



**CONCORD HIGH SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 31 / R / 470**  
**ADDRESS: 109 RHINE AVENUE**  
**TELEPHONE: 718-447-1274**  
**FAX: 718-442-6276**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 470      **SCHOOL NAME:** Concord High School

**SCHOOL ADDRESS:** 109 Rhine Avenue, Staten Island, NY 10304

**SCHOOL TELEPHONE:** 718-447-1274      **FAX:** 718-442-6276

**SCHOOL CONTACT PERSON:** Ron Gorsky      **EMAIL ADDRESS:** RGorsky@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Julie Lewis

**PRINCIPAL:** Ron Gorsky

**UFT CHAPTER LEADER:** Mike Sobel

**PARENTS' ASSOCIATION PRESIDENT:** Cheryl Sanders

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Nayelly Escobar

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 31      **CHILDREN FIRST NETWORK (CFN):** 108

**NETWORK LEADER:** Sumita Kaufhold

**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
Ronald J. Gorsky	*Principal or Designee	
Michael Sobel	*UFT Chapter Chairperson or Designee	
Cheryl Sanders	*PA/PTA President or Designated Co-President	
David Ashe	Assistant Principal	
Nayelly Escobar	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Jasmine Rodriguez	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Aletha Heggie	Teacher	
Julie Lewis	Parent	
Steve Cavallaro	Parent	
Ann Guinta	Parent	

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

\* Core (mandatory) SLT members.



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

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

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

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**Concord High School is the only alternative transfer high school on Staten Island. Our students are drawn from the entire Island and are in grades 10 through 12. Typically, students are over-aged and under-credited and have attended at least one other school.**

**Concord High School has made AYP in ELA and Mathematics for 3 years in a row. Our latest June 2010 Regents results reflect the following passing percentages:**

#### *JUNE 2010*

<b>ELA</b>	<b>81.9</b>
<b>GLOBAL STUDIES</b>	<b>95.0</b>
<b>LIVING ENVIRONMENT</b>	<b>100</b>
<b>MATH</b>	<b>74.0</b>
<b>US HISTORY</b>	<b>78.8</b>

**The gains achieved by this school were partly due to a holistic, interconnected approach to school reform guided by the administrative team led by the principal and assistant principal. In addition, there has been a focus and emphasis on providing Regents-based instruction and academic support.**

**Underpinning the effort is the belief that success in a transfer school is due to an emphasis on changing the student attitudes towards the learning environment. To that end, the school implemented the following broad initiatives and principles:**

- 1. Students need to feel connected to school – and more importantly to an adult who acts as a mentor/advisor.**
- 2. Coursework needs to be standards-based and rigorous.**
- 3. There must be multiple opportunities for supplemental teaching and tutoring.**
- 4. There is a need for a broad range of “minor” course offerings with real world applications.**
- 5. All community members must feel safe in the school.**
- 6. The school must aggressively follow-up on issues of attendance, cutting and lateness before the student is “lost”.**

7. **Students who are not successful are provided opportunities to improve through a coordinated efforts led by our support staff that includes a guidance counselor, a social worker, and 2 counselors on site full time from Camelot our CBO.**
8. **Positive behaviors and achievement must be recognized and celebrated.**

**The school's progress provides evidence to a unique collaborative environment where the teachers, parents and the school administration work very closely to ensure student success. In addition, we have developed special external relationships that provide support for our students. Some of these partnerships include:**

- a. **Camelot – which is a full-time Community-Based Organization on site each day. Camelot provides 2 full-time counselors that offer Violence Prevention, Peer Mediation and Conflict Resolution for our students.**
- b. **College of Staten Island Teaching Scholars – provide honors students from the college to tutor and help prepare our students for regents examinations.**
- c. **St. John's University (students) – offers our students Regents preparation, homework assistance, and SAT tutoring at Concord and on the St. John's campus.**
- d. **St. John's University (parents) – offers free courses and workshops to parents of Concord students at the Campus, and provides free access to Campus resources such as the library and computer labs.**
- e. **New York Center for Interpersonal Development (NYCID) – provides Career Readiness and College Exploration for potential graduates through their WAVE program.**
- f. **Sundog Theatre – provides artists in residence to supplement our music and graphic arts courses and develop arts connections across disciplines.**
- g. **C-CAP – offers internship and job-shadowing opportunities for our Culinary Arts students.**

**SECTION III – Cont’d**

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<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 type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				<b>Poverty Rate: % of Enrollment</b>					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				<b>Students in Temporary Housing: Total Number</b>					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				<b>Recent Immigrants: Total Number</b>					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
Total				(As of June 30)	2007-08	2008-09	2009-10		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)				
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10	
				CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
<b>Male</b>								
<b>Female</b>								

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

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

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

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

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

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

**Key: AYP Status**

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

*Note: NCLB/SED accountability reports are not available for District 75 schools.*  
 \*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
 \*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

**After 7 years on the State's SURR list, Concord High School was removed in 2005. Subsequently, our school was removed from the SINI list the following year and has made AYP for the last 4 consecutive years and is considered to be – In Good Standing. We have also earned a 'B' on our first Progress Report and subsequently earned 3 'A's in a row in the 2007-2008, 2008-2009, and 2009-2010 school year.**

**According to our latest Quality Review, our school is currently Well Developed with Outstanding features and has included some of the following comments:**

- **The outstanding leadership of the principal and admirable dedication of the staff has helped to create a haven where students are truly given a second chance at success.**
- **It provides students with a very attractive, and stable learning environment in which they feel safe and emotionally secure.**
- **It has very high expectations of each student in relation to their conduct, academic performance, and attendance; it communicates these very well and students more than rise to meet them.**
- **It provides excellent guidance and support which is highly successful at motivating students to re-engage with learning and become part of a happy thriving community.**
- **It has developed robust data analysis systems and these are used very effectively to provide students with the right support to ensure their success.**
- **It sets very clear and measurable goals for improvement which are firmly focused on accelerating students' progress so they can catch up with their peers and graduate.**
- **It provides each student with a highly tailored, flexible and individualized curriculum which reflects their interests and life circumstances and meets their needs.**
- **Data is used very effectively to make management decision in relation to staffing, professional development and scheduling.**

- **Systems for promoting good attendance are very rigorous and the school works tirelessly to ensure that students attend regularly.**
- **It is very good at using all its resources including very successful partnerships with outside entities to enhance the curriculum on offer.**

**The Quality Review also offers 3 suggestions for improvement. While these suggestions are valid, we don't believe they capture our school's major challenges:**

- **Ensure that the analysis of sub-group data includes gender groups.**
- **Increase the involvement of staff and students in the goal setting process by providing them with opportunities to construct their own personal development plans indicating how they will work towards achieving success.**
- **Ensure that measurable goals for improving students' performance are challenging enough by revising them and bringing them into closer alignment with the baseline data once this has been analyzed.**

**As a transfer school, we continue to be challenged by students' apathy and their lack of a psychological connection to the school, making it easy for students to stop attending school. Student apathy includes not attending classes regularly, not finishing assignments, not handing in homework assignments, and not attempting essays on a standardized test. Students often have low self-esteem or often feel that they cannot substantially affect their environment. All of our students (except for a handful of exceptions) have entered Concord after "failing" in another school. School activities are planned throughout the school year with little involvement by students. Though we have seen some improvement in recent years, our ongoing efforts to engage and motivate students to attend school regularly to earn their diploma are varied and attempt to address our most significant need.**

**More students have recently expressed a desire to go to college. We have increased education about academic and career options after high school through our own college and career fair, as well as visiting external college and career fairs. In addition we invite spokespersons from various schools to give presentations to our students and have engaged in a collaboration with the NY Center for Interpersonal Development's WAVE program to provide career and college awareness and readiness.**

**While technology staff development has increased the integration of technology across the curriculum, direct feedback from teachers has indicated that they need additional classroom management skills to conduct classes utilizing technology. Several teachers are not comfortable integrating SmartBoards and student laptops into their classroom instruction. Continued work needs to be done in this area to help the staff maximize the potential of our wireless infrastructure.**

**Teacher surveys have also identified and the need for additional training in the following key areas:**

- **Increasing attendance rates**
- **Active learning strategies**
- **Differentiating Instruction**

**Therefore, our Professional Development Committee is designing a calendar of events, topics and resources to address these issues. Training on the use of active participation and differentiated learning strategies will be provided to meet the needs of all learners, including special education and ELL students. Study groups and book chats will be implemented, allowing teachers to collaborate on current research and best practices. Opportunities for co-planning and scheduled inter-visitations will allow teachers to share best practices.**

**Though our Regents results reflect significant improvement in student passing rates, there is a need to move our Level 2 and Level 3 students to higher scores. As new graduation requirements have phased in, all students are held accountable to earn at least a 65 on all regents exams. We need to increase the integration of higher order thinking skills in our daily instruction and improve our regents preparation strategies to better prepare our students for these exams.**

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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**Based on the careful review of our data and findings of our needs assessment, we have identified the following 5 goals as school-wide priorities for the 2010-2011 school year:**

- The average attendance percentage of students who entered Concord HS during the Fall 2010 term will increase by 5% compared to their previous year's attendance from 66.2% to 69.5%.
- The average credits earned for students who entered Concord High School during the Fall 2010 term will increase by 20% from 2.80 to 3.36.
- 100% of the students who enter Concord HS during the 2010-2011 schoolyear will be assigned to an Advisor.
- By June 2011, the number of students passing the Integrated Algebra Regents exam with a score greater than a 65 will increase by 5% from 48% to 50.4%.
- By June 2011, the number of students passing the Integrated ELA Regents exam with a score greater than a 65 will increase by 5% from 66% to 69.3%.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Attendance

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>•The average attendance percentage of students who entered Concord HS during the Fall 2010 term will increase by 5% compared to their previous year’s attendance from 66.2% to 69.5%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Expectations will be communicated clearly during intake interview with parents and students. • Adopt-a-student program will provide each student with a staff mentor, who will monitor student progress. • Attendance conferences will be conducted for students who are not attending school regularly and whose absences are undermining their success. • Planning and implementation of an Advisory program to support all students • Advisory classes will provide instruction that focus on attendance issues. • Students with improved and excellent attendance are recognized at our school wide assemblies and awarded with a certificate of achievement in attendance. •Class size will be reduced to maximize teacher-student interaction and attention to individual learning needs. • Students with good attendance will be eligible to participate in clubs, activities, work internships or independent study. • A Bulletin Board will be dedicated to monitor and chart student attendance. • Students who demonstrate excellent attendance receive positive reinforcement incentives, such as, trip to New Jersey Nets games, pizza party, New York Mets tickets. • Attendance team will provide outreach to parents concerning school attendance, lateness and cutting issues and will: o Follow up with students who have dropped out of school and provides them with assistance in returning to school or finding additional placement o Recruits parents to participate in attendance improvement plans. • Family Para will: o Coordinate and organize all 407’s and outreach efforts to LTA students and their families • Make phone calls to parents of students who are absent for 3 consecutive days o Sends letters to notify parents of student absences o Makes home visits to students who are truant • Camelot (CBO) - Provides on-going counseling and support for students with attendance issues • Works with students on setting goals for improving attendance and earning their high school diploma</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>•Funds are allocated to support a Family Para to do home visits and provide intensive support to the student and family. (\$22,601) •Weekly conferences with an itinerant Attendance teacher who also makes home visits •Camelot counselors support a school wide advisory program and meets with at-risk students to establish a personal connection with each student (DOMH grant). TL FSF will be used to support instructional programs related to this goal.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Running ATS attendance reports daily/weekly/monthly will provide ongoing data to review for our newly admitted students. We will compare this data to each student's attendance from their previous term and school to see an increase of 5%.</p>

**Subject Area**  
**(where relevant) :**

**Academic Support**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>•The average credits earned for students who entered Concord High School during the Fall 2010 term will increase by 20% from 2.80 to 3.36.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>•Expectations will be communicated clearly during intake interview with parents and students.</li> <li>• Students will meet with Guidance Counselor to develop appropriate credit track each semester.</li> <li>•Class size will be reduced to maximize teacher-student interaction and attention to individual learning needs.</li> <li>• Adopt-a-student program will provide each student with a staff mentor, who will monitor student progress.</li> <li>• Guidance conferences will be conducted for students who are not meeting minimum criteria on their report cards.</li> <li>• Distance learning programs will be implemented to provide students with an additional opportunity to earn credits</li> <li>• Extended School day will help students meet credit accumulation goal</li> <li>• Tutoring will be provided to all students throughout the semester especially for students who are not passing classes</li> <li>• Planning and implementation of an Advisory program to support all students</li> <li>• Funds allocated to the purchase of Plato Learning Environment</li> <li>• After school regents preparation classes</li> <li>• Professional Development Developing a school wide advisory program</li> <li>• Review of student report card grades at the end of each marking period to evaluate student progress</li> <li>• Student transcripts will be evaluated each semester to reflect an increase in credits earned in January and in June</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <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>	<ul style="list-style-type: none"> <li>• \$11,361 dollars of OTPS code 199 software funds allocated to the purchase of Plato Learning Environment Software used for credit recovery</li> <li>• \$15,000 dollars of Teacher Per session will be used for extended day makeup work opportunities</li> <li>• Professional Development Developing a school wide advisory program TL FSF will be used to support instructional programs related to this goal.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>A review of each student's report card will indicate whether the student is passing the class in the first and second marking periods. This will be a good predictor of whether each student will be earning credits at the end of the semester. We will update the transcripts in January to reflect all the classes passed and credits earned and compare this data to each student's credits earned during their previous semester to see a 20% increase.</p>

**Subject Area****(where relevant) : Guidance**

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<ul style="list-style-type: none"> <li>•100% of the students who enter Concord HS during the 2010-2011 schoolyear will be assigned to an Advisor.</li> </ul>
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>Every student that will be admitted to Concord High School during the 2010-2011 school year will receive an Advisory Class on his/her schedule...These advisories will meet two or three times each week and will connect every new student to one of our counselors and/or teachers... Students need to feel connected to school – and more importantly to an adult who will act as a mentor/advisor. The Advisory Committee will develop a directory complete with activities, lessons and resources that each advisor will utilize with his/her students. There will be no more than 10-12 students in each Advisory section to provide for a personal connection – while maintaining a group/collaborative dynamic. We will survey students and teachers/advisors to gather the ‘soft’ data on the impact of the Advisory program.</p>
<b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <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>Programming will provide for teachers and counselors to have Advisory classes throughout the week for students new to Concord High School. A portion of the teachers and counselors tax levy salary will be dedicated to provide instructional time to support these new students. A portion of Prep Period Coverage funds may also be used to provide for Case Conferencing. TL FSF will be used to support instructional programs related to this goal.</p>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<p>A review of student programs will indicate that all new students to Concord HS will be assigned to an Advisory class.</p>

**Subject Area  
(where relevant) :**

**Mathematics**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>•By June 2011, the number of students passing the Integrated Algebra Regents exam with a score greater than a 65 will increase by 5% from 48% to 50.4%.</p>
<p><b>Action Plan</b> <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>• Using common planning time will allow teachers to continually reevaluate progress toward objectives within the mathematics department. • Displaying students work that meets standards will provide examples for students to model and reward students who excel by recognizing their accomplishments • Assigning students to student groups and creating sessions for peer tutoring encourages collaborative mentality. • Students have more fear of open-ended problems on the Integrated Algebra Regents exam, than the multiple-choice problems. Focusing on the problems weekly, as do now problems will enable students to feel more comfortable approaching them during exams. • Critical thinking is the most important math skill and needs to be reinforced and taught on a regular basis, instead of always focusing on procedure. Students will be involved in problem solving activities and encouraged to work in small group to solve problems. • Using technology in the classroom not only exhibits uses of technology for students to model from, but also displays material and activities in a more organized and interesting way for students to absorb. • Geometer’s Sketchpad is a utility that can be used in many ways to display mathematical concepts in a motivating way for students. • Smart Board utilities allow students and teacher to interact throughout the learning process as well as organizing information. •Mock Regents Exams will provide formative data towards meeting this goal • Regent’s format exams allow students to become comfortable and confident with the exam before the test is administered. • Using calculators in the classroom, along with the calculator and overhead projector attachment to display procedures, helps students to master their own use of calculator as a tool for learning and exploring. •Tutoring throughout the semester will provide additional assistance to struggling students• Using word walls in classroom can improve students’ math content area vocabulary.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <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>•\$2,303 dollars of C4E monies and \$23,634 dollars of Title I monies are subsidizing the use of a math mentor/coach for teachers in the math department that are less experienced. •Common planning time in addition to department conferences are built into the schedule to allow for collaboration, workshops and coaching. \$15,000 dollars of Teacher Per session will be used for Regents Tutoring. TL FSF will be used to support instructional programs related to this goal.</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Acuity Periodic Assessment will be administered to students who are preparing for the Algebra Regents exam and will be an indicator of student progress towards mastering the concepts assessed by the Algebra Regents exam. Mock Regents Exams will also provide additional formative data towards the goal of increasing the number of students who earn a 65 or more on the Math Regents.</p>
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**Subject Area**  
**(where relevant) :**

**English Language Arts**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>•By June 2011, the number of students passing the Integrated ELA Regents exam with a score greater than a 65 will increase by 5% from 66% to 69.3%</p>
<p><b>Action Plan</b>  <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>Double period English Language Arts classes for all students preparing to sit for the Regents exam... Data Inquiry Team will focus on improving the writing skills of the target population... Deliver instruction through use of Workshop Model... Differentiated Instruction to meet the needs of all learners... Use Writer's Workshop to improve and build stamina in writing... Enforce that each student reads a variety of genres; as prescribed by the ELA standards... Students will create and animate scenes from the books they are reading using Scratch... Teachers will use common prep time to design lessons, look at student work and share best practices... After-school tutoring and Regents preparation classes will be offered to provide interventions and enrichment for students... Teach students to use rubrics to assess their own writing...</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>	<ul style="list-style-type: none"> <li>•\$49,146 dollars of C4E monies and \$43,444 dollars of Title I funds are subsidizing the use of a ELA teacher for students who are Level I and II and are in need of literacy-based instruction</li> <li>•Common planning time in addition to department conferences are built into the schedule to allow for collaboration, workshops and coaching. \$15,000 dollars of Teacher Per session will be used for Regents Tutoring. TL FSF will be used to support instructional programs related to this goal.</li> </ul>

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

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

Acuity Periodic Assessment will be administered to students who are preparing for the ELA Regents exam and will be an indicator of student progress towards mastering the concepts assessed by the ELA Regents exam. Mock Regents Exams will also provide additional formative data towards the goal of increasing the number of students who earn a 65 or more on the ELA Regents.

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

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

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

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

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

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

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

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

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

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



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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	5	4	4	4	5	0	0	0
10	32	26	28	44	96	0	0	0
11	48	29	18	53	65	0	0	0
12	4	2	2	4	4	0	0	0

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p>Teachers provide tutoring sessions during school and after school twice a week. A comprehensive schedule of homework help and instructional support sessions are offered for students who are most at-risk. Tutoring is provided to students individually and in small groups.</p> <p>A double period of Regents preparation is scheduled to provide intensive support for students taking the exam. Each class that culminates in a Regents exam is offered as a double period of preparation.</p> <p>Teachers trained in Ramp Up literacy strategies implement a double period each of intensive literacy instruction.</p>
<b>Mathematics:</b>	<p>A Math coach works with the teachers and students to help provide test-taking strategies for students taking Regents Exams. Weekly visits include model lessons and tutorials during and after-school.</p> <p>A double period of Regents preparation is scheduled to provide intensive support for students taking the exam. Each class that culminates in a Regents exam is offered as a double period of preparation.</p> <p>Teachers provide tutoring sessions during school and after school twice a week. A comprehensive schedule of homework help and instructional support sessions are offered for students who are most at-risk. Tutoring is provided to students individually and in small groups.</p>
<b>Science:</b>	<p>Kaplan materials and consumable booklets are used by each student.</p> <p>A double period of Regents preparation is scheduled to provide intensive support for students taking the exam. Each class that culminates in a Regents exam is offered as a double period of preparation.</p> <p>Teachers provide tutoring sessions during school and after school twice a week. A comprehensive schedule of homework help and instructional support sessions are offered for students who are most at-risk. Tutoring is provided to students individually and in small groups.</p>
<b>Social Studies:</b>	<p>Teachers provide tutoring sessions during school and after school twice a week. A comprehensive schedule of homework help and instructional support sessions are offered for students who are most at-risk. Tutoring is provided to students individually and in small groups.</p> <p>A double period of Regents preparation is scheduled to provide intensive support for students taking the exam. Each class that culminates in a Regents exam is offered as a double period of preparation.</p>

<b>At-risk Services Provided by the Guidance Counselor:</b>	Guidance counselor provides individual and small group sessions for all students especially the students who are most at-risk of failing. Camelot, our CBO, provides 2 full time counselors who support students with clubs and groups and sessions during and after school. Peer mediation and conflict resolution skills are developed with students. Presentations to parents will include ‘Setting Short and Long Term Goals with your Teenager’, ‘Understanding the Teenage Brain’, ‘College Applications, Financial Aid, Loans and Scholarships’.
<b>At-risk Services Provided by the School Psychologist:</b>	N/A
<b>At-risk Services Provided by the Social Worker:</b>	N/A
<b>At-risk Health-related Services:</b>	N/A

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

*NCLB/SED requirement for all schools*

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

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

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

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

**Section I. Student and School Information**

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

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

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

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

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

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

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

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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

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

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

Concord High school identifies the primary language spoken by the parent of each student upon enrollment. This information is kept on file, maintained in ATS and recorded on the child's emergency contact card.

We Currently we have a number of parents whose primary language is Spanish. For the 2010-2011 school year, we anticipate Spanish as the only language, other than English, that we will need translation and interpretation services for.

We have translated many of our school letters into Spanish. The Translation and Interpretation unit will assist us in translating any additional information as needed

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.

For the 2010-2011 school year, we anticipate Spanish as the only language, other than English, that we will need to provide translation and interpretation services.

School information is constantly shared between school and home through the use of mailings and phone calls. Frequent formal and informal conversations and meetings are a by-product of a unique collaborative culture where the exchange of information is encouraged.

There have been and will continue to be formal and structured opportunities to share information and provide feedback to the ongoing planning and development of the CEP. For example, there have been frequent parent meetings to elicit feedback from parents. There have been mailings to all parents that do not attend these meetings to provide information about our schoolwide goals and objectives.

Our School Messenger service will be used to share information about school programs and plans and will alert parents to special planning meetings and important dates.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
  - a. We will maintain an appropriate and current record of the primary language of each parent in ATS and on the student's emergency card.
  - b. Identify all school letters and other written forms of information that need to be translated.
  - c. All letters and important information will be translated into the parent's primary language through the Translation and Interpretation Unit of the Department of Education. The Translation and Interpretation Unit provides New York City Department of Education (NYCDOE) schools and offices with an internal resource for requesting written translation.
  
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.
  - a. Our school messenger phone system will send messages in English, as well as Spanish for those parents who need the interpretation.
  - b. On-site Bilingual staff members will translate when parents come in for conferences. If an appropriate staff member is unavailable, we will use over-the-phone interpretation services communicate with a non-English speaking parent with the assistance of an interpreter on the phone. The Translation and Interpretation Unit provides New York City Department of Education (NYCDOE) schools and offices with an internal resource for requesting oral interpretation 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>.

Concord will send written notification to each parent whose primary language is a covered language and who requires assistance services with written notification of their rights regarding translation and interpretation services in the appropriate languages, and on how to obtain such services. In addition, we will post a sign, in the covered languages, indicating where in the school they can go for 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	79,855	3,792	83,647
2. Enter the anticipated 1% set-aside for Parent Involvement:	799	380	1,179
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	3,993	*	
4. Enter the anticipated 10% set-aside for Professional Development:	7,985	*	

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

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

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

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

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

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

## **Concord High School Parental Involvement Policy 2010-2011**

### **I. General Expectations**

Concord High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. Concord High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - Parents/ Guardians will be active on School leadership team, Parent/Teacher Association, Advisory Committees and district parental groups committees.
2. Concord High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Parental Surveys will be collected; advisory groups, parent/guardian information sessions and workshops will be conducted.
3. Concord High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
  - Involvement with regional and district assistance in parental planning initiatives. Coordination with Concord Parent groups and district advisory groups. Involvement and assistance from Department of Education Office of Parental Involvement.
4. Concord High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - Evaluation of parental involvement will be conducted with parental survey twice per academic year to measure effectiveness of parental involvement and receive input from parents/guardians. Materials for evaluation will be provided in the parents' native when appropriate. Principal, Assistant Principal, School-leadership team, parent advisory group and parent coordinator will ensure that all parents are provided with the opportunity to participate in evaluation process. Parents, staff and students will participate in review.
5. Concord High School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
      - Parents/guardians will be provided workshops on the school, district and regional levels
      - Parents/guardians will receive information by mailings and email database with relevant websites and information.
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - Parents/guardians will be offered computer training classes to increase knowledge of technology.
    - Parent Resource Library will be developed for parent use ( Parent Resource Center)

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
  - Staff will receive professional development on communicating effectively with parents/guardians.
  - School leadership team will address issues to increase effective team building for staff and parents.
  - Parent/Teacher Association will continue to increase attendance of staff and parents on a monthly basis.
- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)
  - Parent/Guardian materials will be available in parent's native language.
  - Parents/Guardians will receive notice of meetings by use of telephone messenger, postal mailings and email parent database in a timely manner.
  - Meetings and events will be scheduled during the morning, afternoon and evening hours to accommodate parents scheduling requirements.
  - Principal, School Leadership team, Assistant Principal, Parent Coordinator and Parent/Teacher Association will ensure compliance.

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

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by our School –Parent Compact This policy was adopted by Concord High School on June 8, 2010 and will be in effect for the 2010-2011 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 28, 2010.

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

### **Concord High School-Parent Compact 2010-2011**

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

#### School Responsibilities

Concord High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
  - *Continuation of the double period Regents block class (AIS)*
  - *Increase the participation of tutoring for students who are not meeting state or city standards.*
  - *Professional development area on the use of technology in the classroom, literacy strategies, test-taking strategies and skills as well as the workshop instructional model.*
  - *Teachers will structure classroom exams and quizzes using the same language, format of standardized exams.*
  - *Teachers will reinforce literacy strategies during content area instruction.*

- *Opportunities will be provided for teachers to plan collaboratively, align instruction, and examine and assess student work to focus instruction directly on student needs to meet the standards*
  - *Classroom libraries will be expanded and updated to provide appropriate books for students at all reading levels, including our ELL students.*
  - *Professional development will be provided in the following areas:*
    - *The use of differentiated learning, active participation, and other specialized strategies to meet the needs of all learners, including special education and ELL students*
    - *Looking at student work*
    - *ESL Strategies*
  - *Professional development on the use of active participation and differentiated learning strategies will be provided to meet the needs of all learners, including special education and ELL students.*
  - *A greater emphasis will be placed on teaching students organizational skill study skills, and test taking skills*
  - *Investigation of best practices for sustaining and accelerating the achievement of English language learners.*
  - *Teacher created web page provides course information, resources and homework assignments for all students.*
  - *In school professional development has been effective. Time is scheduled for weekly collaboration among staff.*
  - *Teachers will continue to access on line libraries and databases via student laptops.*
  - *Integration of technology will continue to increase through the use of Smartboards, laptops, internet research, virtual dissections, etc.*
  - *Literacy skills will be reinforced through an increase in reading and writing across the curricula.*
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held as follows: *Conference and information session will be held in September 2010 during parent orientation session. Individualized parent/teacher conferences are held twice during academic year in October 2010 and March 2011.*
  3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: *Student Reports will be provided to parents/guardians three times per semester. Web-based programs SnapGrades provide ongoing parent access to student progress and achievement.*  
Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: *Staff will be available for consultation with parents on a daily basis by telephone and with scheduled one-to-one appointments as requested. Staff is available during parent orientation and parent/teacher conferences.*
  4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: *Parent/guardians may volunteer with the parent/teacher association, school leadership team, and advisory groups. Additional volunteer opportunities include classroom presentations, assistance with student events and trips.*
  5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
  6. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
  7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend.

The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

### **Optional Additional Provisions**

#### Student Responsibilities

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

- Attend school regularly
- Do my homework every day and ask for help when I need to.
- Study for tests and complete assignments
- Develop Graduation plan and set goals for myself.
- Follow the school's/class' rules of conduct.

Give to my parents or the adult who is responsible for my welfare, all notices and information received by me from my school every day.

## 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.

*We conducted a comprehensive needs assessment of the entire school that is based on academic achievement information about all students in the school to help us understand the subjects and skills for which teaching and learning needs to be improved. We expanded our use of data assessments and are continuously reviewing school performance. This helps us to identify priorities, set clear and measurable goals and objectives and determine strategies to meet these goals. We will identify specific students who are not yet achieving the State's academic standards and assess the needs of our schoolwide program.*

*In addition to our own internal needs assessment, A Quality Review was conducted by an outside Consulting firm. The results of the Quality Review will help us to identify school needs and plan for higher quality instruction.*

*We will use periodic assessments throughout the year to monitor student progress and make informed educational decisions.*

*Several members of the staff volunteered to form a professional development committee. They created a needs assessment survey that was distributed to all school staff. The results were tabulated and prioritized and a clear plan to improve our instructional program was structured as an outgrowth of the identified needs of the staff. Direct feedback of teachers has indicated that teachers need additional classroom management skills to conduct classes utilizing technology. Teacher surveys have identified and the need for additional training. These areas include:*

- *Improving attendance*
- *Integrating technology throughout the curriculum*
- *Workshop Model structure*
- *Active learning strategies*
- *Differentiating Instruction*
- *Incorporating ESL strategies into content area instruction*

*In addition, our Parent Coordinator and PTA President developed an interest inventory for our parents. This tool helped to inform the PTA as to the needs and interests of our parents. Suggestions include workshops on completing a college application, filing for financial aid, supporting my adolescent at home, stress management, and surfing the Internet.*

*Our School Leadership Team will review our School Report Card, Regents performance data, scholarship reports and attendance information to gain valuable insight about our educational program. This data will help to inform our team's decisions to design an effective instructional program.*

2. Schoolwide reform strategies that:

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

**Schoolwide reform strategies:**

- *Data analysis will be used to make school wide decisions.*
- *Continuation of the double period Regents block class (AIS)*
- *Increase the participation of tutoring for students who are not meeting state or city standards.*
- *Professional development area on the use of technology in the classroom, literacy strategies, test-taking strategies and skills as well as the workshop instructional model.*
- *Teachers will structure classroom exams and quizzes using the same language, format of standardized exams.*
- *Teachers will reinforce literacy strategies during content area instruction.*
- *Opportunities will be provided for teachers to plan collaboratively, align instruction, and examine and assess student work to focus instruction directly on student needs to meet the standards*
- *Classroom libraries will be expanded and updated to provide appropriate books for students at all reading levels, including our ELL students.*
- *Professional development will be provided in the following areas:*
  - o *The use of differentiated learning, active participation, and other specialized strategies to meet the needs of all learners, including special education and ELL students*
  - o *Looking at student work*
  - o *ESL Strategies*

- *Professional development on the use of active participation and differentiated learning strategies will be provided to meet the needs of all learners, including special education and ELL students.*
- *A greater emphasis will be placed on teaching students organizational skill study skills, and test taking skills*
- *Investigation of best practices for sustaining and accelerating the achievement of English language learners.*
- *Teacher created web page provides course information, resources and homework assignments for all students.*
- *In school professional development has been effective. The Kaplan consultant/coach will continue to provide site-based coaching on an ongoing basis.*

### 3. Instruction by highly qualified staff.

*Title I Funds support Professional development and activities to ensure that all staff members are highly qualified.*

### 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- *Staff members will be provided will professional development on how to use data to improve student outcomes.*
- *Our highest priorities for professional development continue to be the use of differentiated instruction and motivational instructional strategies that facilitate standards setting work and demand high expectations.*
- *Instructional coaches will continue to work with teaches, providing research-based programs that help students build proficiency to meet state standards, and improve performance rate on state tests.*
- *Opportunities for co-planning and scheduled intervisitations will allow teachers to share best practices.*
- *Professional development on the use of active participation and differentiated learning strategies will be provided to meet the needs of all learners, including special education and ELL students.*
- *Study groups will be implemented, allowing teachers to collaborate on current research and best practices.*
- *We are committed to creating classrooms that are interactive, motivating and aligned to city and state standards.*
- *Training in Smart Board technology and blackboard software will continue.*
- *To improve Regents pass rate, teachers will continue to attend professional development activities.*
- *We are expanding a staff resource center and library, providing staff members with access to literature, periodicals and video series on current educational issues and instructional practices.*

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

*The Open Market Hiring System developed by the Human Resources Department, will enable our school to attract and hire highly qualified teachers from any school in the city regardless of seniority. We have developed and shown a PR video of our school that will help publicize our school and recruit interested staff.*

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

*Evening workshops are offered for our parents on computer literacy, stress management, college and career counseling, dealing with your teenager, etc.*

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.

- a. *On-going review of schools wide, classroom and student specific achievement data including attendance, credit accumulation, Regents scores and percentage of students passing classes.*
- b. *Periodic assessments will be used by teachers.*

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.

*All staff members will adopt-a-student in an effort to improve the achievement of individual students and the overall instructional program. Increased connections with staff will lead to timely interventions and effective assistance. In addition, all counselors will be responsible for conferencing with students regularly throughout the year to identify issues and provide information and resources in support of student success.*

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.

- We have identified Guidance Counselor as our McKinney -Vento liaison. She ensures that any student who is identified as homeless receives full and equal opportunity to succeed in their school setting, and that they receive all entitled services
- Our on-site Community Based Organization, Camelot, provides violence prevention services, by education students in conflict resolution skills and peer mediation.
- Healthplus education information sessions are conducted by the parent coordinator

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

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

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page 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			79,854	x	20,21
Title I, Part A (ARRA)	Federal	x			3,792	x	18
Title II, Part A	Federal			X			
Title III, Part A	Federal			X			
Title IV	Federal			x			
IDEA	Federal	X			4,880	x	16
Tax Levy	Local	x			1,655,846	x	18,20,21

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

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

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

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

We currently have 5 students who are considered Students in Temporary Housing. We identify these students and families upon admission and through a discussion with our Parent Coordinator.

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

We generate two reports through ATS:

- 1) "Biographical Roster" (RBIR) which identifies students living in shelters.
- 2) "Address Report" (RADR) and "Update Students Code" (UPCO) Both reports identify students who are doubled up, unaccompanied, or living in another temporary living situation and generate their housing status code. These reports are based on the student's bio page/BIOU entries. UPCO can be used to update the housing codes of multiple students at once.

We review names on the RBIR and RADR reports to compare and count students only once.

STH liaisons in our borough Office of School and Youth Development (OSYD) and our STH liaison in our Children First Network (CFN) serve as the liaisons for our homeless students and highly mobile families. These liaisons are available to work with school staff to support them in identifying the needs of students in temporary housing. We collaboratively identify the needs of children and youth experiencing homelessness, review resources, and plan ways to address their needs.

These Title I set-aside funds should be used primarily for educational services to ensure that our homeless children and youth progress academically. However, due to the different needs of our homeless population, we may use these Title I funds to pay for emergency

supplies such as school supplies, books or even glasses. We also may consider using these funds to support our STH by providing additional academic programs and educational support services, basic/emergency supplies, or counseling services.

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

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

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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Concord High School						
<b>District:</b>	31	<b>DBN:</b>	31R470	<b>School</b>		353100011470	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 4	0	0	0		63.3	59.7	73.5
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 8	0	0	0		49.7	65.2	62.4
Grade 9	5	14	28				
Grade 10	72	94	93				
Grade 11	84	62	47	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		0	1	2
Ungraded	0	0	0				
Total	161	170	168	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	6	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	5	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	2
Number all others	22	31	29				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	13	13	15
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	5	6
# receiving ESL services only	11	1	TBD				
# ELLs with IEPs	0	1	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	1	1	1

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
	29	28	125	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	76.9	84.6	86.7
				% more than 5 years teaching anywhere	76.9	84.6	86.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	100.0	100.0
American Indian or Alaska Native	0.0	0.0	1.2	% core classes taught by "highly qualified" teachers	81.3	84.9	83.3
Black or African American	26.1	30.6	33.9				
Hispanic or Latino	50.3	31.8	37.5				
Asian or Native Hawaiian/Other Pacific	2.5	2.4	1.2				
White	21.1	34.7	25.0				
<b>Male</b>	42.2	48.2	45.2				
<b>Female</b>	57.8	51.8	54.8				

#### 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	

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

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>				X	vsh	v	39
<b>Ethnicity</b>							

American Indian or Alaska Native						
Black or African American				-	-	-
Hispanic or Latino				-	-	-
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial				-	-	-
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				vsh	vsh	-
<b>Student groups making</b>				<b>1</b>	<b>2</b>	<b>1</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>				NR
<b>Overall Score:</b>	77.9	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	12.4	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	19.6	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	44.4					
<i>(Comprises 60% of the</i>						
Additional Credit:	1.5					

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>type here</b>	District	School Number <b>470</b>	School Name <b>Concord HS</b>
Principal <b>Ron Gorsky</b>		Assistant Principal <b>David Ashe</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Leslie Chow-Degeorge/ESL</b>		Guidance Counselor <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Vonda Caccese</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>type here</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>170</b>	Total Number of ELLs	<b>4</b>	ELLs as Share of Total Student Population (%)	<b>2.35%</b>
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## Part II: ELL Identification Process

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

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

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

All new admits to Concord High School meet with either the Principal or the Assistant Principal and the Parent Coordinator. Students new to the New York City Department of Education are given a Home Language Identification Survey (HLIS) to elicit information regarding the language spoken in the student's home. At this initial meeting, students and their families, who are eligible for ELL services, are given an individual orientation. During orientation the materials found in the EPIC School Kit will be presented to the parents and student. This includes viewing the video. The conference will discuss the varying types of services provided to ELL students such as Dual Language Instruction, Bilingual Education Programs and Freestanding ESL programs. Parents will be given a parental choice letter and provided with the choice of picking a program that best serves their child's needs.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>											3	1	0	4
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	3	1	0	4

### B. ELL Years of Service and Programs

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

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

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	2	0	0	1	0	0	1	0	1	4
<b>Total</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>4</b>

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	0	0	0	0	0	0	0	0	0	3	1	0	4
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>									

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

Dual Language (ELLs/EPs) 9-12																			
Number of ELLs by Grade in Each Language Group																			

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	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	0	0	0	0	0	0	0	0	0	0	3	1	0	4
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	3	1	0	4

# 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. Concord High School provides all eligible ELL students support through a freestanding ESL program, where students receive all instruction in English, emphasizing English Language acquisition. We use a self-contained ESL instructional model.

2. Students in Beginning (B) ESL classes receive 3 periods per day of ESL instruction. Students in Intermediate (I) ESL classes receive 2 periods per day of ESL instruction. Students in Advanced (A) ESL classes receive 1 period per day of ESL instruction. The Advanced (A) ESL students also receive 1 period per day of English language arts instruction.

Students' proficiency levels are determined by their scores on the Lab-R or NYSESLAT exam. These students are split into three categories, beginner, intermediate and advanced. The following chart breaks down the proficiency levels by grade. In accordance with the New York City Department of Education, the goals of the ESL program are to:

- Provide academic subject area instruction in English using ESL methodology and instructional strategies
- Incorporate ESL strategic instruction
- Assist students to achieve the state-designated level of English proficiency for their grades
- Help each ELL meet or exceed New York State and City Standards

Based on each student's NYSESLAT or Lab-R scores, we place students in one of the three ESL levels: Beginning, Intermediate, or Advanced.

The Beginning ESL course focuses on the following: BICS (conversation, social, and survival skills), phonological, morphological, syntax, collocation or word banks, front loading, and total physical response. Listening and reading is more heavily weighted in instruction with some writing and speaking in each lesson plan.

The Intermediate and Advanced course focuses on CALPS (cognitive, academic language proficiency), graphic organizers, research skills, and multiple-choice test taking skills, cloze activities, metacognition skills, inferences, whole language, and grammar. Listening, reading, writing, and speaking are the four components of an ESL lesson.

All ESL and ELA instruction includes literature and content-based instruction which is aligned explicitly to New York State learning standards. Explicit ESL instruction is delivered in the following ways:

- Teachers scaffold academic language and complex content to support student participation in content areas
- Language functions and structures are taught within the context of the lesson.
- Teachers use a wide range of visuals and print materials to develop English language proficiency
- Teachers model the use of the language in ways in which the students are expected to participate.
- Teachers use stories that are based on the students' culture that will connect to the students' prior experiences.

### 3. Content Area Instruction

All content area courses are taught in English using ESL and ELA methodologies and are aligned with the New York State and City standards

in each content area. Courses offer challenging content and are taught using instructional strategies that will prepare students to think critically, solve problems, and acquire the language and skills needed to meet the NYS and NYC standards. Our certified ESL teacher works collaboratively with the content area teachers, provide indirect support for the ELL population.

4. Support for Newcomers (ELLs in US schools less than three years). - At the core of our ESL philosophy is to offer a comfortable environment so students will become quickly immersed in their schooling and feel encouraged to practice their English language skills with one another and our native speaking population. It is also important to provide exposure to American culture. All new ELLs administered the Lab-R. Results of the Lab-R will help determine appropriate services for the student. Parents will be provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child. All new students participate in our Ambassador Program. This program matches each new student with a current student who will serve as a mentor. The Ambassadors help the new student acclimate to the school environment and culture.

Support for Students with Interrupted Formal Education(SIFE) - All ESL classes offer cooperative group work activities, visual aids, multi-intelligence activities, workshop model, balanced literacy. SIFE students are

Support for long term ELLs and Extension of Services

- After school tutoring services;
- Scaffolding of instruction;
- ESL Library;
- Professional development for staff in the use of ESL instructional strategies and differentiated instruction;
- Collaboration between teachers, including sharing of best practices and strategies for working with ELL students;
- Use of “Workshop Model” and “Balanced Literacy” strategies in ESL and content area classes;
- Interns from St John’s University, College of Staten Island, and Wagner College provide additional supports including one to one tutoring;
- Additional Resource Room classes are available to support content area instruction and language development;

Special Education - At this time Concord High School has 1 special education ELL students. All support and instructional programs available for ELL students and Special Needs students are available for students identified as both ELL and Special Needs

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

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

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

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

NLA Usage/Support	TBE
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### 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?

All content area courses are taught in English using ESL and ELA methodologies and are aligned with the New York State and City standards in each content area. Courses offer challenging content and are taught using instructional strategies that will prepare students to think critically, solve problems, and acquire the language and skills needed to meet the NYS and NYC standards. Our certified ESL teacher works collaboratively with the content area teachers, provide indirect support for the ELL population.

English Language Learners who achieve proficiency still require support services. These students will be monitored by both the ESL teacher and the Guidance Counselor to determine individual needs.

At the core of our ESL philosophy is to offer a comfortable environment so students will become quickly immersed in their schooling and feel encouraged to practice their English language skills with one another and our native speaking population. It is also important to provide exposure to American culture. All new ELLs administered the Lab-R. Results of the Lab-R will help determine appropriate services for the student. Parents will be provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child. All new students participate in our Ambassador Program. This program matches each new student with a current student who will serve as a mentor. The Ambassadors help the new student acclimate to the school environment and culture.

### C. Schools with Dual Language Programs

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

N/A

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

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

All teachers receive PD in the use of ESL instructional strategies, differentiated instruction, multiple intelligences, scaffolding of instruction, etc. PD is provided via after-school workshops as well as through on-going support provided by the Network ELL Curriculum Instructional Specialist.

### 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?

All new admits to Concord High School meet with either the Principal or the Assistant Principal and the Parent Coordinator. Students new to the New York City Department of Education are given a Home Language Identification Survey(HLIS) to elicit information regarding the language spoken in the student's home. At this initial meeting, students and their families, who are eligible for ELL services, are given an individual orientation. During orientation the materials found in the EPIC School Kit will be presented to the parents and student.

Community based organizations and colleges, such as the YMCA, The College of Staten Island and St John's University provide ESL services for parents of our students.

Parent needs are evaluated at our initial conference for all new students - as well as through parent surveys .

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	

Beginner(B)										0	1	1	0	2
Intermediate(I)										0	2	0	0	2
Advanced (A)										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	3	1	0	4

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

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

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

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

Chinese Reading Test								
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**B. After reviewing and analyzing the assessment data, answer the following**

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

A review of data of patterns across proficiency and grade levels shows that two of our students are functioning at the intermediate level of English proficiency, and two students are functioning at the beginner level. Looking at the four modalities of listening, speaking, reading and writing, they are consistent with the overall proficiency levels. Our instructional planning focuses on cognitive academic and language proficiency for the intermediate and advanced level ELLs, while continuing to provide the basic functional language instruction for the Beginning level ELLs.

Looking at the results of the standardized assessments, our ELL population has scored in the level I and Level II range. This data will help us to focus instruction on the specific needs of these students. In addition to on-going professional development in ESL strategies, we have brought in Aussie instructors to work with our staff and students in order to provide the strategies for these students to improve the skills needed to pass the Regents exams.

**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.

Concord High School is dedicated to using a comprehensive approach to provide services for our ELL population from the very beginning stages of language acquisition to English language proficiency. Many students who have been turned away from large high schools because of their age and level of English skills, find a home at Concord who help them acquire language skills and credit accumulation in a safe, friendly, and academic rigorous curricula. Through early identification of students, collaborative planning and preparation, guidance support services, content area courses infused with ESL and ELA methodologies and professional development for our staff, we are working on assisting all students in completing their high school diploma requirements.

## 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		