



CURTIS HIGH SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: CURTIS HIGH SCHOOL
ADDRESS: 105 HAMILTON AVENUE
TELEPHONE: 718-390-1800
FAX: 718-556-4800

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 353100011450 **SCHOOL NAME:** Curtis High School

SCHOOL ADDRESS: 105 HAMILTON AVENUE, STATEN ISLAND, NY, 10301

SCHOOL TELEPHONE: 718-390-1800 **FAX:** 718-556-4800

SCHOOL CONTACT PERSON: AURELIA CURTIS **EMAIL ADDRESS** ACurtis@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Pete Devlin

PRINCIPAL: AURELIA CURTIS

UFT CHAPTER LEADER: John Pillarella

PARENTS' ASSOCIATION PRESIDENT: Samia Goudjil and Joan Griffith Lee

STUDENT REPRESENTATIVE:
(Required for high schools) Brigitte Sykes and Stephanie Headrick

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** Community Learning Support Organization, CFN 302

NETWORK LEADER: ROZ GERMAN/Tatyana Ulubabova

SUPERINTENDENT: AIMEE HOROWITZ

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
Aurelia Curtis	Principal	
Eric Ritzer	Admin/CSA	
John Pillarella	UFT Chapter Leader	
Alex LaBianca	Parent	
Lisset Marin	UFT Member	
Margarita Fernandez	UFT Member	
Samia Goudjil	Parent	
Stacey Austein	Parent	
Kevin Murphy	Parent	
Brigitte Sykes	Student Representative	
Joan Griffith-Lee	Parent	
Rosaura Orellanes	Parent	
Anita Weintraub	UFT Member	
Ruth Marlin	Parent	

* 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.

CurtisHigh School will be a nurturing community where all of its members will have the desire and the opportunity to achieve their fullest potential. To that end, Curtis will provide a safe and supportive learning environment to encourage all students to meet and exceed New York State learning standards.

Curtis will continue to improve each year by providing additional opportunities for families and parents to become directly involved in the academic and social development of the students. By offering a rich and diverse curriculum, Curtis will provide many opportunities for all students to enjoy a rich and challenging curriculum that will prepare them for all facets of life in the 21st century. CurtisHigh School services approximately 2,650 students in grades 9 – 12, enrolled in 10 small learning communities (SLC). Its demographic data reveals optimum diversity of race, gender and culture, reflecting an international community from 6 of the 7 continents, currently residing in Staten Island and other parts of New York City.

The school is a comprehensive academic high school located on the North Shore of Staten Island. The school started to receive Federal Title I funds in the 2003-2004 school year when the poverty threshold was reduced to 35% for Staten Island. Founded in 1904, it is the oldest public high school on Staten Island, as well as the most ethnically diverse. Curtis has a long and varied tradition of success in academics, sports, achievement and valor. Above all, Curtis is a caring community of faculty, staff and students known throughout the Island as a friendly, family-oriented school, where all people are treated with dignity, kindness and collegiality. Our mission statement encapsulates the essence of our goals: "Curtis will be a nurturing community where all of its members will have the desire and the opportunity to achieve their fullest potential."

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		Curtis High School								
District:		31	DBN #:		31R450	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			84.4	86.7	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			94.1	94.60	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			48.5	44.4	53.8	
Grade 8		0	0	0						
Grade 9		1049	849	830	Students in Temporary Housing - Total Number:					
Grade 10		864	846	726	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		527	552	554			53	109	TBD	
Grade 12		411	516	544						
Ungraded		0	0	0	Recent Immigrants - Total Number:					
Total		2851	2763	2654	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							53	44	11	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		179	123	58	Principal Suspensions		156	151	TBD	
# in Collaborative Team Teaching (CTT) Classes		61	125	201	Superintendent Suspensions		24	36	TBD	
Number all others		173	178	132						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		N/A	1140	1355	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	189	175	158	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	10	25	Number of Teachers	155	156	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	46	49	TBD
				Number of Educational Paraprofessionals	11	11	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	229	220	TBD	% fully licensed & permanently assigned to this school	98.8	98.8	TBD
				% more than 2 years teaching in this school	83.2	85.2	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	65.8	69.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	83	83	TBD
American Indian or Alaska Native	0.5	0.5	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.8	95.3	TBD
Black or African American	36.4	36.9	38.4				
Hispanic or Latino	29.8	30.5	30.6				
Asian or Native Hawaiian/Other Pacific Isl.	6.3	6.8	6.7				
White	26.9	25.1	22				
Multi-racial							
Male	47.1	46.2	45.9				
Female	52.9	53.8	54.1				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input checked="" type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		Y	
Math:				Math:		Y	
Science:				Graduation Rate:		Y	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students				√	√	√	68
Ethnicity							
American Indian or Alaska Native						-	
Black or African American				√	√		
Hispanic or Latino				√	√		
Asian or Native Hawaiian/Other Pacific Islander				√	√		
White				√	√		
Multiracial							
Students with Disabilities				Ysh	Ysh		
Limited English Proficient				√	√	-	
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				8	8	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B	Overall Evaluation:	
Overall Score	68.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	36	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4	Quality Statement 5: Monitor and Revise	

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

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Our NCLB performance indices in English Language Arts (ELA) and Mathematics reveal a need for improvement for one subgroup, namely, students with Limited English Proficiency (LEP). Even though we expect to be removed from the SINI list for Mathematics having made AYP for all subgroups in that area, the preliminary report shows that we have not made AYP for LEPs in ELA. The extraordinary performance of the 2010 cohort set the bar relatively high for the 2011 cohort. The LEPs may have fallen just short of the required AMO to make AYP in ELA. The annual reaction to cohort data confirms the need to find more long-term solutions.

Thus, continuing review of incoming freshman ELA and Math scores showed that there is no significant difference in the profile of general education and special education students who perform at Level 1 and Level 2. It also revealed that these students experience minimum success in science and social studies courses that require strong literacy skills. Representation from underperforming groups was strong among Level 1 and Level 2 incoming students.

We recognize the need to provide a thinking curriculum for all students that meets a standard for academic rigor that will allow all subgroups to achieve at expected levels. Therefore, collaborative team-taught classes and mainstreaming will continue to be central to the academic programs in 2010-2011. We recognize the need to engage students actively in their learning; therefore, accountable talk, academic rigor and differentiated instruction in all classrooms will be fundamental bottom lines that all teachers must embrace as we strive to improve teaching and learning. Finally, our expectations will be clear – we expect all students to learn at a high level and to be active participants in meeting individual learning goals.

The school staff and parents were notified of the school's status as well as individual student data through report cards, parent/teacher conferences, school report card, faculty conferences, departmental conferences, PTA meetings, online electronic gradebooks and the Curtis Website. In addition, phone messaging, phone calls and letters are used to contact households on a regular basis.

English classes will continue to offer several instructional models to meet the needs of students, especially at the freshman and sophomore levels. The models include Wilson, Rewards, Rewards Plus, CTT and reduced class size classes. When necessary, collaboration with the SAT will occur so that many students, who traditionally have only been in a self-contained environment, will be placed in less restrictive environments (i.e. CTT or main-streaming). Mathematics class will follow a similar

model, giving Level 1 students and Level 2 students additional support with technology and reducing teacher-to-student ratio. Social Studies classes will change sequences to allow for continuity of curriculum as students transition from junior high school to high school. Special attention will be given to aligning the ELL curriculum to the general education curriculum more seamlessly to ensure increased achievement for this subgroup.

Programming will be done by small learning communities to increase collaboration between teachers as they build professional learning communities. The weekly professional development schedule will help to maximize opportunities for teachers to learn new strategies and share methodologies that have proven to be effective in increasing achievement.

Social Studies: Through an examination of the following items: New York State Assessment Results, Unit/Teacher-Made/Grade Level Tests, Student Portfolios (Law), Journals, Classroom Performance/Teacher Observations, AP Test Results, Scholarship Reports, School Report Card, Walk-throughs, Progress Report, Quality Review, the following findings were gleaned: Global History and Geography: Global History and Geography Regents exam 2009 results indicate a 16.9% dramatic increase in the percentage of students achieving the minimum requirement for graduation from the previous year. There was also a 16.9% increase in the number of students eligible to receive a Regents endorsed diploma. The data for Cohort 2010 is incomplete. A preliminary examination of the incomplete Cohort 2010 data reveals that 27.9% have not yet achieved a level 3 on the Global Regents, 72.1% have scored a level 3 or higher which is a 15.1% increase over the previous cohort at the same time last year. There is still a significant need to reach out to those who have failed, failed to take the exam or failed to receive a grade above a "64." Teacher observations cited low attendance, lack of accountability on the part of the students and parents, a need for follow-up on absent students and a need for improvement in questioning techniques to promote accountable talk. United States History and Government: United States History and Government Regents exam 2009 results indicate a 10.6% decrease in the percentage of students achieving the minimum requirement for graduation from the previous year. There was also an 11.2% decrease in the number of students receiving a Regents endorsed diploma. The data for Cohort 2010 is incomplete. A preliminary examination of the incomplete Cohort 2010 data reveals that 31.9% have not yet scored a level 3 on the USHGVT Regents, 68.1% have scored a level 3 or higher which is an increase of 11.9% over the previous cohort at the same time next year. With regard to safety net students, it was noted that there was a significant increase in the percentage of students who passed the Global RCT from 15% in June 2008 to 31% in June 2009. 31.2% of safety net students in Cohort 2010 have also yet to achieve a level 3 on the Global History and Regents. With regard to safety net students, it was noted that there was a significant decrease in the passing percentage on the USHGVT RCT from 13.6% in June 2008 to 10.1% in June 2009. They are, therefore, taking an exam they have not been adequately prepared for. The RCT is significantly different from the Regents both in form and in content. With regard to the USHGVT Regents, 38.4% of safety net students in cohort 2010 have yet to score a level 3 or higher. Upon closer examination of all data, it was noted that ISS students lagged behind and brought general education statistics down. Reasons cited for this include a disconnect between ISS Social Studies teachers and general education Social Studies teachers, a misalignment of the Special Education history curriculums with the mainstream curriculums, mainstream teachers with a limited understanding of learning disabilities, a lack of reading skills in students in self-contained classes and students with poor organizational skills. In response to the data needs assessment needs, freshmen level 1 and level 2 students will continue to be programmed into United States History and Government classes for the Fall 2010 to "piggyback" on their 8th grade coursework in hopes of elevating their regents performances. Students in Cohort 2011 who failed the USHGVT Regents and/or Global Regents have been programmed into remediation courses.

Strengths of the department include the teaching of writing, the willingness to share "best practices," the continuing incorporation of technology into the classroom and the willingness of teachers to attend professional development and turnkey the information. Professional development is a strong suit in the department. Members presented and attended workshops in addressing learning disabled

students, addressing reading difficulties, SmartBoard usage, Powerpoint usage, and Differentiated Instruction. English Language Arts Through an examination of the following items: New York State Assessment Results Unit/Teacher-Made/Grade Level Tests Student Portfolios (Law) Journals Classroom Performance/Teacher Observations AP Test Results Scholarship Reports School Report Card Walk-Throughs Progress Report Quality Review

A close examination of our performance index in English Language Arts reveals that our overall PI has increased five points (168 to 173) in the past three years..(Cohort 2008-2009 to Cohort 2009/2010) Currently we are positioned to meet or exceed our PI in all subcategories for the 2005-2006 Cohort with the exception of Students with Disabilities, where we easily exceed Safe Harbor. We have increased our PI in all subcategories over the past three years with the exception of our Hispanic subcategory, which has decreased by 10 points. Our Hispanic population during this three year period has leveled since the change in New York state cohort rules two years ago. Besides meeting our AYP (or SafeHarbor target with Students with Disabilities), our Black subcategory has made considerable improvement, increasing AYP from 148 to 175 over the past three years, with a concurrent increase in the number of students (136-176). We have also increased by two points (160 to 162) over the past three years in our Economically Disadvantaged subgroup, while unfortunately experiencing an increase in the population. As cited in the above paragraph, we have experienced a decrease in the PI of our Hispanic students while experiencing an increase in the population. We are actively trying to find ways to remediate this subgroup's decline, ways which include but are not limited to parent outreach, remediation, curricula adjustments, and collaboration with our ESL and ISS Departments. There are several reasons for the overall increase in AYP over the past three years. One major area of strength in the English Department is its ability to deliver quality writing instruction to the Curtis students, both in the classroom and in tutoring services provided for acceleration and remediation. Another area in which we give careful consideration is the placement of students with teachers/classes that address specific strengths and deficiencies. This past year, according to the NYCDOE Grow Network Report, 67 % of our incoming freshmen were classified as Level 1/Level 2 students. For the 2005 Cohort, 85.2 % of our students achieved a Level 3/Level 4 on the ELA.

Through an examination of the following items: New York State Assessment Results Unit/Teacher-Made/Grade Level Tests, Classroom Performance/Teacher Observations, AP Test Results Scholarship Reports, School Report Card, Walk-throughs, Progress Report, Quality Review, we have found:

In looking at our performance index, all students, Hispanics and whites are slightly below last year. Students with disabilities has increased while blacks has remained constant. All subcategories as well as the entire school have increased from 2004 to the current cohort. For the 2004-2005 cohort, we made AYP In all categories except Students with disabilities. Currently, the 2010-2011 cohort has achieved AYP in all subcategories except Students with disabilities and ELLs. A strength of the math department is the participation rate for all students. For the past 3 years we have made AYP in this category. Students continue to excel in algebra skills and numeration skills. On the other hand, students have been struggling with geometry representation and word problems. To remedy this problem, the Math department will include word problems throughout the curriculum and dedicate lessons to translating and setting up verbal expressions. Geometer Sketch Pad will be employed to address the need of visual representation in geometry lessons. This computer application will enable students to visually grasp concepts in geometry. The Algebra 2/Trigonometry curriculum is a major step up from the other two required course for the advanced regents diploma. We expect to see a drop in the number of students acquiring that designation, due in large part to this regents.

Science Through an examination of the following items: New York State Assessment Results Unit/Teacher-Made/Grade Level Tests Classroom Performance/Teacher Observations AP Test Results Scholarship Reports School Report Card Walk-throughs. The following findings were noted: The Living Environment Regents exam 2009 results indicate a 9.9 % increase in the percentage of students achieving the minimum requirement for graduation from the previous year. There was also an increase by 119 students in the number of students eligible to receive a Regents endorsed

diploma. It appears that our out reach efforts and remediation courses have been successful thus far and will continue as planned. The data for Cohort 2010 is incomplete. Upon closer examination of all data, it was noted that ISS students lagged behind and brought general education statistics down. Reasons cited for this include a disconnect between ISS Science teachers and general education Science teachers, mainstream teachers with a limited understanding of learning disabilities, a lack of reading skills in students in self-contained classes and students with poor organizational skills. A strength of the Science department is participation rate for all students. The number of students tested has increased due to improved efforts to increase eligibility to sit for the Regents. More students are meeting the minimum lab requirement due to increased make up lab opportunities.

For Cohort 2009-2010, Curtis High School achieved AYP in Mathematics in all subgroups. We will continue to incorporate SWD's into the mainstream math classes. The CTT model is productive in having these students as well as level one and level two students in becoming proficient. The focus now is not only on SWD's but also ELL's, Hispanics, and Blacks. Teachers are employing results from Acuity to custom the curriculum for each class and focus on the weak areas.

The Math Department will continue to offer several instructional models to meet the needs of the students. The models include CTT, reduced register, Saturday school and a third term of Algebra. The Math Department urges all CHS students to complete 4 years of study. Each year, the number of students taking second and third regents has increased also, the number of students pursuing an International Baccalaureate Certificate increased by 50%.

All class sizes have increased due to budget cuts, making it more challenging to achieve school goals.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> To devise and implement plans to establish a community school by June 2011	<input type="checkbox"/> Establishing a community makes the school the hub of the community, thereby bringing services to the clients (i.e. students) where they spend most of their time (i.e. at school), rather than sending clients to multiple venues to receive those services that are crucial to academic success at least 75 students will receive academic intervention services provided by the community school at least 40 students will participate in SAT preparation courses provided by community school
<input type="checkbox"/> To continue to support a professional learning community (PLC) that results in improved instructional practices	<input type="checkbox"/> PLCs focus on learning rather than teaching, encouraging teachers to work collaboratively so that they hold themselves accountable for the results <ul style="list-style-type: none"> • At least 90% of teachers will participate on collaborative teams that support the inquiry process • At least 50% of teachers who participate will incorporate strategies learned as a result of participation on collaborative teams
<input type="checkbox"/> To align ELL support curriculum more effectively to subject area curriculum	<input type="checkbox"/> Seamless alignment of curriculum for English Language Learners is fundamental to achieving adequate yearly progress for this subgroup <ul style="list-style-type: none"> • At least one inquiry team will focus on improving ELL achievement • At least twenty-five (25) students who have had interrupted formal education will be enrolled in support classes in mathematics and English
<input type="checkbox"/> To strengthen the small learning communities (SLCs) to improve credit accumulation and graduation rate for all students so that there will be a 2% increase in credit	<input type="checkbox"/> The goal of the smaller learning community is to offer more attention to students and give them a more targeted track for their future learning

accumulation

- At least 55 % of students in SLCs will earn 11 or more credits by June 2011

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 **English, Math, Science Social**
(where relevant) : **Studies**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To devise and implement plans to establish a community school by June 2011 <input type="checkbox"/></p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ol style="list-style-type: none"> 1. Provide at least 3 different intervention strategies (Wilson, Rewards, Ramp-Up) for freshman students with disabilities in grade 9 in an inclusive setting 2. Provide at least 3 different learning environments (reduced class size, CTT, double period) for students with disabilities in grades 9 and 10 in English, Math and Social Studies 3. Provide at least 4 CTT classes for non-freshman students 4. Align curriculum in special education self-contained classes with general education classes in English, Math, Science and Social Studies
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>C4E Budget will be used to reduce class size</p> <p>All subject area teachers in English, Math, Science and Social Studies will work in collaborative teams at least twice a month for one hour each time</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ol style="list-style-type: none"> 1. Master Schedule will reflect small classes (20 or fewer), double period classes, and CTT classes for identified Level 1 and Level 2 students in English and Math 2. Curriculum taught in self-contained classes and CTT classes 3. Student programs 4. Regents results
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Subject Area (where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To continue to support a professional learning community (PLC) that results in improved instructional practices</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Provide at least 10 professional development workshops or training sessions for each member of the staff • Provide at least 2 opportunities for interclass visitation among teachers • Conduct at least 4 walkthroughs with supervisors and teachers • Use inquiry spaces to document and monitor work of PLCs and SLCs

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Title I PD funds will be used when appropriate to provide additional learning opportunities for teachers</p> <p>The Wednesday morning PD time will be used for collaborative team meetings</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Teachers will develop common formative assessments as part of the planning process to assess for learning</p> <p>Lesson plans that reflect a focus on learning rather than teaching</p> <p>Teacher reflection and analysis of the results of participation in a professional learning community</p> <p>Attendance sheets of team meetings</p> <p>Reports of interclass visitations</p>

**Subject Area
(where relevant) :**

ELL

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>To align ELL support curriculum more effectively to subject area curriculum</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Provide opportunities for ELL teachers and subject area teachers to attend training like QTEL</p> <p>Provide opportunities for teams of teachers to work collaboratively to align curriculum</p> <p>Provide opportunities for at least one intervisitation between subject area teachers and ELL support teachers</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Title funding will be used to support this goal where appropriate</p> <p>All ELL teachers, ELL and subject area supervisors and relevant subject area teachers</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Attendance records from inquiry team meetings</p> <p>Attendance records from training sessions</p> <p>Feedback and reflections from teachers involved in intervisitations</p> <p>Realigned curriculum</p> <p>Inquiry space update</p>

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific,</i></p>	<p><input type="checkbox"/> To strengthen the small learning communities (SLCs) to improve credit accumulation and graduation rate for all students so that there will be a 2% increase in credit accumulation</p>
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<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Provide at least one opportunity monthly for collaborative teacher teams to meet</p> <p>Provide opportunity for at least 2 student celebrations for each SLC</p> <p>Provide opportunity for at least 2 student intervention meetings for each SLC</p> <p>Provide opportunity for at least one-half of staff to give on-going, one-on-one positive reinforcement to a "starfish"</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Tax Levy funds will be used to support this goal</p> <p>All staff will be involved in accomplishing this goal</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Transcripts showing students in SLCs earning 11 or more credits by June 2011</p> <p>Credit Accumulation and graduation rates as reported in Progress Report and NYS School Report Card</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	750	600	700	675	375	88	210	150
10	720	570	450	700	322	38	29	12
11	570	590	360	450	154	37	16	6
12	435	650	300	300	129	15	6	7

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/></p> <p>Level 1 freshmen students are scheduled for a double-period literacy block, as well as tutoring opportunities daily and on Saturdays. The Achieve 3000 Differentiated reading program is also utilized.</p> <p>SAT and ELA tutoring are also available daily and on Saturdays, along with the Official College Board on-line SAT prep program.</p> <p>Students who do not pass the ELA are programmed for remedial classes with reduced registers.</p> <p>Tutoring opportunities are also available daily and on Saturdays.</p> <p>Two component retest classes were formed to address students who scored between 48 and 64 on the ELA and have sat for the exam a minimum of two times.</p> <p>Finally, an independent study program and extended day classes, both daily and on Saturdays, have been created in order to provide our students with opportunities to accumulate credits.</p>
Mathematics:	<p><input type="checkbox"/></p> <p>Tutoring- Instruction occurs before or after the regular school day to provide enrichment or remedial assistance. This instruction usually happens in small group or one-to-one. Regents Prep-Classes provided before, after or during the regular school day to prepare students for the Math A or Math B regents' exams. These classes are given in addition to all required courses.</p> <p>PM School-Additional instruction provided to students deficient in credits after the regular school day.Organized and run as a mini-version of CurtisDay School.</p> <p>SaturdaySchoolCenter-This center provides supplemental instruction for students in need of remediation in math.Instruction is delivered in small groups.The class provides assistance with</p>

	<p>class work as well as prep for state assessment tests.</p> <p>Grade 9 Double Period- Two periods (90 minutes) are given to provide supplemental instructions for those students that perform at level 1 or 2. This instruction is performed five days a week for the entire semester in reduced size classes.</p> <p>Saturday PSAT/SAT Prep- Classes designed to prepare students for the mathematics portion of the PSAT and SAT. The instruction is delivered in small groups.</p> <p>CTT classes- 2 classes of level 1 and level 2 students in their 3rd year of high school or better. These classes are staffed with 2 certified math teachers. This class meets daily for one period. These classes meet daily for an entire semester.</p>
Science:	<p><input type="checkbox"/></p> <p>One-to-one tutoring during professional periods and after school</p> <p>Small group tutoring on Saturdays concentrating on Regents Review, using past Regents questions and Kaplan techniques</p> <p>Small group tutoring after school</p> <p>Reduced class size</p> <p>ExtendedDay school classes</p> <p>Credit Recovery opportunities</p>
Social Studies:	<p><input type="checkbox"/></p> <p>One-to-one tutoring during professional periods and after school</p> <p>Small group tutoring on Saturdays concentrating on Regents Review, using past Regents questions and Kaplan techniques</p> <p>Small group tutoring after school</p> <p>Reduced class size</p>

	<p>ExtendedDay school classes</p> <p>Credit Recovery opportunities</p> <p>Description of Academic Intervention Services</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> One-to-one counseling services are provided to “At-Risk” students regarding credit accumulation, appropriate behavioral techniques and life skills. Counseling is typically done during the student’s lunch period, before and/or after school hours. Drop-out prevention and prevention of placement in Instructional Support Service Programs are the goals. Students are placed on a “daily” to monitor their attendance and behavioral progress or regression. This is conducted every day and placed in the student’s guidance folder.</p> <p>Team collaboration with students and/or parents and teachers are also conducted. The line of communication is always open to all through face-to face conferences, written and/or telephone conversation. In addition, many cases are also reviewed at the Pupil Personnel Team committee meetings.</p> <p>Students are also referred to Peer Counseling, Mediation and/or Leadership classes. Agency referrals are made when school resources are insufficient.</p> <p>Credit recovery is suggested. Students are encouraged to take Extended Day classes, tutoring, Saturday classes, etc. if he/she is behind in course work. Monitoring of attendance and patterns of cutting are top priorities.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Counseling mandated special education resource room and integrated co-teaching students • Counseling mandated general education students (related services only) • Deans and teacher referrals of students with discipline problems and emotional and behavior problems for counseling • Assessment of suicide or homicide potential of students • Communication with parents of counseling students • Communication with teachers of counseled students • Communication with guidance counselor of counseled students

	<ul style="list-style-type: none"> • Referrals from parents of their children for counseling • Referrals from school psychologists from other high schools of students transferring to Curtis High School for counseling • Participating in PPT meetings • Participating in attendance meetings • Information to students and families for community resources for their personal situations • Condom distribution by student request
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> <ul style="list-style-type: none"> - at-risk and crisis counseling of General Ed. students - deans' and teachers' referrals re discipline problems, emotional concerns, of their students - assessment of risk of suicide and homicide - helping students with medical insurance and housing referrals - facilitating and participating in PPT meetings for students at-risk for Special Education re in order to maintain them in the least restrictive environment - facilitating communication with the parents of students at-risk - addressing multiple initial Special Education evaluation requests on an individual basis, offering at-risk academic resources and at-risk counseling as a preventive measure - negotiating with Resource Room coordinator Assistants Principals, and Guidance counselors for the best available at-risk resources available in the school - running a parents' group to empower parents of teenagers with new skills - offering information to students and their families about resources available in the community pertaining to their specific situation.
At-risk Health-related Services:	<input type="checkbox"/> <p>Speech and Language Services: At the high school level, I provide help for students who have deficits in language comprehension and expressive language which adversely affect school performance. This includes semantics and syntax, phonics, and encoding in the writing area. It includes decoding, semantics, phonics and reading comprehension in the reading area. I also work with processing auditorily presented information as needed on the English regents, and fluency disorders, ie stuttering.</p> <p>As a related service counseling provider I provide mandated group and individual counseling to students based on their IEP. IEP goals are worked on as well as academic counseling. I also work closely with the ISS dean and am involved in meetings regarding behavioral issues, and pre and post suspension meetings. Crisis counseling is provided whenever needed.</p>

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

9-12

Number of Students to be Served:

LEP 160

Non-LEP 5

Number of Teachers 3

Other Staff (Specify) Bilingual Paraprofessional

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.

□

We will serve approximately 160 LEP students. Our comprehensive Free-standing English as a Second language Program offers courses for Beginners (LT1Z) with three ESL classes per day, Intermediates (L3, LT3) with 2 ESL classes per day and Advanced students (L5) with one ESL class and one mainstreamed English class.

The instruction under Title III is supplemental, scientifically based program called Achieve 3000 which promotes English language development and proficiency. A scientifically based program aimed at achieving Literacy through differentiated instruction. It is aimed to raise student achievement in core academic subjects. The Achieve 3000 program is aimed to raise the reading and writing student levels to average and above average.

The Teachers who work in the Title III program are highly qualified and trained in ESL methodologies.

Tutorial services are made available in all content areas, (ELA, Algebra 1, Global History, US History and Government, Science) to all ELLs (including newcomers, SIFE, students with deficiencies). ESL tutoring is available before and after school, one period a day, Monday to Friday throughout the school year 2009-2010. The Literacy class is also available Monday to Friday for one hour throughout the school year 2010-2011

The tutorial sessions are also geared towards Regents Preparation for the ELLs who will take a Regents exam in January 2010 and June 2011 in all content areas (Math, Science, Social Studies) Monday through Friday as well as Saturday classes.

College Preparation for ESL seniors is provided in the fall 2009.

Pre-testing consists of a lengthy interview process, teacher recommendations, the NYSESLAT and a diagnostic reading test in order to establish the students' reading ability. Post assessment is based on the students' portfolios, on-going test given by the ESL teacher and the students' results of the NYSESLAT test given in May.

Information is distributed via letters mailed to parents/guardians in their native language; telephone calls are made in the native languages as well. Curtis HS staffs quite a few people with knowledge of a foreign language as do members of the PTA who are members of the Leadership Committee.

A parent conference will be held to inform them of the benefits of the program and specifically discuss the *Compass Learning Odyssey and Achieve 3000*, which will be used to improve their child's literacy skills. We will also discuss how SIFE students are mandated to attend a Literacy class period 10 for one hour. Mr. Mario Lopez as well will be there to assist parents in the language they understand.

The position of the ESL Guidance Counselor is to develop a plan to assist ESL students in college and career preparation, monitor under achieving ESL students, and maintain home contact to encourage parental involvement and to facilitate professional development activities at

the school level. The ESL Guidance Counselor will make home contacts both in writing and by phone to inform parents and guardians of their children's academic progress and the opportunities available to foster academic success.

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.

The Assistant Principal and the ESL teacher, Mr. Benjamin Davis, and Ms. June Kelly will provide staff development that will reinforce the supplemental instructional services. They work with ELL-ISS to help develop content area instruction.

Ms. June Kelly, the ESL coach will train all newly assigned and veteran ESL content area teachers in ESL methodologies. She will provide and demonstrate ESL strategies on Wednesdays before the regular school day beginning in the fall 2010.

The ESL teachers, content area teachers, and the Assistant Principal of the ESL Department will meet once a month along with the guidance counselor to discuss strategies, and any concerns related to the ELL's.

The Assistant Principal of the ESL/Foreign Language Department will provide staff development to all newly assigned teachers in the New Teacher Institute in the fall 2010.

The ESL content area teachers and ESL teachers will attend staff development either in house by an ESL specialist or at QTEL meetings in the fall, 2010 and in the spring 2011, where the ESL content area teachers will create a sequence of review lessons.

Section III. Title III Budget

School: Curtis High School
 BEDS Code: 353100011450

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	24,928.65	<input type="checkbox"/> ELL Coordinator 13,203.60 After School Tutorial ELA Regents 3 Teachers x 40 sessions x 47.35 = 5682.00 After School Tutoring Content Area 5 Teachers x 5 sessions x 47.35 = 1183.75 Supervision 1 Supervisor x 20 sessions x 51.54 = 1030.80 Professional Development Workshops 1 Teacher x 5 per diem days x 159.62 = 798.10 3 Teachers 3 sessions x 3 hours x 47.35 = 1278.45 1 Teacher x 5 sessions 1 hour x 47.35 = 236.75 3 Teachers x 3 sessions x 3 hours x 47.35 = 1278.45 1 Teacher x 5 sessions x 1 hour x 47.35 = 236.75 TOTAL 24,928.65
Purchased services - High quality staff and curriculum development contracts	10,000	<input type="checkbox"/> The Web based Literacy program for LEP students was purchased for the school year 2009-2010
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	3737.35	<input type="checkbox"/> Consumables and libraries

Educational Software (Object Code 199)	0	<input type="checkbox"/> None was purchased for the school year 2009-2010.
Travel	2,000.00	<input type="checkbox"/> LEPs will go to Ellis Island and the Tenement Museum this school year 2009-2010.
Other	500.00	<input type="checkbox"/> ELLs will be celebrated at an Achievement ceremony at the end of each semester.
TOTAL	4237.35	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Review of Home Language Identification Survey data, as well as direct interviews with families; indicate that families with students attending Curtis High School use a variety of languages other than English as their primary language. This information is available through ATS and is noted on the students Emergency Contact card. The information is used to implement the school's ongoing effort to provide for the translation of written materials as well oral interpretation resources for these families. Some of the written translations and oral interpretations can be achieved using in-house resources, some using community resources and the remainder through DOE Central Translation and Interpretation Unit or contracted vendors. At registration, the Parent Coordinator shows a DVD to incoming families notifying them of their right to receive translation and interpretation services as well as their right to select for any of the three available DOE ELL educational options.

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.

The school presently has an ELL population of about 160 families. About half of those families are Spanish-speaking. The remaining families are rather diverse with no dominant language group. Languages include: Bengali, Arabic, Chinese, French, Polish, Punjabi, and Urdu. The School Leadership Team, in its review of cohort data, discusses and reports on ELL family issues. The Parent Coordinator is also a member of the Language Allocation Policy Team and reports language issues to the PTA Executive Board for dissemination to general membership. The Parent Coordinator will facilitate translation and interpretation services. The Parent Bulletin Board will exhibit signage in the covered languages indicating the availability of translation and interpretive services.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language

assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The Parent Handbook has been translated into Spanish and is distributed to all incoming Spanish-speaking families. The school has contracted with Eriksen to deliver an Albanian, Russian, Chinese, Urdu, Polish, and Arabic translation to be distributed for fall 2009. The Language Allocation Policy Team will assess the needs of the incoming class of ELL families to determine which language should be targeted next for translation.

For Centrally and Regionally produced critical communications, the Office of Parent Support provides translations in the eight main languages and these are distributed to students in ESL classes to transport home. The PTA established a Multi-Cultural Committee to assist in organizing parent and community volunteers who wish to help in translating other languages for our families. For student specific critical communications concerning such matters as health, safety, discipline, permissions and consents or educational entitlements, the school will requisition a translation from the Translation and Interpretation Unit when no immediate in-house or community volunteer resource can be found.

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.

The Parent Coordinator and Registrar maintain a Language Card to help identify the interpretation services needed by incoming families. All staff can access this tool through the Parent Coordinator. The school has in-house staff that can interpret for families who speak Chinese, Italian, French, Polish and Spanish but is prepared to use over-the-phone Interpretation services at 718-752-7373. The Parent Coordinator will work with the PTA Multi-Cultural Committee to develop a comprehensive list of parent and community volunteers to assist ELL parents in communicating with the school. Signage on the Parent Bulletin Board will direct ELL Parents (in each of the 8 covered languages) to the Parent Coordinator's Office for Interpretive services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

In addition to facilitating the general distribution of notification materials provided by Central, the Parent Coordinator will utilize the EPIC Tool Case Notification materials, as well as conspicuously posted signage in the covered languages from the Translation and Interpretation Unit, to inform parents of their rights to translation and interpretation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	1153828	50851	1204679
2. Enter the anticipated 1% set-aside for Parent Involvement:	12046.79		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	57691	*	
4. Enter the anticipated 10% set-aside for Professional Development:	115382	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
97

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

Licensed Biology teachers are being encouraged to use the highly qualified funds for reimbursement to switch their licenses to Earth Science. We are actively seeking out licensed Earth Science teachers from all of our local colleges and universities. The AP Science and APO attended hiring fairs to recruit licensed Earth Science teachers.

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

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

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

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

Title I School Parent Involvement Policy

Curtis High School, in accordance with statutory requirements, asserts the following policies in its commitment to full and meaningful parent involvement for the success of our Title I School Wide Program:

1. The school will involve parents in regular and meaningful dialogue concerning student academic achievement and school program activities in a variety of forums including: PTA meetings, School Leadership Team meetings, surveys, P.A.S.S. review, small group discussions, committees, individual interviews, telephone conversations, email and other written communication.
2. The school will facilitate parent participation by scheduling multiple dates and times for meetings, discussions, activities and events at those days and hours deemed most accommodating to parents.
3. The school will utilize a variety of media and technologies to facilitate parental understanding of the program and its services and to maximize access to staff as well as personal development, assessment, feedback and planning opportunities. This will include a parent handbook, school website, mailings, monthly newsletter, parent resource center, bulletin boards, phone calls, automated calls, email and personal contact.
4. The school will encourage, develop and support parents in their roles as full partners in the education of our students with a range of workshops, seminars and resources, including content for the development of a strong decision-making and advisory capacity.
5. A jointly developed School/Parent Compact will define the shared responsibility roles of parents, teachers and students in supporting high student achievement and open lines of communication.
6. All program activities and procedures will be planned and implemented after meaningful parent consultation and input.
7. The school will provide parents with a full range of assessment opportunities and tools to maximize informed participation.

8. The school will designate a contact person for its Title I Program (Mr. Peter Devlin, AP Organization) who will be responsible for responding to all parental concerns in regard to the use of Title I funds. The school parents will include the comments and criticisms of dissatisfied parents when submitting program planning documents.
9. Through formal and informal survey, PTA feedback and School Leadership Team discussions, parents will be consulted in budgeting all Title I parent-involvement specific reserved funds to maximize their actual impact on parent involvement.
10. The school will assist and support parents in discovering opportunities for parent involvement on a community, District, City Wide, State or Federal level.
11. The school will enlist community based resources to facilitate the goals of parent involvement.
12. The school will actively support parents with disabilities by providing the auxiliary aids and services of their choosing in order to facilitate their participation in program planning, assessment and implementation activities.
13. The school will provide parents with Limited English proficiency with a mix of written (where practicable) and oral translation services to facilitate their participation in all program planning, assessment and implementation activities.
14. These principals of parental involvement will inform every aspect of the school's Comprehensive Education Plan.
15. The school will convene an annual meeting to give parents information concerning Program activities and services; inform them of their right to be involved and discuss opportunities for and barriers to school level parent involvement.

SIGNATURES

	Print Name	Signature	Date
School Principal			
PTA President			
SLT Co-Chairs			
Parent (s)			
Student (if applicable)			

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

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The

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

SCHOOL-PARENT COMPACT

Curtis High School and the parent or guardians of the students participating in activities, services, and programs funded by Title I, agree that this Compact outlines how we will share that responsibility for improving student academic achievement. The administration, faculty staff, parents and students also agree that this Compact outlines the means by which we 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.

School Responsibilities

Curtis High School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables our students to meet the State's student academic achievement standards.
- Hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held on October 28th and 29th in the fall, and on March 17th and 18th in the Spring.
- Initiate personal phone calls and letters concerning attendance, distribute report cards six times during the school year, using electronic gradebooks (Snapgrades) and automated calling (Phonemaster) to notify parents and guardians of school events and student's progress.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Available at Parent Teacher Conferences
 - As requested through communications with the Assistant Principal of Supervision.
 - Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;

- At 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 practicably possible.
Working together with the PTA title I sub-committee, the Parent Coordinator will establish a full-service Parent Resource Center, with a strong emphasis on ELL families, which will train parent leaders and offer a rich menu of parenting workshops, college awareness events, job training and job-readiness opportunities and adult learning classes in technology literacy, financial literacy and English as a Second Language.

Parent Responsibilities

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

- Support my child's learning while making education a priority in our home by:
 - » making sure my child is on time and prepared everyday for school;
 - » monitoring attendance;
 - » talking with my child about his/her school activities everyday;
 - » scheduling daily homework time;
 - » providing an environment conducive for study;
 - » making sure that homework is completed;
- Support parent participation in Title I funded Programs
- Make every effort to attend monthly PTA meetings

STUDENT RESPONSIBILITIES

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

- Come to school ready to do our best and be the best;
- Come to school with all the necessary tools of learning-pens, pencils, books, etc.
- Listen and follow directions;
- Participate in class discussions and activities;

- Be honest and respect the rights of others;
- Follow the school's and individual class rules of conduct;
- Follow the school's dress code;
- Do our homework every day and ask for help when we need to;
- Study for test and assignments;
- Read at least 30 minutes every day outside of school time;
- Get adequate rest every night;
- Use the library to get information and to find books that we enjoy reading'
- Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.

SIGNATURES

	Print Name	Signature	Date
School Principal			
PTA President			
SLT Co-Chairs			
Parent (s)			
Student (if applicable)			

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

SEE INDIVIDUAL CEP SECTIONS IV-VI

2. Schoolwide reform strategies that:

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

SEE INDIVIDUAL CEP SECTIONS IV-VI

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

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

Curtis High School offers extensive Extended Day and Credit Recovery Programs from 3:45pm to 5:30pm Monday through Thursday each week. Curtis is open for a full instructional summer program.

SEE INDIVIDUAL CEP SECTIONS IV-VI

o Help provide an enriched and accelerated curriculum.

All students in Curtis' small learning communities are encouraged to take at least one Advanced Placement course before graduation.

SEE INDIVIDUAL CEP SECTIONS IV-VI

o Meet the educational needs of historically underserved populations.

As outlined in our English and Math action plans Curtis offers either small class size or double period instruction for students that wer historically underserved.

SEE INDIVIDUAL CEP SECTIONS IV-VI

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

SEE INDIVIDUAL CEP SECTIONS IV-VI

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

SEE INDIVIDUAL CEP SECTIONS IV-VI

3. Instruction by highly qualified staff.

SEE INDIVIDUAL CEP SECTIONS IV-VI

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.

SEE INDIVIDUAL CEP SECTIONS IV-VI

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

The Curtis High School administration will continue to attend all NYCDOE sponsored job fairs and recruitments. Additionally, we will continue to cultivate our relationships with the College of Staten Island, Wagner University and St. John's University to bring qualified student teachers to our school where we can train and eventually hire them. We are also in the process of becoming a host school for the College of Staten Island's innovative Teacher Academy for Math and Science which will combine a rigorous academic program with early participation in the schools

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

Working together with the PTA Title I Committee, the Parent Coordinator will continue to facilitate a series of monthly parent workshops aimed at building resources for the parents of adolescents. The workshops will cover such topics as graduation and promotion requirements, at-risk behaviors, educational standards for core curriculum and the college application process. Parents will also be offered Professional Development opportunities in areas such as conflict mediation, learning styles recognition, advocacy and the use of technology to address learning disabilities. The school will continue to strive to intertwine parent and student activities to foster greater direct parent involvement and will identify resources for adult English language literacy classes as well as basic adult job-readiness skills development.

The school will continue providing job readiness training (basic computer skills, resume building and interview skills) as well as entry level medical billing classes for our parents, especially those who have had a history of long-term unemployment or under-employment.

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.

Departmental Conference, Faculty Conferences, Small Learning Community monthly meetings, Professional Development Days and pre and post-observation conferences are among the measures that will be used to include teachers in the decisions regarding the use of academic assessments

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 activities to ensure that students who are experiencing difficulties mastering the proficient or advanced levels of the academic achievement standards will include:

- Periodic Grow report analysis
- Periodic Regents report analysis
- Periodic Cohort data analysis
- Periodic teacher-made classroom assessment
- Marking period analysis

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.

The following coordination and integration of Federal, State, and local services:

- Violence Prevention Program
- VTEA-Multi-Media, Nursing, Med-Tech, Law

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

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In

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

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

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

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

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

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

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

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

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

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

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

Students in temporary housing will be provided with all of the required items to meet with academic success that are usually provide by their parents or guardians. Students will be given required physical education uniforms, notebooks, review books, etc. The parent coordinator will work with these families to determine if any other items such as clothing, eyeglasses, prescription drugs, etc., need to be purchase to ensure that these students can attend school at least 90% of the time.

Part B:

Part B - For Non-Title I Schools

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

CEP RELATED ATTACHMENTS

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

File Name - 28_31R450_020411-191312.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 302	District 31	School Number 450	School Name Curtis H.S.
Principal Aurelia L. Curtis		Assistant Principal Adele Rombley	
Coach June Kelly		Coach type here	
Teacher/Subject Area Benjamin Davis		Guidance Counselor Ms. Jona Balili	
Teacher/Subject Area Mr. Komi Agoda		Parent Sarath Murukkuwadura	
Teacher/Subject Area Patricia Morreale		Parent Coordinator Tom Hepworth	
Related Service Provider Anita Weintraub		Other type here	
Network Leader Roz German		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	4

C. School Demographics

Total Number of Students in School	2574	Total Number of ELLs	160	ELLs as Share of Total Student Population (%)	6.22%
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Part II: ELL Identification Process

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

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

1. When a student enters Curtis High School, the first steps we take to initially identify him/her as an ELL is an oral interview, the Home Language Identification Survey, and/or the LAB-R. This is all administered within the first ten days of the student's enrollement at Curtis H.S. Pre-testing consists of a lengthy interview process by Ms. Balili, the ESL Guidance Counselor and a licensed pedagogue, as well as Ms. June Kelly, a licensed ESL teacher and a native language speaker, teacher recommendations, the NYSESLAT and a diagnostic reading test in order to establish the students' reading ability. Post assessment is based on the students' portfolios, on-going test given by the ESL teacher and the students' results of the NYSESLAT test given in May. Ms. Balili (ESL Guidance Counselor) and a licensed pedagogue administers the Home Language Identification Survey as well as the LAB-R (if necessary). She also administers the initial formal assessment as Mr. Mario Lopez and Ms. June Kelly, a licensed pedagogue serve as interpreters. Information is distributed via letters mailed to parents/guardians in their native language; telephone calls are made in the native languages as well. Curtis HS staffs quite a few people with knowledge of a foreign language as do members of the PTA who are also members of the Leadership Committee.

A parent conference will be held to inform them of the benefits of the program and specifically discuss the Achieve 3000 program, which will be used to improve their child's literacy skills. We will also discuss how SIFE students are mandated to attend a literacy class period 11 for one hour. Mr. Mario Lopez, a bilingual paraprofessional, and Ms. June Kelly will be there as well to assist parents in the language they understand. Translation services will also be available to parents via an FM transmitter and receiver, they are called Talk and Listen Kits. These are headsets that parents wear and everything that is discussed with them is translated in their native language. Parents are also offered translation services by a company called Eriksen Translations. The company has also translated the Parent Handbook in many languages such as Polish, Spanish, Russian, Chinese (Cantonese), Urdu ana Albanian.

The position of the ESL Guidance Counselor is to develop a plan to assist ESL students in college and career preparation, monitor under achieving ESL students, and maintain home contact to encourage parental involvement and to facilitate professional development activities at the school level. The ESL Guidance Counselor will make home contacts both in writing and by phone to inform parents and guardians of their children's academic progress and the opportunities available to foster academic success.

In order to evaluate ELLs we analyze the four modalities and the students' scores for Listening/Speaking and Reading/Writing. Depepnding on which part of the NYSESLAT the students did poorly, we provide services that will benefit them. When Curtis High School receives the results of the NYSESLAT Ms. Balili (ESL Guidance Counselor) places the ELL's according to what they scored on the exam. Based on the students' NYSESLAT results, data is examined and based on the modality they did poorly on, the teacher differentiates instruction for the specific needs of those students, which includes individualized help for each student during class and after school tutoring. Tutoring is offered after school, Monday-Thursday, periods 10 and 11 for one hour in various classrooms throughout the school. Mr. Agoda, a licensed ESL teacher will be available for tutoring during this time.

2. The mandatory Parent Orientation Meeting is held within the first ten days of the new school year. For the upcoming 2010/2011 school year, the first parent orientation for the newly enrolled English Language Learners was held September 13, 2010. After September, the orientations are scheduled within the first ten days of ELLs admission to school. This year the Parent Orientation was held September 13, 2010. At the orientation, parents saw the video and received literature about the different ELL services in their native language. The sessions usually last about three hours. The orientations were held in the morning, in the afternoon and in the evening. We play the DVD in all the languages available to the parents. After watching the DVD, we explain the three program choices. We answer questions that parents have. This year we explained that since we have twenty Spanish speaking students we applied for a grant to begin a Dual Language Program. We then distribute the program selection survey paper to the parents, they fill it out and we collect it. This year at the evening orientation representatives from "El Centro del Emigrante" were invited to speak to the parents about issues

they may have concerning education and their children's rights. The representatives also discussed programs that are available to immigrant families. For parents that were not present at the Parent Orientation Meeting, Ms. Balili and Ms. June Kelly call parents and explain the three program choices. After a lengthy telephone conversation, the parents make a choice on which program they want their children to be in. Letters are sent home as well to those parents that were not present in different languages. For parents that speak languages other than Spanish, we have interpreters in the school to make phone calls to them and explain the program choices. We tell them that their children have the choice of attending Freestanding ESL classes, Transitional Bilingual classes, or Dual Language classes. All of this is done within the first ten days of the new school year or the first ten days of when the student becomes enrolled at Curtis High School. Students return the Program Selection forms to the guidance counselor, if the parent does not return the form himself/herself. The guidance counselor then files the papers in the designated file cabinets. If parents do not return the forms they are followed up by more telephone calls and letters. The students is also informed about the forms that need to be returned and how important it is to return them. The ESL parents are invited to every PTA meeting via phone calls, e-mail, monthly guidance letters and PTA newsletters.

ESL Parent meetings take place during the school year (usually before the PT conferences in October and March).

The ESL Freshmen Parent orientation meeting takes place after the general freshmen orientation in August or September of the new school year. During this meeting the NYS ESL Standards, assessment, school expectations and general program requirements for the ESL program are being discussed.

In order to identify those students that will be placed in the bi-lingual program, Ms. Balili and Ms. Rombley (Assistant Principal) meet, discuss, evaluate, analyze data, and identify those students that would meet the criteria for a dual language program. The students we identified are those students with formal education in their native language. Parents will be notified via letters and we will have a meeting in school to explain to the parents about the program and why their children were chosen to be in it. The meeting will be held in the evening at 6:30 P.M. We will also have a form for them to check and sign that they agree to having their children in the dual language program. Since most of the program will be place in February, we will schedule a meeting before the spring semester begins. Parents are invited via bilingual letters (Spanish – English) to attend this meeting. Subsequently we will hold meetings with parents twice a year to inform them of their children's progress and any other pertinent information.

The ESL and SIFE parents are invited to participate in ESL parent workshops scheduled throughout the school year.

The ESL parents are invited to participate in the two annual class trips to various sites in New York City. The two sites scheduled to for the school year 2010-2011 are to Ellis Island and The Tenement Museum located on the Lower East Side of Manhattan. The trip to the Tenement Museum is scheduled to take place in November, 2010. The trip to Ellis Island will take place in April, 2011. Parents will be invited to attend both trips. The costs of the trips are as follows; Tenement Museum cost is \$20.00 per adult and \$15.00 per child 13 and older. The trip to Ellis Island costs \$12.00 all day for anyone over the age of 13.

The ESL department brings guest speakers to ESL students and parents to discuss financial and social issues. Usually the guest speakers attend the School Leadership Meetings and the PTA Meetings once a month on Tuesdays. The College Guidance Counselor, Ms. Lisset Marin is always available for advice and counseling. She interviews and advises them on Immigration Laws and College. She reviews their resumes and advises them on the best colleges they should attend. She speaks to them individually and advises them accordingly.

3. For the upcoming 2010/2011 school year, the first parent orientation for the newly enrolled English Language Learners was held September 13, 2010. After September, the orientations are scheduled within the first ten days of ELLs admission to school. At the orientation, parents saw the video and received literature about the different ELL services in their native language. The sessions usually last about three hours. The orientations were held in the morning, in the afternoon and in the evening. Curtis's parent coordinator Mr. Tom Hepworth presents at the orientations as well. At the evening orientation representatives from "El Centro del Emigrante" were invited to speak to the parents about issues they may have concerning education and their children's rights. The representatives also discussed programs that are available to immigrant families.

The ESL parents are invited to every PTA meeting via phone calls, e-mail, monthly guidance letters and PTA newsletters.

ESL Parent meetings take place during the school year (usually before the PT conferences in October and March).

The ESL Freshmen Parent orientation meeting takes place after the general freshmen orientation in August or September of the new school year. During this meeting the NYS ESL Standards, assessment, school expectations and general program requirements for the ESL program are being discussed. Parents attend two meetings a year to discuss program selection, students' progress, graduation requirements and any other issues and concern that involve their children's education and achievement.

4. Based on the LAB-R test results for over the counter students and the NYSESLAT results for all other ESL students, they are placed accordingly in the ESL classes. Parents are notified via letters and/or telephone conversations about their child's placement.

After the results of the NYSESLAT have been made available, the ELL parents receive a bilingual Opt-Out letter in which they have the option to select a bilingual or ESL program for their children. To date, all parents of ELLs have selected the ESL program offered at Curtis High School. (The signed Opt-Out Letters and/or second notices to complete the Opt-Out letters are on file in the office of the ESL Guidance Counselor). The letters are offered in various languages for parents to understand what their options are.

5. Based on the Parent Survey and Program selection forms parents have requested the Freestanding ESL program. Of the parents notified 98% requested the Freestanding ESL program. Thus, the parents' requests are aligned with the programs that are offered at Curtis High School. (The Parent Survey Forms are kept on file in the LAB coordinator's office). All the letters are kept in their appropriate file cabinets in the guidance counselor's office for review.

6. The program models offered at Curtis High School align with the parents requests. The majority of parents (98%) opted for the Freestanding ESL Program. However, since the ELL population at Curtis High School has grown and is predominantly Spanish speaking, we are in the pre-planning stages of building a Dual Language program. The Dual Language Program will be introduced in length to the parents and they will have the option of selecting the program for their children and submitting it. Parents will also be notified by letter and telephone. If parents do not attend the scheduled meeting Ms. Balili and Ms. Kelly will continuously make calls at home and have an over the phone discussion about the program and remind parents to submit the selection paper.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										60	79	17	4	160
Push-In														0
Total	0	0	0	0	0	0	0	0	0	60	79	17	4	160

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	160	Newcomers (ELLs receiving service 0-3 years)	71	Special Education	23
SIFE	34	ELLs receiving service 4-6 years	51	Long-Term (completed 6 years)	38

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

Dual Language											0
ESL	71	20	2	51	10	4	38	4	17	160	
Total	71	20	2	51	10	4	38	4	17	160	

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										47	53	12	1	113
Chinese										1	2	1	1	5
Russian										0	0	0	0	0
Bengali										1	2	0	0	3
Urdu										1	1	1	0	3
Arabic										2	4	1	1	8
Haitian										1	1	1	1	4
French										1	1	0	0	2
Korean										0	1	0	0	1
Punjabi										2	3	0	0	5
Polish										1	1	0	0	2
Albanian										0	0	0	0	0
Other										3	10	1	0	14
TOTAL	0	0	0	0	0	0	0	0	0	60	79	17	4	160

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. How is instruction delivered?

a. The ELL population at Curtis High School is organized by department.

The ESL department and the Foreign Language Department are combined and Ms. Adele Rombley is the Assistant Principal. ESL licensed teachers work collaboratively with ELA teachers. Ms. Rombley (Assistant Principal) and Mr. DeConzo work collaboratively to create support for ESL students to meet or exceed the New York State and City requirements. The ESL class room offers language development and support in content and native language when same language students are grouped together. The ESL teachers at Curtis H.S. hold both an ESL license and content area license. Native Language support such as the use of bilingual dictionaries, native language classroom libraries, technology enrichments in the native language such as Achieve 3000 and Read 180, or the buddy system are in place. Students identified as SIFE students will receive additional support such as tutoring during 10th and 11th periods, Monday-Friday. Each tutoring session is one hour in length. Mr. Agoda is available for these periods. He is a licensed ESL teacher and a licensed content area teacher. Saturday classes are also available to students. Students have the opportunity to attend ELA classes every Saturday from 9:00 a.m. to 12:00 p.m.

b. The classes are homogeneous, where each proficiency level is in one class based on the NYSESLAT results and/or the LAB-R results.

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? Professional development is offered to all ESL and content area teachers. Wednesdays are designated as Professional Development Wednesdays. Teachers and staff attend either a three cycle Professional Development workshop. In the spring, 2010 workshops were given to ESL and content area teachers on Strategies and methodologies in the content area. All ESL teachers and content area teachers are provided with the mandated hours that ELLs are required to have. Students are supported in their native language by the use of bilingual dictionaries, a native language art library and/or a buddy system. All instruction in the content area classes is grade level appropriate. It is delivered in a systematic and structured way.

a. The Beginning Level classes have 540 minutes of ESL instruction a week at Curtis High School. During the school year 2010-2011 there is one beginning ESL classes, which meets three periods a day (L1, LS1, LT1Z)

This year there are four Intermediate classes. The Intermediate Level classes have 360 minutes of ESL instruction a week. During the school year 2010-2011 the Intermediate classes meet two periods a day (L3, LT3).

The Advanced level consists of two ESL classes, L5 which meet 180 minutes per week. In addition, the Advanced ELLs take an additional mainstream English class. Advanced ESL students take the ELA Regents in January of the students' Junior year and again in June at the end of their junior year if they did not pass the ELA in January.

3. Both Beginning and Intermediate ESL students have 225 minutes of instruction per week in Global History, Earth Science, or Biology and Algebra 1. In these classes the self-contained model is observed. The ELLs are grouped together and receive content area instruction with ESL methodologies. Content area class rooms are provided with Native Language libraries, bilingual dictionaries and textbooks that are ESL specific for each content area. All the content-area teachers have been sent to QTel training as well other PDs in house or outside of the school building, offered during the school year by the Office of English Language Learners.

Advanced ESL classes are mainstreamed in most content area classes. ESL content area classes in both American History and Economics are offered to the Advanced ESL students, in order to enable the ELLs to pass the American History and Government Regents exam.

4. a. Curtis will submit a proposal for a SIFE grant for the school year 2010-2011. Until we are notified of receipt of the SIFE grant, Curtis H.S. will program a SIFE class which will meet during 11th period everyday Monday-Friday in Room 422. The class will be 60 minutes in length. At the beginning of the spring semester ELLs were given a diagnostic reading test in order to establish their reading ability. The

ESL students use a Web based literacy program, called Achieve 3000, in order to improve their literacy skills. All students selected for this class were mandated to attend the period 11 Literacy class for 60 minutes Monday through Friday. Tutoring is also available Monday-Friday, periods 10 and 11. Mr. Agoda is the teacher in charge of tutoring. A Native Language Arts class will be made available every day period 2 for 45 minutes beginning in February. Students that have identified as SIFE students will be scheduled for the class. They will also rotate and take the Math class using the Carnegie Learning Program.

A partnership between Curtis High School and St. John's University provided an opportunity for the ESL students and their parents to attend ESL and Beginning Computer classes at the St. John's University Staten Island Campus.

If Curtis High School receives money for the SIFE grant for 2010-2011, if we meet the criteria and when the grant becomes available a Saturday program is offered for ESL students in English as well as the content areas. In addition to the Saturday class we will offer a Native Language Arts during second period, before the students' regular school day begins. If and when the SIFE grant is approved we will target the SIFE students and the Long-term ELLs. Programs we plan to implement are the Math component called Carnegie Learning, Achieve 3000 for literacy support, the Visual Learning DVDs for Living Environment and Earth Science and a Guidance class for academic and social support. In addition, CHS will continue to implement the Literacy class for those students who qualify to attend. The Read 180 and Achieve 3000 will be used as well for beginning ESL students. Beginning ESL students will also be scheduled to attend a reading class with Ms. Krongold, the Reading Specialist.

b. For ELLs that are newcomers (are in the US less than three years) instruction will be delivered using ESL strategies and QTel instruction. ESL and content area teachers have attended QTel training except for three teachers and they will be going in March, 2011. The classrooms are supplied with bilingual dictionaries and native language libraries. They also are given a literacy class in addition to their required ESL classes. Tutoring is offered to these students as well after school periods 10 and 11 in the content area and in ESL. ELA tutoring is also available on Saturdays from 9:00 a.m. to 12:00 p.m. For these students we offer them Read 180 classes as well as Achieve 3000 as well. For ELLs that are receiving services four to six years we offer them extra tutoring and review classes after school during period 8 and 9. They also attend Saturday classes from 9:00 a.m. to 12:00 p.m. When the ELL students are first registered at Curtis High School over the counter, the parents complete a HLS which determines the student's placement into the ESL program. The parents are informed that three types of ESL programs are available to their children in NYC: the dual language, the transitional bilingual program, or the freestanding ESL program. Based on the results of the completed Parent Survey and Program Selection Form the ELL parents have selected the freestanding ESL program. The students are given the LAB-R test to determine their English language abilities. Based on the results of the LAB-R test, the guidance counselor will place the students into the grade- appropriate ESL level. In addition, the guidance counselor will place the students into the grade- appropriate content area classes. A reading class will also be given to these students in addition to all the other services described above. Ms. Krongold, the reading specialist works with them everyday during their regular school day. The students are given choices regarding their electives and the type of gym classes. The students are invited to orientation meetings and college workshops.

c. At present Curtis High School has ELLs that have been in ESL for 4-6 years. These students have been in the ESL program for 1-3 years before they arrived at Curtis High School. Curtis High school schedules them to a Read 180 class in addition to the mandated ESL classes. The ESL guidance counselor of Curtis High School continues to monitor the progress of the students by recommending placement into the double period literacy class administered by the English and Math departments, or into the ESL Literacy class every day period 11. A class targeted for these students is in place specifically for the ELA instruction during periods 8 and 9, Monday through Friday. In addition, the ELLs go to tutoring and attend review classes offered in the Saturday School in order to improve their academic skills and for ELA tutoring.

Based on the literacy skills in their native language, they will be placed in the Native Language Arts class which will meet period 2 everyday, Monday to Friday.

d. At present Curtis High School has 51 Long-Term ELLs. These students have been in the ESL program for 4-6 + years before they arrived at Curtis High School. Curtis High school has requested an extension of services for these students. The ESL guidance counselor of Curtis High School continues to monitor the progress of the students by recommending placement into the ELA classes in addition to their ESL classes. They also will be placed in the Native Language Arts class based on their NYSESLT scores and literacy test given in their native language. The Native Language Arts class will be every day period 2. In addition students will be using a Math web based program for Algebra I and Geometry called Carnegie Learning and in Science students will be using DVDs called Visual Learning Science. The DVDs focus on Living Environment and Earth Science. In addition, the ELLs are asked to go to tutoring and attend review classes offered in the Saturday School. Classes are offered in ELA and Math and they will be scheduled an extra class for ELA instruction during their regular school day.

e. IEP students who are required to have ESL services are monitored by the Instructional Services Department as per protocols established to write annual goals through Annual Review Conferences. These yearly meetings review with parents, students, teachers

(Special Education and General Education) and a compliance coordinator how the students are performing academically in all subject areas including ESL. Once every three years, the School Assessment Team (School Psychologist and Social Worker) evaluates each student in Special Education in preparation for a new IEP. Recommendations as to future ESL services are made at this meeting.

ELLs who do not come to Curtis High School with an IEP and have difficulties in the ESL and ESL content area classes are evaluated by the subject teachers, a Special Education teacher as well as the Assistant Principal of Pupil Personnel Department for possible placement into Special Education. However, this procedure is not done for at least one year after the student has been attending Curtis High School. The ESL teacher initiates the process of placing an ESL student into Special Education after observing the ESL student over a period of time. The documentation includes notes on the student's academic performance or behavioral problems in class in comparison to the other ELLs who are progressing well. The teacher will send guidance referrals to the Assistant Principal of Pupil Personnel, who will begin the interview process into placement into Special Education. The instruction is delivered via the Freestanding ESL class with native language support. The teacher, Ms. Quevedo supports them in Spanish and materials used such as books are in the native language. ESL methodology and instructional strategies are used. Bilingual dictionaries are also used and kept in the class rooms. Students slated with an IEP will be tested with modifications as indicated on their IEP. Students with disabilities are provided the testing accommodations specifies in their IEP. Students with IEP will also be placed in the Native Language Arts class if their literacy skills in their native language is poor.

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

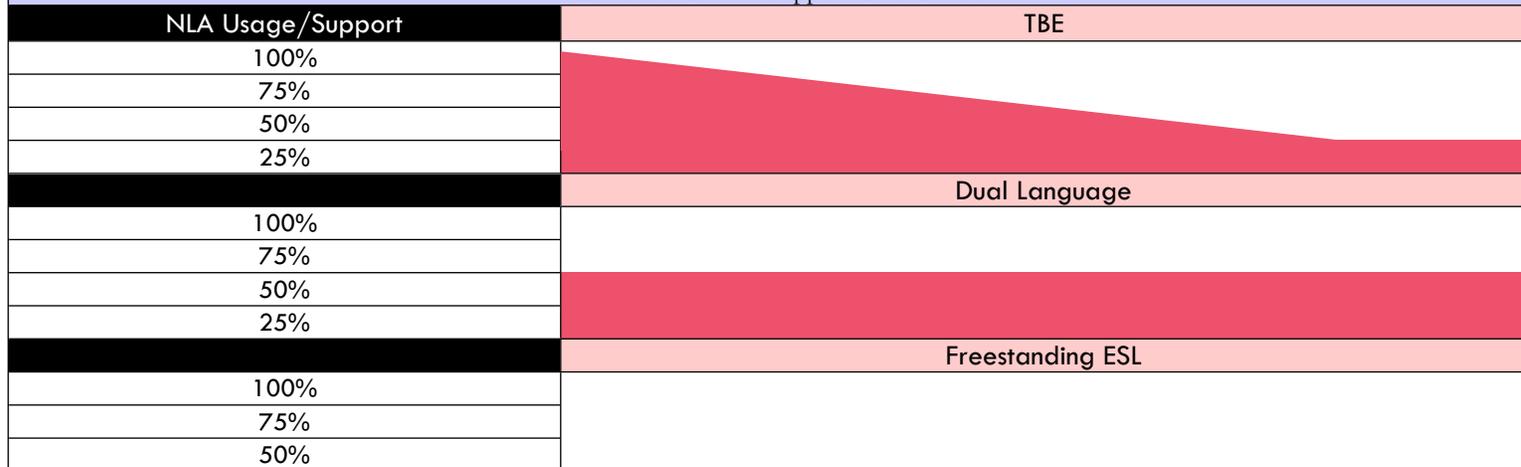
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

5. Intervention services for ELLs in ELA, Math, Science, Global History, English, and US History include, but are not limited to:

- After school tutoring- ELA, math and other content area
- Literacy class-SIFE students and NAtive Language Arts classes
- Saturday tutoring- content-area
- After school Achieve 3000 class
- Achieve 3000 and Read 180 classes for literacy-SIFE students

Most of the intervention services offered at Curtis High School are conducted in English. Classes in Math and history are conducted 75% in English and 25% in Spanish. Science class is also conducted 75% in English and 25% in French.

6. Curtis High School continues to support ELLs that are reaching proficiency on the NYSESLAT by supporting the ELLs in the content-area ESL classes. Ms. Balili, the ESL guidance counselor follows up on their academic progress and she also provides any counseling and academic intervention.

When the ELLs reach proficiency they are given the opportunity to take mainstream classes if they are eligible for them. Many ELLs are taking electives offered in the Performing Arts, Music, Law Houses, the Computer Business Institute and Journalism Program. During the school year, if the students qualify they may also enroll in College Now classes.

If ELL students reach proficiency based on the NYSESLAT they are given the option of staying with the "L" House or selecting another

“House”. Students are informed that they will receive ESL support for two years. Many students request taking an advanced ESL class in order to continue in ESL instruction, in addition to taking the required ELA class. Ms. Balili, the guidance counselor and grade adviser programmed students that became proficient because they passed the NYSESLAT for all mainstream classes and will keep them informed about any guidance issues and college information relating to ELLs (i.e. College Information Nights and College Visits). The former ELLs who did not select the “L” House were encouraged to select a “House” that most suited their needs and interests. Ms. Balili keeps in touch with them informally and advises them when they need help. They also go to Ms. Balili for advice on college and any other advice they want. Former ELLs were invited to ELL field trips.

7. The new programs we are planning to implement at Curtis High School are a dual language as well as a Native Language Arts class. Both these programs will begin in the spring, 2011. However, the Dual Language program will have certain elements implemented sooner.

8. At this time Curtis High School is not discontinuing any programs and/or services.

9. Tutoring for the ELA, Math, Social Studies, both Global and US History and Science (Living Environment, Chemistry, Earth Science) is available after school, Monday through Friday during 10th and 11th periods in the school Library. Ms. June Kelly, a licensed and certified ESL teacher is also there to help and support the students. Tutoring is also available on Saturdays for all content area classes. These classes are held from 9:00 A.M. to 12:00 P.M. A SIFE Literacy class will be offered as well during 11th period Monday through Friday in Room 422. ELLs are afforded equal access to programs such as International Baccalaureate classes if students excel in their previous classes. Students are placed in an IB class if they show mastery of the subject area. Many ELLs at Curtis H.S. are placed in the IB Spanish, Italian or French classes. This is true for all content area classes as well.

10. Achieve 3000 is used in the L5 and L3 class (intermediate and advanced classes). The Achieve 3000 program is used by students in the Literacy class during their regular school program. These are students that are identified as SIFE students. Some English teachers as well as the bilingual ESL teacher also utilize the Achieve 3000 program. ELLs that are identified with IEP and low literacy skills will also be scheduled in the Read 180 class.

The ESL department is constantly ordering materials and books that facilitate learning of the ELLs. This school year new bilingual dictionaries for the content area classes were ordered. The Global History and American History textbooks for ESL students were also ordered. Over \$12,000.00 were spent on new material for ESL students.

11. Curtis High School offers Advanced Placement classes in Spanish, Italian, and French. These classes are offered to native language speakers. We also offer an International Baccalaureate Program. All our ESL students are placed in Foreign Language classes. The level that each student is placed in depends of that student’s proficiency in his/her native language. At the present time we have approximately 15 students in the IB Spanish classes and 4 students in the Advanced Placement French classes. One student is the IB Italian class. At the present moment we are in the process of organizing a Native Language Arts class which will meet during the students’ regular school hours. The class is targeted to help SIFE students’ literacy skills.

12. Based on the results of the NYSESLAT and/or the LAB-R ELL’s are supported and resources correspond to their grades and grade levels. ELLs receive all their instruction in English. Based on the ATS combined report all students that scored a Y-Beginner scored at the Intermediate level on the May, 2010 NYSESLAT. The students’ grades revealed that students’ grades improved from the grades they received in September and the grades received in January. The Beginning Level classes have 540 minutes of ESL instruction a week at Curtis High School. During the school year 2010-2011 there is one beginning ESL classes which meet three periods a day (L1, LS1, LT1Z) The Intermediate Level classes have 360 minutes of ESL instruction a week. During the school year 2010-2011 there are four Intermediate classes that meet two periods a day (L3, LT3).

Both Beginning and Intermediate ESL students have 225 minutes of instruction per week in Global History, General Science, or Living Environment and Algebra 1. In these classes the self-contained model is observed. The ELLs are grouped together and receive content area instruction with ESL methodologies.

The Advanced level consists of two level (L5) which meets 180 minutes per week. In addition, the Advanced ELLs take an additional mainstream English class. Advanced ESL students take the ELA Regents I January of their junior year and if they do not pass it, they re-take in June, at the end of their junior year. Advanced ESL classes are mainstreamed in most content area classes. ESL content area classes in both American History and Economics are offered to the Advanced ESL students, in order to enable the ELLs to pass the American History and Government Regents exam.

13. At the present time Curtis High School does not have activities to assist newly enrolled ELLs before the beginning of the school year. When the budget allows it, we offer a summer enrichment program where we invite the newly enrolled ESL students to attend.

14. The languages offered to ELLs at Curtis High School are Italian, Spanish, and French. ELLs are given a choice of which language they want to study. If the students excel in their languages they are placed in an International Baccalaureate class or an Advance Placement class.

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)?

D. Professional Development and Support for School Staff

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

1. Professional development to individual ESL content area teachers and ESL teachers at Curtis High School is provided through various Professional Development conferences at Curtis H.S. Wednesday mornings the staff meets for one hour, from 7:45 A.M. to 8:45 for Professional Development. Our school is divided into separate "houses" or "Small Learning Communities". The ESL content area teachers and the ESL teachers along with Ms. Balili, the ESL Guidance Counselor and Ms. Rombley meet in Room 421 to discuss various issues concerning our ELLs. Training for Achieve 3000 is offered at Curtis High School for 5 hours two different times, once in fall semester and one time in the spring semester. This year three English teachers that teach our ELLs will be using the Achieve 3000 Program as well. Mr. Agoda, of the ESL teacher will also be trained to use the program. Mr. Davis and Ms. Kelly have attended various conferences and Professional Development during the fall 2009 and spring 2010. The ESL and ESL content-area teachers as well as Ms. Balili, the ESL guidance counselor, and the Assistant Principal attended various workshops throughout New York City as well as attending workshops held at Curtis High School. Ms. Rombley attended all meetings on the LAP Report, the NYSESLAT and other professional developments that improve instruction for the ELLs at Curtis High School. New teachers and Ms. Rombley completed the QTel workshops.

Topics discussed are; ESL Learning Standards, How Do We Prepare Students for the ELA? Preparing Students for the NYSESLAT. Included in these meetings is the guidance counselor, Ms. Balili as well as the ISS ESL teacher Ms. Quevedo. , "Making AYP", "What Are the Components of the NYSESLAT?" "How Do We Improve Attendance?" "Improving Parental Involvement", "Chancellor's Seven Directives for ELLs".

At the end of each semester, Ells who have achieved academically are recognized by the ESL teachers and the ESL content area teachers. They are celebrated with a breakfast, small prizes, and Certificates of Achievement Awards in various categories. The categories include "Most Improved" "Highest Average" "Improved Attendance". Parents of Ells are invited to attend the celebration.

E. Parental Involvement

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

1. Parents of ELLs are invited to the Freshmen Orientation two times during the school year. Once in the spring and then again in the summer. After the general meeting with all parents and their children, the Small Learning Communities meet separately with the parents and their children to discuss any important issues. Ms. Rombley, the Assistant Principal and Ms. Balili, the guidance counselor, explain what their roles are and they explain the students' programs as well as all state mandated requirements.

2. Ms. Balili, the Guidance Counselor and Mr. Hepworth, the Parent Coordinator recommend and advise parents of ELLs of any Community Based Organizations or agencies that may meet their needs. This year, during the mandated parents' meeting, September 13, 2010 El Centro del Emigrante, a nonprofit organization that helps immigrant families were invited to speak. They informed parents of the many issues that students and their families are faced with. Curtis also has a strong relationship with the New York Immigration Coalition. Both these organizations and with the cooperation of the Mexican Consulate, we will host an adult education program based on the consulate's Plaza Comunitarias model. Plaza brings a ready-made, technology rich menu Native Language pre-GED, GED, civics, cultural enrichment and job training as well as a strong ELL component and native language parent workshops.

3. We evaluate the needs of the parents through meetings and individual conferences with the parents. Ms. Balili, the guidance counselor is available at all times to assist parents in any way possible. Her door is always open to welcome parents and students. Parents are given a personal business card from Ms. Balili, Mr. Hepworth, Mr. Lopez, and Ms. Rombley. They are told to call any of the staff involved with their

children's issues at any time and we will more than happy to assist them in any way possible.

NYS Math									
Grades and any	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	Part V: Assessment Analysis								
8									
NYSAA Bilingual Spe Ed									0

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

NYS Science									
Grades and any	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											
Grades and any	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		
WRITING	A							17	17	1	3
	B							0	0	1	0

New York State Regents Exam									
Grade	Number of ELLs Taking Test					Number of ELLs Passing Test			
	English		Native Language			English		Native Language	
	Level 1	Level 2	Level 1	Level 2	Level 3	Level 4	Level 3	Level 4	Total
Comprehensive English	55						13		
Math algebra	84						23		0
Math Geometry	15						3		0
Biology									0
Chemistry									0
Earth Science	38						7		0
Living Environment	27						5		0
Physics									0
Global History and Geography	28						18		0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
US History and Government	65		25	
Foreign Language	16		16	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. The assessment tool Curtis High School uses to assess early literacy skills are the Acuity Periodic Assessment, AGS Reading Level Indicator, in-class reading comprehension assessment, and portfolio writing assignments. The assessments provide us with the basic reading level of each student as well as their writing abilities. It also provides us with vocabulary skills of each student and what they know as well as what they are lacking. The reading comprehension provides us with the skills they know and what they don't know, such as inferencing and visualization. The ELA scores provide us with their reading, listening and writing skills. The information we gather from the students' test results helps us determine how instruction will be delivered and what we have to focus on in order to improve the students' scores. For example, the students generally do poorly on the writing part of the ELA and we focus our instruction on writing so that they can improve their writing skills and

Achieve 3000 is also used on a regular basis, at least three times a week in order to increase their reading and writing skills.

4. a. According to the NYSESLAT modalities 9th and 10th graders did well on the Listening/Speaking modality. They also scored on the Intermediate level in the Reading/Writing modality. Generally, students did better in the Listening/Speaking modalities and on average scored Intermediate level in the Reading /Writing Modalities. At the present we do not have a Native Language Arts class in place at Curtis H.S., however, we are in the planning stages of establishing one.

b. Teachers and the school leadership are assessing the results of the NYSESLAT and are aligning their instruction to the test data results. They are focusing on reading and writing in order to strengthen their students skills in the two modalities. Tutoring is also offered every day, during periods 10, 11 for one hour. Mr. DeConzo has a literacy class period 8 every day for 45 minutes for those students who scored low on the two modalities. Achieve 3000 is also used in the class room by the ESL teachers and three English teachers. The students use the program at least three times a week. Saturday school, from 8:00 A.M. to 12:00P.M. is available to the students for tutoring and/or review classes for the ELA as well as the NYSESLAT.

c. The school is learning that ELLs, along with those students identified as SIFE and the Long-term ELLs (those that completed 6+ years need extra services in order to increase their scores on the various assessments. A Native Language Arts class will be formed, as well as a web-based Math component called the Carnegie Learning Adaptive will be offered to our ELLs. At the present time we do not have a Native Language Arts class but as mentioned before we are in the process of forming one. Presently students' native language is used in the Spanish class. Students are placed in a Spanish class based on an assessment given by the Foreign language department. Depending on the students' proficiency and literacy in Spanish we will place him/her in an appropriate level of Spanish. There are four teachers that work closely with our ELLs and all four of them speak Spanish fluently.

6. We evaluate the success of our programs by the NYSESLAT results, Math Regents, and ELA results. The inquiry team meets twice a month and then we discuss programs and services we can offer these students in order to improve their literacy and math skills.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Curtis High School					
District:	31	DBN:	31R450	School		353100011450

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		84.4	86.7	87.3
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	849	830	835				
Grade 10	846	726	825				
Grade 11	552	554	469				
Grade 12	516	544	436				
Ungraded	0	0	0				
Total	2763	2654	2565				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	94.1	94.6	94.0

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	48.5	53.8	59.5

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	53	109	64

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	53	44	11

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	123	58	15	Principal Suspensions	156	151	126
# in Collaborative Team Teaching (CTT) Classes	125	201	212	Superintendent Suspensions	24	36	27
Number all others	178	132	172				

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	N/A	1140	1355
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	155	156	144
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	46	49	43
# receiving ESL services only	175	158	TBD	Number of Educational Paraprofessionals	11	11	16
# ELLs with IEPs	10	25	TBD				

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	229	220	402	% fully licensed & permanently assigned to this school	98.8	98.8	98.7
				% more than 2 years teaching in this school	83.2	85.2	91.7
				% more than 5 years teaching anywhere	65.8	69.1	77.8
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	83.0	83.0	90.3
American Indian or Alaska Native	0.5	0.5	0.6		89.8	95.3	96.3
Black or African American	36.9	38.4	37.9				
Hispanic or Latino	30.5	30.6	31.1				
Asian or Native Hawaiian/Other Pacific	6.8	6.7	7.3				
White	25.1	22.0	22.9				
Male	46.2	45.9	45.5				
Female	53.8	54.1	54.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native						-
Black or African American				v	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				v	v	
Multiracial						
Students with Disabilities				vsh	vsh	
Limited English Proficient				v	v	-
Economically Disadvantaged				v	v	
Student groups making				8	8	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:	NR			
Overall Score:	69.8	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	8.7	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	18.1	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	35.5					
<i>(Comprises 60% of the</i>						
Additional Credit:	7.5					

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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:	1,153,828.00	50,851.00	1,165,366.28
2. Enter the anticipated 1% set-aside for Parent Involvement:	11,538.28	508.51	12,046.79
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	57,691.40	*	
4. Enter the anticipated 10% set-aside for Professional Development:	115,382.80	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 96%
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.

+63

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

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” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			1,153,818.00	X	17-20
Title I, Part A (ARRA)	Federal	X			50,851.00	X	17-20
Title II, Part A	Federal			X			
Title III, Part A	Federal	X					
Title IV	Federal			X			
IDEA	Federal	X			169,186.00	X	
Tax Levy	Local	X			11,089,448.00	X	

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

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

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