



**H.S. FOR LAW ENFORCEMENT AND PUBLIC SAFETY**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL:** **28Q690**  
**ADDRESS:** **116-25 GUY R. BREWER BLVD, JAMAICA NY**  
**TELEPHONE:** **(718) 977-4800**  
**FAX:** **(718) 977-4802**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 28Q690      **SCHOOL NAME:** HS for Law Enforcement and Public Safety

**SCHOOL ADDRESS:** 116-25 Guy R. Brewer Blvd. Jamaica NY 11434

**SCHOOL TELEPHONE:** (718) 977-4800      **FAX:** (718) 977-4802

**SCHOOL CONTACT PERSON:** Laura Van Deren      **EMAIL ADDRESS:** lvander@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Diahann E. Malcolm

**PRINCIPAL:** Diahann E. Malcolm

**UFT CHAPTER LEADER:** Bruce Saks

**PARENTS' ASSOCIATION PRESIDENT:** Kim Lawton

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      Zakiya Morris/Brenda Goolcharan

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 28      **CHILDREN FIRST NETWORK (CFN):** Cluster 6

**NETWORK LEADER:** Richard Cintron

**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
Diahann E. Malcolm	*Principal or Designee	
Bruce Saks	*UFT Chapter Chairperson or Designee	
Kim Lawton	*PA/PTA President or Designated Co-President	
Kim Lawton	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Barbara Felton	DC 37 Representative, if applicable	
Brenda Goolcharan Zakiya Morris	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Stefanie Abbey	Teacher, UFT	
Laura Van Deren	Member/CSA	
Sharen Willis	Member/Parent	
Jean Thorpe	Member/Parent	
Charm Rhoomes	Member/Parent	
Danielle Rogers	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.

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### **School Vision and Mission**

The High School for Law Enforcement and Public Safety provides students with a challenging, standards-driven curriculum preparing them for college or a profession. Through collaboration among all stakeholders (parents, students, staff and the school community), students are provided with a safe learning environment in which their academic, social, emotional, and physical needs are met.

Students are introduced to careers in law enforcement and public safety through course offerings, service learning experiences, internships, summer work programs, guest speakers, college and career programs, personal research, and school visits. Students explore the benefits and challenges within the range of careers available to them.

Students will develop the habits of responsible citizenship and gain a respect for the rule of law. They will gain a greater understanding of the American judicial system, their civil and Constitutional rights, and how laws are made and applied. They will become advocates for their communities and work to develop civic strategies to decrease crime and make society safer and more responsive.

The High School for Law Enforcement and Public Safety has 542 students from grades nine through grade twelve. The school population is comprised of the following ethnicities:

- 77.49% Black
- 13.65% Hispanic
- 6.64% Asian
- 0.18% White
- 0.36% American Indian/Alaskan
- 0.0% multi-cultural
- 1.66% Code Not Entered

The student body includes fewer than 1% English Language Learners and 13% special education students.

Boys account for 50.55% of the students enrolled and girls account for 49.44%.

The average attendance rate for the 2009-2010 school year was 88.9%. The school is in receipt of Title I School wide Funding.

This is the only school in the United States that is affiliated with the National Partnership for Careers in Law, Public Safety, Corrections, and Security. It is a unique, comprehensive high school program linked to a professional preparatory program in the fields of law enforcement and public safety.



**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					
<b>School Name:</b>	H.S. for Law Enforcement and Public Safety				
<b>District:</b>	28	<b>DBN #:</b>	690	<b>School BEDS Code:</b>	34280011690

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	X 9	X 10	X 11	X 12	<input type="radio"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					88.3	87.0	88.5		
Kindergarten				<b>Student Stability: % of Enrollment</b>					
Grade 1				(As of June 30)	2007-08	2008-09	2009-10		
Grade 2					97	99	99		
Grade 3				<b>Poverty Rate: % of Enrollment</b>					
Grade 4				(As of October 31)	2007-08	2008-09	2009-10		
Grade 5					43.2	42.7	49.9		
Grade 6				<b>Students in Temporary Housing: Total Number</b>					
Grade 7				(As of June 30)	2007-08	2008-09	2009-10		
Grade 8					2	4	TBD		
Grade 9	185	197	159	<b>Recent Immigrants: Total Number</b>					
Grade 10	145	112	138	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	101	130	114		2	1	0		
Grade 12	113	109	109	<b>Suspensions: (OSYD Reporting) – Total Number</b>					
Ungraded	27	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Total	562	575	552		2	1	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	18	27	32						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	110	78	TBD
Number all others	27	26	36	Superintendent Suspensions	12	26	TBD
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	5	5	5	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	1	2	1	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	35	32	
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	11	9	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	2	2
	8	6	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	.5	.5	.5	Percent more than two years teaching in this school	45.7	68.8	
Black or African American	76.9	77.9	80.4	Percent more than five years teaching anywhere	37.1	43.8	
Hispanic or Latino	15.2	14.4	12.2				
Asian or Native Hawaiian/Other Pacific Isl.	5.0	5.0	5.8	Percent Masters Degree or higher	100.0	97.0	
White	2.3	1.7	1.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.4	84.5	
Multi-racial							
<b>Male</b>	47.8	47.3	48.5				

DEMOGRAPHICS							
Female	52.2	52.7	51.5				

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

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

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):				
Differentiated Accountability Phase (Check <input checked="" type="checkbox"/> )	Category (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	<input checked="" type="checkbox"/>	71					
Ethnicity							
American Indian or Alaska Native							
Black or African American				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Hispanic or Latino							

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged				√	√		
<b>Student groups making AYP in each subject</b>				3	3	1	

#### Key: AYP Status

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

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

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

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

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	C	Overall Evaluation:	√
Overall Score	50.7	Quality Statement Scores:	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	6.9	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	13.9	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	28.9	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	1	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

Since our inception seven years ago, it has been the mission of the High School for Law Enforcement and Public Safety to provide students with a challenging, standards-driven college and/or professional preparation experience in a safe learning environment where students' academic, social, emotional and physical needs are met.

### 1. Trends

- Teaching staff work well together. Independent teams form easily around projects and issues.
- We have a dedicated and experienced support staff who share an interest in addressing student needs first.
- Our building is well maintained.

### 2. Accomplishments

Over the last few years, we have seen significant increases in our graduation rates:

- Our four year graduation rate increased from 79.6% in 2009 to 83.2% in 2010. This is a substantial increase from 2008 when our graduation rate was 69.2%.
- Our weighted four year graduation rate increased from 145.9% in 2009 to 161.2% in 2010. This is a considerable increase from 2008 when our weighted graduation rate was 124.6%.
- Our four year graduation rate for our Special Education students increased from 45.0% in 2009 to 75.0% in 2010.
- Our six year graduation rate increased from 75.6% in 2009 to 79.1% in 2010.
- Our weighted six year graduation rate increased from 124.4% in 2009 to 145.9% in 2010.

Over the last three years, we have also seen substantial increases in our credit accumulation:

- Our percentage of students earning ten or more credits in their first year increased from 75.1% in 2009 to 85.6% in 2010. This is a huge increase from 2008 when our rate was 46.6%.
- Our percentage of students earning ten or more credits in their second year increased from 73.8% to 78.7%.
- Our percentage of students earning ten or more credits in their third year increased from 74.3% in 2009 to 81.3% in 2010. This is a vast increase from 2008 when our rate was 68.4%.
- Our percentage of lowest third students earning ten or more credits in their first year increased from 58.3 in 2008 to 79.5% in 2010. This is a colossal increase from 2008 when our rate was 14.6%.
- Our percentage of lowest third students earning ten or more credits in their second year increased from 54.8 in 2008 to 75.5% in 2010. This is a large increase from 2008 when our rate was 62.2%.

Our weighted Regents pass rates have also increased over the last few years:

- Our weighted Regents pass rate in English increased from 1.0 in 2008 to 1.04 in 2009.
- Our weighted Regents pass rate in math increased from 1.08 in 2008 to 1.24 in 2009. This is a massive increase from 2008 when the rate was 0.95.
- Our weighted Regents pass rate in science increased from 0.85 in 2009 to 0.96 in 2010. This is a sizeable increase from 2008 when the rate was 0.71.
- Our weighted Regents pass rate in United States History increased from 0.58 in 2008 to 0.75 in 2010. This is a considerable increase from 2008 when the rate was 0.56.

Our schools' s NCLB/ SED accountability status is in good standing on all levels. On our 2009-2010 Progress Report, we earned a "B". On our Quality Review 2009-2010, we earned proficient with well developed features.

### 3. Aids/Barriers

- The percentage of entering students scoring 1 and 2 on Math and Literacy Exams.
- Budgeting concerns that affect our ability to provide the type of outside tutoring and after school programs that have been offered in previous years.
- Outside social issues (ie..students living in unstable family situations) affect attendance, punctuality, and parental involvement.



## SECTION V: ANNUAL SCHOOL GOALS

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

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

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Based on our comprehensive needs assessment, the instructional goals for the High School for Law Enforcement and Public Safety are as follows:

1. To support the teachers with the implementation of Phase I and the Common Core State Standards which will prepare students for college and careers.
  - We will create a professional development plan which will be designed to support the teachers with the learning and implementation of the Common Core Standards.
  - By June 2011, all teachers will have received professional development on the Common Core State Standards.
  
2. Teachers will continue to be engaged in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.
  - Our Collaborative Inquiry Teams will continue to target at risk students. The teams will discuss and employ effective reading comprehension strategies to improve teaching and learning.
  - By June 2011, teachers will have met twice a month to collaborate on inquiry teams and discuss the effectiveness of change strategies.
  
3. To continue to increase the range of opportunities for parent involvement.
  - Strategies will be implemented to increase the number of parents attending guidance conferences, parent workshops, Parent Association meetings, School Leadership Team meetings, award assemblies, the Arts Festival, theatre productions, and sporting events.
  
4. To continue to achieve academic excellence by decreasing the number of students arriving late to school.
  - Students arriving to school late will be monitored daily throughout the 2010-2011 school year. The Attendance and Lateness Committee will track lateness for every student on the register.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Phase I and Common Core Standards

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To develop a professional develop plan that will support the teachers with the roll out of the Common Core Standards in year one.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers will attend both on site and off site Common Core Standard Professional Development trainings held by our Learning Support Organization.</li> <li>• Administration and trained teachers will hold ongoing in house professional development sessions to educate and assist teachers with the implementation of the Common Core Standards.</li> <li>• Teachers will be provided with additional common planning time so they can meet regularly in Inquiry Teams, meet with CTT co-teachers, and work collaboratively on the alignment of the Common Core Standards to their lesson plans.</li> <li>• Professional development sessions will also be provided to support teachers with the implementation of the Common Core Standards within our new Phase I programs.</li> <li>• Teachers will also be provided with time that promotes independent and shared reflection opportunities so they can continuously evaluate their classroom practices to improve learning outcomes.</li> <li>• Administration and teachers will design a collaborative system for measuring progress towards interim and long term goals specifically relating to the implementation of the Common Core Standards.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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"> <li>• Our Learning Support Organization will provide paid professional development sessions for staff members.</li> <li>• The implementation of the CTT program will generate additional student funding.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Administration will integrate the expectations of the evolving state standards into assessment practices.</li> <li>• Administration will conduct walk through and full period observations to assess the effectiveness of the professional development sessions. Written feedback will be provided.</li> <li>• Administration will review teacher binders on a regular basis to see if there is evidence of lesson plan alignment to the Common Core Standards.</li> </ul>

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound</p>	<p><b>We will provide meaningful professional development for our teacher team leaders throughout the year.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Facilitators will be given additional professional development at our bi-monthly School Wide Inquiry Team meetings.</li> <li>• Teacher team leaders will engage in the practice of facilitating team meetings once a week.</li> <li>• Teacher team leaders will continue to be trained to systematically analyze student assessment data, student work, and the key elements of teacher work.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Funds provided by the DOE will be used for per session so teacher team leaders can meet after school.</li> </ul>

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

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

- Our administration will periodically assess team leader effectiveness by observing teacher team meetings.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Parent Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To provide a range of opportunities for parent involvement throughout the year.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Administration will engage parents in school decision making which will result in a shared commitment to the school’s high expectations and goals.</li> <li>• Parent workshops will be conducted which will focus on graduation requirements and ways parents can help students prepare for Regents Examinations.</li> <li>• Student celebratory activities will be held to engage students and increase parent participation (e.g. Arts Festival, theatre productions, academic awards assemblies, Sports Award assemblies, basketball games, track meets, and double dutch competitions).</li> <li>• Strategies will be implemented to increase the number of parents taking the Learning Environment Survey.</li> <li>• The Parent Association will utilize Title I funding to provide workshops and trips for families.</li> <li>• The e-mail addresses for all staff will be updated and redistributed to all families. This information will also be available on our school’s website. Teacher created Google Wiki spaces will also be available for parents to directly interact with staff online.</li> <li>• Parents and guardians will be trained on the ARIS system at Parent Association Meetings and workshops provided by the Parent Coordinator and Administration.</li> <li>• The phone messenger system will continually be updated to include important information about school activities including parent workshops, Open School information, report card distribution dates, Regents and Acuity Examination dates, sporting event dates and times, and other general school information. The phone messenger will also include prompts for parents to respond to messages and to request for volunteers for specific functions.</li> <li>• The Parent Coordinator will continue to devise a series of evening and weekend workshops each semester.</li> </ul>

	<ul style="list-style-type: none"> <li>• Parents will be encouraged to attend Open School, Parent Association General Membership, and School Leadership Team monthly meetings.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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"> <li>• 1% of the Title I AARA SWP funds will be allocated in OTPS toward improving parental involvement.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• We will look at the results of the Learning Environment Survey to see our anticipated improvement.</li> <li>• We will log parent participation at parent workshops, assemblies, and other school events.</li> <li>• We will address parent concerns presented at our monthly meetings.</li> <li>• NYPD will offer student and parent workshops. NYPD will also attend a PA Meeting and student assemblies.</li> </ul>

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Curriculum and Instruction

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To continue to achieve academic excellence by decreasing the number of students arriving late to school.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Administration will greet the students at the school’s entry point every morning to welcome, encourage, and direct them to their programmed destinations.</li> <li>• A lateness and attendance committee will meet once a week to discuss and monitor student lateness.</li> <li>• Through special assemblies, students will be commended and rewarded for arriving to school on time.</li> <li>• During Open School, administration will meet with the families of the students who repeatedly arrive late to school. A plan will be devised with the students and families to decrease student lateness.</li> <li>• The Parent Coordinator and school aides will work with administration to document student lateness and track patterns of students who arrive late.</li> <li>• The Attendance Teacher will work with the Parent Coordinator and administration to review patterns of lateness and absence in order to develop methodologies to address the resolution of issues causing the students to be late or absent.</li> <li>• Teachers will maintain late books to document student lateness and teachers will call the homes of the students who are late or absent.</li> <li>• The Principal will discuss the importance of bell to bell instruction with the entire school community in student assemblies, Parent Association meetings, SLT meetings, and with staff members.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>The Phone Messenger System was upgraded to improve communication outreach. Besides letters and phone calls, parents/guardians will receive e-mail and text message notifications.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• The Administration, Parent Coordinator, and school aides will review the late book daily.</li> <li>• Teachers' late books will be reviewed by the Administration.</li> <li>• Certificates will be given to students acknowledging excellent attendance and arrival to school on time.</li> </ul>





## **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	29	53	7	7	96	7	10	1
10	1	80	47	20	148	8	7	0
11	13	24	36	62	135	7	7	1
12	16	3	2	47	68	4	6	0

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

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b> After School Tutoring	<ul style="list-style-type: none"> <li>• Tutoring – small group – one time per week – after school</li> <li>• Literacy Lab provided daily to those ninth grade students who scored a 1 or 2 on their Middle School State Examination.</li> <li>• PM School - twice per week- Spring Semester</li> </ul>
<b>Mathematics:</b> After School Tutoring	<ul style="list-style-type: none"> <li>• Tutoring – small group – one time per week – after school</li> <li>• Saturday Program – small group/tutoring – Fall/Spring Semesters</li> <li>• Numeracy Lab provided daily to those ninth grade students who scored a 1 or 2 on their Middle School State Examination.</li> <li>• PM School - twice per week – Spring Semester</li> </ul>
<b>Science:</b> After School Tutoring	<ul style="list-style-type: none"> <li>• Tutoring – small group – one time per week – after school</li> <li>• Saturday Program – small group/tutoring – Fall/Spring Semesters</li> <li>• Lab make-ups to allow students to qualify for Regents Examinations – one or twice a week – after school and during the Saturday Program.</li> <li>• Lunch Time tutoring</li> <li>• PM School - twice per week – Spring Semester</li> </ul>
<b>Social Studies:</b> After School Tutoring	<ul style="list-style-type: none"> <li>• Tutoring – small group – one time per week – after school</li> <li>• Saturday Program – small group/tutoring – Fall/Spring Semesters</li> <li>• PM School – twice per week</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Mandated counseling (1:1/small group) as mandated by the student’s IEP divided between our two guidance counselors.</li> <li>• Round Table Conferences conducted after school, as needed, to address academic and behavioral concerns.</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• Mandated serviced (1:1) provided by school psychologist, as shown in the individual student’s IEP. School Psychologist is on-site three days per week.</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• Mandated services and referrals (1:1) once a week. Social worker is on-site (1) day per week.</li> </ul>

<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"><li>• Occupational Therapy and Physical Therapy is provided during 1:1 sessions, as per the student's IEP, at least once per week.</li></ul>
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**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

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

Attached

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

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

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

**Section I. Student and School Information**

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

Number of Teachers     1          Other Staff (Specify) \_\_\_\_\_

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

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

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under

Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

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**Section III. Title III Budget**

School: HSLEAPS BEDS Code: 34280011690

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem		
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$1,303	<b>Translation/Interpretation Unit to be utilized, as needed.</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$566	<b>Instructional materials for Extension of Services students/supplies general.</b>
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$1869	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
  - Home language/ ethnicity reports from ATS were analyzed. The majority of our parents speak English (87.5%) followed by Spanish (9.2%). DOE literature is regularly provided in both languages.
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.
  - Home language and ethnicity surveys were distributed. Information is shared at our monthly SLT and PA meetings.

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

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
  - Written translation is provided by the DOE Translation/Interpretation Unit. Our Spanish speaking staff is also provided with per-session for those documents created by the school.
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.
  - Oral translation is also provided by the DOE Translation/ Interpretation Unit. Our Spanish speaking staff ( which includes a guidance counselor and attendance teacher) regularly translate at parental conferences.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

- Parents receive the Bill of Parent Rights and Responsibilities at the opening PA General Membership Meeting
- A DOE generated sign which indicates the availability of translation services is displayed in the lobby.
- Written and oral translation services in Spanish and French are available on-site.

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

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	0	\$254,847	\$254,847
2. Enter the anticipated 1% set-aside for Parent Involvement:	0	2549	2549
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0	*	
4. Enter the anticipated 10% set-aside for Professional Development:	0	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 87.5%
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.

Our physical education teachers are teaching in their license areas. Two of our physical education teachers have Masters in Health.

\* 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.
  - Our data specialist aggregates this information and shares the outcomes during regularly scheduled professional development sessions throughout the school year.
  - Parents/Guardians are regularly reminded to check ARIS and the school statistics section linked to the HSLEAPS website.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
    - All faculty have been provided with binders containing content specific state standards, pacing calendars, scope and sequence materials, and monthly calendars with which to plan curricular activities.
    - Administrators reinforce student progress through regular grade level conferences and assemblies.
    - All tenth and eleventh grade students took the PSAT/NMSAT during the regular school day in October.
    - We offer a three year Spanish language program, have established a relationship with the St. John's University Writing Center to support our AP English class, and offer an Advanced forensics and psychology class through Syracuse University's Project Advance Program.
  
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.
  
- We offer a Fall and Spring Saturday Regents Preparatory and AM/PM School Program.
- Tutoring is available during the school day as part of teachers' Circular 6R activities, after-school, and on Saturdays.

- Our English AP class is partnered with St. John's University; forensics/psychology classes are partnered with Syracuse University; the NYPD is our primary partner.
- The majority of our student population is comprised of historically underserved populations. All of our strategies are designed to instill the importance of punctuality and attendance, increase family involvement in the educational progress of their children, and provide enhanced professional development.
- NYPD will introduce a new mentoring program aimed at targeting ninth graders. In collaboration with administration, lateness and attendance issues will be addressed. NYPD will also conduct a gang awareness program delivered at school assemblies and Saturday workshops. The NYPD provides a cook-out in the Spring for our graduating seniors.
- The data specialist will identify all students failing two or more subjects each marking period. Administrators will meet with students to inform them that the entire school community is committed to helping them succeed. Administration will work with selected teaching staff to develop content specific needs assessment for individual students.
- Round table conferences will be organized with the families of students with long term evidence of limited progress to determine ways to best support student learning at home and at school.
- Administration will greet all students daily as they enter school to address lateness and academic readiness issues.
- The ELL teacher confers with administration regularly on the most appropriate and timely application of the LAP policy.

3. Instruction by highly qualified staff.

- Our school is a training ground for effective instruction. Several of our teachers have gone on to become administrators within not only our school but in schools within the city and in other countries.
- Our forensic curricula, psychology curricula, and AP English courses have been developed in consultation with Syracuse and St. John's Universities.

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.

- Our CFN specialists has met with our teaching staff on a regular basis.
- Our primary partner, the NYPD, has worked with our teaching staff directly to increase the understanding of police procedures and is planning ongoing support for parents and staff in safety, gang awareness, and mentoring.

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

- Our administrators have attended citywide career fairs and have communicated with the directors of local university teacher training programs.
- Our administration maintains ongoing relationships with local, state, and national professional organizations.
- Our school library website, which celebrates student work projects, is searchable via web-based search engines.

6. Strategies to increase parental involvement through means such as family literacy services.
  - The School Leadership Team has identified an incentive program to increase student and parental participation on the Learning Environment Survey. This incentive program will be publicized across the entire school community.
  - The Parent Association will utilize Title I funding to provide workshops and trips for families.
  - The Parent Coordinator will continue to devise a series of evening and weekend workshops each semester.
  
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
  - N/A
  
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
  - Data is distributed at regular monthly school wide professional development sessions where teachers are led through a data analysis program. The evaluation of student work template is used by teams of content area teachers to analyze student work and plan instruction to address identified student needs across school wide instructional strategies.
  
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.
  - The data specialist identifies students failing two or more courses each marking period. Administrators meet regularly with failing students in specialized assemblies and communicate with teachers. Student round table discussions are conducted where students' teachers share information on student progress with families.
  - The SETTS teachers review students' progress through periodic requests for feedback from classroom teachers.
  - Teachers regularly contact families of off-task and/or failing students via telephone and e-mail.
  - Individualized tutoring programs are conducted by selected teachers during student lunch periods.
  - Web-based tutorials are available to students in the school library during the student's lunch period and after school.
  
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.
  - Through our partnership with NYPD, we will continue to offer gang awareness programs to families and staff members. Our physical education and health teachers, coaches, and living environment teachers each devote considerable class time to

healthy nutrition. Our cafeteria staff maintains bulletin board materials and menus that support healthy eating habits. We also prohibit the sale of candy, cookies, and other non-nutritious consumable during the school day.

- The NCLB focus on mathematics and literacy skills are supported through out literacy and numeracy labs for all entering ninth graders scoring at levels 1 and 2. These classes are credit bearing through their respective focus on our Introduction to Law Enforcement and Science and Public Safety elective content. Our Inquiry Team emphasis on Reading Comprehension across all content areas will continue to support these initiatives across grades 10, 11, and 12.

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

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

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

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

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

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

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

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

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

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

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

- **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.

		(P)			FY'11 school allocation amounts)	number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (P)	Page #(s)
Title I, Part A (Basic)	Federal			X			
Title I, Part A (ARRA)	Federal	X			\$254,847		
Title II, Part A	Federal			X			
Title III, Part A	Federal	X			\$1,869		
Title IV	Federal			X			
IDEA	Federal	X					
Tax Levy	Local	X					

**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.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:**   N/A  

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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### **Part A: FOR TITLE I SCHOOLS**

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

Three (3) students.

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

Students in Temporary Housing receive intervention services from our guidance/SBST staff. School supplies, clothing, and uniform components are also purchased as necessary.

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	High School for Law Enforcement and Public Safety								
<b>District:</b>	28	<b>DBN:</b>	28Q69	<b>School</b>		342800011690			
<b>DEMOGRAPHICS</b>									
Grades Served:	Pre-K		3		7		11	v	
	K		4		8		12	v	
	1		5		9	v	Ungrade	v	
	2		6		10	v			
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
Pre-K	0	0	0				88.3	87.0	88.9
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2	0	0	0	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 3	0	0	0				93.3	94.2	95.1
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>			2008-	2009-	2010-
Grade 7	0	0	0				43.2	49.9	58.2
Grade 8	0	0	0						
Grade 9	212	168	140	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	116	156	170	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 11	137	119	119				2	4	10
Grade 12	110	121	99						
Ungraded	0	1	1	<b>Recent Immigrants - Total Number:</b>					
Total	575	565	529	<i>(As of October 31)</i>			2007-	2008-	2009-
							2	1	0
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
# in Self-Contained Classes	27	31	26	Principal Suspensions			110	78	58
# in Collaborative Team Teaching (CTT)	0	0	18	Superintendent Suspensions			12	26	13
Number all others	26	36	27						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>			2007-	2008-	2009-
				CTE Program Participants			N/A	0	0
				Early College HS Program Participants			0	0	0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>									
<i>(As of October 31)</i>	2008-	2009-	2010-						
# in Transitional Bilingual Classes	0	0	TBD	<b>Number of Staff - Includes all full-time staff:</b>					
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>			2007-	2008-	2009-
# receiving ESL services only	5	5	TBD	Number of Teachers			35	32	34
# ELLs with IEPs	2	1	TBD	Number of Administrators and Other Professionals			11	9	11
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			1	2	2

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	8	6	40	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	45.7	68.8	88.2
				% more than 5 years teaching anywhere	37.1	43.8	67.7
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		100.0	97.0	100.0
American Indian or Alaska Native	0.5	0.5	0.4	% core classes taught by "highly qualified" teachers	97.4	84.5	98.2
Black or African American	77.9	80.4	78.3				
Hispanic or Latino	14.4	12.2	14.2				
Asian or Native Hawaiian/Other Pacific	5.0	5.8	6.8				
White	1.7	1.1	0.4				
<b>Male</b>	47.3	48.5	50.5				
<b>Female</b>	52.7	51.5	49.5				

**2009-10 TITLE I STATUS**

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

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

SURR School	If yes,						
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

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

**Individual Subject/Area AYP Outcomes:**

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	71
Ethnicity							

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	NR
<b>Overall Score:</b>	60	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment:	8.3	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	15.2	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	32		
<i>(Comprises 60% of the</i>			
Additional Credit:	4.5		

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

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)



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**Diahann E. Malcolm, Principal**  
**Laura Van Deren, Assistant Principal**

**Steven Postiglione, Assistant Principal**  
**Danielle Coccia, Assistant Principal**

## **TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY &** **SCHOOL-PARENT COMPACT**

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), reauthorized as the No Child Left Behind Act of 2001. The Policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities.

High School for Law Enforcement and Public Safety, in compliance with Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. High School for Law Enforcement and Public Safety's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on School Leadership Teams, Parents Association, and Title I Committees. The overall aim of the policy is to develop a parent involvement program that will ensure the effective involvement of parents/guardians and to support a partnership among the school, parents and the community to improve student achievement.

### **I. General Expectations**

High School for Law Enforcement and Public Safety 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). Programs, activities, and procedures will be planned and operated with meaningful consultation from the parents/guardians.
- 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.

- In carrying out the Title I, Part A parental involvement requirements, the school will provide opportunities for the participation of parents with limited English proficiency and parents with disabilities, 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 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/guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities:
    - Parents will play an integral role in assisting their child’s learning;
    - Parents are encouraged to be actively involved in their child’s education at school;
    - 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.

## **II. Description of How School Will Implement Required Parental Policy Components**

1. High School for Law Enforcement and Public Safety will take the following actions to involve parents in the joint development of its school parental involvement plan under Section 1112 of the ESEA:
  - a. Membership on the School Leadership Team
  - b. Title I Committee Meetings
  - c. Parent Association informational meetings
  
2. High School for Law Enforcement and Public Safety will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance under section 1116 of the ESEA:
  - a. Workshops on the use of ARIS, credit accumulation, and graduation requirements.
  - b. Parent Association meetings on understanding curriculum.
  - c. Parent Coordinator workshops during school hours, evenings, and weekends to accommodate all parents/guardians in conjunction with Parent Association.
  - d. Provide informational materials in languages as needed in the parent community.

3. High School for Law Enforcement and Public Safety will continue to work on increasing parental involvement:
  - a. The school will provide assistance to parents on the following topics :
    - a. The state's academic common core state standards
    - b. The state's student academic achievement standards
    - c. 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:
      1. Parent-Teacher Conferences
      2. Guidance Counselors availability for parent meetings( i.e. round table conferences)
      3. Workshops
  - b. The school will provide materials for 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:
    - a. Technology workshops-computer introduction as needed for parents with no computer training/understanding.
  - c. With assistance from the parents, the school will educate its staff on how to communicate with, and work with parents as equal partners:
    - a. Parent Association meetings
    - b. Printed materials sent home with students
    - c. Teacher/parent partnerships through corporate partnerships and local CBOs.
  - d. The school will ensure that information related to the school and parent programs, meetings and other activities is sent to the parents/guardians:
    - a. Information sent via phone messenger
    - b. Parent Coordinator
    - c. Parent Association meeting

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parent's capacity for involvement in the school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118 (e) of the ESEA:

- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation, to enable parents to participate in school-related meetings and training sessions;

- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times;
- Adopting and implementing model approaches to improving parental involvement;
- Developing appropriate roles for community-based organizations and businesses, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by our Title I Annual Meeting. This policy was adopted by High School for Law Enforcement and Public Safety and will be in effect for the period of September 2010-June 2011.

#### **Part B: 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 will build and develop a partnership to help children achieve the State's high standards.

High School for Law Enforcement and Public Safety's parents/guardians of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards. This school-parent compact is in effect during school year 2010-2011.

#### **Required School-Parent Compact Provisions**

##### **School Responsibilities**

1. High School for Law Enforcement and Public Safety Provide will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's standards / requirements.
2. High School for Law Enforcement and Public Safety will provide after school tutoring in math, literacy and other subject areas to further enhance our students' academic abilities in order to meet state standards.

3. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically those conferences will be held:
  - a. Parent/Teacher conferences held twice a school year in October and March
  - b. Round table guidance conferences scheduled on a frequent basis
4. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - a. At parent/teacher conferences
  - b. Report cards
  - c. Beginning of Spring semester ( promotion in doubt)
5. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - a. Parent/teacher conferences
  - b. Appointments with parent and teachers on as need basis
  - c. Guidance Counselors will also be available to meet on one to one basis
6. Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing ,and timely way.
7. Involve parents in the joint development of any school wide program plan, in an organized, ongoing and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A requirements, and the right 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 parental involvement meetings, such as in the morning or evening, so that as many 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.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon request of parents with disabilities, and to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicable possible.

12. 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.

### **Parent Responsibilities**

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

- Attending Parent Association Meetings/ Special assemblies
- Monitoring attendance / lateness
- Making sure that homework is completed
- Monitoring the usage of electronic devices
- Having daily conversations regarding classwork
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Speaking to my child about issues of safety and security
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child, by mail ,or by email and responding, as appropriate.
- Serving to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the district wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team, or other school advisory or policy groups.

**( PLEASE COMPLETE AND SIGN BELOW)**

I, \_\_\_\_\_ parent/guardian of  
\_\_\_\_\_ ,

Grade \_\_\_\_\_ Class \_\_\_\_\_ has received and

reviewed this copy of the Title I Parent Involvement Policy and School-Parent

Compact for High School for Law Enforcement and Public Safety. I have also discussed this

document with my child.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date received \_\_\_\_/\_\_\_\_/\_\_\_\_

**PLEASE RETURN THIS FORM TO THE GENERAL OFFICE , ROOM 115  
ATTN: MS. VAN DEREN, AP**

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>06</b>	District <b>28</b>	School Number <b>690</b>	School Name <b>HS LAW ENFORCEMENT</b>
Principal <b>DIAHANN E. MALCOLM</b>		Assistant Principal <b>LAURA VAN DEREN</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>ANNA CHO / ESL</b>		Guidance Counselor <b>DWAYNE PARKER</b>	
Teacher/Subject Area <b>CURTIS BOYCE / MATH</b>		Parent <b>KIM LAWTON</b>	
Teacher/Subject Area <b>LANDRA MILLIGAN / ENGLISH</b>		Parent Coordinator <b>DESIREE MASON</b>	
Related Service Provider <b>MS. JONES / SPEC. ED. DEPT.</b>		Other <b>DANIELLE COCCIA , ASST. PRINC</b>	
Network Leader <b>RICHARD CINTRON</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers		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	<b>552</b>	Total Number of ELLs	<b>12</b>	ELLs as Share of Total Student Population (%)	<b>2.17%</b>
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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.

## Part II: ELL Identification Process

1. Initial ELL identification process is completed by the AP Guidance, a certified ESL teacher, and trained staff. When students come for over the counter registration, the parent/ guardian is issued a copy of the home language identification survey for completion by the AP Guidance and trained staff. If the HLIS indicates a language other than English is spoken at home, the parent/guardian and the child are interviewed by the ESL teacher. The ESL teacher then administered the LAB-R to the student . If the Lab-R score indicates that the student is a candidate for ELL services, the parent/guardian reconvenes with the ESL teacher, watches the ELL video, and is issued a parent survey and a program selection form. The parent is informed that the NYSESLAT is given annually in the spring; the results will determine whether or not the services will be discontinued or continued. Since we are a small learning community, orientations are held on an individual basis. Translation services are provided during the ELL identification process.
2. After the student takes the Lab-R and the results have been tabulated, the parent/guardian is resummoned by the ESL teacher, the three program choices (Transitional Bilingual Education-TBE, Dual Language, and ESL) are explained, the parent watches the video, questions are solicited, and the parent/guardian is given a parent survey and a program selection form. This is done when the child enters the building so the child can be properly programmed within ten (10) days of enrollment. The ESL teacher and the AP Guidance annually evaluate each ELL's progress and appropriate placement is based on the NYSESLAT results.
3. The ESL teacher and the AP Guidance monitor the distribution and return of entitlement letters, parent orientation surveys, and program selection forms. Based on the previous year's NYSESLAT results, the Assistant Principal completes the continued entitlement letters. A copy of the letter in English and in the students' native language is mailed home to the parents and a hard copy is given to the students to take home. A copy is also placed in the student's cumulative records. We have been successful retrieving our Parent Survey / Program Selection forms. We work hard to ensure that our families come in and complete them on-site. If the program selection form is not returned, the default program is TBE.
4. Our ESL program is discussed with the parent after the parent completes the program selection form. If parents select TBE as a first choice, they are informed that while we do not offer the TBE program currently, we will add their name to a waiting list. When we have a minimum of 20 students speaking the same language, in the same grade, we will open up a TBE program, as per CR-Part 154. We do have a Spanish speaking guidance counselor onsite. The translation/ interpretation unit is notified if any other translation services are needed.
5. Based on a data analysis of the Parent Survey and Program selection forms for the past few years, the parents have traditionally selected an ESL program.
6. The parent requests have been aligned to our ESL program. A family who had wanted a bilingual special education program decided to transfer to another site where this program was offered.

## 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	To t#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>											2	1	1	4
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	2	1	1	4

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	4
SIFE	1	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
ESL	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 8	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/> 12
<b>Total</b>	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 8	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/> 12

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

### C. Home Language Breakdown and ELL Programs

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

**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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Paste response to question PROGRAMMING AND SCHEDULING INFORMATION

1. Our twelve ELLs are a part of our freestanding pull-out ESL program. Our eight advanced ELLs are also mainstreamed into an ELA class. Two intermediate students and two advanced students are also self-contained students who are mainstreamed for ESL services. Our ESL program is ungraded and homogeneous. All ESL classes are taught by a certified ESL teacher.
2. We do not have any beginning level ELLs, however, our beginning students would receive 540 minutes of ESL instruction. Our intermediate students receive a double period of ESL daily which equates to approx. 400 minutes/week. Our advanced students receive one period of ESL daily (approx. 200 minutes/week) and one period of ELA daily (approx. 200 minutes/week). The number of minutes of ESL instruction exceeds the mandated number of units of support for ELLs: 360 minutes of ESL instruction for Intermediates and 180 minutes of ESL and 180 minutes of ELA instruction for Advanced ELLs.

3. All content specific materials are delivered in English. English is the only common language among our ELLs. In the ESL classes, the development of listening, speaking, reading, and writing skills is emphasized. The ESL teacher also works on test taking strategies with the students to improve their results on either the NYSESLAT, Regents, or RCT examinations. Native language support is offered in all content area classes.
4. Differentiated instruction for ELL subgroups: ELL subgroups receive differentiated instruction.
- a) We have one SIFE student at the intermediate level. Due to his low reading scores, he has been placed in a literacy lab class which will provide him with additional ELL support. SIFE students are grouped based on their skills to receive intervention during the school day as well as additional instruction after school and on Saturdays. Student progress will be assessed each marking period to evaluate and revise interventions, as appropriate. Teachers across all content areas will use research based instructional strategies to support SIFE students.
- b) Newcomer ELLs will receive their 540 (three periods/day) of ESL instruction per week and will also be placed in a literacy lab component to enhance their ELA skills. Simplified language, amplified content, hands-on demonstrations, and role playing will be some of the strategies utilized to prepare these students for ELA testing. Studnets will become oriented to their new environment and parents will be involved in the process.
- c) ELLs receiving services for four to six years receive the mandated instructional time and testing accommodations. They will receive explicit vocabulary instruction, intensive academic literacy skills building, anchor reading, speaking, and writing strategies (CCSS), and small group instruction.
- d) Long-Term ELLs receive the mandated instructional time and testing accommodations. In addition, during their lunch period, the librarian and/or ESL teacher work with the students on their reading and writing skills. They will also receive academic intervention services, literacy development, and social-emotional support. Increased communication with parents is critical.
- e) ELLs identified as having special needs receive additional support in the SETTS classroom or from their Special Education teachers. ELLs with disabilities are appropriately served as per the students' iep. In order to ensure that teachers of Special Ed ELLs are provided the most appropriate instruction, the ESL, ELA, and content area teachers must collaborate to ensure that each Special Ed ELL is afforded the instruction appropriate to his/her language and learning needs.
- f) Native language support is offered to ELLs in all subgroups and in all content area classes ( ie. bilingual glosseries, bilingual textbooks, computer language programs).

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



those ELLs in need of additional support. We also hold a Saturday program in January and in May/June to assist students with their preparation for Regents / RCT examinations.

6. ELLs who reach proficiency on the NYSESLAT continue to receive testing accommodations and test preparation services. Translation / interpretation services are readily available for their families.
7. For the upcoming school year, we would like to work on strategies to improve parental involvement. We may want to offer a workshop regarding the ELL curriculum and graduation requirements. Also, for those students who remained at the advanced level after the NYSESLAT results, we are initiating a lunchtime tutoring component to assist these students with their reading and writing.
8. No programs/ services for ELLs will be discontinued at this time.
9. ELLs are afforded equal access to all school programs during and after the regular school day. ELLs are encouraged to attend tutoring, enrichment, athletic, and general school programs. Notofications, flyers, and letters are posted/ distributed in English and in students' native languages.
10. The ELL teacher utilizes the classroom computers and she is learning how to use the Smart Board. She also uses an overhead projector and classroom textbooks and dictionnaries.
11. Our ELLs receive instruction exclusively in English. ELLs receive instruction in ESL. Native language support is available in ESL as well as in all content area classes.
12. Support services and resources are subject specific. They are not divided by age and/or grade levels.
13. Before ELL students begin at HSLEAPS, they are invited to attend a Meet and Greet in June and a New Student Orientation in August to learn about the school, our programs, and our services.
14. Spanish is the only language elective offered at HSLEAPS.

### **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)?

N/A

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

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

#### **PROFESSIONAL DEVELOPPMENT AND SUPPORT FOR SCHOOL STAFF**

1. Professional development is ongoing for all personnel who work with ELLs including APs, subject area teachers, secretaries, and the parent coordinator. Our ELL teacher regularly attends professional development provided by the Children First Network (Cluster 6). She has attended trainings on QTEL, the Language Allocation Policy, instructional strategies, and performance assessments. She also attends our monthly faculty and departmental conferences. Our AP Administration has also attended professional development sessions sponsored by the Bronx BETAC including ELLs and the Common Core State Standards and the Extension of Services for ELLs.

2. Our ELL teacher has been trained with our entire school staff on assisting students to successfully make the transition from middle to high school. During our monthly professional development conferences, our staff is trained on intervention and assessment strategies. The staff is also briefed on the NYSESLAT exam and the Common Core State Standards.

□□□□

3. Documentation of ELL training for all staff is maintained in the school file as per Jose P.

### E. Parental Involvement

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

#### PARENTAL INVOLVEMENT

1. All parents are invited to attend our monthly PA meetings. Monthly newsletters are also sent home; many are translated into Spanish.
2. Our school has not partnered with any agencies or CBOs to provide workshops to ELL parents.
3. Our ELL teacher keeps in direct contact with our ELL parents and provides them with flyers/ information re. DOE sponsored activities. We evaluate the needs of parents through the annual parent survey, one-on-one meetings with parents, and outreach.
4. We keep the translation/interpretation unit information readily available. Spanish translators (school staff) are available upon request. All ELL related workshops/activities are publicized by the school.

## 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	0	0	0	0
Intermediate(I)										1	2	0	0	3
Advanced (A)										2	4	2	1	9
Total	0	0	0	0	0	0	0	0	0	3	6	2	1	12

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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
Comprehensive English	2		1	
Math <u>algebra</u>	7		3	
Math <u>geometry</u>	1		1	
Biology				
Chemistry				
Earth Science				
Living Environment	7		3	
Physics				
Global History and Geography	4		4	
US History and Government	2		2	
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								

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

**AFTER REVIEWING AND ANALYZING THE ASSESSMENT DATA.....**

1. All of our ELLs have been receiving services for at least four years. Even though our students have been progressing successfully, it is time for many of them to be able to pass the NYSESLAT and their English Regents examination.

2. The following strategies have been implemented for those students who have been unsuccessful on the listening/ speaking components of the NYSESLAT:

- Review of test-taking strategies
- Work with students on a more individual basis to build confidence on one on one and public speaking

The following strategies have been implemented for those students who have been unsuccessful on the reading/ writing components of the NYSESLAT:

- The LEP teacher will continue to use the Edge textbook with scaffolding
- The reading of more novels will be incorporated
- Students will be encouraged to attend tutoring and our Saturday program
- Additional writing strategies such as utilizing diagrams and graphic organizers will be implemented
- Consistent review of basic writing components, essay review, and sentence framing
- Advanced students will receive additional AIS services during their lunch periods.

3. As the students take the NYSESLAT, most have progressed, even though some remained on the advanced level. The advanced students are successful in not only their ELL classes, but their ELA class. All of their exams are taken exclusively in English. The ELL teacher shares the results of the students' assessments with the other general and special education teachers.

4. n/a

5. We believe that we have a small, growing, but successful program. Our ELL teacher, who has been with us for two years, is doing a great job providing the students with the skills they need to progress.

**Additional Information**

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

## Additional Information

Paste additional information here

## Part VI: LAP Assurances

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

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

	Other		
	Other		