



HIGH SCHOOL FOR CONSTRUCTION TRADES, ENGINEERING & ARCHITECTURE

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 27Q650

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: Q650 **SCHOOL NAME:** High School for Construction Trades, Engineering & Architecture

SCHOOL ADDRESS: 94-06 104th Street Ozone Park, NY 11416

SCHOOL TELEPHONE: (718) 846-6280 **FAX:** (718) 846-6283

SCHOOL CONTACT PERSON: Lakeisha D. Johnson **EMAIL ADDRESS:** Ljohnson10@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Angel Texidor

PRINCIPAL: Lakeisha D. Johnson

UFT CHAPTER LEADER: Angel Texidor

PARENTS' ASSOCIATION PRESIDENT: Co-Presidents Carolyn Russo & Karen Long

STUDENT REPRESENTATIVE:
(Required for high schools) Brian Guyadeen & Meghan Hampton

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK (CFN):** Empowerment
Bradbury Network CFN #2

NETWORK LEADER: Marisol Bradbury

SUPERINTENDENT: Juan Mendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Lakeisha D. Johnson-Gordon	*Principal or Designee	
Angel Texidor	*UFT Chapter Chairperson or Designee	
Carolyn Russo – PTA Co-Pres. Karen Long – PTA Co-Pres.	*PA/PTA President or Designated Co-President	
Maritza Perriott	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Alicia Konze	UFT Representative	
Brian Guyadeen & Meghan Hampton	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Katie Lowre-Stahl	Member CSA	
Dorothy Ahoklui	Member/Science Teacher	
Edward Hawkins	Member/ Math Teacher	
Jeannine Manning	Member/Guidance Counselor	
Paul Capocasale	Member/Parent	
Gloria Farley	Member/Parent	
Skye Williams	Member/Parent	
Jennifer Maharaj	Member/Parent	
David Pecoraro	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The High School for Construction Trades, Engineering & Architecture is a high school focusing on Career and Technical Education (CTE) preparing students for college, technical school, and/or apprenticeships in the fields of the building trades, engineering and architecture. The instructional program is supported by a new stand-alone, state-of-the-art facility which houses specialized laboratories for computer-aided design, mechanical drafting, technical drawing, model building and construction technology. We are partnered with many of New York City's finest construction trades, construction management, architecture and engineering companies, which support the overall work of our school and the unique experiences of students and teachers.

One of the key elements of our success is our Grade Team Model. This model is designed to bring teachers, Guidance Counselors, Administrators and students together through a series of collaborative daily meetings built into the staff's daily schedules and through this process to the school community as a whole can assess student grades, student behavior, student case studies, teacher mentoring initiatives, teacher data-gathering, teacher common planning (including interdisciplinary), analyze and develop instructional plans to support and the enhance the skills of all students on the grade team.

All students are assigned a Mentor in the building where they develop character, values, and relationships, while working collaboratively toward the goal of educating the whole-child based upon expectations and goals that are set collaboratively. The outcome is to nurture interpersonal skills that focus on student values, academic achievement, and social-emotional development.

Based on feedback from teachers and community partners, we have restructured and expanded our school calendar to now reflect three marking periods in which the average of those three marking period grades will appear on a student's respective transcript. There are also nine week interim assessments that replace the Progress Report as a quantitative means of collecting accurate data to reflect a student's progress towards mastery.

Our newly established Grade Team Model reinforces our mission and is prefaced on the belief that learning takes place best when integrated into meaningful contexts that connect with the students' lives, across subject areas. We focus, engage, re-teach and re-direct the whole child and as a result gain a school culture and community that is a team working together with more defined roles toward a common goal. We now have staff members with many positions that are constantly inter-acting such as:

- (1) Grade Team Leaders
- (2) Instructional Coaches
- (3) Mentors
- (4) Academy Directors

We also have increased our staff support with extended and defined roles such as:

- (5) Full – Time Computer Tech
- (6) Parent Coordinator/Community Advisor
- (7) Added two Additional Administrators with competencies in Special Education and Data Specialization
- (8) Added a College Guidance Counselor
- (9) Hired an Aussie Coach specific to science

As we move forward in our fifth year and toward our second graduating class, we have implemented a new paradigm that helps support this aspect of our mission. Every student and faculty member is assigned to a role that is in direct relationship and connects to other roles in order to form a whole focused learning community.

Through this model, teachers have greater opportunities and forums through which they may collaborate, conduct case-conferencing (i.e. kid talk), and develop interdisciplinary and differentiated curriculum and activities.

Qualitative and quantitative data drive the decision-making process. All ideas are shared with the staff, and discussion takes place with the chance for revision. To facilitate this process, we have Common Planning, which consist of staff members who teach a common grade (9th – 12th) and content.

Instructional Coaches and Grade Team Leaders facilitate meetings in conjunction with school-wide goals and objectives determined collectively at bi-weekly administrative planning meetings. Topics of discussion are aligned with ongoing professional development workshops and include, but are not limited to:

- *Differentiated Instruction*
- *Common Core Standards*
- *Curriculum Mapping*
- *SMART GOALS*
- Tutoring (morning, afternoon, and Saturdays)
- Baseline Assessments
- 9-week Interim Assessments

Our Academic Intervention Services Programs are specifically designed to support all students; as well as those targeted as being at-risk, and provides academic remediation, Saturday enrichment, Regents' preparation, and credit recovery.

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:	High School for Construction Trades, Engineering & Architecture				
District:	27	DBN #:	Q27650	School BEDS Code:	342700011650

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					94.7	94.3			
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					99.0	99.7			
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					63.8	57.3	77.3		
Grade 8									
Grade 9	189	224	230	Students in Temporary Housing: Total Number					
Grade 10	195	200	232	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	187	199		2	1	2		
Grade 12	0	0	176						
Ungraded	0	1	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	384	612	837		0	1	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-	0	0	0						

DEMOGRAPHICS							
Contained Classes							
No. in Collaborative Team Teaching (CTT) Classes	2	2	2	Principal Suspensions	10	46	39
Number all others	3	26	34	Superintendent Suspensions	2	2	10
<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
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	615	846
# in Trans. Bilingual Classes	0	0		Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0					
# receiving ESL services only	2	2		Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0		(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	24	40	54
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	8	8	10
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	
	0	0					
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	
American Indian or Alaska Native	0.3	0.5	0.1	Percent more than two years teaching in this school	0.0	22.0	
Black or African American	9.6	10.8	10.6	Percent more than five years teaching anywhere	25.0	34.1	
Hispanic or Latino	47.9	41.3	39.3				
Asian or Native Hawaiian/Other Pacific Isl.	27.6	28.6	28.7	Percent Masters Degree or higher	83.0	80.0	
White	14.6	17.3	17.7	Percent core classes taught by "highly qualified" teachers	68.4	73.4	
Multi-racial							

DEMOGRAPHICS						
Male	67.2	65.4	64.5	(NCLB/SED definition)		
Female	32.8	34.6	35.5			

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	proficient
Overall Score	74.2	Quality Statement Scores:	proficient
Category Scores:		Quality Statement 1: Gather Data	Well-developed
School Environment (Comprises 15% of the Overall Score)	8.3	Quality Statement 2: Plan and Set Goals	proficient
School Performance (Comprises 25% of the Overall Score)	13.5	Quality Statement 3: Align Instructional Strategy to Goals	proficient
Student Progress (Comprises 60% of the Overall Score)	41.9	Quality Statement 4: Align Capacity Building to Goals	Well-developed
Additional Credit	10.5	Quality Statement 5: Monitor and Revise	proficient

Note: Progress Report grades are not yet available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT5

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?
-

CTEA's Strengths

Student performance trends indicate a first year graduation rate of 90.4% according to the Progress Report. This has been one of the greatest accomplishments over the last couple of years. However, as a school community, we would like to see our students graduate with distinction of their diplomas. We would like to increase the science Regents exam grades by incremental percentage points in reaching this goal. They are categorized as:

- in Physics by at least 5%
- in Chemistry by at least 5%

The passing rate in these courses has been a barriers to the school's continuous improvement so in an effort to create a trend of students passing both the Physics & Chemistry with grades of 65% or higher as a school community, we have done the following:

- Created an Instructional Coach position to further enhance the Professional Learning Community (PLC) within the science Department.
- All 10th grade students now take a science elective formulated to support mathematical inquiry that prepare them to master the skill level required for Chemistry classes.

These on-going strategies have been implemented to continue to increase the graduation trend at CTEA and represents significant aids to the school's continuous improvement toward distinctive diplomas at graduation.

CTEA's Accomplishments

As a school community, CTEA strives to create an interdisciplinary approach to learning. At the previous school retreat, staff agreed that the DEAT (Drop Everything And Tech) model (circular 6) and implement a Grade Team model to further support each students' academic goals and social-emotional development. In additional to the mentoring component, we also added the following as non-negotiables within our school's culture:

(1) Interdisciplinary Learning

(2) Looking at Data and Develop Action Plans

Therefore, we have implemented the Grade Team Model that elevates the former one. Teachers meet at least twice a week and common plan across the curriculum. Every grade team member has at least 15 students to mentor and each student has goals of his/her own that they work toward with their Mentor. Each teacher maintains a Log Book of the assistance provided for each Mentee and how well it is working and also form strategies. Student performance trends indicate that the quantitative school environment score is below our school's peer horizon and city horizon and this new model seeks to increase awareness of:

- Academic expectations
- Communication
- Engagement
- Safety and Respect

the greatest accomplishments over the last couple of years

CTEA's Challenges

#1 - CTEA has been identified as a Phase 1 school with students with special needs representing **4%** of the school's total population of 904 students. In order to facilitate the best way to service the needs of those students we have implemented the following:

- All teachers/staff will have a copy of IEP's so that lesson planning can be structured around students meeting specific goals and having accommodations in place.
- Special Education licensed teachers Ms. Samuelle Cineus and Mr. Christian Paulino serve as "Push-In" teachers to formulate and ICT setting.
- All teachers have (a) Action Plans/SMART Goals to focus and engage learning (b) All teachers conduct baseline assessments & interim assessments (in nine week cycles) for all classes. We also utilize the data from these assessments to develop intervention strategies such as: (a) targeting small group instruction (b) re-teaching (c) offering morning and afternoon tutoring
- In the Grade Team Model, each meeting ensures that a Guidance Counselor is in place to guide teachers in practice, understanding, and laws concerning students with Special Needs.

In the "Closing the Achievement Gap" portion of the 2008-2009 progress report, it shows that CTEA received a +2 credit in exemplary proficiency gains with Special Education Students. These on-going strategies have been implemented to increase this trend at CTEA and represents a significant aids to the school's continuous improvement

#2 – Chemistry/Physics performance trends indicate that both of these subjects lag in performance compared to English, Math, Global, and US history Regents results. Last year (2009/2010), 17% of 11th grade students passed the Physics exam with a grade of 65% or higher. Last year (2009/2010), 32% of 10th grade students passed the Chemistry exam with a grade of 65% or higher. Although these results represent a 5% gain for Physics and Chemistry, are goal is to see significant growth.

In response to this quantitative data the school has implemented:

- An Aussie Coach specializing in science teaching skills and delivery.
- *Common Core Standards*
- *Curriculum Mapping*
- *SMART GOALS*
- Tutoring (morning, afternoon, and Saturday)
- Baseline Assessments
- 9-week Interim Assessments

These on-going strategies have been implemented to increase the Chemistry/Physics passing rate by at least 5% and represents significant aids to the school's continuous improvement.

SECTION V: ANNUAL SCHOOL GOALS6

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

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

Goal #1 - 11th Grade Students taking the New York State Physics Regents' exam will increase their passing rate by at least 5%.

Goal #2 - Grade Students taking the New York State Chemistry Regents' exam will increase their passing rate by at least 5%.

Goal #3 - Improve the relationships and communication between CTEA staff, students, and parents.

SECTION VI: ACTION PLAN7

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

Subject/Area (where relevant): Physics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • Last year (2009/2010), 17% of 11th grade students passed the Physics exam with a grade of 65% or higher. An increase of 5% would result in a 23% passing rate.
<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"> • Created an Instructional Coach position to further enhance the Professional Learning Community (PLC) within the science department. • Collaborate with the Bradbury’s Children’s First Network team to discuss and implement best practices for PLC. • Attend Bradbury’s Children First Network Professional Development Meetings (Principal’s meeting, AP meeting, Data Specialist Meetings, Teacher Leader Meetings) to ensure that we are receiving and providing our teachers with continuous support. • Develop interim assessments in nine-week cycles to enable teachers to analyze and measure individual student results and progress. Questions for the interim assessments will be taken from previously administered Physics exams. • Utilize data from assessments to design and implement intervention strategies; such as re-writing the curriculum, targeting small group instruction in class and during tutoring, and re-teaching specific lessons. • Students who require remediation will be identified and the curriculum will be developed to differentiate their learning. • Create a calendar of common planning time meetings for all Physics teachers. • Use Common Planning Time and the Grade Team to develop standards’ based unit plans, lesson plans, and strategies for each subject based on the data from the interim assessments and the Common Core Standards. • Administrative Team and the instructional coaches will provide targeted professional development opportunities based on the needs of the students and teachers as demonstrated on

	<p>assessments and observations reports.</p> <ul style="list-style-type: none"> • All 10th grade students take a Science elective that is designed to support the mathematical and inquiry skills that they need in order to master the concepts that are taught in their Chemistry classes. • Implement a Saturday Supplementary and Intervention course for students who require additional preparation or enrichment in Chemistry. • Administrative Team and instructional coaches will conduct classroom walkthroughs, inter-visitations and/or observations and feedback to teachers to determine the effective of strategies introduced during the PLCs and professional development meetings. • Develop a Professional Development Plan for each teacher based on their individual needs as determined by data from the assessments and observations. • Hired an Aussie coach to further support the professional development needs of our Physics teachers.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Training will consist of CFN #2 Support and Professional Development. • An Aussie Coach will be hired • Title 1 funds will be used to hire additional teachers • Elective courses will be added to support the skills needed to promote growth in science in terms of mathematical skills and concepts.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Our June 2011 Physics Regents score will improve as evidenced by a 5% increase on the exam as evidenced in the RCOS report.

Subject/Area (where relevant): Chemistry

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Last year (2009/2010), 32% of 10th grade students passed the Chemistry exam with a grade of 65% or higher. An increase of 5% would result in a passing rate of 37% for the 2010/2011 academic school year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">• Created an Instructional Coach position to further enhance the Professional Learning Community (PLC) within the science department.• Collaborate with the Bradbury’s Children’s First Network team to discuss and implement best practices for PLC.• Attend Bradbury’s Children First Network Professional Development Meetings (Principal’s meeting, AP meeting, Data Specialist Meetings, Teacher Leader Meetings) to ensure that we are receiving and providing our teachers with continuous support.• Develop interim assessments in nine-week cycles to enable teachers to analyze and measure individual student results and progress. Questions for the interim assessments will be taken from previously administered Physics exams.• Utilize data from assessments to design and implement intervention strategies; such as re-writing the curriculum, targeting small group instruction in class and during tutoring, and re-teaching specific lessons.• Students who require remediation will be identified and the curriculum will be developed to differentiate their learning.• Create a calendar of common planning time meetings for all Physics teachers.• Use Common Planning Time and the Grade Team to develop standards’ based unit plans, lesson plans, and strategies for each subject based on the data from the interim assessments and the Common Core Standards.• All 10th grade students will spend the last marking period of their Science elective course learning the mathematical skills that they will need in order to master the concepts that they are taught in Physics during their 11th grade year.• Implemented a Saturday Supplementary course for students who require additional preparation or enrichment in Chemistry.• Administrative Team and instructional coaches will provide targeted professional development opportunities based on the needs of the students and teachers as demonstrated on assessments and observations reports.

	<ul style="list-style-type: none"> • Administrative Team and instructional coaches will conduct classroom walkthroughs, inter-visitations and/or observations and feedback to teachers to determine the effective of strategies introduced during the PLCs and professional development meetings. • Develop a Professional Development Plan for each teacher based on their individual needs as determined by data from the assessments and observations. • Hired an Aussie Coach to support the professional development needs of our Chemistry teachers.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<ul style="list-style-type: none"> • Training will consist of CFN #2 Support and Professional Development. • An Aussie Coach will be hired • Title 1 funds will be used to hire additional teachers • Elective courses will be added to support the skills needed to promote growth in science in terms of mathematical skills and concepts.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<p>Our June 2011 Chemistry Regents score will improve as evidenced by a 5% increase on the exam as evidenced in the RCOS report.</p>

Subject/Area (where relevant): Improve the relationships and communication between CTEA staff, students, and parents.

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>Improve the relationships and communication between CTEA staff, students, and parents as indicated by an increase of at least .5% in each of the following categories on the 2010/2011 Learning Environment Survey: Academic Expectations, Communication, Engagement, and Safety and Respect.</p>
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Action Plan

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

- Collaborate with the Bradbury’s Children’s First Network team to provide the best support for our CTEA community.
- Teachers will call or write to the home of the students that they are mentoring within the first week of school to introduce themselves to the parents in our community.
- Our Parent Coordinator will facilitate two parent workshops per month to ensure that we are supporting the needs of our parent community. One workshop will be held one weekday a month at 6 p.m. and the other workshop will be held one Saturday morning. The goal is to ensure that all parents are supported and are provided multiple opportunities to attend our workshops.
- Our Parent Coordinator has three computers in her office that parents can access throughout the school day to use for their individual needs.
- A monthly newsletter will be sent home to communicate any news pertaining to the CTEA community.
- Each mentor will also call home after each marking period to ensure that parents are aware of their students’ progress.
- The number of report cards will be increased from 4 to 6 to ensure that each parent has more frequent and accurate information pertaining to their students’ academic progress.
- Monthly PTA and SLT meetings will be held in an effort to ensure that all members of the CTEA community are working to improve the academic expectations, communication, engagement, and safety and respect.
- A Parent Focus groups will be held at least twice before the Learning Environment Survey to monitor our progress.
- The Principal and the school UFT leader meet once a month with the UFT consultative committee to ensure that the CSA members and UFT members are working together to alleviate any issues or concerns.
- Teachers will work on grade teams to ensure that they are constantly aware of any information pertaining to the students that they teach.
- Each teacher will mentor students on their grade team and develop goals based on their academic goals.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will

Training will consist of CFN #2 Support and Professional Development.

<p><i>support the actions/strategies/ activities described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Improve the relationships and communication between CTEA staff, students, and parents as indicated by an increase of at least .5% in each of the following categories on the 2010/2011 Learning Environment Survey: Academic Expectations, Communication, Engagement, and Safety and Respect.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM
New York State Education Department (SED) requirement for all schools

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9					3	1	0	1
10					11	0	0	11
11					20	0	0	6
12					16	0	0	2

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:	Before, After, and Saturday Tutoring, Small group differentiated instruction based on Baseline and Interim Assessment Results
Mathematics:	Before, After, and Saturday Tutoring, Small group differentiated instruction based on Baseline and Interim Assessment Results
Science:	Before, After, and Saturday Tutoring, Small group differentiated instruction based on Baseline and Interim Assessment Results
Social Studies:	Before, After, and Saturday Tutoring, Small group differentiated instruction based on Baseline and Interim Assessment Results
At-risk Services Provided by the Guidance Counselor:	Mandated Counseling Services i.e. peer relations, adult relations, self control, coping skills, decision-making, self evaluation, mediation, etc.
At-risk Services Provided by the School Psychologist:	Dr. Arthur Popp is the onsite School Psychologist for CTEA. He is here one day a week. Dr. Popp is available to meet with targeted students and can help put resources in place for social emotional/academic needs.
At-risk Services Provided by the Social Worker:	Sandra Goldberg is the Social worker assigned to CTEA.

At-risk Health-related Services:

There is a full time Health Paraprofessional, Ms. Gibbs, who works with one of our IEP students who is classified as having an “Other Health Impairment”. She helps the students move from classes and to and from the bus.

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

NCLB/SED requirement for all schools (SEE ATTACHED)

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 (N/A)

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

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

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

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.

Section III. Title III Budget (N/A)

School: 27Q650 BEDS Code: 34270

Allocation Amount:0		
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	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We did not have to administer the Lab R this year so far, as none our new admits appeared or indicated that English was not their first language and during the home language survey and interview process.. Three of our CTEA students made a proficient score in the spring administration of the NYSESLAT.

Part II: ELL Identification Process:

Initial Identification Process:

Our school follows an initial identification process to conclude which students may be ELLs. The first step is the Home Language Survey (HLIS) form for all new students to the NYC Board of Education. These HLIS forms are available in the language of the family's choice or preference. After the HLIS is filled out, the parent is interviewed by a pedagogue for more clarification if a language other than English is spoken at home. At our school, the ESL teacher or Administrator conducts interviews with new enrollees. The informal interview is conducted in the native language of the parent in which they feel comfortable. A translator is provided if needed. They will decide the formal initial assessment and determine if the student should be given the LAB-R if necessary. If the student is eligible for the LAB-R it will be administered and hand scored within the first ten days of enrollment.

To ensure that parents understand all three program choices available (transitional Bilingual, Dual Language and Freestanding ESL), a parent orientation is created. The parents invited have students who are eligible for each program and are encouraged to make a selection within ten days. The EPIC DVD is shown and the research about each program is explained to assist with their choice. A parent selection is made before what is offered at the school is explained. Freestanding ESL is the only program available at our school, and if parents would like Transitional Bilingual or Dual Language, our guidance counselor, a guidance counselor or our parent coordinator will assist with information about schools that can better suit their choice. Handouts of available programs at schools around the city are made from the ELL website. Our staff is maintaining documents and files to monitor trends of parental selection of Transitional Bilingual and Dual Language programs. This data will be kept on file. These trends will be monitored in the case that we can tally twenty parents; we can contact them and offer this program. If parents do not select a program within ten days, transitional bilingual program is chosen by default, and they will not be admitted into our school, since we do not offer that program. An outreach is made by our parent coordinator to explain this choice and prepare them for their new school.

ESL entitlement letters are printed out in the native language of the parents from the DOE website and given to the parents in person or mailed home. Many students also take the letters home and bring them back to school. Parents either return the letter that day by filling it out in the office, or send it back with the student to school. If an entitlement letter is not returned for a new student, a transitional bilingual program is chosen by default.

Although parents are informed about the variety of ELL programs, they mostly choose ESL because that is the program that we offer at our school and appropriate for their child's needs. 100% of the parents that we have interviewed selected Free Standing ESL. Our ELL program

model is aligned with parental request. Although parents have consistently selected Free Standing ESL, our school is developing a system to track request for TBL and Dual Language in case the interest arises in the future.

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.

Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.

Summer Bridge: Our summer bridge program is designed to help all students make a successful transition into our school culture.

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.

Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.

Summer Bridge: Our summer bridge program is designed to help all students make a successful transition into our school culture.

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.

Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.

Summer Bridge: Our summer bridge program is designed to help all students make a successful transition into our school culture.

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>.

Our school has the same expectations for all families; including the parents of ELLs. The activities that we conduct to increase parent involvement are as follows:

- Parent Focus Groups with translation services.
- Parent Surveys are provided in the native language of the student's families.
- School distributes monthly newsletters and calendars notifying parents of opportunities, developments and upcoming events. Materials are provided in English, Spanish, and Arabic. The staff makes daily phone master calls. Content not only includes important notices, but also daily attendance.
- Parent educational events are held regularly. Annual events include senior college night, junior college night, freshmen orientation, Freshmen Bridge, to help integrate families into school culture.

- Parents are kept informed and meaningfully involved in their students' education through a number of ways. At the main desk, multi-lingual hand-out translations are displayed. Information is disseminated to parents at orientation sessions, monthly PTA meetings, School Leadership Team meetings, monthly mailings and our monthly parent newsletter: SYNERGY.
- At SLT meetings, data and feedback from teachers is shared and discussed. We also work with our Advisory Board partners to provide extensive samples of reading materials that are relevant to the students' particular career field interests.
- Parent workshops are offered through our Parent Coordinator in a wide range of areas, from academic support practices, to managing stress, to college readiness. The school has put into operation programs, activities and procedures for the involvement of parents consistent with section 1118 of the Elementary and Secondary Act (ESEA). The school provides full opportunities for the participation of parents with limited English proficiency and parents of migratory children by providing school information and reports required under section 1111 of the ESEA.

The needs of the parents are evaluated the parental focus groups, surveys and parent teacher meetings and phone calls. An 'open line' of communication between pedagogical staff and families is encouraged. The ESL teacher is also continually reaching out to parents to bridge the information gap for parents of ELLs and their content area teachers. She is present at meetings with parents of ELLs and the content area teacher to provide a scaffold for information and objectives for all parties involved.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	148,007	0	148,007
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,720	0	4,720
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	23,602	*	23,602
4. Enter the anticipated 10% set-aside for Professional Development:	47,206	*	47,206

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 26
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.

To ensure that we have 100% of high quality teachers by the end of the 2010/2011 school year, we will do the following:

- Completing the 2010/2011 on or before November 15, 2010
- Utilize Title 1 10% to ensure that all teachers receive professional development or classes based on their need

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas. **(N/A)**

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.

The High School for Construction Trades, Engineering and Architecture agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

2. School- Parent Compact – Attach a copy of the schools School-Parent Compact

SCHOOL-PARENT COMPACT

SCHOOL RESPONSIBILITIES

1. The **HS for Construction Trades, Engineering and Architecture** will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
 - The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
 - The school will incorporate this parental involvement policy into its school improvement plan.
 - In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
 - The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
 - The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;

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

2. **HS for Construction Trades, Engineering and Architecture** will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo.
- The school will reach out to provide parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.

Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.

3. **HS for Construction Trades, Engineering and Architecture** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:

- With the guidance and support of the school, teachers, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.

- The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies
4. **HS for Construction Trades, Engineering and Architecture** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy and school-parent compact in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency has limited literacy, or is of any racial or ethnic minority background).
- the State’s academic content standards
 - the State’s student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (via activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
5. **HS for Construction Trades, Engineering and Architecture** will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
- provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s academic achievement standards as follows:
 - Provide after school, morning, and Saturday tutoring
 - Provide Advanced Placement and College Now Courses
 - Provide College Advising and Assistance for all parents and students
 - Find internship opportunities for students
 - Implement Regents Preparatory Courses which incorporates PM and Saturday School to increase regents scores.
 - Implement the curriculum that relates to the state standards
 - Provide supporting services for the students such as mentors, academic advisors, and guidance counselors.
 - Implement Academic Intervention Services (AIS) for at-risk students
 - Provide high quality professional development for the teachers
 - Provide students with a state of the art computer lab with internet access
 - Provide students with supplies, materials, textbooks and library books needed to successfully implement the curriculum related to the state standards.
 - Hold parent-teacher conferences annually during which this Compact will be discussed as it relates to the individual child’s achievement.
 - Provide parents with frequent reports on their children’s progress.
 - Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

PARENT RESPONSIBILITIES

- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
6. **HS for Construction Trades, Engineering and Architecture** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - Through the efforts of the Parent Coordinator, the PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
 - Parents will be invited to attend culminating celebrations marking their child's success at the school.
 - Student of the month celebrations will be held in conjunction with PTA meetings and an Honor's Night will be held at the end of each marking period.
 - School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
 - The school calendar will be disseminated each month by mail to all parents, one week before the start of the month.
 - Saturday English as a Second Language (ESL) and Computer workshops will be held for parents.
 - At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

7. **HS for Construction Trades, Engineering and Architecture** will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
- **Professional Development:** Monthly professional development for parents will focus on school life for students, curriculum standards, assessments, health and medical issues for families and college support services such as financial aid

- **Professional Development** is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.
 - **Professional Development** is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.
8. **HS for Construction Trades, Engineering and Architecture** will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
9. **HS for Construction Trades, Engineering and Architecture** will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Via School Messenger: automated phone service, phone calls home, monthly newsletter, and letters.
 - **ELL Professional Development:** Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.
 - **Professional Development – Students with disabilities:** Professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

STUDENT RESPONSIBILITY

We as students will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Come to school ready to do our best and be the best
- Come to school with all the necessary tools or learning-pens, pencils, books, etc.
- Listen and follow directions
- Participate in class discussions and activities
- Be honest and respect the rights of others
- Follow the school's /class rules of conduct
- Ask for help when we do not understand
- Do our homework everyday and ask for help when we need to
- Study for tests and assignments
- Read at least 30 minutes every day outside of school time
- Read at home with out parent / or guardian

- Get adequate rest every night

Additional School Responsibilities

High School for Construction Trades, Architecture and Engineering will;

- Involve parents in the planning, review and improvement of the school’s parental involvement policy, in an organized, ongoing and timely way;
- Involve parents in the joint development of any school wide program plan, in an organized, ongoing and timely way;
- Hold annual meeting to inform parents of the school’s participation in Title I part A programs, and to explain the Title I , Part A requirements and the rights of parents to be involved in title I Part a programs. The school will convene the meeting at a convenient time to parents and will offer a flexible number of additional parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students) , and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practicable, in a language that parents can understand;
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that included a description of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels student are expected to meet.
- On request of parents, provide opportunities for regular meetings for parents to formulate suggestions, such as a Parent Focus Brunch Meeting and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- On request of parents, students have a right to transfer to other high schools that are not identified as SINI or CA;
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least English language arts and mathematics; and
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

LaKeisha Johnson Gordon, Principal _____

Parent /Signature’s Signature _____

Student’s Signature _____

Title I Parent Involvement Policy

1. The **High School for Construction Trades, Engineering and Architecture** will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

2. The **High School for Construction Trades, Engineering and Architecture** will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

- Will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-
- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA

3. The **High School for Construction Trades, Engineering and Architecture** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- DOE School Survey will be conducted by Parent /Survey Coordinator during Spring of 2011

- Parents will fill out survey at Parent Focus Brunch at beginning of new school term and during follow-up during mid-winter session.

4. The **High School for Construction Trades, Engineering and Architecture** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - The State's academic content standards;
 - The State's student academic achievement standards;
 - The State and local academic assessments including alternate assessments;
 - The requirements of Title I, Part A;
 - How to monitor their child's progress; and
 - How to work with educators.

- The **High School for Construction Trades, Engineering and Architecture** will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
 - Parent workshops on a variety of information, including but not exclusively: *Attendance and Punctuality; How a 9th- 10th 11th Grader Should Look; Health and Fitness; Cyber-Bullying; Underage Drinking; Career planning and Resume workshop; Community Involvement and your family; Conflict resolution for Teenagers*

- The **High School for Construction Trades, Engineering and Architecture** will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
 - PTA involvement
 - SLT Involvement
 - Parent workshops

- The **High School for Construction Trades, Engineering and Architecture** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by keeping parents informed via newsletters, forums and community guest speakers at parent workshops.

- e. The **High School for Construction Trades, Engineering and Architecture** will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand via DOE translations Unit or qualified educators.

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____.

This policy will be adopted by The **High School for Construction Trades, Engineering and Architecture** on 02/17/2011 and will be in effect for the period of 2010/2011. The school will distribute this policy to all parents of participating Title I Part A children on or before 03/01/2011.

Principal's Signature: _____

Date _____

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS (N/A)

Section I: Schoolwide Program (SWP) Required Components

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

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

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

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 6. Strategies to increase parental involvement through means such as family literacy services.
 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** 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.

IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS (N/A)

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. (N/A)

2. Ensure that planning for students served under this program is incorporated into existing school planning. (N/A)

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: (N/A)
 - 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; (N/A)

5. Provide instruction by highly qualified teachers; (N/A)

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

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs. (N/A)

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

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):** (N/A)

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring(N/A)

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. **(N/A)**
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. **(N/A)**

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring(N/A)

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

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: (N/A) **Year of Identification:** (N/A) **Deadline Year:** (N/A)

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
(N/A)	(N/A)	(N/A)

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>

Currently we have identified two students in temporary housing. These students have in place the following support systems:

1. Free transportation passes for public transportation services.
 2. Free daily breakfast and lunch.
 3. Job seeking support services through the Guidance Counselor.
 4. Resources and text books to ensure their academic success.
-

Part A: FOR TITLE I SCHOOLS (N/A)

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.)

The High School for Construction Trades, Engineering & Architecture currently has 2 students in Temporary Housing in attendance.

2. Please describe the services you are planning to provide to the STH population.
 1. Free transportation passes for public transportation services.
 2. Free daily breakfast and lunch.
 3. Job seeking support services through the Guidance Counselor.
 4. Resources and text books to ensure their academic success.
-

Part B: FOR NON-TITLE I SCHOOLS (N/A)

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). **(N/A)**
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds. **(N/A)**
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. **(N/A)**

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES(N/A)

This appendix will not be required for 2010-2011. (N/A)

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. **(N/A)**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	High School for Construction Trades, Engineering a					
District:	27	DBN:	27Q650	School		342700011650

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.7	94.3	92.8
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	224	230	237				
Grade 10	200	232	239				
Grade 11	187	199	221				
Grade 12	0	176	199				
Ungraded	1	0	0				
Total	612	837	896				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	99.0	99.7	99.2

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	63.8	77.3	75.7

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	1	3

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	1	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	10	46	39
# in Collaborative Team Teaching (CTT) Classes	2	0	2	Superintendent Suspensions	2	2	10
Number all others	26	34	35				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	615	846
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	24	40	55
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	8	9
# receiving ESL services only	3	2	TBD	Number of Educational Paraprofessionals	0	0	0
# ELLs with IEPs	0	1	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	3	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	22.0	40.0
				% more than 5 years teaching anywhere	25.0	34.1	41.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	80.0	87.3
American Indian or Alaska Native	0.5	0.1	0.6	% core classes taught by "highly qualified" teachers	68.4	73.4	79.6
Black or African American	10.8	10.6	9.8				
Hispanic or Latino	41.3	39.3	41.9				
Asian or Native Hawaiian/Other Pacific	28.6	28.7	30.1				
White	17.3	17.7	17.4				
Male	65.4	64.5	63.7				
Female	34.6	35.5	36.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation 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				v	v		
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				v	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				v	v	
Multiracial				-	-	
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				v	v	
Student groups making				6	6	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:				NR
Overall Score:	76.1	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	8.1	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	15	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	44					
<i>(Comprises 60% of the</i>						
Additional Credit:	9					

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Bradbury Children's Network	District 27	School Number 650	School Name 27Q650
Principal Lakeisha Johnson		Assistant Principal Kathryn Stahl	
Coach Eduardo Leite		Coach N/A	
Teacher/Subject Area Ms. Cinues/English		Guidance Counselor Ms. Manning/Mr. Osman	
Teacher/Subject Area Mr. Paulino/History		Parent N/A	
Teacher/Subject Area Ms. Stephens		Parent Coordinator Audrey Graves	
Related Service Provider N/A		Other type here	
Network Leader Marisol Bradbury		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	921	Total Number of ELLs	2	ELLs as Share of Total Student Population (%)	0.22%
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Part II: ELL Identification Process

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

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

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

1. Our school follows an initial identification process to conclude which students may be ELLs. The first step is the Home Language Survey (HLIS) form for all new students to the NYC Board of Education. These HLIS forms are available in the language of the family's choice or preference. After the HLIS is filled out, the parent is interviewed by a pedagogue for more clarification if a language other than English is spoken at home. At our school, the ESL teacher or Administrator conducts interviews with new enrollees. The informal interview is conducted in the native language of the parent in which they feel comfortable. A translator is provided if needed. They will decide the formal initial assessment and determine if the student should be given the LAB-R if necessary. If the student is eligible for the LAB-R it will be administered and hand scored within the first ten days of enrollment.

2. To ensure that parents understand all three program choices available (transitional Bilingual, Dual Language and Freestanding ESL), a parent orientation is created. The parents invited have students who are eligible for each program and are encouraged to make a selection within ten days. The EPIC DVD is shown and the research about each program is explained to assist with their choice. A parent selection is made before what is offered at the school is explained. Freestanding ESL is the only program available at our school, and if parents would like Transitional Bilingual or Dual Language, our guidance counselor, a guidance counselor or our parent coordinator will assist with information about schools that can better suit their choice. Handouts of available programs at schools around the city are made from the ELL website. Our staff is maintaining documents and files to monitor trends of parental selection of Transitional Bilingual and Dual Language programs. This data will be kept on file. These trends will be monitored in the case that we can tally twenty parents; we can contact them and offer this program. If parents do not select a program within ten days, transitional bilingual program is chosen by default, and they will not be admitted into our school, since we do not offer that program. An outreach is made by our parent coordinator to explain this choice and prepare them for their new school.

3. ESL entitlement letters are printed out in the native language of the parents from the DOE website and given to the parents in person or mailed home. Many students also take the letters home and bring them back to school. Parents either return the letter that day by filling it out in the office, or send it back with the student to school. If an entitlement letter is not returned for a new student, a transitional bilingual program is chosen by default.

4. See questions 1-3.

5. Although parents are informed about the variety of ELL programs, they mostly choose ESL because that is the program that we offer at our school and appropriate for their child's needs. 100% of the parents that we have interviewed selected Free Standing ESL.

6. Our ELL program model is aligned with parental request. Although parents have consistently selected Free Standing ESL, our school is developing a system to track request for TBL and Dual Language in case the interest arises in the future.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	0	Special Education
SIFE	1	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
ESL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
Total	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0

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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. CTEA implements a Freestanding English as a Second Language (ESL) Program to students who require support services in second language acquisition.

a. The school provides ESL services via the push-in /collaborative teaching model with an ESL certified teacher to support students in

specific content areas. The primary goal of both programs is to assist students in achieving English Language proficiency within three years.

b. Teachers utilize differentiated instructional strategies to support students' language needs. There is a strong ongoing emphasis on interdisciplinary instruction that focuses on language-across-the-curriculum. Clubs, such as the Drama Club and Newspaper Clubs, provide a more relaxing forum in which students can work on a host of language skills, such as creative writing, speaking, presentation, and listening skills. Additionally, developing language skills is the primary focus of our Children's First Intensive study and involves all teachers in the school.

CTEA implements a Freestanding English as a Second Language (ESL) Program to students who require support services in second language acquisition. The school provides ESL services via the push-in /collaborative teaching model with an ESL certified teacher to support students in specific content areas. The primary goal of both programs is to assist students in achieving English Language proficiency within three years.

2. In the Freestanding ESL component we have students, from grades 9-12. They range from Advanced and Proficiency levels.

a. They receive from 180 minutes a week of ESL support their content area. All ESL students participate in a push-in ESL model for their ELA classes to ensure continuity of rigorous instruction.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and alternative assessment.
- Assisting students during work periods, conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.
- Within the push in model, as well as all freestanding content area classes, ELLs are grouped heterogeneously with other ELLs and general education students.

3. At times, the ESL teacher may pull out students during content area classes, but this is still within a heterogeneous group of general education as well as ELLs, this small group instruction.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- 100% English and content area instruction with Native Language support via Native Language dictionaries, glossaries, and assessments.
- Multiple modalities for all students.
- Differentiated instruction for all students based on the results of formative and summative assessments.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

ELL students are given ESL instruction in accordance with the mandated number of minutes for ELL students. Advanced students receive 180 minutes per week.

Subgroups: Differentiate Instruction

4. Teachers utilize differentiated instructional strategies to support students' language needs. There is a strong ongoing emphasis on interdisciplinary instruction that focuses on language-across-the-curriculum. Clubs, such as the Drama Club and Newspaper Clubs, provide a more relaxing forum in which students can work on a host of language skills, such as creative writing, speaking, presentation, and listening skills. Additionally, developing language skills is the primary focus of our Children's First Intensive study and involves all teachers in the school.

a. Since SIFE students can have intermittent educational backgrounds, it is important to discover their strengths. They must be assessed in literacy as well as content area skills. SIFEs are to be continually assessed in literacy and math levels in their native language and English. Whenever possible, content area instruction in the students' native language should be administered. Once assessed, an intensive math and literacy program that addresses the basics of each skill is created to maintain progress. Many SIFE students have experienced traumas or inconsistency in their young lives, so it is important to form a comfortable environment that new social norms and language can flourish. One way to achieve this is to involve parents in home reading and math instruction. Literacy at home is paramount to progress at school, and native language reading is encouraged in the home.

Intervention services are created not only to address academic norms but social norms and practices of the school. Many SIFES are not conditioned to classroom procedures or time constraints, therefore these needs to be taught like any other academic skill or strategy. An individualized action plan to properly differentiate each program for each student is the most effective way to instruct students. At the school, we target a pedagogue to create a supportive environment utilizing counseling services, literacy and math coaches. It's important to introduce students to empathetic and friendly students to be ambassadors for that student. SIFE's emotional as well as academic progress should be monitored continually by working with the guidance counselors, parents, and pedagogues. To accelerate learning in SIFES, teachers can use multiple modalities, such as art, kinesthetic activities, and technology. The enrichment programs at the school, such as after school excursions and overnight trips to facilitate enjoyment as well as rigor in education. We realize the importance of consistency of teachers to SIFES. Therefore, we will attempt to maintain same teachers whenever possible throughout schedule changes by monitoring programming of the SIFE.

b. Currently, we do not have any ELL students receiving services for less than 3 years.

c. ELLS receiving 4-6 years: These students need an intensive AIS program to ensure they will not be Long Term ELLs. An instructional plan that ensures progress should be created to target their needs. Progress should be documented and maintained. Teachers should collaborate and meet to maintain progress.

d. Long term ELLs need instructional plans. Their classed should be restructured to programs to address specific needs. Since academic language is very important to student success, teachers should increase academic language in a small setting. They can utilize AIS to target the needs for the student during with after school instruction, Saturday schools, and additional courses during the day. It's important to create continuity within their program (i.e. maintain same teachers, settings that that create zone of proximal development.) An educational plan that maintains continuity by remanding the student in the same program (i.e. transitional bilingual or ESL program) and supportive services in their native language is the most beneficial.

e. Currently we do not have any ELL students with identified Special Needs.

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

5. In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- Saturday Academy: Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, and English for a number of Saturdays during each semester.
- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Holiday Luncheon, Family Day, the Annual Parent Fair, and the Latino Film Festival. At these events, the school and community can come together to recognize student achievements in arts and academics.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.
- Summer Bridge: Our summer bridge program is designed to help all students make a successful transition into our school culture.

6. Once ELLs test out of the freestanding ESL program at our school, they can still receive services. Parents can also request that their child stays in the ESL program through the parent selection letters sent home each year. Service is maintained via testing accommodations. The school can create AIS or language enrichment program for the student if applicable to make sure they are performing at grade level. Communication must be open and consistent with parents. Students are allotted two years of support after testing proficient. We currently have 7 students who made a Proficient score for the Spring 2010 NYSESLAT.

7. Our school recently increased the number of content and academic intervention courses that we offer our students by extending the number of periods that we offer from 6 to 7 periods. Additionally, all 9th grade students take two periods of English, all 10th grade students take a Regents' science and a science preparatory course that is designed to further develop the skills that need to demonstrate mastery in their Regents' science courses, and we have implemented the Common Core Standards to emphasize writing and literacy across the curriculum.

8. No programs were discontinued during this year.

9. Our school offers a range of intervention services in ELA, math, and other content areas to target ELL subgroups properly. Students receive services on a differentiated basis. Each student receives AIS through an individualized plan. In addition to AIS classes, test accommodation training and counseling (i.e. dictionary and glossary workshops,) for all ELL subgroups before Regents exams to ensure student can utilize services. Native Language glossaries and accommodations for all ELL subgroups are available. There daily tutoring in all content areas for all subgroups to maintain grade level proficiency in content area. The school will continue to target Long-Term, SIFE and 4-6 year ELLs who are at-risk for drop out and create a monitoring system using a team of pedagogues and counselors to intervene. We will create peer groups that target individual needs of students via AIS.

10. The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the America's Choice Workshop Model. This includes the use of high interest / grade level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT
- New York State Coach: ELA
- New York State Coach: Mathematics

The ESL libraries contain age and language level appropriate texts such as graphic novels, and native language books and dictionaries. We also have two PC computer labs and one Macintosh lab. We also have a number of Smart Boards, five laptops carts, and each classroom is equipped with a computer.

11. Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.

12. Yes

13. Our summer bridge program is designed to help all students make a successful transition into our school culture

14. English

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)?

See attached narrative.

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.

. Our ESL teacher receives high-quality and ongoing professional development to enable all children in the School wide Program to meet the State's student academic standards.

- Professional development curriculum in 2009-10 is focused on teachers creating goals for their students and aligning their curriculum to the Common Core Standards.
- All teachers are responsible for language acquisition, therefore support for all staff and for individual teachers are provided by Marisol Bradbury's Children First Network.
- Our ESL teacher and Assistant Principal have received LAP, EPIC, Basis and Title III training, and professional development from the 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?

1. Our school has the same expectations for all families; including the parents of ELLs. The activities that we conduct to increase parent involvement are as follows:

- Parent Focus Groups with translation services.
- Parent Surveys are provided in the native language of the student's families.
- School distributes monthly newsletters and calendars notifying parents of opportunities, developments and upcoming events. Materials are provided in English, Spanish, and Arabic. The staff makes daily phone master calls. Content not only includes important notices, but also daily attendance.
- Parent educational events are held regularly. Annual events include senior college night, junior college night, freshmen orientation, Freshmen Bridge, to help integrate families into school culture.
- Parents are kept informed and meaningfully involved in their students' education through a number of ways. At the main desk, multi-lingual hand-out translations are displayed. Information is disseminated to parents at orientation sessions, monthly PTA meetings,

School Leadership Team meetings, monthly mailings and our monthly parent newsletter: SYNERGY.

2. At SLT meetings, data and feedback from teachers is shared and discussed. We also work with our Advisory Board partners to provide extensive samples of reading materials that are relevant to the students' particular career field interests.

3. Parent workshops are offered through our Parent Coordinator in a wide range of areas, from academic support practices, to managing stress, to college readiness. The school has put into operation programs, activities and procedures for the involvement of parents consistent with section 1118 of the Elementary and Secondary Act (ESEA). The school provides full opportunities for the participation of parents with limited English proficiency and parents of migratory children by providing school information and reports required under section 1111 of the ESEA.

4. The needs of the parents are evaluated the parental focus groups, surveys and parent teacher meetings and phone calls. An 'open line' of communication between pedagogical staff and families is encouraged. The ESL teacher is also continually reaching out to parents to bridge the information gap for parents of ELLs and their content area teachers. She is present at meetings with parents of ELLs and the content area teacher to provide a scaffold for information and objectives for all parties involved.

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)														0
Advanced (A)										2			0	2
Total	0	0	0	0	0	0	0	0	0	2	0	0	0	2

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

NYS ELA

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Algebra</u>	2			
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2			
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Core Standards to emphasize the literacy skills that our ELL students have not yet mastered.

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

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

Part VI: LAP Assurances

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 27Q650

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$472,047	\$31,296	\$503,343
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,720	\$313.00	\$5,033
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$23,602	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$47,205	*	

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

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 - Each student has developed goals based on their Baseline Assessments, Previously taken Regents’ exams. Each teacher administers Interim Assessments, Instructional Plans, and Action Plans to meet their academic needs.
 - Each department also has goals that are aligned to the Schoolwide performance goals.
2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - 50 minute tutoring sessions on Monday, Wednesday, and Thursday before and after school.
 - Saturday Tutoring
 - Regents prep tutoring
 - Credit Recovery
 - Summer School

- 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.
 - Saturday Tutoring
 - Regents prep tutoring
 - Credit Recovery
 - Summer School
 - 50 minute tutoring sessions on Monday, Wednesday, and Thursday before and after school
 - Differentiated Instruction
 - Monthly Academic Advisor Meetings to ensure that all students are reaching or surpassing their academic goals

 - Help provide an enriched and accelerated curriculum.
 - Saturday Tutoring
 - Regents prep tutoring
 - Advanced Placement Courses

- Meet the educational needs of historically underserved populations.
 - Saturday Tutoring
 - Regents prep tutoring
 - Credit Recovery
 - Summer School
 - Interim Assessments and Instructional Plans based on the results
 - 50 minute tutoring sessions on Monday, Wednesday, and Thursday before and after school
 - Differentiated Instruction
 - Monthly Academic Advisor Meetings to ensure that all students are reaching or surpassing their academic goals

- 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.
 - Saturday Tutoring
 - Regents prep tutoring
 - Credit Recovery
 - Summer School
 - 50 minute tutoring sessions on Monday, Wednesday, and Thursday before and after school
 - Differentiated Instruction
 - Monthly Academic Advisor Meetings to ensure that all students are reaching or surpassing their academic goals
 - Full time College Counselor
 - Mandated Counseling
 - Referral Counseling Services
 - Worked Based Learning Coordinator
 - Internship
- Are consistent with and are designed to implement State and local improvement, if any.
 - Curriculum align to Common Core Standards and Advanced Placement Standards
 - Interim Assessments and Instructional Plans based on the results
 - Targeted Credit Recovery Program
- Instruction by highly qualified staff.
 - Curriculum align to Common Core Standards and Advanced Placement Standards

- Interim Assessments and Instructional Plans based on the results
 - Targeted Credit Recovery Program
 - Saturday School
3. 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.
 - Weekly teacher lead professional development
 - Monthly faculty meetings/professional development
 - Yearly two day faculty professional development
 - Saturday professional development workshops
 - Aussie Coach professional development
 - Data Instruction Professional Development
 4. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - Open Market
 - Posting in various newspapers
 - Professional Development
 5. Strategies to increase parental involvement through means such as family literacy services.
 - Computer Technology Classes
 - Parent library
 - Parent computers

- Health classes from Cornell University
 - New York Public Library Workshop
 - Hispanic Federation College Workshop
 - Bullying Workshop
 - Substance Abuse Prevention Workshop
 - Job Information Workshop-How to build the perfect resume
 - Translator at Parent Events
 - Monthly parent newsletter
 - College level research
6. 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

7. 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.
- Teacher Instructional Coaches
 - School Leadership Team
 - Teacher Grade Team Leaders
 - Teacher Leadership positions; Test Coordinators, Data Specialists, Programmer, Academy Director

8. 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.
 - Saturday Tutoring
 - Regents prep tutoring
 - Credit Recovery
 - Summer School
 - Interim Assessments and Instructional Plans based on the results
 - 50 minute tutoring sessions on Monday, Wednesday, and Thursday before and after school
 - Differentiated Instruction
 - Monthly Academic Advisor Meetings to ensure that all students are reaching or surpassing their academic goals

9. 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.
N/A

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

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a

Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

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

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

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

	<i>(i.e., Federal, State, or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$396,519.48	✓	
Title I, Part A (ARRA)	Federal	✓			\$30,983	✓	
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal			✓			
Tax Levy	Local	✓			\$3,664,132	✓	
