



THOMAS A. EDISON CAREER & TECHNICAL EDUCATION HIGH SCHOOL

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 28/Q/Q620 CEP FINAL 1/20/11 CFN: 201
ADDRESS: 165-65 84TH AVENUE, JAMAICA, NY 11432
TELEPHONE: (718) 297-6580
FAX: (718) 658-0365

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)...26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 28Q620 **SCHOOL NAME:** Thomas A. Edison Career & Technical Education High School

SCHOOL ADDRESS: 165-65 84th Avenue, Jamaica, NY 11432

SCHOOL TELEPHONE: (718) 297-6580 **FAX:** (718) 658-0365

SCHOOL CONTACT PERSON: Anthony Barbetta **EMAIL ADDRESS:** Abarbet@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Anthony Barbetta

PRINCIPAL: Anthony Barbetta

UFT CHAPTER LEADER: Vivian Nobile-Esposti

PARENTS' ASSOCIATION CO-PRESIDENTS: Wynette Cherryhill Byam / Toni Luddley

STUDENT REPRESENTATIVE: Mahendra Laldar
(Required for high schools) Rehana Rohman

DISTRICT AND NETWORK INFORMATION

DISTRICT: 28 **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 signing 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/381F4607-7841-4C28-B7D5-0F30DCB77DFA/82007/A655F0NAL1.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
Anthony Barbetta	*Principal or Designee	<i>Anthony Barbetta</i>
Vivian Esposti	*UFT Chapter Chairperson or Designee	<i>Vivian Esposti</i>
Wynette Cherryhill-Byam	*PA/PTA President or Designated Co-President	<i>Wynette Cherryhill-Byam</i>
	Title I Parent Representative (suggested, for Title I schools)	
Rose Funderburk	DC 37 Representative, if applicable	<i>Rose Funderburk</i>
Mahendra Laidar Rehana Rohman	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	<i>Mahendra Laidar Rehana Rohman</i>
	CBO Representative, if applicable	
Edward Alvarez	Member/Administrator	<i>Edward Alvarez</i>
Stephen Fucarino	Member/Administrator	<i>Stephen Fucarino</i>
Jane Boone	Member/Teacher	<i>Jane Boone</i>
Peggy Skipitaris	Member/Teacher	<i>Peggy Skipitaris</i>
Margaret Savitzky	Member/Teacher	<i>Margaret Savitzky</i>
<i>Funmi</i> Funmi Adeonigbagbe	Member/Parent	<i>Funmi Adeonigbagbe</i>
Maria Concolino	Member/Parent	<i>Maria Concolino</i>
Patricia Lewis	Member/Parent	<i>Patricia Lewis</i>
Mariline Silva	Member/Parent	<i>Mariline Silva</i>
Satya D. Singh	Member/Parent	
Willetta Williams	Member/Parent	<i>Willetta Williams</i>
Grace Youmans	Member/Parent	<i>Grace Youmans</i>

Toni Luddley

Toni Luddley

TEMPLATE - MAY 2010

4

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

TEMPLATE - MAY 2010

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.

Thomas A. Edison Career and Technical Education High School is a grade 9-12 school proudly celebrating over 50 years of high quality education. The school is located in Jamaica, NY. Edison accepts students from the five New York City boroughs and is the tenth most requested high school in New York City.

The mission of Thomas A. Edison High School is to develop the leaders of tomorrow by preparing all students to meet the high academic, technical, civic and workforce challenges of the twenty-first century. We believe that strong leadership throughout our united community of faculty members, students, parents and associates will move us toward our goals.

We, therefore, hold in the highest regard the initiative, innovation, planning, effort, and teamwork that result in academic rigor, in standard-setting student performance and in continuous school improvement.

Guided by this mission, along with our vision of creating a community of leaders who work collaboratively to promote success, values, mutual respect, excellence, leadership and student work that exceeds high values, our students are challenged to meet high standards. Our dedicated teachers maintain their own professional growth through monthly Professional Development programs. Our administrators and teachers work closely with the students, parents, universities, and communities to enhance the learning environment of the school and to support the achievement of all of our students.

The school is led by a Principal who serves as the instructional leader and chief rating officer. He is assisted by an Assistant Principal Administration who is the building manager and another Assistant Principal for Pupil Personnel Services who directs the educational path of each student. In addition, Edison High School employs an Assistant Principal of Security who insures the safety and well being of the entire Edison community. Through a zero tolerance policy, we have secured a safe, secure environment where learning takes place. There are seven other Assistant Principals of Supervision in the following areas:

- English/ESL/Library
- Social Studies/Foreign Language/Art and Music
- Math
- Science
- All Career & Technical Subjects
- Health/Physical Education
- Instructional Support Services

The Student Organization at Thomas A. Edison High School is a dynamic part of the school. Through their hard work and effort, our students are encouraged to help those in need. The students are active participants in such community service projects as The March of Dimes – Walk America, Common Cents – Penny Harvest, City Harvest, and the American Cancer Society – Daffodil Day. We were

ranked the number 1 school in New York City for supporting the March of Dimes, and due to our participation in the Penny Harvest, we were awarded two grants both of which were used to further support the community. A number of our students, who have completed over 200 hours of community service, have received Leadership Endorsements upon their graduation.

Edison students have participated and are members of: Net Aid Organization, Queens District Attorney's Advisory Council, Superintendent's Advisory Council, the After School Corporation (City Scholars), Institute of Civil Leadership, NYS Council on Leadership and Student Activities, Model City Council, The Hugh O'Brian Youth Leadership (HOBY), and The Borough President's Queens Youth Board. One of our students even serves on the Chancellor's Student Advisory Board. School events include: our annual Le Show, Car Wash, Spirit Week, Homecoming, High School Fair, Career Fair, PTA sponsored Parent/Teacher/Student Day of Empowerment, and Multicultural Fair and Show.

Edison High School is proud of its honor societies, teams, and clubs. Members of the National Honor Society and the NYS Science Honor Society are actively engaged in tutoring fellow students in all subject areas. In addition to our honor society, Edison has twenty sports teams and thirty-seven clubs. Among the sports at Edison are men's and women's basketball, men's and women's soccer, track and field, baseball and softball, just to name a few. Our men's soccer team made it to the City finals. Our double dutch team won the City Championship in 2009 and also made it to the City finals in 2010, while our bowling team has won the Division Title for five consecutive years. Along with our competitive sports teams, we also have a diversified selection of clubs and organizations, most notably the student government, debate team, Global Outreach Club and the Edison Spirit Club. Some of the accomplishments of these clubs and organizations include winning the Lincoln-Douglas Debates and the Theodore Roosevelt Speaking Contest.

In addition to our sports programs, clubs, and service projects, we also boast of an Institute for Career Leadership which will become the center for fulfilling our vision. In keeping with this mission, our Institute for Career Leadership, through character education, academic indices and service, affords all students opportunities to develop state-related competencies and skills. We were the first high school to issue a leadership endorsement to all students who complete the criteria.

Edison High School has some unique programs that help our students to successfully complete rigorous and challenging curriculums. Entering freshmen are enrolled in two period literacy/English where their reading/writing skills are enhanced. For students who are enrolled in the Ramp Up program, a portion of the instruction time is devoted to study skills as they pertain to all content area subjects such as Global History, Science and Math. An intensive Saturday School program is offered to all students. Here, the student body has the opportunity to review weekly class work and to prepare for Regents exams in a reduced student/teacher ratio setting, thus providing individualized attention to each student's needs. In addition, PM school is offered to students. This allows students to make-up course credit. College Now courses are also offered to select students, giving them opportunities to advance in their studies. In addition to our supplementary courses, we employ an onsite Data Specialist who supplies each teacher with data that serves as a resource for differentiated instruction and data driven instruction.

The College Office of Thomas A. Edison High School provides a wide array of services to students and their parents. Some of these services include: coordination of our College Fair which is attended by both students and their parents beginning with the 9th graders; reviewing, processing, and helping with the completion of all college applications; writing college recommendation letters, which are carefully thought out; individualized assessments of the student providing a detailed picture of each student's

assets and strengths; meeting with any student, grades 9-12, every period of every day to answer questions about applications, scholarships, financial aid and college research; coordinating our St. John's Extension Program; coordinating our Senior Awards Night Program; publishing a monthly scholarship newsletter detailing scholarship requirements and deadlines and helping students with the completion of these applications. Some of the more prestigious scholarships our students have won include: two winners of the Greater NY Auto Dealers Association Scholarship Competition, and a MOUSE Squad Troubleshooting Competition for the 2005-2006 and 2006-2007 school years. Additionally, members of our 2010 graduating class received over 8 million dollars in scholarships. Included are full four year scholarships to such prestigious schools as Columbia University, Dartmouth, and Brandeis. Additionally, the Massachusetts College of Pharmacy-Doctor of Pharmacy Program bestowed a scholarship upon one of our graduates; a number of our graduates also received scholarships to New York University. In the past, Edison has also had the distinct honor of being the only NYC high school awarded the Greatest Generation Scholarship for two consecutive years, along with one of our distinguished graduates being awarded the prestigious Possé Scholarship.

We are among the top ten New York City High Schools for ELA Regents results. Our school has been recognized for exemplary programs in writing, journalism, medical, career and technical studies. Our Saturday School House Program includes parent support groups, tutoring and educational courses for parents. Edison was awarded the Bronze Medal by the U.S. News and World Report for being one of the top high schools in the United States.

We are proud of the many accomplishments that our students, administrators, parents and faculty have achieved over these past 50 years. Through our mission and vision for the future, we will continue to create successful and accomplished students who are lifelong learners, as well as responsible and respected leaders, ready to face the challenges of the 21st Century.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Thomas A. Edison Career & Technical Education High School				
District:	28	DBN #:	28Q620	School BEDS Code:	342800011620

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		93.03	91.73	92.7		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		97.4	98.35	97.5		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0		2007-08	2008-09	2009-10		
Grade 7	0	0	0		39.1	37.3	44.3		
Grade 8	0	0	0						
Grade 9	768	599	569	Students in Temporary Housing: Total Number					
Grade 10	857	748	559	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	593	758	623		2	2	6		
Grade 12	501	602	803						
Ungraded	0	5	23	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	2719	2712	2577		14	9	3		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	111	121	175						
No. in Collaborative Team Teaching (CTT) Classes	0	14	14	Principal Suspensions	269	256	227		
Number all others	0	0	0	Superintendent Suspensions	45	35	34		
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number					
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		

DEMOGRAPHICS							
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2725	2685	2519
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants		442	420
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	26	17	17	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	15	4	30	(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	139	136	129
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	38	37	32
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	5	11
	20	16	114				
Teacher Qualifications:							
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	99.3	100.0	100.0
American Indian or Alaska Native	0.4	.41	.55	Percent more than two years teaching in this school	74.1	81.8	94.7
Black or African American	28.5	26.88	25.82	Percent more than five years teaching anywhere	68.9	72.7	86.8
Hispanic or Latino	25.2	25.09	23.06				
Asian or Native Hawaiian/Other Pacific Isl.	40.2	42.9	46.17	Percent Masters Degree or higher	89.0	87.0	71.2
White	5.8	4.66	4.25	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.2	94.5	99.8
Multi-racial		.03	.11				
Male	67.4	67.55	67.15				
Female	32.6	32.44	32.84				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:		
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>			
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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

In Good Standing (IGS)	✓	✓	✓
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate**	
All Students						✓	
Ethnicity							
American Indian or Alaska Native				✓	✓		
Black or African American				✓	✓		
Hispanic or Latino				✓	✓		
Asian or Native Hawaiian/Other Pacific Islander				✓	✓		
White				✓	✓		
Multiracial							
Other Groups							
Students with Disabilities				-	-		
Limited English Proficient				-	-		
Economically Disadvantaged				✓	✓		
Student groups making AYP in each subject				6 of 6	6 of 6	1 of 1	

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09	Quality Review Results – 2008-09
--	---

Overall Letter Grade	B	Overall Evaluation:	Well Developed
Overall Score	69.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	8.6	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 25% of the Overall Score)	18.1	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	36.4	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	6.0	Quality Statement 5: Monitor and Revise	Well Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

The analysis of the three year cohort graduation rate indicates a consistent and positive pattern of growth and achievement. We will continue to improve and update our present educational practices based on best practices and current findings and ideologies in providing support as a foundation for teaching and learning so as to continue with a forward momentum.

We will review our scholarship report, school data, Regents results, ISS and ELL data and Inquiry Team findings regularly in order to assess strengths and weaknesses in specific subject/content areas and focus on testing result patterns to determine programming criteria and student support needs for next term. We have increased the number of assessment opportunities for our students. The use of ARIS and Daedalus is an important strategy to identify those students in need.

We will also continue to provide AIS in the form of tutoring, Saturday School, PM School and Regents Preparation courses as well as individual and student specific academic interventions in order to support the learner. We will expand our guidance services as counselors will be available to meet with parents/students on Saturday to discuss educational options and interventions.

Our priorities for the school year 2010-2011 is to continue our fine graduation rate and the student attendance rate as well as to increase the number of students graduating with Regents and Advanced Regents diplomas. We will also focus on developing interventions and supports to reduce the number of over age under credited students. We feel that there is a strong need to increase parent involvement in their student's education as a means to attaining a field of support in assisting the student to meet the goals of graduation in a timely manner.

Summary of Findings

Performance Trends – Regents results have remained steady and in some areas shown slight progress over the past three years. The four year graduation rate has remained at a steady rate of between 82 & 90%. Students going on to post secondary education have been increasing over the past three years to well over 90%.

Our ISS and SETTS population has grown over the past three years. This population will be a major focus for our school's Inquiry Team research. According to our data, these students are most at risk for failure.

Some of our great accomplishments:

- Increase in Regents Endorsed and Advanced Regents Diplomas
- Increase in certification in our many shop programs (CISCO, MOUSE and Comptia)
- Outstanding reports on our Quality Review, Progress Reports and NYS report cards
- Attendance rates over 92%
- Won the following prestigious awards and competitions:
 - NYS Auto Troubleshooting Contest
 - MOUSE Squad of the Year (2 consecutive years)
 - Lincoln-Douglass Debate
 - Teddy Roosevelt Speaking Contest
 - Posse Full Tuition Scholarship Winner
 - Vanguard Awards (women recognized for achievement in non-traditional roles)
 - NYS Science Engineering Fair for Physics
 - CUNY Science and Math Expo
 - NYC Double Dutch Champions
 - NYC Chapter of the American Statistical Association Competition
 - NYS Cisco Competition
 - Increased number of students receiving industry standard certifications
 - Blue Star School (Excellence in financial literacy)

What helped aid in the reasons for our success and accomplishments are our highly qualified teachers, administrators, support staff, productive professional development, good parent involvement and highly motivated students.

The barriers to the school's continued improvement:

- The overcrowding in the school which is at over 130% capacity
- The lack of effective partnerships with industry
- The need for more parent involvement in our school
- The challenge of our ISS and SETTS students meeting the State standards
- The school has been cut over 1.5 million dollars over the last 3 years, making it more difficult to satisfy the entire Edison community needs and goals

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 2009-10 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 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 presumably be aligned to the school's annual goals described in this section.

- I. **By June 2011, the number of students taking CTE certification exams will increase by 5%.**
 - **As part of the Mayor and Chancellor's CTE Reform Initiative, schools are required to have more of their students take certification exams.**
 - **After a very successful 2009-2010 school year in which there was an increase of 20% more students taking these certification exams, we are aiming to increase this number by another 5%.**

- II. **By June 2011, the number of students with IEPs passing the U.S. History and Government Regents examination will increase by 10%.**
 - **This year will mark the first year that our school will have a CTT (Collaborative Team Teaching) class for this required Regents Examination. Last school year, the passing rate for students with an IEP was only 10%.**

- III. **By June 2011, the number of ELL students at the intermediate level entering advanced level will increase by 10%.**
 - **The number of ELL students is increasing in our school. It is imperative that our school shows improvement with this population.**
 - **Our school's academic data is exceptionally high. We want all of our students to share in this success.**

- IV. **By June 2011, there will be an increase by 10% of the teachers using technology in the classroom and the curriculum.**
 - **Our school has been fortunate enough to have an ample amount of technology. We are expecting an increase in technology coming into our building. Currently, about 85% of our teachers are using technology. Our goal is to increase this by 5%.**

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 2009-10 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 or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): CTE/School Wide

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the number of students taking CTE certification exams will increase by 5%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Target population: grades 11 & 12 in CTE programs. • For students being tested in January 2010, they will receive assessments throughout the Fall term and will take a mock certification exam. • For students being tested in June, they too will receive assessments throughout the Spring semester and will take a mock certification exam. • For students not demonstrating evidence or preparedness for this exam, they will receive tutoring. • Revise curriculums to align with state and industry standards. • Increase post-secondary and industry partnerships to help assist with meeting the current industry standards. • Offer more professional development to our teachers. This will help train and expose them to more industry expectations. • Provide more preparation and tutoring to our students so they will be better prepared for certification exam. Our Assistant Principal (CTE), teachers, Assistant Principal (PPS) and Guidance Counselors will play an active role.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • With funding from our C4E allocation, VATAE funding and Title I, our teachers and students should be prepared for these certification exams.

Indicators of Interim Progress and/or Accomplishment

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

- **Review of student progress (progress reports, report cards, assessments) will help us determine the status of our goal.**
- **Practice certifications (if available), may help us project and predict student success.**
- **Taking the certification will give students a CTE endorsed diploma.**

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 2009-10 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 or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Social Studies/ISS/School Wide

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the number of students with IEP’s passing the U.S. History and Government Regents Examination will increase by 10%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Program some of the students with IEP’s into our newly formed CTT (Collaborative Team Teaching) course. • Provide students with Saturday School and daily tutoring opportunities. • These students will be part of our Inquiry Team. This will allow us to monitor their progress more closely. • Responsible staff – the Social Studies team teachers, Inquiry Team members, A.P., Social Studies/ISS. • Implementation starts in September.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • C4E allocation • Title I • School Based budget
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Inquiry Team research • Student data – report cards, progress reports, assessments, Regents, teachers’ interviews, classroom observations

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 2009-10 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 or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELL/School-Wide

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the number of ELL students at the intermediate level entering the advanced level will increase by 10%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • These students will be programmed together for part of their day. • They will be a part of one of our Inquiry Teams that will focus on the needs of these ELL students. • We will continue to fund a special tutoring program geared to their individual and specific needs. • The responsible staff members include A.P. English/ESL; ESL Coordinator; subject teachers. We begin implementation in September.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Title III • Title I • C4E Allocation
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Review of monthly progress and/or report cards • Teacher/tutor reports, assessments, teacher interviews • Inquiry research • Classroom observations

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 2009-10 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 or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): School-Wide

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be an increase by 10% of the teachers using technology in the classroom and the curriculum.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • We will continue to purchase the latest technology. Our school offers professional development with all aspects and stages of technology. Using Title I funds, our school community will also receive training from outside trainers. • Teachers and administrators will perform demonstration lessons. • Monitor use of technology being used by staff.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Funds from Title I, NYSTL Software and hardware funds will help fund this initiative.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Feedback, survey from teachers, administrators and students will serve as an indicator. • Classroom observations to monitor teacher use and successful implementation.

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	569	569	569	569	569	3	15-18	32
10	560	560	560	560	560	1	14-16	15
11	600	598	568	489	600	2	10-15	7
12	777	306	208	749	777	1	9-12	7

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Ramp-Up Program Ramp-Up is a double period class that meets five days per week during the students' regular school days. Through independent readings, RA/TA/TA, and independent work periods, the students learn to appreciate the written word and the importance of it in their daily lives. This program carries through to success in other classes and throughout their academic career.</p> <p>CTT Class The CTT class combines the talents and skills of two experienced, tenured teachers who assist both general education students as well as ISS students. These students are afforded the student/teacher ratio of 17:1. Evidence of individual attention and differentiated instruction is apparent during the 3rd and 5th periods when the classes meet on a daily basis.</p> <p>Accelerated Reading/Accelerated Writing Classes To assist all incoming freshmen an Accelerated Reading/Writing Program is incorporated into each of their school days. In addition to being enrolled in traditional English 1 and English 2 classes, these supplementary classes offer students additional opportunities to practice their Reading/Writing skills across the content areas. These classes meet one period per day, five days per week during which students are exposed to five months of Accelerated Reading, and then five months of Accelerated Writing or vice-versa.</p> <p>Saturday School In addition to the above services, students are given the opportunity to attend 1 ½ hour tutoring sessions on Saturday mornings. During these sessions, basic reading and writing skills are reviewed with the students. Additionally, Regents preparation is provided.</p> <p>Tutoring Finally, tutoring sessions are held during the students' lunch periods and at the end of the school day. Participation is voluntary. However, many students are encouraged to attend in order to improve their skills and/or prepare for exams, including standardized tests.</p>

Mathematics:	Tutoring is available for all math courses during the students' lunch periods and at Saturday School for Integrated Algebra, Geometry and Algebra 2/Trigonometry. An extra period of AP Calculus is offered period 1 to help students with this rigorous course. Freshman with level 1 and 2 have an additional period of math every day built into their program.
Science:	<ol style="list-style-type: none"> 1. Collaborative Team Teaching 2. Science Honor Society Tutoring 3. Saturday School for Living Environment, Chemistry & Physics 4. Regents Prep for all four sciences 5. One to one and small group tutoring in Lunch Room (Circular 6)
Social Studies:	<ol style="list-style-type: none"> 1. One-to-One Tutoring during the school day 2. Peer-to-Peer Tutoring during the school day (All lunch periods in Student Cafeteria) 3. After School Tutoring 4. In class Regents Preparation 5. Professional Development Workshops that center on test taking strategies, topics that appear on regents exam 6. Saturday School classes in Global History and American History 7. Two weekends of Intense Regents Preparation 8. Accommodate students with resources, sample exams and Regents review books 9. After School courses – PM School (credit recovery) 10. Edu-game software utilized in the classroom. This program provides students with feedback on questions answered correctly and incorrectly.
At-risk Services Provided by the Guidance Counselor:	Ongoing during the school day: AIS services are provided based on assessment of data culled for each student and response to referrals made by other professional staff members. Report cards, transcripts, attendance and deans records are reviewed to identify strengths and weaknesses. Weaknesses are addressed with individual supports such as tutoring during and after the school day. PM School for credit recovery and skill building, Saturday School tutoring, Saturday guidance counseling hours. After and during school support groups.
At-risk Services Provided by the School Psychologist:	Individual counseling on an as-needed basis.
At-risk Services Provided by the Social Worker:	<p>Facilitate/Participate in Interdisciplinary meetings with teachers, parents and appropriate staff, as relates to individual students.</p> <p>Conduct counseling sessions as needed, individually or in a group.</p> <p>Respond to crisis situations as needed and provide appropriate intervention</p>

At-risk Health-related Services:	Assess records and referrals to identify if student is at risk due to health related issues. Review immunization records, attendance history, medical history (vision, hearing, and special medical alerts). Provide 504 accommodation if requested. Monitor supports needed by student. Provide parent with resource information for outside agencies for long term interventions. For at risk students with social, emotional health related issues, support is provided in 1:1 and group counseling sessions during and after school day.
---	---

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 9-12 Number of Students to be Served: 43 LEP _____
Non-LEP

Number of Teachers 1 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.

The ESL program is an integral part of the Edison Community. We are proud of its many and varied accomplishments.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 9 through 12

Number of Students to be Served: 43 LEP 0 Non-LEP

Number of Teachers 1

Other Staff (Specify)

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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.

The ESL Program at Thomas Edison Career and Technical Education High School is serviced by one full time certified ESL teacher. There are currently forty-three students in the program whose grade levels range from 9 through 12. The language of instruction is English as it is a Freestanding ESL program. Small group instruction and individual instruction are provided for each of the ESL learners.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development is provided on an ongoing basis. Professional Development takes place during monthly faculty seminars and department meetings. Topics such as note taking skills, summative and formative assessments, learning styles, and differentiated instruction are addressed. A full faculty seminar during the Spring, 2010 term was devoted to the ELL students in our school. This was presented by the ESL Coordinator with the assistance of the ESL Committee. In addition, the ESL teacher/coordinator is kept abreast of all professional development offerings provided by oell and those offered in the Principals' Weekly.

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.

Language Allocation Policy
2010-2011

dedicated professionals. These include: Mr. Anthony Barbetta, Principal; Ms. Patricia Minogue, Assistant Principal, English/ESL/Library; Ms. Peggy Skipitaris, ESL teacher; Ms. Nancy Lavin, Teacher; Ms. Nicole Cinque, Teacher; Ms. Bellomo, Guidance Counselor and Ms. Bonnie Dassa, Related Service Provider.

Thomas Edison High School is composed of 2,360 students, of which 43 are ELL students thereby composing 1.82% of the school population. This school employs one licensed ESL teacher.

The English Language Learners are initially identified through the Home Language Identification Survey, which is completed by parents or guardians of all students new to the New York City Public School system. Next, an informal writing assessment is administered to determine temporary placement of students in the ESL program. The LAB-R is administered within the first ten days of enrollment to make a final determination of appropriate placement. These assessments are administered and graded by the ESL coordinator, Ms. Peggy Skipitaris, who is a licensed ESL teacher, and the sole ESL teacher in the building. In addition to administering and assessing the above data, Ms. Skipitaris is responsible to evaluate the results of the NYSESLAT exam. She analyzes this exam by reviewing its components, Listening/Speaking and Reading/Writing. The results of this analysis are then shared with the content area teachers for each of the ESL students.

Parents are an integral part of the ESL program. Strong communication between home and school is actively pursued. After the students have completed the LAB-R exam and they have been determined eligible for the program, the parents are invited into the school for a meeting with the principal, assistant principal, and ESL coordinator. Parents are welcomed to the school community and then introduced to the three program models for the ELL community: Transitional Bilingual Education, Dual Language, and Freestanding English as a Second Language (ESL). A DVD presentation further explaining the three programs is then shown to the parents in their native language. A question and answer session follows. Parents are given the Parent Survey and Program Selection Form in their native language and English. Parents complete the form; should they require assistance, it is provided by the school. This process takes place during the first ten days of the school year. If parents are unable to attend this meeting, the forms are sent home, and parents are encouraged to return the forms. In the event there are questions regarding this form, parents are informed that they should contact the school. Translators are available for their questions. In addition to this introductory information, communication between home and school continues throughout the school year. The ESL teacher is continuously corresponding with parents through phone calls and letters. During the school year, Progress Reports are sent home on five separate occasions. These reports are written in the parents' native language. Parents receive report cards six times during the school year.

Student placement is of utmost importance at the beginning of the school year. Once the parent has attended the orientation and/or completed the chosen the program for his/her child, they are placed into the selected program. As Thomas Edison only offers a Freestanding ESL program, parents are given names of local high schools that house Transitional Bilingual and Dual Language Programs should they choose one of these.

In studying the Parent Survey and Program Selection Form for the past few years, the trend is overwhelmingly Freestanding ESL. For example, during the past three years, 100 % of the parents chose the Freestanding ESL Program. As Thomas Edison offers a Freestanding ESL Program, this school is aligned with the parents' requests. However, should twenty parents who speak a common language and whose children are enrolled in two consecutive grades request either the Transitional Bilingual or Dual Language Program, measures would be taken to offer one in the school.

ELL students who are enrolled in Edison High School are either in an Intermediate or an Advanced Program. The students in the Intermediate program are enrolled in two ESL classes: LB which is a forty-five minute

skills class and LBL which is a forty-five minute literature class. Students in the advanced program are enrolled in the LC course. This is a forty-five minute class which focuses on both ELA skills and literature. Members of the advanced class are also enrolled in a forty-five minute ELA class. The ELL students are challenged to the same rigorous ELA curriculum as all Edison students. The ESL students share the same literary works with the ELA classes, including such works as The Call of the Wild and Roll of Thunder and Night.

In the Intermediate level, there are twelve 9th graders, three 10th graders, and three 12th graders. The Advanced level has thirteen 9th graders, three 10th graders, and one 12th grader. The total number of ELL students is forty-three. Of these, fourteen are newcomers, receiving zero to three years of service, thirteen have been receiving service for four to six years, and sixteen are long-term ELL students who have completed six years or more of service. In addition, there are no SIFE students and twenty-five are Special Education students.

Our students hail from a number of native speaking backgrounds. Included are fourteen 9th graders who speak Spanish, two who speak Chinese, three who speak Bengali, two who speak Arabic, one who speaks Urdu and one who speaks Punjabi. Our 10th grade population includes four speakers of Bengali, four Spanish speakers and one who speaks Urdu. The 11th grade houses three students whose native language is Spanish and one Russian. Finally, the 12th grade encompasses four Spanish speakers, one Russian speaker and one Urdu speaker.

Students are mandated to take one year of a foreign language. Spanish is the language offered at Edison High School.

Instruction for the ELL students is provided in a classroom setting where they are homogeneously grouped according to the NYSESLAT results. Students at the intermediate level receive 450 minutes or ten instructional periods per week under the direction of the licensed ESL teacher. Students in the advanced level receive 225 minutes or five instructional periods per week with a licensed ESL teacher and 225 minutes or five instructional periods per week with a licensed English teacher. In the freestanding ESL program there are English materials with native language support. Ninety percent of the program contains materials and readings that are English based and ten percent of the material is based on the students' native languages. Students are encouraged to participate in the various tutoring programs offered in the school. First, Saturday School tutoring takes place on a weekly basis. Two ninety minute periods are offered to students. The subject areas range from English skills, social studies, math, and science to technical and career education classes. In addition, content area teachers tutor students during their lunch periods; peer tutoring also takes place during the lunch periods. Finally, a tutoring session offered outside of the ELL students' school day will be offered starting this month. In addition to tutoring sessions, content area teachers are informed of the results of the NYSESLAT exam. They are notified of the students' strengths and areas that need additional support. Teachers are encouraged to work with the students in these areas to assist them in improving their skills.

In the attempt to continue transitional support for those students who have proven to be proficient according to the NYSESLAT and have exited the program, they are programmed for special accommodations during standardized tests such as The New York State Regents Examinations. There are a number of supplemental programs provided to ELL students. First, some of the ELL students are the subjects of Edison's Inquiry Team. As such, these students are carefully scrutinized in the areas of attendance, lateness, and grades. As members of this group, the students' progress is

carefully monitored. Each member's progress report, report card, transcript, and attendance reports are reviewed on a regular basis. Students are observed by teachers and guidance counselors in their content area classes. These observations are discussed among group members. Guidance counselors are regularly invited to attend Inquiry Team meetings where they share their knowledge of the student with the team members. Reach out to parents of ELL students takes place on a regular basis. Research studies pertaining to ELLs are reviewed by all members of the Inquiry Team and suggestions from these students are then shared with content area teachers for the ELL learners.

A tutoring program for ELL students will take place weekly. Students are invited to attend these sessions in which differentiated instruction focusing on the content area subjects will be provided. In addition, students are encouraged to attend tutoring during their lunch periods as well as workshops focusing on study skills and meeting with success in the classroom. Parents of ELL students are also encouraged to attend. All ELL students are afforded equal access to all school programs. Aside from persuading them to participate in various tutoring programs, the ELL population is encouraged to partake in various sports, clubs and other social activities. They are informed of specific events such as Freshmen Orientation, the College Fair Night, and a Welcome Back Afternoon for students and parents. In addition, they are informed of various workshops on topics such as "Assisting the Students with Homework" and "Encouraging a Successful Student", etc. These workshops take place during the evening hours and on Saturdays. The support services provided to the ELL community mirror those services that are provided to all students in the Edison community. The ELL students are carefully monitored by guidance counselors. In addition, services are provided by social workers, psychologists, and a speech teacher. All are licensed for the high school level. In addition, the ELL students utilize the same resources as all students enrolled in the school.

The learning environment for the English Language Learners (ELLs) at Edison High School ensures that a wider variety of materials, literature, and ideas that are relevant to the lives, interests and cultures of our ELLs are available. Curriculum planning immerses students in language activities that incorporate listening, speaking, reading, and writing on a daily basis. The curriculum also provides for the teaching of test-taking, study and organizational skills. Collaborative groupings are varied to address the diversity of learning styles, cultural backgrounds, and educational experiences of ELLs. A further goal of instruction is to familiarize students with the formal State assessments that measure progress toward English proficiency. There are a number of resources available for the ELL students. They share the same curriculum as all Edison students. Additionally, materials specifically related to the ESL program are housed in the ESL classroom. These include dictionaries and glossaries in the students' native languages. Also, instruction is supported with maps of the world, the United States, and Asia. Picture dictionaries and encyclopedias are available to the ELL students in their classroom. In addition, a library is housed in this room. Students are permitted to read these materials at home and return them when they are finished. The classroom is a print rich environment with materials such as world flags and posters. Audio-visual materials such as a CD player, a DVD player and DVDs related to topics such as slavery and the Holocaust are housed in the ESL room. Finally, the classroom houses three computers and a printer which are used exclusively by the ELL students.

Edison's ESL program provides a variety of resources to enrich the learning environment of English Language Learners. Youngsters are immersed in a print-rich environment that puts students work on display and fosters word recognition through word walls. Further, diverse classroom strategies engage students in the learning process. The following are some of the techniques used to enhance communication, comprehension, and critical thinking:

- Eliciting prior knowledge
- Employing drama, role playing, formal presentations and improvisations

- Using graphic organizers
- Emphasizing real-life situations and challenges
- Encouraging students interaction that promotes cultural sensitivity
- Scaffolding instruction
- A school wide initiative to maintain a vocabulary section in the students' notebooks

Before the beginning of each school year, ELL students as well as other students are invited to an orientation program. During this program, they are welcomed to the Edison School Community. They are informed of the school policies, and programs that are available to them, and they are encouraged to participate in these programs. To further help them feel comfortable in this new environment, students are given a tour of the school. In addition to the orientation program, the students are contacted during the summer with general information regarding Edison High School and the required summer assignments.

Collaboration among teachers is critical to the success of the English Language Learner. Through ongoing professional exchange and staff development workshops, content-area teachers are introduced to ESL methodologies that promote learning among English Language Learners and mainstream students. In addition, the school's administration encourages staff to attend professional development workshops throughout the year. The assistant principal attended the Language Allocation Policy workshop in October 2009. The information from this workshop was then shared with the ESL coordinator/teacher. Monthly department meetings include professional development focusing on differentiated instruction and assessment of students' work. The ESL instructor takes part in these meetings and readily shares her professional knowledge and experience with the department. Discussion of differentiated instruction continues on a monthly basis as the professional development segment of each department meeting and many faculty seminars focus on various aspects of these strategies. Another professional development workshop focused on ARIS. Teachers were given instruction in the use of ARIS. During the course of the instruction, teachers were informed of the meanings of "ELL" and "F-ELL". Forming groups based on the ELL students and former ELL students was encouraged. Agendas for the day are kept on record and teachers' attendance for the professional development, faculty seminars and department meetings are recorded.

The ESL coordinator avails herself to the school's staff members. Letters are sent to the instructors of ELL students explaining the students' strengths and areas in need of improvement. Instructors are encouraged to incorporate activities into their classroom that will assist the ELL to improve on various skills. All of this is under the direction of and consultation with the ESL coordinator.

Thomas Edison encourages parents to be part of the learning community. Edison High school offers workshops to parents in order to promote their participation as full partners in the education of their children. These workshops address such issues as homework, successful students, and computer instruction. Parent meetings are held monthly. The meetings are listed on the school calendar and reminders are sent home. Edison has an open door policy for parents. Should circumstances warrant a meeting with parents and/or students, guidance counselors arrange for this meeting. Translators are available if needed. Teachers and administrators are encouraged to attend.

Presently, Edison has a number of 9th grade ELL students, twelve at the intermediate level and thirteen at the advanced level. There are three intermediate 10th graders and three advanced 10th graders. Those in the 12th grade include three intermediate and one advanced.

As per the Spring, 2010 NYSESLAT Exam, further study shows the following Listening/Speaking proficiency levels: 9th graders: twelve Intermediate, thirteen Advanced, and nine Proficient; 10th graders: three Intermediate, three Advanced, and thirteen Proficient; 11th graders: seven Proficient; 12th graders: three

Intermediate, one Advanced, and six Proficient. The Reading/Writing modality aggregates show: 9th graders: twelve Intermediate, thirteen Advanced and nine Proficient. The 10th graders show three Intermediate, three Advanced, and thirteen Proficient; 11th graders: seven Proficient; 12th grade houses three Intermediate, one Advanced, and six Proficient.

In reviewing the June, 2010 New York State Regents data, the following information was obtained:

Exam	Number of ELLs taking the test	Number of ELLs passing the test
Comprehensive English	4	3
Living Environment	20	12
Earth Science	6	4
Global History and Geography	10	5
Chemistry	1	0
Foreign Language	1	1

When reviewing the above data, we see patterns across the various proficiency levels and grades. The ELL students were highly successful in the Foreign Language exam. In English classes, the current instruction with its attention to learning styles, focus on all four modalities, adaptation of the workshop model, and use of scaffolding techniques and graphic organizers – is serving our students well. Professional development will extend these instructional strategies into the content area classrooms. In the math classes, Professional Development should continue to deliver and to

extend strategies that support ELLs in the mainstream classroom. These include presenting information in a variety of ways, providing frequent summation of salient points, emphasizing key vocabulary words, contextualizing academic information using visuals, demonstrations, and hands-on learning activities. The Living Environment Exam showed a 60% passing rate and the Earth Science Exam showed a 67% passing rate. The data suggest that science poses a special challenge for our ELL students. Professional Development should continue to deliver and to extend strategies that support ELLs in the mainstream classroom. These include presenting information in a variety of ways, providing frequent summation of salient points, emphasizing key vocabulary words, contextualizing academic information using visuals, demonstrations, and hands-on learning activities. Results of the Global History and Geography Exam show 50% of the students who sat for the exam were successful. Professional Development should continue to deliver and to extend strategies that support ELLs in the mainstream social studies classes. Once again, these include: presenting information in a variety of ways, providing frequent summations of salient points, assessing the students' knowledge at the beginning, mid point, and end of the lesson, providing differentiation in the classroom setting particularly addressing the needs of the ELL students. In addition, visuals, demonstrations, and hands-on learning activities should be included in the lessons.

The results of the ELL periodic assessments are used in a number of ways. First, in letters that were distributed to content area teachers, they were informed of each of their ELL students' stronger and weaker modalities. Based on this information, they were encouraged to assist the students with their weaker areas. Second, the ESL coordinator works hand in hand with the content area teachers by assisting them with strategies that will help the students meet with success in the classroom. In addition, each Assistant Principal is provided with glossaries for each subject. Teachers of ELL students are informed of this in the introductory letter from the ESL coordinator. The success of the ESL program is evaluated throughout the year. Results from the NYSESLAT are reviewed at the beginning of the school year when they are received. Students' 8th grade ELA, math, science, and social studies scores, Regents grades, and transcripts are reviewed on ARIS. Updated Regents results are reviewed each January and June to determine the students' strengths and areas in need of development. These issues are then addressed in the ESL and content area classrooms. Scholarship reports are reviewed each marking period. Finally, ongoing assessments take place in the ESL classroom, monitored by the ESL teacher.

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN	District 28	School Number 620	School Name Thomas Edison HS
Principal Mr. Anthony Barbetta		Assistant Principal Ms. Patricia Minogue	
Coach		Coach	
Teacher/Subject Area Ms. Nicole Cinque/Math		Guidance Counselor Ms. Kristin Bellomo	
Teacher/Subject Area Ms. Nancy Lavin/English		Parent	
Teacher/Subject Area Ms. Peggy Skipitaris/ESL		Parent Coordinator Ms. Nyota Thacker	
Related Service Provider Ms. Bonnie Dassa		Other	
Network Leader		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	2360	Total Number of ELLs	43	ELLs as Share of Total Student Population (%)	1.82%
------------------------------------	-------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

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

kit.)

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

Paste response to questions 1-6 here

1) Parents and students are initially interviewed by a member of the Guidance Department. Those students whose home language survey indicates that the child speaks a language other than English are administered a LAB-R Exam. The names of the new admits are obtained through ATS on the RLER report. The ESL Coordinator, who holds an ESL License, individually tests each newly admitted ELL candidate. This is an on-going procedure as new entrants are admitted throughout the year. Each student who is classified as an ELL student is administered the NYSESLAT Exam during the Spring term. This process requires a number of weeks as the ELL coordinator tests the students individually for the speaking section of the exam. The reading and listening sections are graded by an outside source and the writing section is graded by a team of educational professionals at the school.

2) Through a letter sent home to the parents, ELL parents are invited to attend an orientation meeting which is held within the first ten days of the school year. During this meeting, the parents are introduced to the three programs for ELLs through a DVD which is presented in their native language. Based on this information, parents are given the option to select a Bilingual Program, Dual Language Program, or Freestanding ESL Program.

3) As previously stated, parents are encouraged to attend a meeting for newly admitted ELL students and parents. At least one of the parents from the families that were invited attended the meeting. Therefore, program selection forms were completed and submitted the night of the meeting. The ESL Coordinator is responsible to store the selection forms in-house.

4) During the initial meeting parents are given information in their own native language. The ESL Coordinator speaks individually with the parents, explaining the contents of the letter. Parents are then asked to complete the form and submit it to the ESL coordinator. In addition, guidance counselors reach out to parents, contacting them regarding their child's progress. In addition, translators are available when needed. The LAB-R Exam identifies the placement for the student. Depending on the score, the student is placed into LB, which is an intermediate level or LC, which is an Advanced Level.

5) As in the past, the parents have requested the Freestanding ESL Program. If a parent should not accept this program, they would be directed to the nearest public high school which houses the program of their choice.

6) As previously stated, the parents have requested that their children be enrolled in the Freestanding ESL program which is offered at our school.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	25
SIFE	0	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	16

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	14	0	4	13	0	11	16	0	10	43
Total	14	0	4	13	0	11	16	0	10	43

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

C. Home Language Breakdown and ELL Programs

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

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
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

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										14	4	3	4	25

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
Chinese										2				2
Russian												1	1	2
Bengali										3	4			7
Urdu										1	1		1	3
Arabic										2				2
Haitian														0
French														0
Korean														0
Punjabi										1				1
Polish														0
Albanian														0
Other										1				1
TOTAL	0	24	9	4	6	43								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

1 a) The ELL students are divided into two self-contained programs, one is for the Intermediate ELL student and the second is for the Advanced ELL student. The Intermediate ELL student has a double period of ESL instruction; the Advanced ELL student has one period of ESL instruction and one period of English instruction provided by a licensed English teacher. In addition to the ESL materials such as English, Yes!, the Globe Literature Series, Voices in Literature, Multi Cultural Workshop, and Reflections, the materials that are incorporated into each English class are also used in the ESL classroom.

b) The program is an ungraded homogeneous program in which the students at the Intermediate level take the double period ESL class together and the students at the Advanced level sit for one period together. The grade level for the students in each class varies.

2. In our Freestanding ESL Program the Intermediate Level students sit for a double period (90 minutes per day) of ESL instruction. The Advanced Level students sit for a single period (45 minutes) of ESL instruction, and a single period (45 minutes) of ELA instruction. All classes meet five days per week. Therefore, the Instructional Level has 450 minutes of ESL instruction per week and the Advanced Level has 225 minutes of ESL instruction and 225 minutes of ELA instruction weekly.

a) Please see above.

3) Content subject areas are given glossaries in each subject area. In addition, dictionaries in each language are available in the various native languages. Computers are housed in the ESL classroom. Students are encouraged to use these computers to research material in all subject areas. Students are permitted to use their native language when researching in the various subject areas. This year, one of Edison's initiatives is to increase students' vocabulary. Therefore, students are required to maintain a vocabulary section in their notebooks for all classes. To complement this, word walls are found in all classrooms. Vocabulary is previewed daily before reading the text. Also, many visuals can be found in the ESL classroom. These include maps of Asia, the United States, and the world. In addition, students are encouraged to attend lunch-time tutoring as well as Saturday School enrichment classes. Finally, an ESL tutoring program assisting those students who are experiencing difficulty in the content area subjects will begin in November. This will be offered before or after the student's school day.

4)

a) N/A

b) The learning environment for ELLs in school less than three years ensures that the materials are relevant. Graphic organizers are used to advance their writing. Curriculum planning immerses students in language activities that incorporate listening, speaking, reading and writing on a daily basis. Academic language is used to help students prepare for Regents exams. Weaker students are assigned buddies to facilitate their learning and increase their self-confidence and comfort level. Computers, dictionaries in native languages, word walls that foster word recognition and reference encyclopedias are accessible in the classroom. Additionally, ARIS results are analyzed to determine student strengths and weaknesses in order to design support based areas of need.

c) For ELLs receiving service 4 to 6 years, more writing, advanced reading, and oral presentation projects to improve speaking skills are integrated into the curriculum. ARIS results from previous grades are considered and collaborative groupings are varied to address the diversity of learning styles, cultural backgrounds, and educational experiences. Tutoring during lunch periods and Saturdays is also available and encouraged. Computers, dictionaries in native languages, word walls, and reference encyclopedias are accessible in the classroom.

d) The curriculum for Long-Term ELLs provides for the teaching of test-taking, study and organizational skills. A further goal of instruction is to familiarize the students with the formal state assessments that measure progress toward English proficiency. Students are encouraged to attend tutoring during lunch periods, and Saturdays.

e) Support for ELLs identified as having special needs are addressed through consultation with Guidance Counselors and a review of their IEPs. They are assigned buddies, and are encouraged to use the available reference materials in the classroom as well as the library. Techniques used to enhance communication, comprehension, and critical thinking are: eliciting prior knowledge, role playing, oral presentations, graphic organizers, and scaffolding instruction. Maps, word walls, previewing of vocabulary and visuals are incorporated into the curriculum. Peer Tutoring, in addition to lunch and Saturday tutoring is recommended.

Members of the ELL community are encouraged to attend after school tutoring in ELA, social studies, science and math. These small instruction groups are designed to help the ELLs in their content area classes.

In addition, English Language Learners who have exited the ESL program during the past two years are provided with testing accommodations.

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

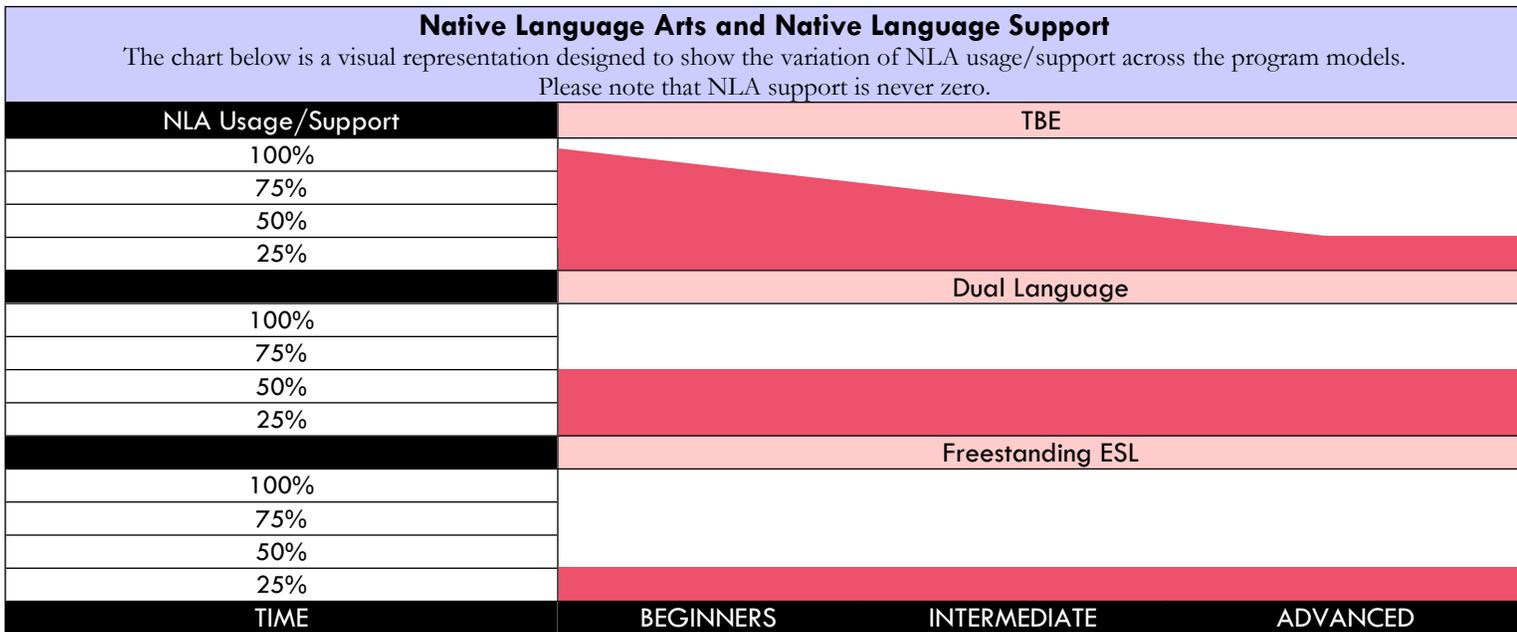
Beginning

Intermediate

Advanced

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5) ELL students are invited to attend Saturday School tutoring and lunch time tutoring in the various subject areas. Additionally, ELLs are provided with glossaries for each of the content area subjects. Also, based on report card grades, students are strongly encouraged to attend after school tutoring to improve the concepts being taught in those classes. This is a personalized program tailored to the students' needs.

6) Continued transitional support for ELL students reaching proficiency on the NYSESLAT Exam is provided when these students are allowed additional time on exams. These accommodations are provided for up to two years after the ELL exited the program.

7) Among the varied new programs offered during the school day, one additional new program is to offer ELLs the ability to participate in special tutoring sessions for the ELL students. Various subject area tutoring sessions will be offered to the ELL student. The progress of these students will be tracked in the content areas; services in the areas most in need of improvement will be encouraged.

8) At this point in time, no programs will be discontinued.

9) All ELL students are afforded access to all after school activities and scholastic sessions such as PM School and Saturday School Tutoring. Through the ESL Coordinator, they are encouraged to attend these activities. In addition, students are encouraged to participate in various clubs, sports, and other activities that are offered in the school. These include: baseball, softball, basketball (boys and girls), volleyball, poetry club, film club, etc.

10) The ESL classroom houses three computers and a printer in which the students are encouraged to research information for their ESL classes as well as other content areas. In addition, glossaries are supplied for the various content areas. Also, dictionaries in the various native languages are provided in the ESL classroom. In addition, students often visit the library during the ESL periods and during their free time such as lunch periods or before or after school.

11) Native Language support is provided through glossaries as well as dictionaries in the native languages. In addition, students have access to information in their native language through the use of the computers. For example, one project which the ESL teacher designed mandated that the students conduct part of their research on the computer. While the students were researching, it was brought to their attention that the articles they were reading could be translated into their native languages.

12) All support for ELL students is grade-level appropriate and age-level appropriate. Aside from reading texts that are designed for the ELL student, the ESL program also reads material from the English Department book list.

13) All ELL students are encouraged to attend Orientation for incoming students. In addition, all ELL families are encouraged to attend orientation for new students and "Welcome Back to School".

14) As with all students, ELLs are welcome to participate in foreign language studies.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1) The ESL Coordinator meets with the teachers of her ELLs to determine how they can best implement programs and strategies that will help the ELL students in their content areas. Also, each Faculty Seminar and department meeting discusses professional topics such as the use of assessments and students' varied learning styles. Recently, the ESL Coordinator along with members of the administration addressed the faculty explaining the ESL Program. All members of the staff are required to attend these meetings. This includes assistant principals, content area teachers and special education teachers. Attendance is taken at these meetings. In addition, two assistant principals attended a professional development session regarding supervising the ESL program. This was sponsored by ELL.

2) There are many programs offered to help the ELL student transition to the high school. These include participating in orientation, Orientation to Edison High School for the parents, Welcome Back to School Day, as well as inviting families to learn more about the ESL Programs. In addition, students are strongly encouraged to participate in after school tutoring. Attendance is taken and parents are contacted when students do not attend the program.

3) Teachers are encouraged to discuss information with the ESL Coordinator regarding the education of ELLs in the content areas. Also, the ESL Coordinator is kept abreast of all professional development courses that are offered through oell.

E. Parental Involvement

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

Paste response to questions 1-4 here

1 All parents are encouraged to attend monthly PTA meetings at the high school. In addition, they are contacted on a daily basis regarding attendance, cuts, discipline, etc. Additionally, they are invited to attend special workshops to promote their child's education. The School Based Leadership Team discussed the CEP and its support of the ELL community.

2) Parents are encouraged to attend special workshops initiated by the Parent Coordinator regarding topics such as "How to Be Successful in School" or "Writing a College Essay", etc. In addition, parents are invited to attend special workshops related to computer instruction and/or an auto program. These special sessions take place on Saturdays.

3) The needs of the parents are evaluated by a number of measures: (1) Input received by the teacher, most notably the ESL teacher. (2) Guidance counselors are aware of the parents' needs. (3) Translators are available during the school day if needed. (4) Parents express their concerns at the initial Orientation meeting which is held during the first ten days of the school year. (5) Parents' needs and concerns are discussed at the Parent Teacher Interviews held during the school year. (6) The school employs a full-time parent coordinator to service the

needs of the parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)										12	3		3	18
Advanced (A)										13	3		1	17
Total	0	0	0	0	0	0	0	0	0	25	6	0	4	35

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										0	0	0	1
	I										0	2	0	1
	A										4	4	0	0
	P										19	2	1	2
READING/ WRITING	B										0	2	0	1
	I										12	3	0	3
	A										11	2	1	0
	P										0	1	0	0

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		3	
Math	17		13	
Math	1		1	
Biology	0		0	
Chemistry	1		0	
Earth Science	6		4	
Living Environment	20		12	
Physics	0		0	
Global History and Geography	10		5	
US History and Government	0		0	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Foreign Language	1		1	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Paste response to questions 1-6 here

1) The teachers use ARIS to locate information regarding the ELL population. The ESL instructor is provided with pertinent information such as 8th grade ELA, math, social studies, and science scores. In addition, the students' attendance records are available. Finally, the results of the NYSESLAT are carefully reviewed to determine the individual student's strengths and weaknesses as assessed by this exam.

2) The data patterns that are revealed across proficiency levels on the LAB-R and the NYSESLAT are areas of student strengths and weaknesses. Results of both the LAB-R and NYSESLAT show that writing is the weakest modality. These results are addressed in differentiated instruction. Students listening and speaking scores are stronger than the reading and writing scores. Content area teachers are

4) a) Results of the Regents Exams show that the ELLs are experiencing success in both the geometry and foreign language Regents Exams. The algebra results show a fair success rate.

b) The results of the ITA and Predictive Periodic Assessment Exams are reviewed by the ESL teacher. The teacher uses this information to determine her instruction of each ELL student. In addition to the ITAs and Predictive Assessment Exams, the ELL students will sit for the ELL Periodic Assessment which will predict their achievement on the NYSESLAT Exam during the spring term.

c) The ELL Periodic Assessment will be administered to the ELL population during the spring term. The results of this exam will then be studied and an action plan to assist the students in their weaker areas will be designed by the ESL Coordinator. As always, students will have access to bilingual dictionaries and glossaries in addition to the use of the computers which translate specific information into the students' native languages.

5) N/A

6) The success of the freestanding ESL program is evaluated on an ongoing basis. An ESL Committee meets at least twice a month in which data is constantly reviewed. Students' progress reports, report cards, and attendance are reviewed on an ongoing basis. Teachers are given a questionnaire in which they are asked to rate the students' performance academically as well as class participation and homework. Based on this data, students are evaluated and suggestions to move them from one level to the next are presented.

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.

All Paste additional information here

5) N/A

6) The success of the freestanding ESL program is evaluated on an ongoing basis. An ESL Committee meets at least twice a month in which data is constantly reviewed. Students' progress reports, report cards, and attendance are reviewed on an ongoing basis. Teachers are given a questionnaire in which they are asked to rate the students' performance academically as well as class participation and homework. Based on this data, students are evaluated and suggestions to move them from one level to the next are presented.

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.

All 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)
Anthony Barlette	Principal	Anthony Barlette	11/1/10
Patricia Minogue	Assistant Principal	Patricia Minogue	11/1/10
Nypta Thacker	Parent Coordinator	Nypta Thacker	11/1/10
Peggy Skipitaris	ESL Teacher	Peggy Skipitaris	11/1/10
	Parent		
Nancy Lavin	Teacher/Subject Area English	Nancy Lavin	11/01/10

Page 16

Nicole Cingue	Teacher/Subject Area	Reading / Math	11/1/10
	Coach		
	Coach		
Kristin Bellomo	Guidance Counselor	Kristin Bellomo	11/1/10
	Network Leader		
Bonnie Dassa, A.S.W.	Other	Social Worker, Bonnie Dassa	11/1/10
	Other _____		
	Other _____		
	Other _____		

Section III. Title III Budget

School: Thomas A. Edison CTE H.S. BEDS Code: 342800011620

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$10,826.13	(217 hours of per session for ESL and General Ed teacher to support ELL Students: 217 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$4,773.87	Various supplies on a needs basis.
Educational Software (Object Code 199)		(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Parents and students are provided with a translator during the Parent/Teacher interviews. Also, translators are available during the school day. The school's progress reports are available in languages other than English. In addition a DVD which addresses parents in their own native language is available during the ELL Parent Orientation. Finally, orientation material is published in the parents' native language.

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.

There are a number of native languages spoken by our ELL students. Among them are twenty five families who speak Spanish, seven speak Bengali and three speak Urdu. In addition, two speak Chinese, two speak Russian and two speak Arabic. Finally, there is one family whose native language is Punjabi. Teachers were apprised of the members of the ESL community and offered assistance with methodologies that could be incorporated into their teaching strategies.

Part B: Strategies and Activities

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

To improve communication with parents, there are a number of documents that are translated into the parents' native languages. These documents include the ESL Entitlement Letter, Parent Option or Selection Letter, Continuation of Services Letter and Exit Letter. These letters are distributed by the ESL Coordinator. Returned letters are stored in the students' files and copies are kept by the ESL Coordinator. In addition to the formal letters, Progress Reports are provided by the school five times during the school year with the assistance of an outside vendor. The teachers' comments on the Progress Reports are translated into the parents' native languages. Additionally, translation services

are provided in the school setting. During meetings with administrators, teachers, guidance counselors, and other school staff, various personnel translate for the parents. In addition, the school employs the services of the Translation Unit when needed. Translation of documents during interviews and/or appointments is also available.

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.

An oral interpretation during the parent teacher interviews is available for parents. Additional interpretations on a daily basis are provided when parents ask for information or arrive for appointments or interviews. At other times, the Translation Unit is called for its services when needed.

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>.

Parents are notified of translation and interpretation services through:

- a) Parent Orientation at the beginning of the school year
- b) during Parent Teacher interviews
- c) during PTA meetings
- d) letters sent to parents regarding students' progress (ex Exit letters)

In addition, home contacts regarding the students' progress, attendance, change in behavior, praise of the students, suggested assistance from home, etc., is provided on a regular basis.

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: TTLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$1,121.10	\$1,121.10
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$11,210.00	\$11,210.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 97
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Teachers that are non highly qualified are offered to take courses that will give them the requirements to be highly qualified.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement

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

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

Title I Parent Involvement Policy and Parent-School Compact for Thomas A. Edison CTE HS 2010-2011

SECTION I: TITLE I PARENT INVOLVEMENT POLICY

Educational research shows a positive correlation between effective parental involvement and 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. Thomas A. Edison CTE HS 620, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act], is creating and implementing a Parent Involvement Policy to strengthen the connection and support of student achievement between our school and the families. Thomas A. Edison CTE HS 620's policy is 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, Parent Association, Title I Parent Advisory Council, and ISS committee as trained volunteers and welcomed members of our school community. Thomas A. Edison CTE HS 620 will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. Providing parents with the information and training needed to effectively become involved in planning and decision making that supports their child's education;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal academic content standards, student academic achievement standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
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 strong ties between parents and other members of our school community.

The Thomas A. Edison CTE HS 620 Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this Parent Involvement Policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more 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 THOMAS A. EDISON CTE HS 620 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-Teacher Association (PTA), as well as parent members of the School Leadership Team (SLT), 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, THOMAS A. EDISON CTE HS 620 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 and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are distributed and 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, Parent-Teacher Association, Title I Parent Advisory Council and ISS Committee. 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 workshops through the Parent Academy 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 including: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations; literacy, accessing community and support services; technology training; and college and career information to build parents' capacity to help their children at home;
- Provide opportunities for parents 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, Daedalus and ARIS);

- Host the required Title I Parent Annual Meeting approximately December 1st 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 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as morning, evening or weekends), to share information about the school's educational programs 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 Event where all parents are invited to attend formal presentations and workshops that address their student's academic skill needs and what parents can do to help.

THOMAS A. EDISON CTE HS 620 will further encourage school-level parental involvement by:

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities throughout the school year; (i.e. Welcome back to School Conference; Parent/Teacher/Student Empowerment conference, Student/Parent Orientations, College Information Events and Annual ISS Dept. welcome back to school meeting).
- Encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association, Title I Parent Advisory Council and the ISS committee;
- Supporting or hosting OFEA District Family Day events;
- Establishing a Parent Resource Center; providing instructional materials for parents.
- Hosting a workshop to encourage males to assert leadership in education on behalf of their children (parents/guardians, grandparents and foster parents);
- Encouraging more parents to become trained school volunteers by providing information about participation on School Leadership Teams, Parent-Teacher Association, Title I PTA Committee and ISS committee including by-laws, roles and responsibilities;

- Providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- Developing and maintaining a Parent Website designed to keep parents informed about school activities; student progress and District wide workshops
- Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

SECTION II: SCHOOL-PARENT COMPACT

Thomas A. Edison CTE HS, [in compliance with the 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. Thomas A. Edison CTE HS staff and the parents of students participating in activities, services and programs funded by Title I part A of the Elementary and Secondary Education Act (ESEA), agree that this Compact outlines how parents, the entire school staff and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This school-parent compact is in effect during school year 2010-2011

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The Thomas A. Edison Career & Technical Education (CTE) High School will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State’s student academic achievement standards as follows:

- Respect cultural, racial and ethnic differences
- Frequently review and revise curriculum in all content areas. These curriculums comply with State standards and requirements.
- We have incorporated technology, assessments and Regents review into all of our curriculums. This has helped to meet the needs of many of our students.
- Teachers receive ongoing professional development, especially in the areas of assessment, technology, and differentiated instruction.

- Provide Saturday School tutoring, lunch time tutoring, and before and after school tutoring and PM school to ensure that students receive all the support they need to achieve.
- Provide instruction by highly qualified teachers and when this does not occur, notifying Parents as required by the No Child Left Behind (NCLB) Act. In all instances where students are being taught by under credited or not highly qualified teachers, parents will be notified by a Right to Know Letter.

2. Provide Parents reasonable access to staff

Specifically, staff will be available for consultation with parents as follows:

- Thomas A. Edison CTE School holds parent Teacher conferences twice per year.

Those conferences will be held:

Fall 2010

Spring 2011

Thursday, Oct. 28, 2010 - 6:00 -8:30 PM Thursday, March 17, 2011 -6:00-8:30 PM
 Friday, Oct. 29, 2010 – 12:00-2:30 PM Friday, March 18, 2011 – 12:00 -2:30 PM

- Our staff helps to meet the needs of parents in assisting their students. Throughout the school year, parents can request individual conferences with teachers and guidance counselors. Guidance counselors are also available to meet with parents on Saturday from 9:00 AM-12:00 PM.
- Teachers are always willing to meet with parents before, during, and after the school day, provided an appointment has been made. Teachers will also be encouraged to offer email contacts to parents.
- Parents are provided with the procedures to arrange appointments with their child’s teacher or other school staff member;
- The Parent Coordinator acts as a liaison between the parents and the teachers.
- Staff are provided with access to interpretation services in order to communicate with limited English speaking Parents effectively

- Activities are planned for Parents during the school year (i.e. Workshops; Welcome back to School Conference; Parent/Teacher/Student Empowerment conference, College Information sessions; Annual ISS Dept. welcome back to school meeting and Student exhibitions/Performances).

3. Provide parents with frequent reports on their children's progress

- Parents are provided with many different reports on their child's progress. Specifically the school will provide reports as follows:
- Parents will be provided with **timely** information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information.
- Six report cards are distributed throughout the school year. Parents are notified when report cards have been distributed.
- Six progress reports are mailed to parents. These reports can also be assessed online as well.
- Parents have access to ARIS and Daedalus which allows parents to view their child's past and present progress.
- The Guidance Dept/teachers will outreach to the student and then Parents/guardians, in order to initiate an improvement plan for students at risk of failure (described as dropping below 75% or Promotion in doubt).

4. Support home-school relationships and improve communication by:

- Convening the Title I Parents Annual Meeting prior to December 1st of each school year, to inform Parents of the school's Title I status; funded programs and their right to be involved.
- Involving Parents in the planning process to review evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact.
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with Parents each year.
- 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 by:
 - providing information related to school and Parent programs, meetings and other activities to Parents in a format and to the extent practicable, in a language that Parents can understand.

- Arranging meetings at flexible times (e.g., morning, evening, weekends); and provide (if necessary and funds are available) transportation, child care or home visits for those Parents who cannot attend a regular meeting.

5. Provide parents with opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:

- Thomas A. Edison CTE asks parents to volunteer for school trips and other school activities such as science fair, multicultural events and during Parent-Teacher conferences.

6. 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;
- After Parents/guardians sign in, directing them to the Parent Coordinator who will provide a welcoming environment. Upon meeting with the Parent Coordinator, Parents/guardians will be directed to the appropriate office.
- Providing Parent leaders with written notice and email when Safety Committee meetings are taking place so that parent representatives can participate.
- Informing Parents of safety measures that are in place and provide notification when necessary of any safety concerns in the area surrounding the school.
- Assisting Parents in understanding the academic achievement standards and assessments; how to monitor their child's progress; and preparing their child for post-secondary schools and careers by
- Providing professional development opportunities, i.e. literacy classes, Parenting skill building, computer proficiency, ESL etc. Times will be scheduled so that the majority of Parents can attend;
- Ensuring that the Title I funds allocated for Parent involvement are provided timely and utilized to implement activities as described in this Compact and the Parent Involvement Policy.
- Providing Parents with specific information on how to access School plans, budgets, evaluations (i.e. Galaxy budget, Title I budget, School Safety budget, Plans; the CEP etc.);
- 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;
- 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

- 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;
- Ensure that my child reviews/studies class work each day (for a minimum of 20 minutes per subject) Check and assist my child with homework tasks, when necessary;
- Set limits to the amount of time my child engages in recreational technology usage, watches television or plays video games;
- Promote positive use of extracurricular time such as, extended day Saturday 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;
- **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 promptly 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;
 - take part in the school's Parent Association or 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 by reading executing and returning school subject contracts ;
- Contact the Guidance Dept. three weeks in advance for an extended progress report before the marking period ends to take timely action on preventing a failing grade. These measures are to be taken when a complete progress report can not be obtained online.

Student Responsibilities: TO BE INSERTED

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by the P.T.A./School Leadership Team on October 26, 2010.

This Parent Involvement Policy was updated on November 18, 2010.

The final version of this document will be distributed to the school community on December 8, 2010 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

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.

- **To provide opportunities for the students to meet proficient and advanced levels of student achievement, our school offers an array of classes and programs.**
- **For ELL students, we provide tutoring, Saturday school, and make certain they have the opportunity to take CTE courses of their choosing.**
- **For students in ISS, we offer Saturday School, credit recovery courses through PM School, tutoring in the AM, PM, as well as during lunch periods.**
- **All students entering 9th grade are given two English courses, one with a focus on reading and the other with a focus on writing.**
- **Regents preparation is offered throughout the school year.**

3. Instruction by highly qualified staff.
 - a. **Our teachers are 96% high qualified. For those who are not, they are offered the opportunity to take courses that will make them highly qualified.**

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.
 - **Professional Development is ongoing for our entire staff. The focus is assessments and differentiated instruction. Staff is trained by outside vendors as well as by the administration.**

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

N/A

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

- **Our Parent Academy offers workshops throughout the school year. Some of these workshops include: study skills, test preparation, computer literacy and a focus on ELL and ISS.**

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

N/A

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

- **Through department and faculty seminars, the focus has been on part on academic assessments. The Inquiry Team has been working to improve the achievement of individual students.**

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.

See question #2

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.

- **Thomas Edison High School provides all students with a vocational and technical education. Most of our school's programs are state certified and many students graduate with an industrial standard certificate.**

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

Explanation/Background:

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

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

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

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

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

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

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

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

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 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.

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

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

6 students

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

When the school is notified that a student is residing in temporary housing, the guidance counselor meets with the student to support the student and determine if there are ways in which the school can be of assistance.

The student might require some type of assistance that is not available within the school. The counselor will work with the student and family to locate outside programs that may be of assistance.

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)