit-recovery class in a major subject like English, using materials from Classroom, Inc.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> a) Assistant Principal of Instruction funded to work closely with the 9th and 10th grade-level teams. b) Schedule will accommodate Wednesday afternoon meetings for Grade-level teams. (GLT) c) GLT Facilitators will be trained in "Lesson Study" protocols and data analysis. d) Funds from a United Way AIDP grant will be assigned to activities that promote attendance for ninth and tenth graders.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Scholarship Reports showing a decreasing number of ninth graders and 10th graders obtaining less than 65% average in their classes HSST transcripts pointing to an increase in credits Minutes from 9th and 10th grade GLT meetings Extended day and Peer Tutoring schedule and attendance. Minutes from School Intervention Team documenting increased supports for students with behavioral and academic challenges

	f) Minutes from United Way funded CBO documenting increased attendance for students.
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Subject Area
(where relevant) : Improving communication and engagement with whole community

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, various school-wide initiatives will be launched to improve communication and engagement with students, staff and parents as measured by an increase of 10% in the proportion of each constituency filling out the Learning Environment Survey and expressing satisfaction with the school in the LES and other surveys.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> <u>Staff/Faculty</u></p> <p>Identify an online program that teachers can use to post student grades and assignments such as Snap Grades, EZ Grade Pro, etc. Parents will be able to access this online program to monitor their child's progress.</p> <p>Create a Heritage High School Website / Blog to facilitate communication between staff, students and parents with a link to Snap Grades, etc. to be managed by a staff member.</p> <p>Create a Professional Development Committee designed to increase staff engagement, while tapping into in-house expertise and aligning faculty needs with various opportunities, such as in-school and other school intervisitations, PD offered by the Network, and outside experts.</p> <p>Create opportunities for staff to attend COMP (Classroom Organization and Management Program) training to facilitate an effective learning environment for students.</p> <p>Establish a calendar for the year including dates for Periodic Assessments, mid-term and final exams, marking periods, looking at data, and analyzing curriculum and planning corrective instruction.</p> <p>Establish clear communication and provide resources for staff to effectively execute administrative duties around grading, attendance records, intervention plan for students at risk, records of parental outreach, and classroom safety procedures i.e. sign in and out of</p>

students, etc.

Hold cabinet meetings with GLT facilitators and administration once a week where concerns and strategies are discussed to address common problems and set GLT agendas.

Plan bimonthly assemblies with GLT facilitators.

Have staff recognition lunch once a semester for staff members who exemplify the "VITAL Behaviors of Heritage Adults" as created by staff.

Students

Hold brief orientation program for incoming students and parents, to be held by Parent Coordinator, guidance counselors, and Administration.

Conduct tours for incoming 9th-grade students and parents.

Institute alternating bimonthly assembly by grade to include administration, students of each grade, and teachers in the GLT to promote among students the "VITAL Behaviors of Students" document created by staff.

Through staff "School Culture Committee", institute a program of rewards and positive incentives through the "golden ticket" program.

Explore and begin instituting SAT prepping for students.

Increase visibility and strengthen the peer mediation program and Student Council with the support of Teachers College, Zankel Fellows through creating bulleting boards, student assemblies and activities, and invitations for further trainings of new peer tutors.

Increase whole-class community-building activities organized by GLTs of teachers.

Include student leaders and build their capacity for facilitation during GLT meetings.

Parents

Support counselors and parent coordinator through PD and monthly meetings so that they can work with the PTA to plan and offer parent workshops.

Use Title I funds for training and workshops for parents by surveying parents at the beginning of the school year in September and during Parent-Teacher conferences.

Create feedback forms for every parent meeting offered

Organize events for parents to participate such as Back to School Night, Game Night, parenting classes - "How to Engage Teenagers", ESL / Foreign Language classes, computer classes, etc. Thanksgiving staff lunch, Winter and Spring Festival, and school dances, with wide community participation

Create and distribute a Family Guide for all families.

Use School Messenger to communicate and notify parents of their child's attendance, and school events including parent-teacher conference and important mailings.

Hold at least two ceremonies/parent banquets to recognize students earning awards

<p>Subject Area (where relevant) :</p>	<p>each semester.</p> <p>Consistent pedagogy in a professional learning community</p>
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, 66% of the teaching staff will demonstrate evidence of understanding and application of, two of the school-wide Professional Teaching Standards: Effective Environment, Student Engagement and Instructional Planning, as evidenced in teacher goal-setting and self-assessment, as well as classroom observations. Support will be sought from the partner organization, Teachers College, for training and grants.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> School building's theatre will be scheduled for grade assemblies. Provide overview of Professional Teaching Standards to staff in opening days of school. Student Council moderators will be paid per session through Title I funds. Extended School Day funds will be used to fund a training of about 15 peer mediators with two teachers. Continue to scaffold professional development opportunities throughout the year, especially for COMP training. After professional-development session on instructional walkthroughs, organize one walkthrough a month with three to four teachers and one administrator, focusing on one of the two Professional Teaching Standards. Lower number of student incidents which are prevented by peer-mediation planning among teaching colleagues. Use professional community time on Wednesday afternoons to allow for peer-minor planning among teaching colleagues. Number of ballots in Student Council nominations and elections. Monthly newsletters that are distributed to all staff members. Hold individual meetings with each teaching staff at the beginning, middle and end of the year around their goals and objectives, where at least one will address the Professional Teaching Standards and one goal some reflection with Grade Level team. Minutes of frequent meetings reflecting a wide variety of voices and communication. Improving scores in monthly faculty surveys. Use inter-visitator write ups, Lesson Study, and goals as tools for reflection on the extent of using the instructional framework. Attendance of students and teachers in peer-mediation program. Notes from peer-mediation interventions. A CEP which reflects collaboration among different constituencies and which acknowledges the needs of the entire community. Institute an initiative and process of curriculum mapping in each course, so as to improve connections among contents and teaching strategies in different subjects and grades school events. Family handbook distributed to all families. Letters (sent at least once a month) in English and Spanish sent to parents throughout the year to inform and invite them to events.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the</p>	<p><input type="checkbox"/> Schedule: Create a schedule that affords GLT and Departments time to meet twice a month for one hour. Shared minutes or whole-staff retreats designed to create school-wide vision and foster community building initiatives. Create opportunities for staff to meet during City-wide PD days to explore in depth the Professional Teaching Standards and/or COMP.</p>

<p><i>actions/strategies/activities described in this action plan.</i></p>	<p>Sponsoring whole staff retreats designed to increase sharing of school-wide vision and foster community-building initiatives.</p> <p>Leverage resources of Teachers College and NAFET coach to support the development of teacher leaders, school-wide initiatives around visioning and PD on Professional Teaching Standards.</p> <p>Use Title I funds to pay for outside professional development on building a professional learning community.</p> <p>With C4E allocation funding, have some collaborative teachers to reduce class size, and also to build consistent pedagogy by scheduling common planning time.</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>□</p> <ul style="list-style-type: none"> Written observation reports of teachers to include references to at least two of the Principles of Learning Summaries of meetings with staff at the end of the year where they reflect on their work vis-à-vis the Principles of Learning Minutes from GLT and department meetings showing evidence of discussions around Heritage instructional framework Artifacts from teachers showing growth in addressing Principles of Learning Surveys of teachers from Learning Environment Survey pointing to increased understanding of instructional vision and expectations Surveys of PTA members showing increased understanding and evidence of consistent pedagogy Students' evaluations of courses and pedagogy at least twice a year

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	140	140	140	140	29	20		120
10	82	82	82	82	15	15		18
11	21	21	21	21	6	6		
12	56	56	56	56	2	2		

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

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

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> Support services are implemented in several different ways that include differentiated instruction in English; development of repeater classes that are targeted in content and skill base; and the establishment of two Reading intervention programs (Rewards and Wilson-- 9-12) to further support literacy acquisitions. Additional support (group and individual tutorial) are provided during the extended day (Period 9) to students at risk. Through frequent and content and skills based assessment (periodic) the effectiveness of the intervention is reviewed and modified for individual needs.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> Support services are implemented in several different ways that include differentiated instruction in Mathematics; development of repeater classes that are targeted in content and skill base; collaboration with Teachers College in a peer tutoring program, and the establishment of two Reading intervention programs (Rewards and Wilson-- 9-12) to further support literacy acquisitions. Additional support (group and individual tutorial) are provided during the extended day (Period 9) to students at risk. Through frequent and content and skills based assessment (periodic) the effectiveness of the intervention is reviewed and modified for individual needs.</p>
<p>Science:</p>	<p><input type="checkbox"/> Support services are implemented in several different ways that include differentiated instruction in Science; development of repeater classes that are targeted in content and skill base; and the establishment of two Reading intervention programs (Rewards and Wilson-- 9-12) to further support literacy acquisitions. Additional support (group and individual tutorial) are provided during the extended day (Period 9) to students at risk. Through frequent and content and skills based assessment (periodic) the effectiveness of the intervention is reviewed and modified for individual needs.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> Support services are implemented in several different ways that include differentiated instruction in Social Studies; development of repeater classes that are targeted in content and skill base; and the establishment of two Reading intervention programs (Rewards and Wilson-- 9-12) to further support literacy acquisitions. Additional support (group and individual tutorial) are provided during the extended day (Period 9) to students at risk. Through frequent and content and skills based assessment (periodic) the effectiveness of the intervention is reviewed and modified for individual needs.</p>

<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> School counselors provide guidance and crisis counseling services (one-on-one or group) periodically during the school day, or more frequently depending on individual and group needs. The guidance counselor establishes regularly scheduled appointments with students that are “at risk” or students that need to receive mandated counseling as stated in their individualized educational plan. Support services offered include: the establishment of School Intervention Team (SIT) with Turnaround for Children where specific case are conferenced and target interventions planned; Mentorship program (Davis and Polack—Law Firm), student council, peer mediation, and College Summit. Services are provided in English and Spanish. Guidance Counselors meet with students exhibiting “at risk” behaviors (socially and academically). Often these students are referred by teachers and Grade Level Team members during “kid Talk” sessions. During the extended day (Period 9) students have the opportunity to participate in a small group and/or individual conferences to review, discuss and map out promotional advancements and graduation needs i.e. participation in the community choice program ,credit recovery, arts integration, and extracurricular activities.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> The school psychologist offers clinical services, periodic testing and evaluation, agency referrals, and educational, social and personal services during the school day, once a week. The PPT/SIT (Turnaround) team meets and reviews student profiles. Referrals and recommendations are then made to the school psychologist to determine proper services required. Services may include identifying emotional, social, neurological factors that impede student outcome. Based on the identification, prescriptive measures and copying mechanisms are provided to address student needs i.e. referrals to out side services for additional resources.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> N/A</p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/> School psychologist, guidance counselors, nurse, and health aide are our trained, designated health resource coordinators that give health related information to students in regard to HIV and AIDS, STD’s and STI’s, and safe sex through our condom availability program. In addition, through Peer Health Exchange 9th grade students receive a comprehensive health curriculum during a 14 week span (Fall/Spring). As a result of Peer Health Exchange all grades meet their health requirements by the end of the 9th grade. Supplementary health education is provided through AIDS Awareness performance and other health related activities.</p>

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

n/a

Number of Students to be Served:

LEP n/a

Non-LEP n/a

Number of Teachers n/a

Other Staff (Specify) n/a

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

n/a

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.

n/a

Section III. Title III Budget

—

School: n/a

BEDS Code: 310400011680

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	n/a	<input type="checkbox"/> n/a
Purchased services - High quality staff and curriculum development contracts	n/a	<input type="checkbox"/> n/a

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	n/a	<input type="checkbox"/> n/a
Educational Software (Object Code 199)	n/a	<input type="checkbox"/> n/a
Travel	n/a	<input type="checkbox"/> n/a
Other	n/a	<input type="checkbox"/> n/a
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

At the beginning of every year, we give a survey to all the families during Welcome-Back Night in September and during Parent-Teacher conference in October; in the survey, parents can express what language they prefer to receive letters and notices from the school. In the survey, they are also given a menu to select in which language they would like to receive information during meetings or workshops.

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.

Since over 66 percent of the families are Latino, the majority of the families expressed that they prefer the letters and notices are translated into Spanish, but almost half still prefer materials in English. Parents and families members were notified of this during the first Parent-Teacher Association meeting.

Part B: Strategies and Activities

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

All letters and notices to families generated at the schools level are given to Addis Rojas, ESL Teacher, to be translated into Spanish. Then, Ms. Rojas gives to Principal Luis Duany to double-check for any errors. Once the document is finished, we reproduce it on one side in Spanish and on the other side, in English before we mail out to all the families. This is typically finished within a day.

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.

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>.

In the fall of 2010 the school will mail to parents the Chancellor's Regulation A-663 as well as a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services. Heritage will also provide parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's health, safety, or legal or disciplinary matters.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	238,269	46,381	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,383		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,913	*	
4. Enter the anticipated 10% set-aside for Professional Development:	23,827	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
96.3

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Encouraging non-qualified teachers to finish their degrees in their certification areas.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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

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

□

PART I – GENERAL EXPECTATIONS

The Heritage School agrees to implement the following statutory requirements:

- The Heritage School will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 118-Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out of the Title 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parent of migratory children. This will include providing information and school reports required under Section 111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extend practicable, in a language parents understand.
- The school will involve the parents of children served in Title 1, Part A program(s) in decisions about how the Title 1, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving the student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child'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 carry out of other activities, such as those described in Section 118-Parental Involvement of the ESEA.

PART II – DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

- The Heritage School will take the following actions to involve parents in the joint development of the District Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - *Student grade analysis; teacher, parental and student surveys will be evaluated.
 - *The school leadership team, principal, assistant principals, parent coordinator, PTA will share responsibility in the evaluation. The parent coordinator and SLT will play an integral part in the school improvement committee.
- The Heritage School will take the following actions to involve parents in the process of school review and improvement under Section 116-Academic Assessment and Local Educational Agency and School Improvement of the ESEA:
 - *Share results of the School Quality Review, Learning Environment Survey and the Progress Report with members of the School Leadership Team and Parent Association.
 - *Discuss Year-Long Goals, Scholarship report and Regents's scores with parents during SLT meetings and Parent Association Meetings.
- The Heritage School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the quality of its Title 1, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). We will use the following strategies to revise the parental involvement policy:
 - * The school will keep records of parental participation at meetings, events, and activities.
 - * The school will survey parents about their level of involvement and strategies to increase their involvement.
 - * The school will invite staff and parents to participate in discussions around improving parental involvement in the school community.
 - * The school leadership team will focus on strategies for improving parental involvement throughout the school.
- The Heritage School will work to build capacity among parents to encourage involvement in the improvement of student academic achievement. A Collective effort will be made to highlight and encourage factors that contribute to high school success. These factors include an understanding of:
 - * The state's academic content standards.

- * The state's student academic achievement standards.
 - * The state and local academic assessments.
 - * The requirements of Title 1, Part A.
 - * The importance of periodic assessment (Acuity).
 - * How to monitor their child's progress.
 - * How to work with teachers.
- The school will provide materials and training opportunities to help parents work with their children to improve their child's academic achievement and college application.
 - * Develop a college awareness program (College Summit) tailored to each grade.
 - * Offer timely workshops and conference for senior parents around the college application process and financial aid requirements.
 - * The SLT and PTA will have the opportunity to participate in training around the acquisition and skill building of literacy and numeracy.
 - The school will educate its support staff, teachers, pupil service personal, assistant principals, and principal on how to build relationships and work successfully with parents as equal and concerned partners.
 - * Engage all staff in professional development around how to conduct parent conferences.
 - * Hold discussions with all staff members on how to communication effectively with parents over the phone.
 - * Plan events to celebrate parents and students who impact the school community positively through community service actions, high attendance and/or honor roll commendations.
 - The school will take the following actions to communicate information related to school and parent programs, meetings, and other activities:
 - * Monthly calendar sent home to parents and displayed on the DOE website.
 - * Letters will be mailed in both Spanish and English.
 - * Through our phone master informational calls will be made to families.
 - * Teachers and Grade Level Teams will contact parents at least once a month to communicate academic, extra-curricular and affective information.

PART III – DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT COMPONENTS

In order to maximize parental involvement in our school, the Heritage School will be:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title 1 Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

- Pairing reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-house conferences between teachers or other educator, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Participating in a District Parental Advisory Council to provide advice on all matters related to parental involvement in Title 1, Part A program;
- Developing appropriate roles for community-based organizations and businesses, including faith–based organization, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under Section 118-Parental Involvement, as parents may request.

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

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

□

School Responsibilities

The Heritage School will:

- Provide high-quality curriculum and instruction in a supportive learning environment that enables students to meet State, City and School achievement standards.
- To offer a number of meetings at various times and to work with parents to eliminate barriers to their attendance
- Provide parents with information on their children’s progress through semi-annual parent-teachers conferences, open door policy access to administrative staff, and standardized test result.
- Provide parents with timely information on programs.

- To encourage parents to participate in appropriate development activities, and various workshops.

Parent Responsibilities

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

- To become involved in developing, implementing, evaluating and revising the school Parent-Involvement Policy.
- To use or ask for technical assistance training that the school may offer on effective parent practices.
- To monitor their child's attendance at school, homework and television viewing.
- Supporting the school discipline policy
- Helping my student follow the rules of the school.
- Helping my child accept consequences for negative behavior.
- Share in the responsibility in improving their children's achievement in school.
- To communicate with their children's teachers about their educational needs by attending parent-teacher conferences and responding to notes or letter sent home by the school.
- To ask parents and parent groups to provide information to the school on what kind of assistance they need to help them be more effective parent assisting their children educationally.
- Encourage their child to have a positive attitude towards school.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

□

(See Section IV in Page 10). Students at Heritage are generally above city-wide averages academically. Historically, our school population arrives as low-performing students. Information regarding the achievement of low-performing children is gained through the Acuity periodic assessments, which provided item analysis for whole classes, groups, and individual students, as well as strategies for remediating deficiencies. We also do item analysis of questions of administered Regents Examinations. Students who are at risk for reading failure are identified through individually administered reading inventories, miscue analysis, and teacher-prepared screening instruments. Because our school has an increasing number of students scoring at Level I and low Level II on the eighth grade ELA and Math exams, we know that we must increase our focus on literacy and numeracy in order to enable these students to meet NY State standards.

Teachers, in consultation with pupil personnel services, will identify eligible students most in need of special services, such as private counseling, ESL, resource-room/IEP, speech and hearing therapy, etc. Within specific classes, diversified strategies are used to meet special needs of certain students. This will be reflected in observation reports.

With the start of the 2009-2010 school year, we will offer placement tests to assess incoming students' achievement in English, and Math. In English, we will administer the Gates-McGinnitie Assessment at the beginning and the end of the year. In Math we will use school-designed assessments.

2. Schoolwide reform strategies that:

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

□
Research on literacy for adolescents focuses on strategies to build reading comprehension. The following are some of the strategies conducted in Title I schools: development of meta-cognitive skills, activation of schema, capitalizing on text structures, self-questioning, summarizing, creating mental images of text content, anticipation guides, KWL, reciprocal teaching, think-alouds, hierarchical summaries, graphic organizers, and semantic mapping.

The Heritage School has incorporated into its CEP effective methods and instructional strategies based upon highly effective research models. These include plans for Academic Intervention Services (AIS), with targeted strategies, which take place in extended learning time, and are differentiated for individual students and groups of students with similar needs. We follow the high quality ELA, Math A, Math B, and Living Environment curriculum developed by the District and NY State, as well as College Preparatory Mathematics, Global History, and US History curricula supplied by the NYC Department of Education. The core academic program is based upon NYS learning standards and NYC performance standards, which are aligned with the NYS assessments (such as Regents' Exams). Teachers differentiate instruction in classrooms to minimize removing children from the regular classroom. Professional development will be provided to support these efforts. The Heritage School's Academic Intervention Services (AIS) include credit recovery opportunities in the extended day program, rotating tutorials in core subject areas, advisory, reduced class size, and parent/guardian communication and outreach. All of these services are focused on students who have not met the AMO requirements.

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

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

o Help provide an enriched and accelerated curriculum.

o Meet the educational needs of historically underserved populations.

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

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

3. Instruction by highly qualified staff.

All teachers are highly qualified. Of the 24 faculty members, 100% are fully licensed and certified, and 77% of the faculty have completed their master's degrees or are enrolled in programs and working towards completion. 20% of the faculty hold an Ed.D degree or are currently enrolled in a program leading to one.

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.

-
- a. Inter-visitation between teachers, especially new hired teachers visiting more senior highly qualified staff.
 - b. Implementation of a survey to all staff (content areas) around professional development needs.
 - c. Creation of grade level teams comprised of teachers, administration and pupil personal members designed to foster curricular, instructional and kid talk opportunities.
 - d. Utilizing partnerships i.e. Teachers College, to advise and mentor the professional staff.

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

The school hiring committee composed of administration and teachers will attend career fairs throughout the year to attract highly qualified teachers. Through our partnerships with Teachers College and Hunter College, the school will seek to attract student teachers that may later apply for vacant teaching positions.

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

During parent conferences, parents will receive information with their child's reading level results from the Gates-McGinnitie Assessment and a variety of literacy strategies that can be incorporated at home to help our students improve their literacy skills. The school will incorporate into their advisory program two days of independent reading and book talk to foster literacy skill building.

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.

With the support of Teachers College, and thr Children First Network, teachers will develop tools to establish goals and benchmarks for individual students. In addition, teachers will frequently review scholarship data and receive training on ARIS in order to help them understand the results that are accumulated and plan instructional goals and objectives that will address the areas in which students are deficient.

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.

Teachers will be grouped according to departments to determine amounts and kinds of assessments that are most appropriate for their content area, and student level. Heritage will utilize cross-functional support team to generate teacher based assessments. These assessments will be constructed from analysis of strengths and weaknesses, mid-course corrective action, and the latest research. The data compiled will be disseminated and analyzed by school staff for targeted interventions and proactive programming.

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.

Title 1 Funds and Contract for Excellence funds will be utilized to develop and implement programs to meet the needs of struggling students.

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

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

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

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

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
N/A
2. Please describe the services you are planning to provide to the STH population. N/A

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
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.

CEP RELATED ATTACHMENTS

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

File Name - 28_04M680_110110-192540.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 04	School Number 680	School Name Heritage
Principal Luis A. Duany	Assistant Principal Denise Byfield-Aboagye;		
Coach Zahra Dhakkar, Assistant Princ	Coach		
Teacher/Subject Area Addis Rojas/ESL	Guidance Counselor Klarissa Rodriguez		
Teacher/Subject Area Yovany Diaz, Spanish	Parent Francisca Salto		
Teacher/Subject Area	Parent Coordinator N/A		
Related Service Provider Maria Crespo	Other		
Network Leader Marisol Bradbury	Other		

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	309	Total Number of ELLs	20	ELLs as Share of Total Student Population (%)	6.47%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. Identification of ELLs begins with the HLIS for new incoming students to the NYC public school system. Students who are new to the New York City school system are offered the home language survey and interviewed by the certified ESL teacher. Once determined to be eligible, students are administered the Lab R exam within 10 days of enrollment. The ESL teacher is informed if there is an indication that a student has a native language other than English. An informal interview with the parent and student is then conducted about when and how the native language is used and if the child has any knowledge of English. If necessary, the LAB-R is then administered within the first 10 days of the student's admission.

Each spring, ELL students take the NYSESLAT exam to determine English proficiency in after-school hours at our second-floor theatre. After we obtain those results, a letter is sent to the parent informing of the child's ESL identification and enrolment in the relevant program.

2. We do a parent orientation in the fall semester, where the three delivery models are reviewed. During this time, parents view the DVD on program choices and, assisted by the ESL teacher and the network support person, hear about their options. Parents are also shown the orientation DVD in their native language on the services that may be provided to their children (Transitional Bilingual Education, Dual Language, and Free Standing ESL). The parents are also provided with the information brochure "Guide for Parents of English Language Learners", which was produced by the Office of English Language Learners of the DOE, in their native language. As this school only provides ESL classes, parents have the option of choosing a school that could provide what they feel may be more appropriate services or to have the children admitted here. These choices are also discussed with the parents in their native language, where possible.

3. This year, in the absence of a Parent Coordinator, the ESL teacher sends entitlement letters as well as Parent Survey and Program Selection forms to families. The ESL teacher collaborates with the Principal to ensure that Parent Survey and Program Selection forms are returned.

4. In order to place students in bilingual or ESL programs, the criteria used by ESL teacher includes their parents' preferences and the NYSESLAT scores. At the parent orientation meeting in November, all program options are reviewed with them in their native language; the Principal is present and can communicate the information in both Spanish and French, which are the first languages of any of our ESL students.

5. The trend with ELL families is to choose freestanding ESL as the majority of ELL families have long term ELL children. 100% of parents choose freestanding ESL. Program models are aligned with parental requests.

6. Each year ELL student demographics are carefully reviewed as well as the parent selection and survey documents. As of 2010-11, parents have consistently chosen the free standing ESL program as their model of choice. If parents were to choose TBE as a program of choice, that choice would be honored. As the majority of our ELLs are long-term ELLs and are spread throughout the four grades, we do not anticipate this for 2010-11.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	11

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0						
Dual Language	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0						
ESL	<input type="checkbox"/> 2	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 7	<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 11	<input type="checkbox"/> 0	<input type="checkbox"/> 5	<input type="checkbox"/> 20

Total	□2	□0	□1	□7	□0	□3	□11	□0	□5	□20
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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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										10	6	1	1	18
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French											2			2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	10	8	1	1	20

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

1. a. The organizational model is freestanding, and the two ESL classes are ungraded. b. The program model is a partial-block schedule model in the ninth grade. In the tenth, eleventh and twelfth grades, the students are programmed according to course requirements.

2. The number of ELL students is relatively small (20 students ranging from Grade 9 to Grade 12). Currently eight of our staff are fluent in Spanish, with one staff member fluent in French. We believe this is fundamental in providing support for the ELL population of our school. This allows for better modified instruction within regular education classrooms as well as better support of and communication with the families of these students. With all but one of our ELL students in the intermediate and advanced levels, they receive the mandated number of instructional minutes through a self-contained ESL class, in addition to their ELA instruction. All advanced students receive 225 minutes per week of ESL instruction. Students are grouped in learning stations designed to improve the different language skills, according to their needs. Spanish is offered to Spanish speaking students as a native language support.

3. Our school's ESL program uses a variety of ESL strategies including scaffolds to support ELLs subject areas. Some examples of these scaffolds are: modeling, bridging, contextualizing, schema building, text re-presentation, and meta-cognition. Graphic organizers are used for all content classes. Content classes are delivered by content certified personnel. Students are provided with native language dictionaries and books to assist them in their content-area classes. Technology is used for all Heritage students.

4. Instruction is differentiated for ELL subgroups, including SIFE, newcomers, former ELLs, special needs ELLs, and long-term ELLs as follows:

a) Although we have no SIFE students, if we did, we would increase our emphasis on literacy and we would carefully ensure that their prior knowledge and experiences were integrated into their curriculum. Guidance counselors would be employed as well to ensure support.

b) ELLs who are newcomers receive support through the ESL teacher who introduces the ELLs to the school community. They are paired with higher-proficiency ELL peers and also receive native language support. They are also integrated into a ELA test-prep class. All ELLs are prepared for the Regents through extensive tutoring.

c) ELLs receiving service 4 to 6 years receive self-contained ESL as determined by the needs disaggregated by listening/speaking, reading/writing, and in addition, receive ELA tutoring. A focused effort is being made by the ESL teacher to ensure they prepare well for the NYSESLAT and other spring exams.

d) Our long-term students are the majority of our students and they present several challenges. We meet their needs by supporting their literacy skills and introducing them to high interest-low vocabulary literature. They work in learning stations to improve reading fluency, vocabulary and comprehension. They also receive native-language support.

e) ELLs with special needs are supported through a collaboration of the ESL teacher and the Special Education teacher. They are provided services and support as per their IEP. Content area teachers are also provided with copies of the IEPs so that they may become

familiar with the special needs of those students who may have been programmed in their classrooms.

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

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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

5. In terms of targeted intervention programs, the extended-day program is offered for ELL students to review and strengthen their skills in their content areas with the support of the ESL teacher. The math department offers a peer-tutoring program supervised in conjunction with Teachers College, where many ELL students tutor each other in that subject area. Students who are ELLs have access to the following technology: smart boards, Edge online, laptops, and cameras. Students also receive bilingual dictionaries, classroom libraries in their native language, and the EDGE program. Native language support is offered as well by the ESL teacher during a native-language reading time.

6. Students who are ELL and reach proficiency on the NYSESLAT continue to receive support in the form of the ESL teacher tutoring them and consulting with those students and their teachers about their progress and language proficiency.

7. We will be extending the implementation of the Edge Language program, increasing the exposure of ELL students to Spanish, strengthening the data analysis of students' language skills to inform the differentiation of teaching, and augmenting the professional-development opportunities of our ESL teacher.

8. In terms of discontinuing programs for ELLs, we found that the push-in model we had last year in the ninth-grade Social Studies classes was not the best use of the time of our ESL teacher. This year, her time is being used so that we can have several sections of native-language Spanish instead.

9. ELL students are offered equal access to all school programs. ELL students participate in all academic experiences, school wide assemblies, activities sponsored by the Student Council, and field trips. They are regularly advised by their ESL and other teachers as to opportunities for extended-day help, peer tutoring in math, credit-recovery opportunities, and after-school activities. In fact, our official Community Choices this year (Urban Dance, Latin Dance, Literary Magazine, and sports) have an over-representation of ELL students.

10. The following instructional materials are used to support ELLs

- a) Students participate in a technology-based program called Edge which enables students to improve their literacy skills, practice pronunciation and increase fluency.
- b) Teacher uses themed units which include various types of fiction and nonfiction texts, such as short stories, folktales, memoirs and articles.
- c) Teacher emphasizes the Writing Process with all ELL students.
- d) Students read high-interest, low-difficulty literature during independent reading.

11. Within the programming needs for credit of each ELL student, native language support is offered to most of them in Spanish, divided by students' level of proficiency.

Our main aim is to assist the ELLs to achieve proficiency in literacy and academic English for success in city and state grade exams as well as English for basic everyday communication and interaction in society at large.

The instruction and distribution of time for compliance to CR Part 154 for ELL students will be achieved in the following ways:

- Regular conferencing between ESL and Content Area teachers on challenging material, especially in Math and Science, and how we may simplify concepts to increase comprehension.
- Use of bilingual and ESL dictionaries and glossaries in the content area and ESL classrooms,
- Conferencing with ELLs in and out of classroom.
- Assessment through formal and informal assessments, and running records.
- Use of a variety of high interest texts, vocabulary workshop, listening and speaking activities as well as free and guided writing exercises.
- Use of material to familiarize ELLs with the state assessments format, e.g. Empire State NYSESLAT (Continental Press).
- Extended time opportunities for students such as after-school classes in ELA and Math content area classes.

There is no dedicated text book used in the ESL classes. Instead, the students work with a variety of challenging texts related to many areas of interest, including those associated with topics in the Social Studies and Science content areas. Vocabulary building is an integral part of the classes. Students also become familiar with the state assessment formats through past exam papers and the text “Empire State NYSESLAT”.

All ELLs (intermediate and advanced) in the Free Standing ESL classroom are fully served according to the mandated number of instructional minutes to be provided. This is done through use of the mandated 37½ during the zero periods, after-school classes and push-in in content area classes as well as pull-out of students, in accordance with content teacher’s request, for individual attention.

Students who have reached the level of proficiency at the NYSESLAT and so have transitioned out of the ESL program will continue to receive testing accommodations such as extra time, separate location and use of glossaries and dictionaries. This will continue as long the students need such accommodations but not for more than two years.

The services and resources offered to our ELL students correspond to students’ ages and grade levels, as well as ESL level. In some cases, resources are differentiated for age and grade level within the ESL classroom as dictated by the programming needs of a small school. In others, services are completely taking place in different settings, depending on age and grade level: for example, classes for students taking Spanish as their native language are formed according to their grade level.

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.

Paste response to questions 1-3 here

1. All teachers working with ELLs have received professional development in differentiated instruction. Within the school, professional development concentrates on:

- The literacy needs of the ESL students.
- Sessions on sharing of online resources that can make instruction more effective.
- Differentiation of instruction as a general rule but more especially with ELLs.
- How to use ARIS and ACUITY Periodic Assessment to gather relevant data.
- Item analysis and use of data gained from ARIS and ACUITY to inform instruction.

Professional development derives from Touro College, BETACs, Office of ELLs, the OIT Training Center and the Children First Network. The two Assistant Principals will be receiving professional development in ELL supports.

2. As ELL students transition from middle to high school, staff work weekly in small grade-level teams (GLTs) with several purposes, among them doing “kid talk” about specific students’ transitions to high school. Strategies are shared and interventions with parents and administration planned, for many vulnerable students, including ELL students. A member of the Administration is typically present at the GLT meetings, notes are shared with staff, and support provided to teachers in the form of training for the GLT facilitators.

3. The Children First Network will provide professional development for the 7.5 hours as per Jose P.

E. Parental Involvement

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

1. In order to maximize parental involvement in our school, the Heritage School will be:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title 1 Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Pairing reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-house conferences between teachers or other educator, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Participating in a District Parental Advisory Council to provide advice on all matters related to parental involvement in Title 1, Part A program;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organization, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under Section 118-Parental Involvement, as parents may request.

- Parental involvement workshops held 4 times a year with discussions around transcript review, promotion and graduation requirements, etc. These workshops include parents of ELLs.

- PTA meetings once a month with outreach to parents of ELLs.

- Through parental contract shared at Parent/Teacher Conferences, parent volunteers are encouraged to spend time and assist in school.

2. We partner with Counseling in Schools through an AIDP United Way grant, where they have three personnel in our school working with our students and parents, including several ELL students. Additionally, we collaborate with the East Harlem Tutorial Project to refer underclassmen there for services including parental support.

3. We evaluate the needs of our parents through creating with our PTA surveys and activities that address these needs.

4. This year without a Parent Coordinator, we have assigned the Principals' secretary to work with the PTA President to ensure that all activities for parents include translation and culturally relevant materials and activities.

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)										1				1
Intermediate(I)										4	3	1	0	8
Advanced (A)										5	5	0	1	11
Total	0	0	0	0	0	0	0	0	0	10	8	1	1	20

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A										3	4	1	
	P										7	4		1
READING/ WRITING	B										1			
	I										5	3	1	
	A										4	5		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					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2			
Math <u>Algebra</u>	3		3	
Math <u>Geometry</u>	1		0	
Biology	0		0	
Chemistry				
Earth Science				
Living Environment	2		1	
Physics	0		0	
Global History and Geography	4		1	
US History and Government	1			
Foreign Language				
Other <u>Math B</u>				
Other <u>Alg2/Trig.</u>				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA ELA	0		0	
NYSAA Mathematics	0		0	
NYSAA Social Studies	0		0	
NYSAA Science	0		0	

Native Language Tests

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

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

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

1. Analyzing data patterns across proficiency levels on the NYSESLAT (see results above and in LAP worksheet) reveals the following:
The great majority of our ELL students, 19 of 20, are beyond the beginner level, and 11 are specifically at the advanced level of scoring in the NYSESLAT. Also, the great majority of our ELL students, 18 of 20 of them, are in the ninth and tenth grades.

2. An analysis of the NYSESLAT modalities for the ELL population shows distinct weaknesses in reading and writing, with most students receiving higher scores in listening and speaking. These patterns have affected instructional decisions in the following ways:

- Students participate in a technology-based program called Edge which enables students to improve their literacy skills, practice pronunciation and increase fluency.
- Teacher uses themed units which include various types of fiction and nonfiction texts, such as short stories, folktales, memoirs and articles

3. In terms of student results in the NYSESLAT, the modality analysis confirms that our ELL students are generally more successful at obtaining high scores in speaking/listening, than in reading/writing. Among ninth graders in particular, a large gap exists between student achievement in one modality pair over another. When it comes to NYS Regents Exam results, we notice that test with typically large amounts of text (U.S. and Global History and ELA), whether taken in English or the native language, lead to larger amounts of failures among our ELL population; this also holds true for our larger population. The School Leadership and LAP Team are looking forward to training in, and usage of, results of ELL periodic assessments.

4. We don't have a dual-language program.

5. We evaluate the success of our program for ELLs through several factors. These include: their progress and growth in credit accumulation throughout the years in comparison to the total school population; their progress in NYSESLAT scores and eventual scoring out of ELL status; and their Regents scores and proportions of ELL students attaining a Regents diploma.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		

	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Heritage School, The					
District:	4	DBN:	04M680	School		310400011680

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		83.9	86.0	85.6
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	83	81	140				
Grade 10	95	80	80				
Grade 11	117	107	28				
Grade 12	47	50	55				
Ungraded	0	0	0				
Total	342	318	303				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	95.9	96.6	93.9

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	74.4	81.5	74.0

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	4	6

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	4	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	37	51	58
# in Collaborative Team Teaching (CTT) Classes	67	62	55	Superintendent Suspensions	32	27	25
Number all others	13	14	15				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	25	26	26
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	7	6
# receiving ESL services only	20	22	TBD				
# ELLs with IEPs	4	7	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	2	2	1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	2	31	% fully licensed & permanently assigned to this school	100.0	100.0	79.2
				% more than 2 years teaching in this school	52.0	46.2	46.1
				% more than 5 years teaching anywhere	32.0	46.2	50.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	85.0	80.8
American Indian or Alaska Native	0.0	0.3	0.3	% core classes taught by "highly qualified" teachers	100.0	96.3	75.7
Black or African American	28.7	29.6	27.4				
Hispanic or Latino	68.4	65.4	69.6				
Asian or Native Hawaiian/Other Pacific	0.6	0.3	0.7				
White	2.0	2.8	2.0				
Male	52.3	53.5	50.5				
Female	47.7	46.5	49.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	68
Ethnicity							

American Indian or Alaska Native						-	
Black or African American					-	-	-
Hispanic or Latino					v	v	
Asian or Native Hawaiian/Other Pacific Islander							
White					-	-	-
Multiracial							
Students with Disabilities					-	-	-
Limited English Proficient					-	-	-
Economically Disadvantaged					v	v	
Student groups making					3	3	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	50.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	15	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	29.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 04M680

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$238,269	\$46,381	\$284,650
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,383	\$464.00	\$2,847
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$11,913	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$23,827	*	

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

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

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

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

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

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

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

(See Section IV in Page 10). Students at Heritage are generally above city-wide averages academically. Historically, our school population arrives as low-performing students. Information regarding the achievement of low-performing children is gained through the Acuity periodic assessments, which provided item analysis for whole classes, groups, and individual students, as well as strategies for remediating deficiencies. We also do item analysis of questions of administered Regents Examinations. Students who are at risk for reading failure are identified through individually administered reading inventories, miscue analysis, and teacher-prepared screening instruments. Because our school has an increasing number of students scoring at Level I and low Level II on the eighth grade ELA and Math exams, we know that we must increase our focus on literacy and numeracy in order to enable these students to meet NY State standards.

Teachers, in consultation with pupil personnel services, will identify eligible students most in need of special services, such as private counseling, ESL, resource-room/IEP, speech and hearing therapy, etc. Within specific classes, diversified strategies are used to meet special needs of certain students. This will be reflected in observation reports.

With the start of the 2009-2010 school year, we will offer placement tests to assess incoming students' achievement in English, and Math. In English, we will administer the Gates-McGinnitie Assessment at the beginning and the end of the year. In Math we will use school-designed assessments.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
- Research on literacy for adolescents focuses on strategies to build reading comprehension. The following are some of the strategies conducted in Title I schools: development of meta-cognitive skills, activation of schema, capitalizing on text structures, self-questioning, summarizing, creating mental images of text content, anticipation guides, KWL, reciprocal teaching, think-alouds, hierarchical summaries, graphic organizers, and semantic mapping.
- The Heritage School has incorporated into its CEP effective methods and instructional strategies based upon highly effective research models. These include plans for Academic Intervention Services (AIS), with targeted strategies, which take place in extended learning time, and are differentiated for individual students and groups of students with similar needs. We follow the high quality ELA, Math A, Math B, and Living Environment curriculum developed by the District and NY State, as well as College Preparatory Mathematics, Global History, and US History curricula supplied by the NYC Department of Education. The core academic program is based upon NYS learning standards and NYC performance standards, which are aligned with the NYS assessments (such as Regents' Exams). Teachers differentiate instruction in classrooms to minimize removing children from the regular classroom. Professional development will be provided to support these efforts. The Heritage School's Academic Intervention Services (AIS) include credit recovery opportunities in

the extended day program, rotating tutorials in core subject areas, advisory, reduced class size, and parent/guardian communication and outreach. All of these services are focused on students who have not met the AMO requirements.

3. Instruction by highly qualified staff.
 - a. All teachers are highly qualified. Of the 24 faculty members, 100% are fully licensed and certified, and 77% of the faculty have completed their master's degrees or are enrolled in programs and working towards completion. 20% of the faculty hold an Ed.D degree or are currently enrolled in a program leading to one.

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.
 - a. Inter-visitation between teachers, especially new hired teachers visiting more senior highly qualified staff.
 - b. Implementation of a survey to all staff (content areas) around professional development needs.
 - c. Creation of grade level teams comprised of teachers, administration and pupil personal members designed to foster curricular, instructional and kid talk opportunities.
 - d. Utilizing partnerships i.e. Teachers College, to advise and mentor the professional staff.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - The school hiring committee composed of administration and teachers will attend career fairs throughout the year to attract highly qualified teachers. Through our partnerships with Teachers College and Hunter College, the school will seek to attract student teachers that may later apply for vacant teaching positions.

6. Strategies to increase parental involvement through means such as family literacy services.
 - During parent conferences, parents will receive information with their child's reading level results from the Gates-McGinnitie Assessment and a variety of literacy strategies that can be incorporated at home to help our students improve their literacy skills. The school will incorporate into their advisory program two days of independent reading and book talk to foster literacy skill building.

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.

With the support of Teachers College, and the Children First Network, teachers will develop tools to establish goals and benchmarks for individual students. In addition, teachers will frequently review scholarship data and receive training on ARIS in order to help them understand the results that are accumulated and plan instructional goals and objectives that will address the areas in which students are deficient.

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.

Teachers will be grouped according to departments to determine amounts and kinds of assessments that are most appropriate for their content area, and student level. Heritage will utilize cross-functional support team to generate teacher based assessments. These assessments will be constructed from analysis of strengths and weaknesses, mid-course corrective action, and the latest research. The data compiled will be disseminated and analyzed by school staff for targeted interventions and proactive programming.

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

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

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

	<i>(i.e., Federal, State, or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$200,145.96	✓	
Title I, Part A (ARRA)	Federal	✓			\$45,917	✓	
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal			✓			
Tax Levy	Local	✓			\$1,622,370	✓	

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- **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.