



**BUSINESS, COMPUTER APPLICATIONS &  
ENTREPRENEURSHIP HIGH SCHOOL  
2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 29/Q496  
ADDRESS: 207-01 116<sup>TH</sup> AVENUE, CAMBRIA HEIGHTS, NY 11411  
TELEPHONE: 718-978-2807  
FAX: 718-978-3402**

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**SECTION I: SCHOOL INFORMATION PAGE**

**BUSINESS, COMPUTER APPLICATIONS &**

**SCHOOL NUMBER:** 29Q496      **SCHOOL NAME:** Entrepreneurship High School

**SCHOOL ADDRESS:** 207-01 116<sup>th</sup> Avenue, Cambria Heights, NY 11411

**SCHOOL TELEPHONE:** 718-978-2807      **FAX:** 718-978-3402

**SCHOOL CONTACT PERSON:** Doreen E. Sherman      **EMAIL ADDRESS:** Dsherma2@scho  
ols.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Doreen E. Sherman

**PRINCIPAL:** Herman Guy, I.A.

**UFT CHAPTER LEADER:** Joel Vigne

**PARENTS' ASSOCIATION PRESIDENT:** Anne Barley

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Parrish Mitchell; Khemraj Ramnauth

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 29      **CHILDREN FIRST NETWORK (CFN):** 201

**NETWORK LEADER:** Gerard Beirne

**SUPERINTENDENT:** Juan Mendez

**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 |
|--------------------------------------|--|-----------|
| <b>Herman Guy</b>                    | *Principal or Designee   |           |
| Joel Vigne                           | *UFT Chapter Chairperson or Designee   |           |
| Anne Barley                          | *PA/PTA President or Designated Co-President   |           |
|                                      | Title I Parent Representative<br><i>(suggested, for Title I schools)</i>   |           |
| <b>Josephine Washington</b>          | DC 37 Representative, if applicable  |           |
| Parrish Mitchell<br>Khemraj Ramnauth | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |           |
|                                      | CBO Representative, if applicable  |           |
| Sharon Morrison                      | Member/  |           |
| Karima Saladeen                      | Member/  |           |
| Sharon Morris                        | Member/  |           |
|                                      | Member/  |           |

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

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

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

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Planning for the Business, Computer Applications and Entrepreneurship High School (BCAE) began in the 1991-1992 school year with a New York Magnet School Planning Grant. In 1992 a New York City neighborhood committee proposed to their Borough Superintendent of Schools that their local high school be redesigned into four separate "magnet" schools. The committee, comprised of local community leaders, the State Assemblywoman, other elected officials, concerned school staff administrators, and parents, wanted to improve local students' achievement by providing smaller schools, focusing on high-interest themes. By limiting each four-year program to 550 students, the committee hoped that the school personnel could get to know each student and parents well; another anticipated benefit was the appeal of magnet schools' students to support and be supported by the business community. On November 17, 1993, the Board of Education passed a resolution to officially transform Andrew Jackson High School into the four new Magnet High Schools, housed at 207-01 116<sup>th</sup> Avenue in Cambria Heights. The four would share some resources, but would be separate in most respects. With the consent of the Superintendent of Queens High Schools and the New York City Board of Education, BCAE High School was formed.

The vision of the BCAE Magnet High School is to establish a student-centered learning environment in which teachers, administrators, parents, and community members can be seen collaborating to create classrooms, hallways, and other facilities reflective of school which is socially, academically, and culturally diverse. We strive to produce happy productive citizens who will become lifelong learners that continually strive to realize their full potential. The mission of the BCAE Magnet High School is to provide all students with the essential skills for future academic, business and professional endeavors. The school will emphasize the social aspects of learning especially as related to the cooperative and interdependent aspect of the business world. Students will be empowered through application of critical thinking and problem-solving skills, and encouraged to focus their energies in a positive direction to make informed life and career choices. The educational community of students, parents, community leaders, business organizations, and faculty will be encouraged to be both leaders and contributors in an atmosphere in which respect for, and appreciation of, differences and commonalities is fostered. Standards-driven instruction and interdisciplinary approaches will be used to create a culture of collaboration and support, and a community of life-long learners.

The BCAE High School has established various collaborative programs with colleges and business organizations so that students can experience the "future real-world" endeavors while they attend high school. We established one of the first seven Virtual Enterprises (VEs) in New York City in the form of the VE business, Office Supplies Enterprise, Inc. Through an alliance with Queensborough Community College we offer a rigorous Career Pathways program that allows students to take classes while in high school and receive college credit. A mentoring program has also been instituted, wherein students have the opportunity to work closely with an adult from a business or college setting.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

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

| <b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b> |  |               |        |                          |              |
|--|--|---------------|--------|--------------------------|--------------|
| <b>School Name:</b>                                    | Business, Computer Applications & Entrepreneurship High School |               |        |                          |              |
| <b>District:</b>                                       | 29   | <b>DBN #:</b> | 29Q496 | <b>School BEDS Code:</b> | 342900011496 |

| <b>DEMOGRAPHICS</b>                  |                             |                                       |  |   |  |                                |                         |                         |                         |
|--------------------------------------|-----------------------------|---------------------------------------|--|---|--|--------------------------------|-------------------------|-------------------------|-------------------------|
| <b>Grades Served in 2009-10:</b>     | <input type="radio"/> Pre-K | <input type="radio"/> K               | <input type="radio"/> 1                | <input type="radio"/> 2                             | <input type="radio"/> 3                | <input type="radio"/> 4        | <input type="radio"/> 5 | <input type="radio"/> 6 | <input type="radio"/> 7 |
|                                      | <input type="radio"/> 8     | <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 | <input checked="" type="checkbox"/> 11              | <input checked="" type="checkbox"/> 12 | <input type="radio"/> Ungraded |                         |                         |                         |
| <b>Enrollment:</b>                   |                             |                                       |  | <b>Attendance: % of days students attended*</b>     |  |                                |                         |                         |                         |
| (As of October 31)                   | 2007-08                     | 2008-09                               | 2009-10                                | (As of June 30)                                     | 2007-08                                | 2008-09                        | 2009-10                 |                         |                         |
| Pre-K                                | 0                           | 0                                     |  |   | 86.5                                   | 86.6                           | TBD                     |                         |                         |
| Kindergarten                         | 0                           | 0                                     |  |   |  |                                |                         |                         |                         |
| Grade 1                              | 0                           | 0                                     |  | <b>Student Stability: % of Enrollment</b>           |  |                                |                         |                         |                         |
| Grade 2                              | 0                           | 0                                     |  | (As of June 30)                                     | 2007-08                                | 2008-09                        | 2009-10                 |                         |                         |
| Grade 3                              | 0                           | 0                                     |  |   | 96.7                                   | 92.4                           | TBD                     |                         |                         |
| Grade 4                              | 0                           | 0                                     |  |   |  |                                |                         |                         |                         |
| Grade 5                              | 0                           | 0                                     |  | <b>Poverty Rate: % of Enrollment</b>                |  |                                |                         |                         |                         |
| Grade 6                              | 0                           | 0                                     |  | (As of October 31)                                  | 2007-08                                | 2008-09                        | 2009-10                 |                         |                         |
| Grade 7                              | 0                           | 0                                     |  |   | 24.5                                   | 24.5                           | 37.4                    |                         |                         |
| Grade 8                              | 0                           | 0                                     |  |   |  |                                |                         |                         |                         |
| Grade 9                              | 223                         | 180                                   | 197                                    | <b>Students in Temporary Housing: Total Number</b>  |  |                                |                         |                         |                         |
| Grade 10                             | 145                         | 149                                   | 140                                    | (As of June 30)                                     | 2007-08                                | 2008-09                        | 2009-10                 |                         |                         |
| Grade 11                             | 55                          | 88                                    | 66                                     |   | 5                                      | 24                             | TBD                     |                         |                         |
| Grade 12                             | 82                          | 80                                    | 73                                     |   |  |                                |                         |                         |                         |
| Ungraded                             | 2                           | 1                                     | 0                                      | <b>Recent Immigrants: Total Number</b>              |  |                                |                         |                         |                         |
|                                      |                             |                                       |  | (As of October 31)                                  | 2007-08                                | 2008-09                        | 2009-10                 |                         |                         |
| Total                                | 507                         | 498                                   | 476                                    |   | 9                                      | 2                              | 8                       |                         |                         |
| <b>Special Education Enrollment:</b> |                             |                                       |  | <b>Suspensions: (OSYD Reporting) – Total Number</b> |  |                                |                         |                         |                         |
| (As of October 31)                   | 2007-08                     | 2008-09                               | 2009-10                                | (As of June 30)                                     | 2007-08                                | 2008-09                        | 2009-10                 |                         |                         |
| Number in Self-                      | 31                          | 32                                    | 36                                     |   |  |                                |                         |                         |                         |

| DEMOGRAPHICS  |         |         |         |  |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| Contained Classes   |         |         |         |  |         |         |         |
| No. in Collaborative Team Teaching (CTT) Classes  | 0       | 0       | 0       | Principal Suspensions                                      | 68      | 76      | TBD     |
| Number all others   | 37      | 44      | 41      | Superintendent Suspensions                                 | 3       | 10      | TBD     |
| <i>These students are included in the enrollment information above.</i>                               |         |         |         |  |         |         |         |
| <b>English Language Learners (ELL) Enrollment:</b>  |         |         |         | <b>Special High School Programs: Total Number</b>          |         |         |         |
| (BESIS Survey)  |         |         |         | (As of October 31)   | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31)  | 2007-08 | 2008-09 | 2009-10 | CTE Program Participants                                   | N/A     | 288     | 329     |
| # in Trans. Bilingual Classes   | 0       | 0       | 0       | Early College HS Participants                              | 0       | 0       | 0       |
| # in Dual Lang. Programs  | 0       | 0       | 0       |  |         |         |         |
| # receiving ESL services only   | 17      | 12      | 15      | <b>Number of Staff: Includes all full-time staff</b>       |         |         |         |
| # ELLs with IEPs  | 1       | 1       | 1       | (As of October 31)   | 2007-08 | 2008-09 | 2009-10 |
| <i>These students are included in the General and Special Education enrollment information above.</i> |         |         |         | Number of Teachers   | 32      | 26      | TBD     |
| <b>Overage Students: # entering students overage for grade</b>  |         |         |         | Number of Administrators and Other Professionals           | 9       | 8       | TBD     |
| (As of October 31)  | 2007-08 | 2008-09 | 2009-10 | Number of Educational Paraprofessionals                    | 2       | 2       | TBD     |
|   | 24      | 19      | TBD     |  |         |         |         |
|   |         |         |         | <b>Teacher Qualifications:</b>                             |         |         |         |
| <b>Ethnicity and Gender: % of Enrollment</b>  |         |         |         | (As of October 31)   | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31)  | 2007-08 | 2008-09 | 2009-10 | % fully licensed & permanently assigned to this school     | 96.9    | 100.0   | TBD     |
| American Indian or Alaska Native  | 1.0     | 1.2     | 1.1     | Percent more than two years teaching in this school        | 78.1    | 80.8    | TBD     |
| Black or African American   | 82.6    | 85.1    | 86.1    | Percent more than five years teaching anywhere             | 75.0    | 76.9    | TBD     |
| Hispanic or Latino  | 10.1    | 7.6     | 5.3     |  |         |         |         |
| Asian or Native Hawaiian/Other Pacific Isl.   | 4.9     | 4.8     | 5.0     | Percent Masters Degree or higher                           | 88.0    | 88.0    | TBD     |
| White   | 1.4     | 0.8     | 1.3     | Percent core classes taught by "highly qualified" teachers | 86.9    | 93.2    | TBD     |
| Multi-racial  |         |         |         |  |         |         |         |

| DEMOGRAPHICS |      |      |      |                       |  |  |
|--------------|------|------|------|-----------------------|--|--|
| Male         | 63.9 | 67.9 | 68.5 | (NCLB/SED definition) |  |  |
| Female       | 36.1 | 32.1 | 31.5 |                       |  |  |

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

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY   |   |                           |                            |               |
|--|---|---------------------------|----------------------------|---------------|
| SURR School: Yes <input type="radio"/> No <input type="radio"/>  | If yes, area(s) of SURR identification: |                           |                            |               |
| Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/> |   |                           |                            |               |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):                                 |   |                           |                            |               |
| <u>Differentiated Accountability Phase (Check ✓)</u>   |   | <u>Category (Check ✓)</u> |                            |               |
|  |   | Basic                     | Focused                    | Comprehensive |
| In Good Standing (IGS)   | ✓                                       |                           |                            |               |
| Improvement (year 1)   |   |                           |                            |               |
| Improvement (year 2)   |   |                           |                            |               |
| Corrective Action (year 1)   |   |                           |                            |               |
| Corrective Action (year 2)   |   |                           |                            |               |
| Restructuring (year 1)   |   |                           |                            |               |
| Restructuring (year 2)   |   |                           |                            |               |
| Restructuring (Advanced)   |   |                           |                            |               |
| <b>Individual Subject/Area Outcomes</b>  | <b>Elementary/Middle Level (✓)</b>      |                           | <b>Secondary Level (✓)</b> |               |
|  | ELA:                                    |                           | ELA:                       | X             |
|  | Math:                                   |                           | Math:                      | X             |
|  | Science:                                |                           | Grad. Rate:                | ✓             |

| This school's Adequate Yearly Progress (AYP) determinations for each accountability measure: |                         |      |         |                 |      |              |                 |
|--|-------------------------|------|---------|-----------------|------|--------------|-----------------|
| Student Groups   | Elementary/Middle Level |      |         | Secondary Level |      |              |                 |
|  | ELA                     | Math | Science | ELA             | Math | Grad. Rate** | Progress Target |
| All Students   |                         |      |         |                 |      |              |                 |
| <b>Ethnicity</b>   |                         |      |         |                 |      |              |                 |
| American Indian or Alaska Native   |                         |      |         | -               | -    | -            |                 |
| Black or African American  |                         |      |         | X               | X    |              |                 |

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

|  |  |  |  |   |   |   |
|--|--|--|--|---|---|---|
| Hispanic or Latino                               |  |  |  | - | - | - |
| Asian or Native Hawaiian/Other Pacific Islander  |  |  |  | - | - | - |
| White  |  |  |  |   |   |   |
| Multiracial                                      |  |  |  | - | - |   |
| <b>Other Groups</b>                              |  |  |  |   |   |   |
| Students with Disabilities                       |  |  |  | - | - | - |
| Limited English Proficient                       |  |  |  | - | - | - |
| Economically Disadvantaged                       |  |  |  | ✓ | ✓ |   |
| <b>Student groups making AYP in each subject</b> |  |  |  | 1 | 1 | 1 |

#### Key: AYP Status

|                 |                                   |   |   |    |   |
|-----------------|-----------------------------------|---|---|----|---|
| √               | Made AYP                          | X | Did Not Make AYP  | X* | Did Not Make AYP Due to Participation Rate Only |
| √ <sup>SH</sup> | Made AYP Using Safe Harbor Target | - | Insufficient Number of Students to Determine AYP Status |    |   |

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results – 2008-09  |      | Quality Review Results – 2008-09                           |   |
|--|------|--|---|
| Overall Letter Grade   | D    | Overall Evaluation:  | ▶ |
| Overall Score  | 38.8 | Quality Statement Scores:                                  |   |
| <b>Category Scores:</b>  |      | Quality Statement 1: Gather Data                           | ▶ |
| School Environment<br>(Comprises 15% of the Overall Score)                         | 6.1  | Quality Statement 2: Plan and Set Goals                    | ▶ |
| School Performance<br>(Comprises 25% of the Overall Score)                         | 11.9 | Quality Statement 3: Align Instructional Strategy to Goals | ▶ |
| Student Progress<br>(Comprises 60% of the Overall Score)                           | 19.8 | Quality Statement 4: Align Capacity Building to Goals      | ▶ |
| Additional Credit  | 1    | Quality Statement 5: Monitor and Revise                    | ▶ |
| <i>Note: Progress Report grades are not yet available for District 75 schools.</i> |      |  |   |

## SECTION IV: NEEDS ASSESSMENT

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

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

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

### **Student Performance Trends**

- New York City Department of Education Progress Report 2009-2010 improvement in student progress credit accumulation
- Student Progress for credit accumulation first year ten or more credits low
- New York State Regents Exams low passing percentages for social studies (Global History and U.S. History), mathematics (Integrated Algebra)
- According to the Accountability and Overview Report through 2008-2009 did not make Adequate Yearly Progress (AYP) for English language arts and mathematics for Black subgroup
- According to New York State School Report Card made graduation rate for all students
- According to New York State School Report Card for 2008-2009 made Adequate Yearly Progress (AYP) for economically disadvantaged subgroup

### **Greatest Accomplishments over Last Couple of Years**

- First Place winner for Ad Futures Competition for two consecutive years, 2009 and 2010, Virtual Enterprise Program
- Creation of teacher teams for curriculum development and data analysis
- Analysis and professional development based on student needs
- Improvement in parent and community engagement in activities to promote student learning
- According to the New York City Department of Education Progress Report State Accountability Status, (based on its performance) status is in good standing (2009-2010). This status is determined by New York State Department of Education under the No Child Left Behind (NCLB) Act.
- New York City Department of Education Progress Report 2009-2010 indicates that closing the Achievement Gap 72.6% of students in the lowest third and 82.0% SETSS/CTT/Self-Contained students had exemplary outcomes.
- Economically Disadvantaged and Instructional Support Students subgroup made Adequate Yearly Progress (AYP) for 2008-2009 school year.

## Most Significant Aids or Barriers to the School's Continuous Improvement

- Safe school environment improvement in order and discipline.
- Develop a method for evaluation curricular, instructional and organizational decisions so that adjustments can be made in a timely manner.
- Narrow the focus and inject greater rigor into the work of all teacher teams in order to accelerate the progress of identified students.
- Establish a systematic approach to the gathering, analysis, dissemination and use of data at whole school, grade and individual student levels and extend this analysis to examine patterns and trends.
- Expand differentiation, based on formative data, so that instruction reflects purposeful groupings and differentiated learning activities to ensure that all students are constantly challenged to maximize their learning.
- Maintenance of school community as a shared campus for student activities.

## 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.

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- 1) **Attendance/Family Outreach:** By June 2011 improvement in attendance rate to 87%
  - On-going communication with parents in the support of students' behavior, attendance and academic outcomes
  - Acknowledgement of student attendance improvement each marking period via multiple means, i.e., certificates and awards
  - In-school detention site and consequences for excessive lateness and cutting
- 2) **Graduation Rate/Credit Accumulation:** By June 2011, for all students identified as being in the lowest third in each cohort will have a 5% increase in credit accumulation Progress Report Data
  - Provide credit recovery programs
  - Provide literacy based programs
  - Focus group of students earning 10+ credits the first year
  - Focus group of students earning 10+ credits the second year
  - Focus group of students earning 10+ credits the third year
  - Provide additional focus on credit recovery in Mathematics and English in order to help increase literacy and meet AYP in deficient areas
- 3) **Safety and Security:** By June 2011 to decrease Principal's Suspensions (incidences) by 5%
  - Use of In-House Detention, Parent Outreach and Guidance Intervention
  - Active supervision of Hallway during passing by AP's, Principal, and Dean
  - PD on Ladder of Referral in Department Meetings and Faculty Meetings.
  - Professional Development on Positive Behavior Intervention Support Program (PBIS)

- Teacher input/participation on Inquiry Teams regarding safety issues.
- 4) **Professional Development/Differentiated Instruction:** By June 2011, 90% of the school's pedagogues will collaborate to increase the number of workshops that feature data-informed differentiation strategies which are implemented in classrooms using the Common Core Standards
- Observations, inter-visitations, and mentoring will increase so that faculty have the opportunity to use professional language and protocols to assess the student work and determine the benefit to learners of the curriculum mapping and lesson planning
  - There will be an increase in the dissemination and implementation of the action research findings discovered by teacher teams
  - Provide professional development workshops on differentiated instruction, use of data and curriculum development

**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 :**  
**Attendance/Family Outreach**

|  |   |
|--|---|
| <p><b>Annual Goal</b><br/><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p><b>By June 2011, attendance will improve by 2% by improving family outreach to 87%.</b></p>  |
| <p><b>Action Plan</b><br/><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><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• At the beginning of the year, distribute communication that emphasizes attendance and informs families of the initiative and disciplinary action surrounding excessive absences.</li> <li>• Establish an attendance team to provide ongoing data collection and collegial feedback on the results of teacher and administration strategies to curb absences.</li> <li>• Train attendance team members to produce weekly ATS &amp; CAASS reports that can confirm teachers' attendance logs and create lists for mail merge document notification.</li> </ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Use of attendance teacher for home visits and reports.</li> <li>• Outreach activities will be conducted daily by dedicated personnel and outreach efforts will be documented using ATS-iLog.</li> </ul>  |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>          | <p><b>Staffing –</b></p> <ul style="list-style-type: none"> <li>• All teachers will utilize a lost-time logs so that they may inform families of students' attendance on a daily basis.</li> <li>• The guidance department will offer family conferences to discuss next steps in combating truancy or referrals to ACS.</li> <li>• The parent coordinator, school aides and administration will conduct parent outreach on a daily basis and will have records of outreach available for discussion.</li> </ul> <p><b>Scheduling –</b></p> <ul style="list-style-type: none"> <li>• Students will be informed of rules and consequences for unexcused absences.</li> <li>• Students who have too many unexcused absences will receive family conferences with guidance counselors as they explain the detrimental effects of prolonged absence.</li> <li>• School aides will be trained to respond to scanning 'blocks from entry' with guidance referrals related to attendance.</li> <li>• Students will be given recognition for perfect attendance, most improved via certificates.</li> </ul> |

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|  | <p><b>Funding –</b></p> <ul style="list-style-type: none"> <li>• funding for teachers through Tax Levy FSF</li> <li>• funding for guidance through Mandated Services Tax Levy</li> </ul>  |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p><b>Qualitative indicators-</b></p> <ul style="list-style-type: none"> <li>• Increased numbers of students on time to classes and participating in learning activities.</li> <li>• Increased participation in Attendance Inquiry Teams.</li> </ul> <p><b>Quantitative indicators-</b></p> <ul style="list-style-type: none"> <li>• There will be a decrease in the average number of attendance outreach calls placed for each month.</li> <li>• There will be a decreased number of attendance related disciplinary actions.</li> <li>• A week by week longitudinal data analysis will show decreased numbers of truants.</li> </ul> |

**Graduation Rate**

**Subject/Area:**

|   |  |
|---|--|
| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p><b>By June 2011, for all students identified as being in the lowest third in each cohort because of credit accumulation there will be a 5% improvement in the academic progress as measured by the number of students that attain 10+ credits.</b></p>  |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>   | <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Implementation of Credit Recovery Programs that focus on literacy skills</li> <li>• End of marking period commendations for students who have obtained or exceeded the minimum credits</li> <li>• At the end of the year course planning stage, the learning community will reevaluate the scope and sequence for the school with a focus on the credit accumulation &amp; alignment for 9<sup>th</sup> &amp; 10<sup>th</sup> grade students</li> <li>• Industry leaders will speak to students to show relevance of education and job related skills.</li> </ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• One to one, small group tutoring during school, After School and Saturday Programs</li> <li>• Guidance counselors will initiate outreach for families of students that fail classes at the end of each interim progress report to raise failing students' level of concern regarding credit accumulation and graduation</li> </ul>   |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p> | <p><b>Staffing –</b></p> <ul style="list-style-type: none"> <li>• Guidance staff, teachers and administrators will continuously monitor student progress and meet with small groups of students to suggest academic intervention services for at-risk students.</li> <li>• Families will be notified of student progress on a regular basis via interim progress reports and report card mailings sent by the BCAE support staff and the availability of academic intervention services.</li> </ul> <p><b>Scheduling –</b></p> <ul style="list-style-type: none"> <li>• Students who fail Regents courses (non Lab classes) need to be scheduled for the Regents examinations with their cohort class</li> <li>• Students who fail courses will be programmed for Extended Day, credit recovery programs and summer school as necessary and available</li> <li>• Students identified in Black and lowest third subgroups</li> <li>• Students who fail Regents exams will be scheduled for Regents Prep classes.</li> </ul> <p><b>Funding –</b></p> <ul style="list-style-type: none"> <li>• funding for teachers through Tax Levy FSF, Title I</li> <li>• funding for guidance through Mandated Services Tax Levy</li> <li>• funding for PM school, credit recovery, and summer school through Reimbursable Tax Levy, Title I</li> </ul> |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>  | <p><b>Qualitative indicators-</b></p> <ul style="list-style-type: none"> <li>• improvement in the number of students who know their obtained credits and path to graduation</li> <li>• increased motivation to actively participate in learning and academic intervention services</li> </ul> <p><b>Quantitative indicators-</b></p> <ul style="list-style-type: none"> <li>• a reduction in students that will have to repeat classes during the school year</li> <li>• analysis of Regents cohort pass rates, course pass rates, college acceptance rates, and student attendance trends</li> </ul>  |

**Subject/Area (where relevant):** Credit Accumulation/English Language Arts

|   |   |
|---|---|
| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p>Increase the number of students passing with a 65 or higher the English Language Arts courses and the English regents in January 2011 and June 2011 by 5%.</p>   |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> <li>➤ Develop teachers' expertise in the planning and effective use of differentiated instructional strategies to improve student achievement via support of students' varied learning needs in reading and writing techniques.</li> <li>➤ Common prep periods programmed for teachers to plan collaboratively, align instructional assessment and examine student work to focus instruction directly on student needs to meet the standards</li> <li>➤ Alignment of lesson planning to New York State Standards addressed in the Core Curriculum documents.</li> <li>➤ Ongoing and continued analysis of end of marking period assessment data for all English classes to assess student progress and achievement by cohort in all classes.</li> <li>➤ Increase usage of interdisciplinary curriculum for students in ELA and Social Studies in Grade 10 and 11 to prepare for Regents.</li> <li>➤ Increased infusion of literacy strategies into ELA, Social Studies and Business curriculum and daily lesson planning which uses non-fiction, college and career –related topics for all subgroups.</li> <li>➤ Provide additional class time (Balanced Literacy strategies, including daily writing activities) for struggling readers (EMPOWER 3000, Supplemental Educational Services, After School Programs).</li> <li>➤ Remediation and Academic Intervention Services for students who fail to meet or exceed standards including Extended Day programs, lunch time tutorials, after school tutoring and Regents prep funding permitting.</li> <li>➤ Infusion and monitoring of the use of computer assisted instruction where appropriate including use of the Internet, SMART Board and other technological advances.</li> <li>➤ Ongoing Professional Development for teachers and support staff by the Assistant Principal, Textbook Publishers, Children First Network 201, and teachers to familiarize all members of the department with changes/updates in curricula, reading, writing and listening activities and assessments.</li> <li>➤ Formative and summative assessment for Achieve 3000, Acuity testing.</li> </ul> |

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| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <ul style="list-style-type: none"> <li>➤ Tax Levy FSF</li> <li>➤ Reimbursable Funds</li> <li>➤ Title I</li> </ul>   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>                                       | <ul style="list-style-type: none"> <li>➤ Interim progress will be measured by uniform assessment primarily composed of past Regents related questions and the Acuity Assessments, PSAT and SAT analysis.</li> <li>➤ EMPOWER 3000 Assessments and Student Progress Reports.</li> </ul> |

**Credit Accumulation/Mathematics**

**Subject/Area:**

|   |  |
|---|--|
| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p><b>To increase the number of students passing with a 65 or higher the Integrated Algebra course ME2 and the Integrated Algebra Regents in June 2011 by 5%.</b></p>  |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> <li>➤ Implement uniform mathematics curriculum for all incoming ninth graders and repeater 10<sup>th</sup> graders based on the Prentice Hall curriculum – Integrated Algebra and Geometry I. This program is fully aligned to the NYS standards and provides test taking strategies, differentiated instruction and practice for the Regents exam.</li> <li>➤ Establish a study group/team of teachers, AP, Principal and Children First Network 201 to provide ongoing PD and collegial feedback via interclass visits, walk-throughs and observations.</li> <li>➤ Program common prep time for teachers to analyze teaching techniques and strategies as well as prepare uniform midterms and finals.</li> <li>➤ Develop a curriculum map of monthly learning objectives, daily lessons topics as a planning guide for use by all teaching in the department.</li> <li>➤ Provide additional supports for students through lunchtime tutorials, during Extended Day Programs, Saturday Tutoring, Credit Recovery Programs, and Regents Prep classes.</li> <li>➤ Use SmartBoard and computers as a visible aid in assisting multiple learning styles.</li> </ul> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>          | <ul style="list-style-type: none"> <li>➤ Tax Levi FS</li> <li>➤ Reimbursable Funds</li> <li>➤ Title I</li> </ul>   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/>Include: interval of periodic review; instrument(s) of measure; projected gains</p>  | <ul style="list-style-type: none"> <li>➤ Interim progress will be measured by formative Performance Series tests to be administered in October and February as well as, Acuity ITA regents year predictive exams and regents exams.</li> <li>➤ Increase in scholarship reports.</li> </ul>   |

**PD for Differentiated Instruction**

**Subject:**

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|---|--|
| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p><b>By June 2011, 90% of the school’s pedagogues will collaborate to increase the number of workshops that feature data-informed differentiation strategies which are implemented in classrooms using the Essential Elements of Instruction and Common Core Standards.</b></p>   |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Teacher intervisitation, peer mentoring, teacher observations</li> <li>• Distribute to staff a handbook that emphasizes the use of Principles of Learning and EEI.</li> <li>• Involve teachers in the development and delivery of the workshops that address instructional practice.</li> <li>• Invite all learning community members to be an active part in turn-keying of information learned outside.</li> </ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Teachers, Administration and Children First Network Staff will provide protocols and guidance on facilitation of Differentiated Instruction work teams in small groups across subject areas and same subject area.</li> <li>• Regularly query the staff on their ability to share best practices in department, faculty and post observation conferences.</li> </ul>  |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>          | <p><b>Staffing –</b></p> <ul style="list-style-type: none"> <li>• Network support specialists will provide facilitation support for those pedagogues not used to using protocols or reviewing research data to establish collaborative sessions of colleagues based around shared academic language.</li> <li>• The teacher team members will each facilitate meetings in which they will direct the collaborative work to understand the varied learning styles represented in students’ work</li> <li>• Administrators will oversee the direction of research and the dissemination of the Teacher Team study’s findings</li> <li>• Various non-instructional staff members will receive and, at times conduct, Professional Development workshops for the entire staff</li> </ul> <p><b>Scheduling –</b></p> <ul style="list-style-type: none"> <li>• Professional Development teams will hold workshops during and after school to discuss assorted technologies and multiple instructional strategies</li> <li>• Curriculum mapping teams will collaborate to standardize pacing, assessments, and interdisciplinary units that culminate in challenging authentic projects</li> <li>• Teachers will apply strategies in daily instruction</li> <li>• Multiple approaches to learning will be offered at lunchtime tutoring, one-on-one tutoring, mentoring, Regents Prep Saturday courses, Credit Recovery Programs, technology programs and after school progress.</li> </ul> <p><b>Funding –</b></p> <ul style="list-style-type: none"> <li>• Funding for guidance through Mandated Services Tax Levy</li> <li>• Funding for school support organization through Reimbursable Tax Levy</li> <li>• Tax Levy FSF</li> <li>• Title I</li> </ul> |

**Indicators of Interim Progress and/or Accomplishment**

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

**Qualitative indicators-**

- Increase in scholarship and Regents scores.
- The nature of the language used in student case conferencing and lesson planning is more professional and aligned to PL and EEI.
- Increase in Differentiated Instruction in class observations, walk-throughs, and lesson plans.

**Quantitative indicators-**

- Increased staff attendance to workshops and adoption of strategies.
- Principal will identify teacher leaders to facilitate development of Differentiated Instruction workshops.
- An increase in the number of lesson observations that display evidence of Differentiated Instruction.

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

| Grade | ELA                         | Mathematics                 | Science                     | Social Studies              | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------------|---------------------------------------|---------------------------------|---------------------------------|
|       | # of Students Receiving AIS          | # of Students Receiving AIS           | # of Students Receiving AIS     | # of Students Receiving AIS     |
| K     |                             |                             | N/A                         | N/A                         |                                      |                                       |                                 |                                 |
| 1     |                             |                             | N/A                         | N/A                         |                                      |                                       |                                 |                                 |
| 2     |                             |                             | N/A                         | N/A                         |                                      |                                       |                                 |                                 |
| 3     |                             |                             | N/A                         | N/A                         |                                      |                                       |                                 |                                 |
| 4     |                             |                             |                             |                             |                                      |                                       |                                 |                                 |
| 5     |                             |                             |                             |                             |                                      |                                       |                                 |                                 |
| 6     |                             |                             |                             |                             |                                      |                                       |                                 |                                 |
| 7     |                             |                             |                             |                             |                                      |                                       |                                 |                                 |
| 8     |                             |                             |                             |                             |                                      |                                       |                                 |                                 |
| 9     | 75                          | 75                          | 76                          | 78                          | 45                                   | 4                                     | 7                               | 20                              |
| 10    | 19                          | 11                          | 15                          | 32                          | 38                                   | 5                                     | 5                               | 15                              |
| 11    | 1                           | 1                           | 2                           | 4                           | 25                                   | 7                                     | 1                               | 10                              |
| 12    | 12                          | 11                          | 16                          | 34                          | 20                                   | 4                                     | 3                               | 15                              |

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

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

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

**Part B. Description of Academic Intervention Services**

| Name of Academic Intervention Services (AIS)                 | <b>Description:</b> Provide a brief description of <b>each</b> 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.).  |
|--|---|
| <b>ELA:</b>  | <ul style="list-style-type: none"> <li>• Provide Regents Exam prep and literacy tutoring programs after school and Saturday programs, YAAOI, Supplemental Educational Services</li> <li>• Provide small group and one-to-one tutoring during school day and after school</li> <li>• Use of Achieve 3000, Literacy Program incorporated into 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade classes</li> <li>• Classroom Inc., Enhanced Writing Instruction Through Technology</li> <li>• Provide Push-In Instruction Support Services English teacher in English classes of Level 1 and 2 and resource room students</li> <li>• Use Wilson Literacy Program for Level 1 9<sup>th</sup> Grade students</li> </ul> |
| <b>Mathematics:</b>  | <ul style="list-style-type: none"> <li>• Provide Regents Exam prep and math skills tutoring after school and Saturday programs, YAAOI, and Supplemental Educational Services</li> <li>• Provide small group and one-to-one tutoring during school day</li> <li>• Incorporate Math Skills activities in the business education curriculum</li> </ul>   |
| <b>Science:</b>  | <ul style="list-style-type: none"> <li>• Provide Regents Exam prep and science related tutoring after school and Saturday programs, and YAAOI</li> <li>• Provide small group and one-to-one tutoring during school day and after school</li> <li>• Provide instruction that is hands-on, relative to community, environmental and career awareness</li> </ul>   |
| <b>Social Studies:</b>                                       | <ul style="list-style-type: none"> <li>• Provide Regents Exam prep and literacy tutoring after school and Saturday programs, YAAOI and Supplemental Educational Services</li> <li>• Provide small group and one-to-one tutoring during school day</li> <li>• Provide instruction that is hands-on, relative to community, environmental and career awareness</li> </ul>   |
| <b>At-risk Services Provided by the Guidance Counselor:</b>  | <ul style="list-style-type: none"> <li>• One-to-one, small group sessions and classroom visits on career and college readiness, credit accumulation for high school</li> <li>• One-to-one, small group sessions on at risk behavior, attendance and family related issues</li> <li>• Positive Behavior Intervention Service Professional Development</li> </ul>   |
| <b>At-risk Services Provided by the School Psychologist:</b> | <ul style="list-style-type: none"> <li>• One-to-one counseling with students and parents</li> <li>• Provide meeting with teachers to discuss instructional strategies to improve educational outcomes</li> </ul>  |

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| <b>At-risk Services Provided by the Social Worker:</b> | <ul style="list-style-type: none"> <li>• One-to-one counseling with students and parents</li> <li>• Meet with Youth Development counselor and SAPIS to discuss strategies for positive outcomes</li> <li>• Meet with Parent Coordinators to increase parent outreach on family related topics</li> </ul> |
| <b>At-risk Health-related Services:</b>                | <ul style="list-style-type: none"> <li>• Meet with students one-to-one in small groups</li> <li>• Provide information to students and parents on health related topics</li> </ul>  |

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

*NCLB/SED requirement for all schools*

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

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

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

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

**Section I. Student and School Information**

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

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**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.

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**Section III. Title III Budget**

School: 29Q496 BEDS Code: 342900011496

| Allocation Amount:   |                 |  |
|--|-----------------|--|
| Budget Category  | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title.  |
| <b>Professional salaries (schools must account for fringe benefits)</b><br>- Per session<br>- Per diem                               | \$749           | 15 hours of per session for ESL and General Ed teacher to support ELL Students: 15 hours x \$49.89 (current teacher per session rate with fringe) = \$749.00 |
| <b>Purchased services</b><br>- High quality staff and curriculum development contracts.  | (e.g., \$5,000) | (Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)                        |
| <b>Supplies and materials</b><br>- Must be supplemental.<br>- Additional curricula, instructional materials. Must be clearly listed. | (e.g., \$500)   | (Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)   |
| <b>Educational Software (Object Code 199)</b>  | (e.g., \$2,000) | (Example: 2 Rosetta Stone language development software packages for after-school program)   |
| <b>Travel</b>  |                 |  |
| <b>Other</b>   |                 |  |
| <b>TOTAL</b>   |                 |  |

### **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**

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

#### **Part B: Strategies and Activities**

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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.
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>.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

|   | Title I Basic | Title I ARRA | Total     |
|---|---------------|--------------|-----------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11:  | -0-           | \$201,655    | \$201,655 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement:   |               | \$ 2,017     |           |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$10,083      | *            |           |
| 4. Enter the anticipated 10% set-aside for Professional Development:  | \$20,165      | *            |           |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 100%
6. If the percentage of high quality teachers during 2010-2011 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**.

Part 1: General Expectations

**NOTE:** In support of strengthening student academic achievement, each school that receives Title 1, Part A funds must develop jointly with , agree on, 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 (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific involvement activities.

### ***School Parental Involvement Policy:***

Effective parental involvement strengthens the link between school and community, resulting in higher student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school.

Therefore, Business, Computer Applications & Entrepreneurship High School (BCAE) is responsible for creating and implementing a parent involvement policy designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team and in the Parent Teacher Association, as well as volunteer within the school day. BCAE will support parents and families of Title I students by:

1. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; parent surveys for topics of interest, parent newsletters, ARIS Parent Link, Parent School Website;
2. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math, use of technology, college planning, and career awareness); after school programs, Saturday program, Community-Based programs;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; Supplemental Education Services (SES), after school programs;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments; parent workshops, teacher conferences;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; via the school website, parent newsletters, student progress reports, school messenger;
6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other member of our school community.

BCAE's Parent Involvement Policy is designed based upon assessment of the needs of all parents/guardians including parents/guardians of English Language Learners and students with disabilities. Annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school will be conducted. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the BCAE's Title I Parent Involvement Policy, parents of the Title I participating students, parent members of the school's Parent Teacher Association, as well as parents of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, BCAE will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy, parenting skills, college and career readiness skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Teacher Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home, college and career awareness skills;
- provide opportunities for parent to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report);
- host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 118 and other applicable sections under the "No Child Left Behind" Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening or Saturday, to share information about the school's education program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

**Business, Computer Applications and Entrepreneurship High School will further encourage school-level parental involvement by:**

- holding an Annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Teacher Association and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents;
- hosting events to support: men asserting leadership in education for their children, parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; and
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress.

## **Section II: School-Parent Compact:**

Business, Computer Applications & Entrepreneurship High School (BCAE), in compliance with section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. BCAE's staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### **Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:**

- using after school programs, Supplemental Educational Services for tutoring;
- using academic learning time efficiently;
- respecting cultural, racial, and ethnic differences; and,
- implementing a curriculum aligned to State Standards.

### **Support home schooled relationships and improve communication by:**

- provide Supplemental Educational Services home tutoring;
- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1 of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

### **Provide parent reasonable access to staff by:**

- provide opportunity for evening and Saturday parent-teacher conference;
- ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- receive training in their child's class and to observe classroom activities; and
- planning activities for parent during the school year.

### **Provide general support to parents by:**

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in the Compact and the Parent Involvement Policy; and
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs.

### **Parent/Guardian Responsibilities:**

- provide updated information for on-going communication, i.e., telephone numbers, emergency contacts, addresses, e-mail addresses;
- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- encourage college and career readiness opportunities;
- participate, as appropriate, in the decisions relating to my child's education. I will also;
  - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible; and
- take part in the school's Parent Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and share responsibility for the improved academic achievement of my child.

**Student Responsibilities:**

- attend school regularly and arrive on time;
- go to each class on time;
- complete my homework and submit all assignments on time;
- be prepared with pen, pencil, notebook, etc.
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn.

This Parent Involvement Policy (including the School Parent Compact) was distributed for review by \_\_\_\_\_ on \_\_\_\_\_,

This Parent Involvement Policy was updated on \_\_\_\_\_,

The final version of this document will be distributed to the school community on \_\_\_\_\_ and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS - N/A**

**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.
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.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

### ***Explanation/Background:***

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

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

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

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

the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

| Program Name | Fund Source<br><i>(i.e., Federal,<br/>State, or Local)</i> | Program Funds Are<br>“Conceptually” <sup>1</sup><br>Consolidated in the | Amount<br>Contributed to<br>Schoolwide Pool | Check (✓) in the left column below to<br>verify that the school has met the intent<br>and purposes <sup>2</sup> of each program whose |
|--------------|--|---|---|---|
|--------------|--|---|---|---|

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

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

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

|                         |         | Schoolwide Program<br>( <u>R</u> ) |    |     | (Refer to Galaxy for<br>FY'11 school<br>allocation amounts) | funds are consolidated. Indicate page<br>number references where a related<br>program activity has been described in<br>this plan. |            |
|-------------------------|---------|------------------------------------|----|-----|---|--|------------|
|                         |         | Yes                                | No | N/A |   | Check ( <u>R</u> )   | Page #(s)  |
| Title I, Part A (Basic) | Federal |                                    |    |     |   |  |            |
| Title I, Part A (ARRA)  | Federal | ✓                                  |    |     | \$144,000   | ✓  | 22, 24, 28 |
| Title II, Part A        | Federal |                                    |    |     |   |  |            |
| Title III, Part A       | Federal |                                    |    |     |   |  |            |
| Title IV                | Federal |                                    |    |     |   |  |            |
| IDEA                    | Federal |                                    |    |     |   |  |            |
| Tax Levy                | Local   |                                    |    |     |   |  |            |

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

PLEASE REFER TO PAGE 28.

1. Use program resources to help participating children meet the State standards.
  - a. After School Regents Prep Program
  - b. Wilson Literacy Program
  - c. After School Tutoring Programs
    - i. SES
    - ii. YAAOI
    - iii. College and Career Readiness Program
  - d. Saturday Tutoring Programs
  
2. Ensure that planning for students served under this program is incorporated into existing school planning.

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efforts to foster a safe and drug-free learning environment that supports student achievement.

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

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

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

|                                     |  |             |       |   |       |              |         |   |
|-------------------------------------|--|-------------|-------|---|-------|--------------|---------|---|
| <b>School Name:</b>                 | Business, Computer Applications & Entrepreneurship |             |       |   |       |              |         |   |
| <b>District:</b>                    | 29   | <b>DBN:</b> | 29Q49 | <b>School</b>   |       | 342900011496 |         |   |
| <b>DEMOGRAPHICS</b>                 |  |             |       |   |       |              |         |   |
| Grades Served:                      | Pre-K  |             | 3     |   | 7     |              | 11      | v |
|                                     | K  |             | 4     |   | 8     |              | 12      | v |
|                                     | 1  |             | 5     |   | 9     | v            | Ungrade |   |
|                                     | 2  |             | 6     |   | 10    | v            |         |   |
| <b>Enrollment</b>                   |  |             |       | <b>Attendance - % of days students attended:</b>                  |       |              |         |   |
| <i>(As of October 31)</i>           | 2008-  | 2009-       | 2010- | <i>(As of June 30)</i>  | 2007- | 2008-        | 2009-   |   |
| Pre-K                               | 0  | 0           | 0     |   | 86.5  | 86.6         | 85.2    |   |
| Kindergarten                        | 0  | 0           | 0     | <b>Student Stability - % of Enrollment:</b>                       |       |              |         |   |
| Grade 1                             | 0  | 0           | 0     | <i>(As of June 30)</i>  | 2007- | 2008-        | 2009-   |   |
| Grade 2                             | 0  | 0           | 0     |   | 96.7  | 92.4         | 95.2    |   |
| Grade 3                             | 0  | 0           | 0     | <b>Poverty Rate - % of Enrollment:</b>                            |       |              |         |   |
| Grade 4                             | 0  | 0           | 0     | <i>(As of October 31)</i>   | 2008- | 2009-        | 2010-   |   |
| Grade 5                             | 0  | 0           | 0     |   | 24.5  | 37.4         | 55.1    |   |
| Grade 6                             | 0  | 0           | 0     | <b>Students in Temporary Housing - Total Number:</b>              |       |              |         |   |
| Grade 7                             | 0  | 0           | 0     | <i>(As of June 30)</i>  | 2007- | 2008-        | 2009-   |   |
| Grade 8                             | 0  | 0           | 0     |   | 5     | 24           | 12      |   |
| Grade 9                             | 180  | 197         | 82    | <b>Recent Immigrants - Total Number:</b>                          |       |              |         |   |
| Grade 10                            | 149  | 140         | 124   | <i>(As of October 31)</i>   | 2007- | 2008-        | 2009-   |   |
| Grade 11                            | 88   | 66          | 67    |   | 9     | 2            | 8       |   |
| Grade 12                            | 80   | 73          | 92    | <b>Suspensions (OSYD Reporting) - Total Number:</b>               |       |              |         |   |
| Ungraded                            | 1  | 0           | 0     | <i>(As of June 30)</i>  | 2007- | 2008-        | 2009-   |   |
| Total                               | 498  | 476         | 365   |   | 68    | 76           | 95      |   |
|                                     |  |             |       | Superintendent Suspensions  | 3     | 10           | 10      |   |
|                                     |  |             |       | <b>Special High School Programs - Total Number:</b>               |       |              |         |   |
|                                     |  |             |       | <i>(As of October 31)</i>   | 2007- | 2008-        | 2009-   |   |
|                                     |  |             |       | CTE Program Participants  | N/A   | 288          | 329     |   |
|                                     |  |             |       | Early College HS Program Participants                             | 0     | 0            | 0       |   |
|                                     |  |             |       | <b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b> |       |              |         |   |
| <i>(As of October 31)</i>           | 2008-  | 2009-       | 2010- | <i>(As of October 31)</i>   | 2007- | 2008-        | 2009-   |   |
| # in Transitional Bilingual Classes | 0  | 0           | TBD   | <b>Number of Staff - Includes all full-time staff:</b>            |       |              |         |   |
| # in Dual Lang.                     | 0  | 0           | TBD   | <i>(As of October 31)</i>   | 2007- | 2008-        | 2009-   |   |
| # receiving ESL services only       | 12   | 15          | TBD   |   | 32    | 26           | 27      |   |
| # ELLs with IEPs                    | 1  | 1           | TBD   | Number of Teachers  |       |              |         |   |
|                                     |  |             |       | Number of Administrators and Other Professionals                  | 9     | 8            | 8       |   |
|                                     |  |             |       | Number of Educational Paraprofessionals                           | 2     | 2            | 1       |   |
|                                     |  |             |       |   |       |              |         |   |

| Overage Students (# entering students overage for<br>(As of October 31) |         |         |         | Teacher Qualifications:<br>(As of October 31)        |       |       |       |
|---|---------|---------|---------|--|-------|-------|-------|
|   | 2007-   | 2008-   | 2009-   |  | 2007- | 2008- | 2009- |
|   | 24      | 19      | 116     | % fully licensed & permanently assigned to this      | 96.9  | 100.0 | 100.0 |
|   |         |         |         | % more than 2 years teaching in this school          | 78.1  | 80.8  | 81.5  |
|   |         |         |         | % more than 5 years teaching anywhere                | 75.0  | 76.9  | 92.6  |
| Ethnicity and Gender - % of Enrollment:<br>(As of October 31)           |         |         |         | % Masters Degree or higher                           |       |       |       |
|   | 2008-09 | 2009-10 | 2010-11 |  | 88.0  | 88.0  | 88.9  |
| American Indian or Alaska Native  | 1.2     | 1.1     | 1.1     | % core classes taught by "highly qualified" teachers | 86.9  | 93.2  | 97.9  |
| Black or African American   | 85.1    | 86.1    | 84.4    |  |       |       |       |
| Hispanic or Latino  | 7.6     | 5.3     | 5.2     |  |       |       |       |
| Asian or Native Hawaiian/Other Pacific                                  | 4.8     | 5.0     | 6.0     |  |       |       |       |
| White   | 0.8     | 1.3     | 1.4     |  |       |       |       |
| <b>Male</b>   | 67.9    | 68.5    | 69.9    |  |       |       |       |
| <b>Female</b>   | 32.1    | 31.5    | 30.1    |  |       |       |       |

**2009-10 TITLE I STATUS**

|                  | Title I |  |  |       |         |       |       |
|------------------|---------|--|--|-------|---------|-------|-------|
| v                | Title I |  |  |       |         |       |       |
|                  | Non-    |  |  |       |         |       |       |
| Years the School |         |  |  | 2007- | 2008-09 | 2009- | 2010- |
|                  |         |  |  |       |         | v     |       |

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

| SURR School | If yes, |  |  |  |  |  |  |
|-------------|---------|--|--|--|--|--|--|
|             |         |  |  |  |  |  |  |

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

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

**Individual Subject/Area AYP Outcomes:**

| <u>Elementary/Middle Level</u> |  | <u>Secondary Level</u> |   |
|--------------------------------|--|------------------------|---|
| ELA:                           |  | ELA:                   | X |
| Math:                          |  | Math:                  | X |
| 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 |
|---------------------|--------------------------------|------|---------|------------------------|------|-------------|----------|
|                     | ELA                            | Math | Science | ELA                    | Math | Grad Rate** |          |
| <b>All Students</b> |                                |      |         | X                      | X    | v           | 64       |
| <b>Ethnicity</b>    |                                |      |         |                        |      |             |          |

|  |  |  |  |          |          |          |
|--|--|--|--|----------|----------|----------|
| American Indian or Alaska Native       |  |  |  | -        | -        | -        |
| Black or African American              |  |  |  | X        | X        |          |
| Hispanic or Latino                     |  |  |  | -        | -        | -        |
| Asian or Native Hawaiian/Other Pacific |  |  |  | -        | -        | -        |
| White                                  |  |  |  |          |          |          |
| Multiracial                            |  |  |  | -        | -        |          |
| Students with Disabilities             |  |  |  | -        | -        | -        |
| Limited English Proficient             |  |  |  | -        | -        | -        |
| Economically Disadvantaged             |  |  |  | v        | v        |          |
| <b>Student groups</b>                  |  |  |  | <b>1</b> | <b>1</b> | <b>1</b> |

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

|  |      |  |  |  |     |
|--|------|--|--|--|-----|
| <b>Progress Report Results – 2009-10</b> |      | <b>Quality Review Results – 2009-10</b>                    |  |  |     |
| <b>Overall Letter Grade:</b>             | D    | <b>Overall Evaluation:</b>                                 |  |  | UPF |
| <b>Overall Score:</b>                    | 46.6 | <b>Quality Statement Scores:</b>                           |  |  |     |
| <b>Category Scores:</b>                  |      | Quality Statement 1: Gather Data                           |  |  | UPF |
| School Environment:                      | 6.1  | Quality Statement 2: Plan and Set Goals                    |  |  | UPF |
| <i>(Comprises 15% of the</i>             |      | Quality Statement 3: Align Instructional Strategy to Goals |  |  | UPF |
| School Performance:                      | 11.2 | Quality Statement 4: Align Capacity Building to Goals      |  |  | P   |
| <i>(Comprises 25% of the</i>             |      | Quality Statement 5: Monitor and Revise                    |  |  | UPF |
| Student Progress:                        | 29.3 |  |  |  |     |
| <i>(Comprises 60% of the</i>             |      |  |  |  |     |
| Additional Credit:                       | 0    |  |  |  |     |

|  |  |   |  |  |  |
|--|--|---|--|--|--|
| <b>KEY: AYP STATUS</b>                               |  | <b>KEY: QUALITY REVIEW SCORE</b>              |  |  |  |
| 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.   |  |  |  |  |  |
| <i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i> |  |  |  |  |  |
| ** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>            |  |  |  |  |  |

**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 <b>201</b>                          | District <b>29</b> | School Number <b>496</b>                     | School Name <b>Business, Computer</b> |
| Principal <b>Dr. Herman Guy</b>                     |                    | Assistant Principal <b>Doreen Sherman</b>    |                                       |
| Coach <b>N/A</b>                                    |                    | Coach <b>N/A</b>                             |                                       |
| Teacher/Subject Area <b>Carolyn Karpinski, ESL</b>  |                    | Guidance Counselor <b>Lenore Krieger</b>     |                                       |
| Teacher/Subject Area <b>Jhasmina Heras, Spanish</b> |                    | Parent <b>Anna Barley</b>                    |                                       |
| Teacher/Subject Area <b>Dawn Story, English</b>     |                    | Parent Coordinator <b>Shaniqua White</b>     |                                       |
| Related Service Provider <b>Joyce Weingarten</b>    |                    | Other <b>Teresa Alvarez, ESL Coordinator</b> |                                       |
| Network Leader <b>Gerard Beirne</b>                 |                    | Other <b>Atina Modesto, AP</b>               |                                       |

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

### C. School Demographics

|                                    |            |                      |           |   |              |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total Number of Students in School | <b>363</b> | Total Number of ELLs | <b>17</b> | ELLs as Share of Total Student Population (%) | <b>4.68%</b> |
|------------------------------------|------------|----------------------|-----------|---|--------------|

## Part II: ELL Identification Process

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

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

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

1. New entrants whose Home Language Survey indicates a language other than English to any one (1) response to questions #1-4 and to any two (2) responses to questions #5-8, are administered the English LAB-R before being programmed. The Guidance Counselor

admitting the student fills out the bottom of the second page of the Home language Survey and indicates whether the student is eligible for LAB-R testing based on the above criteria. Prior to admission, the parent/guardian registering the youngster views the Orientation Video for Parents of Newly Enrolled English Language Learners in order to be able to make an informed decision as to whether the parent wants the youngster in a Transitional Bilingual, Dual Language or Free Standing ESL Program. The ESL Coordinator addresses concerns and provides explanation as to the content of the video. After viewing the video, the parent completes the Parent Survey and Program Selection Form indicating the program preference. Parents have the option to opt-out of Transitional Bilingual Education, however, if the student does not meet the score established for his/her grade level on the LAB-R test,

he/she is mandated to receive ESL instruction until he/she test out of the program. In the event that the parent chooses to have the child in a Bilingual program, the student is directed to the appropriate school. A copy of the Home Language Survey is given to the ESL Coordinator who administers the LAB-R. If the new entrant's home language is Spanish and he/she does not meet proficiency level on the English LAB-R, the Spanish LAB is administered as evidence of literacy in the native language. All eligible ELLs are

LAB-R

tested and programmed within ten days of being admitted. The new entrant is programmed based on the LAB-R score and the informal oral interview in English and the native language. A copy of the Home Language Survey is given to the ESL Coordinator who administers the LAB-R. If the new entrant's home language is Spanish and he/she does not meet proficiency level on the English LAB-R, the Spanish LAB is administered as evidence of literacy in the native language. All eligible ELLs are

LAB-R

tested and programmed within ten days of being admitted. The new entrant is programmed based on the LAB-R score and the informal oral interview in English and the native language.

In August, our ELLs are programmed according to their most recent NYSESLAT score.

2. Prior to admission, the parent/guardian registering the youngster views the Orientation Video for Parents of Newly Enrolled English Language Learners in order to be able to make an informed decision as to whether the parent wants the youngster in a Transitional Bilingual, Dual Language or Free Standing ESL Program. The ESL Coordinator addresses concerns and provides explanation as to the content of the video. After viewing the video, the parent completes the Parent Survey and Program Selection Form indicating the program preference. Parents have the option to opt-out of Transitional Bilingual Education, however, if the student does not meet the score established for his/her grade level on the LAB-R test,

he/she is mandated to receive ESL instruction until he/she test out of the program. In the event that the parent chooses to have the child in a Bilingual program, the student is directed to the appropriate school.

3. In addition to the bi-yearly parent-teacher conferences and monthly PTA meetings, parents of newly enrolled LEP/ELLs are provided

with an orientation session on the State Standards and graduation requirements. Parents view The Orientation Video for Parents of Newly Enrolled English Language Learners and, if not previously submitted, they are requested to complete the Parent Survey and Program Selection Form. Features of our Free- Standing ESL Program are discussed as well as eligibility and exiting regulations. French, Haitian-Creole and Spanish speaking teaching and paraprofessional staff are present to answer questions and concerns. Entitlement and Continued Entitlement letters are mailed to parents either at the beginning of the fall semester or as soon as the student is LAB-R tested and the result are known. The letters provide parents with their student's current ESL proficiency level.

4. The ESL Coordinator reviews the ATS RLAT report and programs eligible students into our free-standing ESL program according to

- the level of their most recent score. ESL Teacher's evaluation and parent interview are part of the programming process.
- One hundred percent of the parents who have attended the orientation sessions and have filled out the Parent Survey and Program Selection Form have requested the continued enrollment of their student in the Free Standing ESL Program. Parent who are unable to attend the orientation meeting or the Parent-Teachers conferences are mailed the Parent Survey and Program Selection Form and brochures explaining the Free-Standing, Transitional Bilingual and Dual language ESL Programs with the request that they return the form.
  - The ESL Free Standing program in our building is aligned with the parents' request according to the selection on the Parent Survey and Program Selection Form.

## Part III: ELL Demographics

### A. ELL Programs

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

|                            |                            |                            |                            |                             |                             |                             |
|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|-----------------------------|-----------------------------|
| <input type="checkbox"/> K | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4  | <input type="checkbox"/> 5  |                             |
| <input type="checkbox"/> 6 | <input type="checkbox"/> 7 | <input type="checkbox"/> 8 | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 |

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 # |
| <b>Transitional Bilingual Education</b><br><small>(60%:40% → 50%:50% → 75%:25%)</small> |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Dual Language</b><br><small>(50%:50%)</small>  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Freestanding ESL</b>   |   |   |   |   |   |   |   |   |   |   |    |    |    |         |
| <b>Self-Contained</b>   |   |   |   |   |   |   |   |   |   | 1 | 1  | 1  | 0  | 3       |
| <b>Push-In</b>  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Total</b>  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1  | 1  | 0  | 3       |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                               |   |
|-----------------------------|----|--|----|-------------------------------|---|
| All ELLs                    | 17 | Newcomers (ELLs receiving service 0-3 years) | 14 | Special Education             | 1 |
| SIFE                        | 0  | ELLs receiving service 4-6 years             | 0  | Long-Term (completed 6 years) | 3 |

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.

|                          |
|--------------------------|
| <b>ELLs by Subgroups</b> |
|--------------------------|

|               | ELLs (0-3 years) |      |                   | ELLs (4-6 years) |      |                   | Long-Term ELLs (completed 6 years) |      |                   | Total |
|---------------|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
|               | All              | SIFE | Special Education | All              | SIFE | Special Education | All                                | SIFE | Special Education |       |
| TBE           | 0                | 0    | 0                 | 0                | 0    | 0                 | 0                                  | 0    | 0                 | 0     |
| Dual Language | 0                | 0    | 0                 | 0                | 0    | 0                 | 0                                  | 0    | 0                 | 0     |
| ESL           | 14               | 0    | 0                 | 0                | 0    | 0                 | 3                                  | 0    | 1                 | 17    |
| Total         | 14               | 0    | 0                 | 0                | 0    | 0                 | 3                                  | 0    | 1                 | 17    |

Number of ELLs in a TBE program who are in alternate placement: 0

### 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        |
| <b>TOTAL</b>                                   | <b>0</b> |

| 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        |
| <b>TOTAL</b>                                   | <b>0</b> |

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

**Number of ELLs by Grade in Each Language Group**

|              | 9        |          | 10       |          | 11       |          | 12       |          | TOTAL    |          |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|              | ELL      | EP       |
| Spanish      |          |          |          |          |          |          |          |          | 0        | 0        |
| Chinese      |          |          |          |          |          |          |          |          | 0        | 0        |
| Russian      |          |          |          |          |          |          |          |          | 0        | 0        |
| Korean       |          |          |          |          |          |          |          |          | 0        | 0        |
| Haitian      |          |          |          |          |          |          |          |          | 0        | 0        |
| French       |          |          |          |          |          |          |          |          | 0        | 0        |
| Other        |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

**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      |          |          |          |          |          |          |          |          |          | 2        |          |          | 1        | 3         |
| Chinese      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Russian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Bengali      |          |          |          |          |          |          |          |          |          |          |          | 1        |          | 1         |
| Urdu         |          |          |          |          |          |          |          |          |          |          | 1        |          |          | 1         |
| Arabic       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Haitian      |          |          |          |          |          |          |          |          |          | 3        | 3        |          | 3        | 9         |
| French       |          |          |          |          |          |          |          |          |          |          | 1        |          | 1        | 2         |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Punjabi      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Albanian     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Other        |          |          |          |          |          |          |          |          |          | 1        |          |          |          | 1         |
| <b>TOTAL</b> | <b>0</b> | <b>6</b> | <b>5</b> | <b>1</b> | <b>5</b> | <b>17</b> |

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. We have a unique program whereby one free standing, self-contained ESL program serves all ELLs in the four Campus Magnet High Schools. The four Campus Magnet High Schools are Mathematics, Science Research and Technology High School (Q492), Law Government and Community Service High School (Q494), Business, Computer Applications and Entrepreneurship High School (Q496), and Humanities and the Arts High School (Q498). ELL students from the four schools are ungraded and homogeneously programmed according to their score on the NYSESLAT and the LAB-R.
2. All students are provided with appropriate ESL classes based on scores attained on the Language Assessment Battery – Revised (LAB-R) and the York State English as a Second Language Achievement Test (NYSESLAT). Ours is a freestanding ESL program with infused instruction in the content area. Our program is performance driven and instruction is provided by a duly licensed ESL teacher. Our school fully addresses compliance with Revised Part 154 for intensive English Language Instruction by providing our ESL student population with the required units of ESL instruction:
  - Three Beginner Level Classes - 3- 45 minute periods of ESL
  - Two Intermediate Level Classes – 2- 45 minute periods of ESL
  - One Advance Level Class – 1- 45 minute period of ESL and 1- 45 minute period of ELA
3. Our ELL population is mainstreamed into content area classes across the curriculum. In the ESL classroom, Academic Rigor is integrated to accelerate English language acquisition through the use of development of theme or topic based lessons which provide the content for language learning. Students are given clear criteria of High Expectations that support result in higher achievement as they thrive to develop all of the four language skills: listening, speaking, reading and writing. The goal of the program is to meet the ELA Standards by sustaining a Language Focus and by improving communicative proficiency through the use of authentic texts, both fiction and non-fiction through the use of the Workshop Model of the Balanced Literacy approach to learning. This provides the ELLs with ample reading and listening practice while setting the framework for improving written expression and speaking. Literacy in Mathematics is focused in the new Integrated Algebra program for all incoming students scoring in Level I and Level II on the 8th Grade Assessment. In addition to traditional ESL methodology, the research based Cognitive Academic Language Learning Approach (CALLA) has been fully implemented. This approach focuses on content and language objectives while incorporating learning strategies. Specific academic language functions are targeted to enhance student success toward achieving the new ELA Standards. These language functions include the ability to seek information, compare and contrast, classify, analyze, infer, justify, persuade, synthesize and evaluate. Additionally, the Continuum for Academic Rigor and Excellence (CARE) instrument is being implemented to ensure that the mandates of CR154 are met and that our ELL population meets the ELA State and City Standards in the four modalities and pass the Regents Examinations. As an indication of the success of our program, our data reveals that our ELLs graduate within the four year framework.

4. Our 2010-2011 ELL population does not include any students with Interrupted Formal Education (SIFE). We plan to serve SIFE students

by implementing differentiated instruction. This will include: pairing with stronger academic students, pairing with cultural buddy and providing one-on-one instruction. Besides programming ELLs who have been in US schools less than three years (newcomers) into the recommended periods of ESL instruction, these students are encouraged to attend tutoring during their lunch period and before or after school hours where the results of Periodic Assessment data are analyzed. One to one tutoring is also available to all of our ELLs (newcomers and 4-6 years ELLs) where the student's proficiency level needs in reading and writing are individually addressed. Furthermore, emphasize is placed on academic language and students are allowed extended time on Regents Exams. With regards to long-term ELLs (in NYC school six years or more), the following strategies are being implemented to ensure that our long term ELL population meets the ELA State and City Standards and pass the Regents Examinations:

Linguistic aims are integrated across the curriculum

Accelerated Academic English Language Approach with a focus on academic language

Standards are infused into instruction and are evident in students work products

Interdisciplinary approach to the State Standards is addressed.

Instructional units and activities are aligned with the sample NYSESLAT content and rubrics

High intensity English integrates English Language Arts and content area learning in order to provide students with strong academic

content area language, while using ESL techniques throughout all instruction.

We address the needs of our Special Education ELLs by referring to the students' IEP and utilize the recommendations in our differentiated, small group instruction. We integrate paraprofessional/team teaching to support language acquisition in the classroom under the direction of a licensed ESL teacher. In addition, the Assistant Principal of Instruction provides Professional Development in ESL Methodology and cultural sensitivity to all staff members.

All of our ELLs are further supported with the following resources:

Bilingual glossaries

Beginner Level students are paired with a student translators

Bilingual dictionaries are available

Increase Number of ELLs taking PSAT and SAT Exams

Continued implementation of the Continuum for Academic Rigor and Excellence Document

Extended time during the administration of Regents Exams

Translations of the content area Regents exams

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

|   | <b>Beginning</b>      | <b>Intermediate</b>   | <b>Advanced</b>      |
|---|-----------------------|-----------------------|----------------------|
| 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 |
| <b>FOR TBE /DL PROGRAMS:</b><br>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**

|   | <b>Beginning</b>     | <b>Intermediate</b>  | <b>Advanced</b>      |
|---|----------------------|----------------------|----------------------|
| 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 |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts              | 45 minutes per day   | 45 minutes per day   | 45 minutes per day   |



5. We offer the following targeted intervention programs for ELLs in ELA, math, and other content areas:
  - PM School Extended Day Anti-Violence Program for credit recovery
  - Achieve 3000 for credit recovery
  - Push in model: Resource Room teacher supports ELA teacher
  - One to one tutoring with students from St. John’s University is available three days a week
  - Peer tutoring and homework help from 3:30-5:30 on Tuesdays and Thursdays
  - English Regents Prep during period four Monday, Tuesday and Thursday
  - YAAOI (Youth Academic & Athletic Outreach, Inc.) after school enrichment programs
  - APEX- Distant learning via technology
6. We continue to support students reaching proficiency on the NYSESLAT through tutoring and Regents preparatory classes. Regents testing accommodations have been extended to former ELLs. ESL teacher continues to provide academic resources to our transitional students by maintaining writing folders and providing individual tutoring, counseling and support during her professional period. Furthermore, ELLs that require more than four years to graduate are provided with extensive Academic Instructional Support: PM School for Credit Recovery, Saturday Regents Prep Academy, Achieve 3000.
7. This year we are integrating Achieve 3000, which target ELLs for credit recovery and YAAOI (Youth Academic & Athletic Outreach, Inc.) which offers after school enrichment programs.
8. Programs that support the academic success and social development of our ELL population will not be discontinued.
9. All ELLs are encouraged to participate in all after school activities and events. The programs include: PM School for credit recovery, Achieve 3000 Regents Review, PSAL sport teams, YAAOI (Youth Academic & Athletic Outreach, Inc. school band.
10. Instruction materials used to support ELLs include glossaries, native language dictionaries, videos of literary masterpieces, computer lab, Smart Board.
11. Since we provide a free standing ESL program, which focuses on intense development of academic language and on cognates to accelerate comprehension, we are unable to compare the English performance of our ELL population to performance in their native language. However, the native language is used as a bridge to transferring receptive and expressive 2nd language acquisition.
12. All required support services and resources correspond to our ELLs age and grade level.
13. Prior to the beginning of the school year, incoming students and their parents are invited to attend the school’s open house and orientation. They are given a tour of the building and an introduction to our specialized programs in Business and related industries.
14. Spanish foreign language classes are offered as mandated for graduation and as electives for students that pursue an Advanced Regents Diploma.

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here N/A

### **D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Staff Development is addressed through teacher's participation in the QTEL (Quality Teaching for English Language Learners Academy) provided by the Department of Education and WestEd, Assessment and SIFE Training and the LOTE Symposium. Monthly Professional Development provide on-going training to all staff. Besides the Resource Packages, the use of the Children First Initiative's Uniform curriculum has been discussed in detail and the Essential Elements of Instruction has been implemented which raises the

rate and degree of learning in all classroom. Emphasis has been placed on aligning instruction with the New York State ESL Standards and active use of the Workshop Model Balanced Approach to Literacy. In addition, the Assistant Principal of Instruction provides Professional Development in ESL Methodology and cultural sensitivity. ELL Staff Development for the 2010-2011 Academic Year will

take place on the months indicated and will address the following classroom practices:

September – Using Data to Drive Instruction (HSST, ARIS, ATS, etc)

October – Snapgrades

November – Understanding the IEP

December – Teaching Diverse Learners

January – Effective Teaching Strategies

February – Student Portfolio and Rubrics

March – Smartboard & Technology in the classroom (Excel, LCD Projector, etc)

April – Aligning instruction to standard

May – Concept Map, Graphic Organizers

2. ESL teacher provides tutoring, homework help, counseling and support during her professional period to ease the transition from middle to high school of our ELL population.

3. All faculty members are appropriately licensed and as such have met the State 7.5 hour requirement (or 10 hour requirement for Special Education teachers) for the José P training.

## **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. Besides invitations to attend our monthly PTA meetings, parents of newly enrolled LEP/ELLs are provided with an orientation session on the

State Standards. Parents view The Orientation Video for Parents of Newly Enrolled English Language Learners and complete the Parent

Survey and Program Selection Form. Features of our Free-Standing ESL Program are discussed as well as eligibility and exiting regulations and graduation requirements. French, Haitian-Creole, Spanish speaking administrative and teaching staff are present to translate, answer questions and concerns. Meetings are held on a weekday, an evening and a weekend to assure parent attendance.

2. Parents are encouraged to attend citywide forums that focus on the needs of immigrant students and their families. At Business, Computer

Applications and Entrepreneurship High School, we partner with Wall Street in the Black, Queensboro Community College and the Cambria Heights Civic Association and United Black Men Of Queens.

3. We based our assessment of oral and written interpretation needs on the Home Language Aggregation Report (RHLA). This report shows that oral and written interpretation is needed in Spanish and Haitian Creole.

4. Provide translations to native speakers of Spanish and Haitian Creole at

Parent-Teacher Conferences

PTA Meetings

ESL Parent Orientation Meetings

Parent Forums

# 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)   |   |   |   |   |   |   |   |   |   | 3 | 2  |    | 1  | 6     |
| Intermediate(I)   |   |   |   |   |   |   |   |   |   | 3 | 4  |    | 3  | 10    |
| Advanced (A)  |   |   |   |   |   |   |   |   |   |   |    | 1  |    | 1     |
| Total   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 6  | 1  | 4  | 17    |

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

| NYS ELA                |         |         |         |         |       |
|------------------------|---------|---------|---------|---------|-------|
| Grade                  | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3                      |         |         |         |         | 0     |
| 4                      |         |         |         |         | 0     |
| 5                      |         |         |         |         | 0     |
| 6                      |         |         |         |         | 0     |
| 7                      |         |         |         |         | 0     |
| 8                      |         |         |         |         | 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     |

| NYS Math                  |         |    |         |    |         |    |         |    |       |
|---------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade                     | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                           | English | NL | English | NL | English | NL | English | NL |       |
| 5                         |         |    |         |    |         |    |         |    | 0     |
| 6                         |         |    |         |    |         |    |         |    | 0     |
| 7                         |         |    |         |    |         |    |         |    | 0     |
| 8                         |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual<br>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<br>Bilingual<br>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<br>Bilingual<br>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           | 5                          |                 | 3                           |                 |
| Math <u>IntAlgebra</u>          | 9                          |                 | 4                           |                 |
| Math <u>RCT</u>                 | 1                          |                 |                             |                 |
| Biology                         |                            |                 |                             |                 |
| Chemistry                       |                            |                 |                             |                 |
| Earth Science                   | 9                          |                 | 2                           |                 |
| Living Environment              | 2                          |                 | 1                           |                 |
| Physics                         |                            |                 |                             |                 |
| Global History and<br>Geography | 3                          |                 | 1                           |                 |
| US History and<br>Government    | 2                          |                 |                             |                 |
| Foreign Language                | 1                          |                 | 1                           |                 |

**New York State Regents Exam**

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

**Native Language Tests**

|                            | # of ELLs scoring at each quartile<br>(based on percentiles) |                        |                        |                        | # of EPs (dual lang only) scoring at each quartile<br>(based on percentiles) |                        |                        |                        |
|----------------------------|--|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
|                            | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>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.

- Our school uses authentic assessment tools to assess early literacy skills through:
  - Portfolio Assessment
  - Writer's Workshop
- The data reveals that 59% of our ELLs are performing at the Intermediate Level of proficiency across all grade levels.
- The data guides student programming, lesson planning and development which targets the individual needs of each student based on the NYSESLAT data.
- Most students achieve Annual Yearly Progress. ELLs have made significant gains in tests taken on English (NYS Regents examinations).

5. N/A

6. As an indication of the success of our program, our data reveals that our ELLs graduate within the four year framework.

### 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              |  |  |