



# **BRONX ENGINEERING AND TECHNOLOGY ACADEMY**

**2010-2011**

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

**SCHOOL: (DISTRICT 10/BRONX/ 213)**  
**ADDRESS: 99 TERRACE VIEW AVENUE**  
**TELEPHONE: 718-563-6678**  
**FAX: 718-563-6975**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 10X213      **SCHOOL NAME:** Bronx Engineering and Technology Academy

**SCHOOL ADDRESS:** 99 Terrace View Avenue, Bronx, New York 10463

**SCHOOL TELEPHONE:** 718-563-6678      **FAX:** 718-563-6975

**SCHOOL CONTACT PERSON:** Rashid F. Davis      **EMAIL ADDRESS:** Rdavis9@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Tony Brown

**PRINCIPAL:** Rashid F. Davis

**UFT CHAPTER LEADER:** Catherine Scott

**PARENTS' ASSOCIATION PRESIDENT:** Peewee Kirkland

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      Aseer Intiser

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 10      **CHILDREN FIRST NETWORK (CFN):** New Visions

**NETWORK LEADER:** Barbara Gambino

**SUPERINTENDENT:** Elena Papaliberios

**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.*

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
<b>Rashid F. Davis</b>	*Principal	
Catherine Scott	*UFT Chapter Chairperson	
Peewee Kirkland	*PA/PTA President	
Antonio Tiburcio	*PA/PTA Co-President/SLT-Secretary	
<b>Margaret Rodriguez</b>	DC 37 Representative	
Aseer Intiser	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Angel Berrios	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jacqueline Cabrera	Member/UFT	
Carol Thompson	Member/UFT	
Ana Almonte	Member/Parent	
Tony Brown	Member/Parent	
Verna Montgomery	Title I Parent Representative <i>(suggested, for Title I schools)</i>	

(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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#### Vision:

It is our vision to create a learning environment where all students are empowered to become technologically literate citizens with the capacity to succeed in life. In collaboration with the entire school community, including parents, staff, and Manhattan College School of Engineering, our students will achieve success. The Bronx Engineering and Technology Academy will strive to prepare our students with the knowledge, skills, and ethical values necessary to assume leadership roles in an increasingly global, technological, and culturally diverse society.

#### Mission Statement:

The mission of the Bronx Engineering and Technology Academy is to create a challenging and nurturing learning environment that will stimulate and support our students' ability to think critically and creatively. Bronx Engineering and Technology Academy will collaborate with the Manhattan College School of Engineering, students' families, and community partners to establish a college preparatory program that will empower students with the skills necessary to succeed at the university level in any field of their choice. Bronx Engineering and Technology Academy will engage students with real-world problems and use engineering as a lens through which these problems are framed, analyzed, and solved. We are committed to teaching our students how to learn and how to think as engineers. Bronx Engineering and Technology Academy will prepare our students to become technologically literate citizens with the knowledge, skills, and values necessary to assume leadership roles in an increasingly technological and culturally diverse society.

**BETA** has been successful in raising the academic achievement of its students as shown by the following data:

- Average daily attendance: 84.2%
- The four year graduation rate is 75%
- 78% of the students in the first graduating class (cohort 2008) with 8<sup>th</sup> grade reading data entered at Performance Levels 1 or 2, and 22% were Levels 3 or 4. 100% of the first graduating class graduated at performance levels 3 or 4 in English.
- 54% of the students with 8<sup>th</sup> grade math data entered BETA at Performance Levels 1 or 2 and 46% were Levels 3 or 4. 100% of the first graduating class graduated at performance levels 3 or 4 in Math.
- 71% of the first graduating class was enrolled in at least one Advanced Placement course.
- The following AP classes are offered: AP English Language and Literature, Spanish Language and Literature, Environmental Science, Micro Economics, Physics, and Calculus, Statistics.
- 1 AP Scholar with Honors identified by College Board for the 2008 testing year.

Freshman-PSAT	School05-06	School06-07	School07-08	School08-09	School09-10	New York-09-10
<b>Critical Reading</b>						
<b>Math</b>						
<b>Writing</b>						
<b>BETA Total</b>						

Sophomores-PSAT	School05-06	School06-07	School07-08	School08-09	School09-10	New York-09-10
<b>Critical Reading</b>	33.1	35.8	31.2	34	32.5	39.5
<b>Math</b>	39.4	40	34	35.7	38.2	41.6
<b>Writing</b>	37.7	33	30.6	31.5	31.5	38.1
<b>BETA Total</b>	110.2	108.8	95.8	101.2	102.2	119.2
Juniors-PSAT	School05-06	School06-07	School07-08	School08-09	School09-10	New York-09-10
<b>Critical Reading</b>		38.4	36.4	33.5	36.1	44
<b>Math</b>		41.7	41.6	37.6	40.5	45.7
<b>Writing</b>		35.2	36	33.5	34.8	42.4
<b>BETA Total</b>		115.3	114	104.6	111.4	132.1

**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)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	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?
- 

On October 31, 2006, there were 138 students in grade 9 in BETA. By October 31, 2007, one year later, 40 of these students had been discharged from our school. Of the returning students in grade 9, 27 were still in grade 9 and 71 had articulated to grade 10. Therefore, in the 12 months from 10/31/06 to 10/31/07, BETA had a discharge rate of 29%, a holdover rate of 17%, and an articulation rate of 55% for grade 9.

On October 31, 2007, there were 139 students in grade 9 in Bronx Engineering and Technology Academy. By October 31, 2008, one year later, 4 of these students had been discharged from BETA. Of the returning students in grade 9, 16 were still in grade 9 and 81 had articulated to the grade 10. Therefore, in the 12 months from 10/31/07 to 10/31/08, BETA had a discharge rate of 32%, a holdover rate of 13% and an articulation rate of 59% for grade 9.

Over the past two years, for grade 9, the average discharge rate at BETA has been 30%, the average holdover rate has been 13%, and the average articulation rate has been 57%.

As of October 31, 2008, there are 145 students in grade 9 in BETA. Using average rates from the past two years, we project that by October 31, 2009, 44 of these students will be discharged, 18 will be held over in grade 9, and 83 will articulate to grade 10.

During year 2006-2007, 34% of students school-wide were defined as off-track. The following year, 2007-2008, 29% of our student population was off-track. Thus, the data shows an improvement by reducing off track students by 5%. After looking further into the data, we noticed our 2<sup>nd</sup> year students during 2007-2008 had more rigorous coursework than 2006-2007 2<sup>nd</sup> year students. During 2006-2007, students were expected to have passed one state regents exam while 2<sup>nd</sup> year students of 2007-2008 were expected to have passed four state regents exams passed. Despite the more rigorous coursework, 2<sup>nd</sup> year off track students increased by 2%.

## 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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Goal 1: To improve the number of students scoring 65 and higher on their second Math Regents.

By August 2011, 28% of the students on register will have completed their second math regents with a 65 or higher, a 10% increase from last year.

Goal 2: To improve student performance to show on track for college readiness by scoring a 75 on ELA and or Math Regents

By August 2011, 57% of the student population will have scored a 75 on either ELA and/or their second math regents, a 10% increase from September 2010.

Goal 3: To improve the percentage of students earning 10 or more credits by August 2011

The 71% of students earning 10 or more credits in September 2010 will increase to 81% by August 2011.

Goal 4: To increase the number of students applying to CUNY colleges.

The 66% of the seniors who applied to CUNY during the school year 2009 – 2010 will increase to 80% in school year 2010 – 2011.

**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1: <u>To improve the number of students scoring 65 and higher on their second Math Regents.</u></p> <p>By August 2011, 28% of the students on register will have completed their second math regents with a 65 or higher, a 10% increase from last year.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <b><u>Use of Data</u></b> <ul style="list-style-type: none"> <li>- At the beginning of the fall term, analysis of the following data sets to identify students who need extra academic support to obtain a 65 or higher on their second Math Regents:               <ul style="list-style-type: none"> <li>- NEW VISION sorter and tracker</li> <li>- ARIS</li> <li>- Scholarship reports from ATS, HSST</li> <li>- Adjustment of school programming to maximize classroom instruction-extended day and Saturday intensive instruction will be made available</li> <li>- Datacation/Skedula will be used to monitor students' performance and attendance</li> </ul> </li> </ul> </li> <li>• <b><u>Curriculum and Instruction</u></b> <ul style="list-style-type: none"> <li>- Teachers will administer uniform midterm and final exams to identify students' needs and to plan for improvement accordingly</li> <li>- Regents exams from years past will be integrated into each course assessment structure</li> <li>- School-wide professional development sessions will be held once a month to utilize New Visions sorter and tracker information in order to assess and strategize student achievement in</li> </ul> </li> </ul>

class

- Assistant Principals, Guidance Counselors, and Teachers will utilize the NEW VISIONS tracking sorter and Scholarship Reports in order to assess if students are :

- On Track
- Almost on Track
- Off Track
- Possess the requisite number of credits and Regents exams

- **Use of Resources**

- Using the NEW VISIONS sorter and tracker, each Assistant Principal will provide Professional Development for teachers in content areas
- School wide grading policy will
- Common Planning meetings
- After school and Saturday tutoring

- **Personal Leadership**

- Principal blocks time daily to interact with Assistant Principals, teachers, guidance counselors and students to assess students' progress
- Establish a schedule allowing more time for critical subjects so that schools can implement SAT prep and AP Mathematics courses to enhance math skills.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• <b><u>Development of Staff</u></b> <ul style="list-style-type: none"> <li>- New Visions' Carol McGowan will provide strategic professional development once a month focused on interpreting data to differentiate classroom instruction</li> <li>- Faculty and Department twice a month will be dedicated to teacher analysis of New Visions sorter and tracker information in order to assess and strategize student achievement in class</li> <li>- Master Teachers will mentor teachers in planning targeted and focused instruction to meet the needs of individual students</li> <li>- Team teaching to facilitate instruction and/or discipline</li> </ul> </li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b><u>Evidence</u></b> <ul style="list-style-type: none"> <li>- Analysis of attendance marking period by marking period by marking period</li> <li>- Analysis of grades at the end of each marking period</li> <li>- Analysis of transcripts for cohort terms 1 and 2 and summer if necessary</li> <li>- Small group meetings and cohort assemblies</li> <li>- Review of diploma requirements with students</li> <li>- Assistant Principals and guidance counselors will review the transcripts of at risk students and create action plans</li> </ul> </li> </ul>

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Goal 2: To improve students' performance to show on track for college readiness by scoring a 75 on ELA and or a Math regents</b></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><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <ul style="list-style-type: none"> <li>• <b><u>Use of Data</u></b> <ul style="list-style-type: none"> <li>- Collect, record, analyze and document scholarship reports from HSST each marking period</li> <li>- Use data from previous terms to make sure programming is in place to help students score above 75 on ELA and or Math regents</li> <li>- Student data will be displayed publicly throughout the school for motivation and celebration</li> </ul> </li> </ul>

- Increase phone calls by Parent Coordinator and Teachers
- Use of phone messenger to alert parents/guardians of student absence
- Schedule students accordingly for an 8, 9, or 10 period day in HSST to meet individual needs
- **Curriculum and Instruction**
  - Monthly parent outreach and workshops
  - Support of engaging curriculum and well-planned instruction
  - Integration of technology and Project Lead the Way classes into daily planning and school scheduling
  - Utilize curriculum provided by the National Academy Foundation
- **Use of Resources**
  - Student leaders will be deployed to mentor students about regents, grades, and college readiness
  - Weekly attendance meetings with counselors and attendance staff to discuss LTAs and home visits
  - Attendance coordinator will make calls home before 5pm for each student who is out for the day.
  - School awards ceremony for positive reinforcement of student achievement
  - Advertise exemplary student progress toward college readiness with college posters
  - Bulletin boards will promote student attendance and academic competition
  - Alternative Placement Open Houses for over-age/under-credited students for placement to YABC, GED, Alternative Educational programs
- **Personal Leadership**

Develop strategies to sustain a high level of staff attendance

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• <b><u>Development of Staff</u></b> <ul style="list-style-type: none"> <li>- Parent Coordinator, attendance teacher, guidance counselors receive professional development on school's attendance policy and procedures and the New Visions sorter and tracker</li> <li>- Support classroom teachers by sharing classroom level strategies to increase attendance</li> </ul> </li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b><u>Evidence</u></b> <ul style="list-style-type: none"> <li>- Collect, record, analyze and document school-wide data on a daily, weekly and monthly basis for each student and cohort</li> <li>- Improvement in individual students and school wide attendance rate</li> </ul> </li> </ul>

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Describe your goal</b></p> <p><b>Goal 3: To improve the percentage of students earning 10 or more credits by August 2011.</b></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><b>Describe your plans for meeting your goal, including staffing, scheduling and funding</b></p> <ul style="list-style-type: none"> <li>• <b><u>Use of Data</u></b> <ul style="list-style-type: none"> <li>- Collect, record, analyze and document credit accumulation data for all students during the 2009-2010 year.</li> <li>- Strategize with classroom teachers during Content Area Meetings and Common Planning Time regarding areas of concern</li> <li>- Review transcripts and report cards with parents, faculty and staff, and students starting October 2010 in order to determine interventions needed through: <ul style="list-style-type: none"> <li>▪ Tutoring</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Independent study</li> <li>• <b><u>Curriculum &amp; Instruction</u></b> <ul style="list-style-type: none"> <li>- Incorporate Technology into classes</li> <li>- Professional Development offered by New Visions</li> <li>- Common planning meetings to discuss student progress.</li> <li>- Inter-visitations to maximize teacher effectiveness.</li> </ul> </li> <li>• <b><u>Personal Leadership</u></b> <ul style="list-style-type: none"> <li>- Principal blocks time daily to interact with Assistant Principals, teachers and students</li> <li>- Using the New Visions tracking sorter, principal reviews each student's profile by cohort with guidance counselors and Assistant Principals</li> </ul> </li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• <b><u>Development of Staff</u></b> <ul style="list-style-type: none"> <li>- Use of Achievement Reporting and Innovative System (ARIS) to help teachers with student information</li> <li>- Smart-board training</li> <li>- School-wide grading policy</li> <li>- Professional Development offered by New Visions</li> <li>- Training on multiple online systems including skedula, Datacation, New Visions tracker and sorter</li> </ul> </li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b><u>Evidence</u></b> <ul style="list-style-type: none"> <li>- The master from HSST will show number of students assigned to each course.</li> <li>- The teacher feedback to identify the strengths and weaknesses, and formulate instructional plans               <ul style="list-style-type: none"> <li>- New Visions Professional Development turn-keyed to staff</li> <li>- Consistent instruction school wide as evidenced by classroom visits, student work and lesson plans</li> <li>- Agendas, sign-in sheets, classroom visit documentation, and observations for evidence of professional development and implementation based on teacher, grade and school data</li> <li>- Grade specific common planning time embedded in school program</li> <li>- Principal reviews quantitative and qualitative data</li> </ul> </li> </ul> </li> </ul>

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Describe your goal</b></p> <p><b>Goal 4: To improve the percentage of seniors applying to CUNY schools.</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the</i></p>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling and funding.</b></p> <ul style="list-style-type: none"> <li>• <b><u>Use of Data</u></b></li> </ul>

*goal; target population(s); responsible staff members; and implementation timelines.*

- Collect, record, analyze and document credit accumulation data for all students during the 2010-2011 year.
- Strategize with college advisors during guidance meetings regarding 100% participation
- Utilize College Summit to guide advisors and students through the application process
- Review transcripts and report cards with parents, faculty and staff, and students starting October 2010 in order to determine interventions needed through:
  - Tutoring
  - Independent Study
- **Curriculum and Instruction**
  - Incorporate Technology into College Summit classes
  - Professional Development offered by College Summit's Christie Mitchell and Gary Linnen
  - Common Planning meetings to discuss student progress
  - Inter-visitations to maximize College Summit teacher effectiveness
  - Counselors select and train Peer Leaders then have Peer Leaders work directly with students, assisting them with the application process
- **Personal leadership**
  - Principal blocks time daily to interact with Assistant Principals, counselors and seniors
  - Using the New Visions tracking sorter, principal reviews each student's profile with guidance counselors and assistant principals

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b><u>Evidence</u></b> <ul style="list-style-type: none"> <li>- The master from HSST will show number of students assigned to each course</li> <li>- Teacher feedback to identify the strengths and weaknesses, and formulate instructional plans.</li> <li>- NEW VISIONS Professional Development turn-keyed to staff</li> <li>- Consistent instruction school wide as evidenced by classroom visits, student work and lesson plans</li> <li>- Agendas, sign-in sheets, classroom visit documentation and observation for evidence of professional development and implementation based on teacher, grade and school data</li> <li>- Grade specific common planning time embedded in school program</li> <li>- Principal reviews quantitative and qualitative with guidance counselors and assistant principals</li> </ul> </li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• <b><u>Development of Staff</u></b> <ul style="list-style-type: none"> <li>- College/advisors attend PD and meet with staff to turn key the material</li> <li>- Review of last year’s data with college Summit staff</li> <li>- Counselors/ college advisors meet weekly to set goals and review progress of applications</li> <li>- Introduce staff to Datacation and how to utilize skedula to view transcripts and assess students’ needs</li> </ul> </li> </ul>

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	30	24	30	30	54			
10	35	24	47	47	72			
11	19	7	23	23	40			
12	22	8	19	19	36			

**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>	<ul style="list-style-type: none"> <li>• After school and Saturday Academy programs. Programs will incorporate both small group and one to one tutoring.</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• Double period Math for students scoring 0-54 on the Integrated Algebra Regents.</li> <li>• Math Calculator Workshop for students at Levels I and II; Extended Day tutorials for all students to meet individual student needs. Programs will incorporate both small group and one to one tutoring.</li> <li>• Interdisciplinary science/math/technology curriculum for all students               <ul style="list-style-type: none"> <li>• After school and Saturday Academy programs.</li> </ul> </li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• LabPro interactive measuring equipment; field trips; Chapter Challenges, a writing-intensive quarterly project; weekly physics lab.</li> </ul> <p>After school and Saturday Academy programs.</p>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• Use of the History Alive program in the classroom which may help the ELL and Special Education students better understand the necessary concepts.</li> <li>• After school and Saturday Academy programs. Programs will incorporate both</li> </ul> <p>Provide regents prep courses during the mid-winter recess and spring recess. After school and Saturday Academy programs. Programs will incorporate both small group and one to one tutoring.</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p>Students meet individually and in small groups with counselors to discuss academic progress. Students are expected to create action plans which explain semester by semester expected progress.</p>
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	
<b>At-risk Health-related Services:</b>	

**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) 9 -12      Number of Students to be Served:    93 LEP    32 Non-LEP

Number of Teachers 12      Other Staff (Specify) 1 administrator

**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: 10x213 BEDS Code: 321000011213

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

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: 10x213 BEDS Code: 321000011213

<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.

**In the beginning of the school year, the parent coordinator conducted a parent involvement survey to determine the school's written translation and oral interpretation needs. We sent all parents a welcome letter in English and Spanish. The ESL teacher worked with the Parent Coordinator to check the Home Language Survey to determine what language the parents spoke.**

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

**The majority of our parents speak English and/or Spanish.**

#### **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.

**We want to hire an outside vendor to provide written translation services.**

**We will provide our students and staff with Rosetta Stone CDs to assist in both English and Spanish languages.**

**Bilingual staff will provide translational services for the school in order to improve communication with parents.**

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

**The Parent Coordinator, the two bilingual guidance counselors and other school staff will provide oral translation.**

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

**In the beginning of the school year, the parent coordinator conducted a parent involvement survey to determine the school's written translation and oral interpretation needs. We sent all parents a welcome letter in English and Spanish. The ESL teacher worked with the Parent Coordinator to check the Home Language Survey to determine what language the parents spoke.**

**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:			
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,840	\$2,188	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$14,204	*	
4. Enter the anticipated 10% set-aside for Professional Development:	0	*	

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

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

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

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

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

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

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

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

#### School Responsibilities

Bronx Engineering and Technology Academy 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: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]
3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
6. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school’s participation in Title I, Part A 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.

9. 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.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. 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: [Describe the ways in which parents will support their children's learning, such as:

- 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.

#### **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

## Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

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

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

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

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

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**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;

- 
- 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.

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.

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

### **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>	Bronx Engineering and Technology Academy						
<b>District:</b>	10	<b>DBN:</b>	10X213	<b>School</b>	321000011213		

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	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		86.5	84.2	83.8
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	143	141	136				
Grade 10	105	142	123				
Grade 11	62	58	89				
Grade 12	62	63	82				
Ungraded	0	0	0				
<b>Total</b>	<b>372</b>	<b>404</b>	<b>430</b>				

  

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	92.8	95.3	96.1

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	80.1	89.3	89.4

  

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	0	50	14

  

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	10	11	2

<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	0	Principal Suspensions	13	11	12
# in Collaborative Team Teaching (CTT) Classes	46	65	75	Superintendent Suspensions	10	16	3
Number all others	18	24	11				

*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	3	0	TBD	Number of Teachers	23	26	28
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	4	7
# receiving ESL services only	40	70	TBD				
# ELLs with IEPs	1	20	TBD				

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

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	2	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
	9	4	59	% fully licensed & permanently assigned to this school	100.0	100.0	96.2
				% more than 2 years teaching in this school	12.5	37.0	64.3
				% more than 5 years teaching anywhere	29.2	29.6	50.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	54.0	74.0	85.7
American Indian or Alaska Native	0.5	0.0	0.0	% core classes taught by "highly qualified" teachers	90.0	90.9	91.7
Black or African American	37.4	33.9	30.9				
Hispanic or Latino	56.5	60.4	63.0				
Asian or Native Hawaiian/Other Pacific	2.7	4.0	5.1				
White	2.2	1.5	0.9				
<b>Male</b>	81.5	84.4	84.2				
<b>Female</b>	18.5	15.6	15.8				

#### 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	v

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

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	78.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	WD
School Environment: <i>(Comprises 15% of the</i>	10	Quality Statement 2: Plan and Set Goals	P
School Performance: <i>(Comprises 25% of the</i>	25	Quality Statement 3: Align Instructional Strategy to Goals	WD
Student Progress: <i>(Comprises 60% of the</i>	34.6	Quality Statement 4: Align Capacity Building to Goals	WD
Additional Credit:	9	Quality Statement 5: Monitor and Revise	P

<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>New Visions</b>	District <b>10</b>	School Number <b>213</b>	School Name <b>Bx Eng. &amp;tech academ</b>
Principal <b>Rashid F. Davis</b>	Assistant Principal <b>Karalyne D. Sperling</b>		
Coach	Coach		
Teacher/Subject Area <b>Santonyo Bangali/ESL</b>	Guidance Counselor <b>Clarissa Acevedo</b>		
Teacher/Subject Area <b>Florencio Burgos/Biling. Math</b>	Parent		
Teacher/Subject Area <b>Oscar Mena/ Bilingual History</b>	Parent Coordinator <b>Jacqueline Naranjo Fernandez</b>		
Related Service Provider	Other		
Network Leader	Other		

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>2</b>	Number of Certified NLA/Foreign Language Teachers	<b>3</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>420</b>	Total Number of ELLs	<b>90</b>	ELLs as Share of Total Student Population (%)	<b>21.43%</b>
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## Part II: ELL Identification Process

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

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

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

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

Paste response to questions 1-6 here

1. If a new student is being enrolled at BETA from outside of the Board of Education, The Home Language Identification Survey (HLIS) is administered. This is under the responsibility of Mr. Bangali the ESL teacher with Assistance by Jacqueline Naranjo Fernandez the Parent coordinator. If the ESL teacher is not available the Assistant Principal, Karalyne Sperling ensures that the parent is issued the form. The next step is an informal oral interview of both the student and parent which is finally followed by an informal assessment oral/reading/written of the student by Mr. Bangali to get a feel for the students knowledge. All three program choices; Transitional Bilingual, Dual Language, and Freestanding ESL are explained clearly to the parents during this initial informal oral interview. The Language Battery Assessment Revised (L.A.B.-R.) is administered if deemed appropriate by Mr. Bangali, ESL teacher.

All identified ESL students take the New York State English as a Second Language Achievement Test (NYSESLAT) every spring. Mr. Bangali, ESL teacher under the supervision of Ms. Sperling, AP administers the HILS, The LAB-R as well as the NYSESLAT to BETA's English Language Learners.

Therefore it is ensures that the following forms are completed and/or given to the parent:

The Home Language Identification Survey

The ELL Parent Brochure

Parent Survey & Program Selection Form

Parent Notifications of Student ESL Eligibility

2. Once the academic year begins, the ESL teacher, Mr. Bangali assisted by the Parent Coordinator, Ms. Fernandez contacts any new ELLS to the system to come in and meet with her to come in for the informal interview and assessment of student and family needs. This is double checked through flags in ATS which will alert us if a new admit "needs the LAB-R" and therefore we will ensure that the family is spoken to and informed of all their rights and choices. In September, this year it occurred on September 23<sup>rd</sup> 2010 the 1<sup>st</sup> of 3 ESL parent meetings took place. The next two will take place in January before the January Regents and May before the June Regents and graduation/ beginning of the summer enrichment program. During this time the families enjoyed a presentation by Mr. Bangali and a group of current ELL students demonstrating what the ELL program provides and how they have grown throughout the years. Additionally parents are informed of the three types of programs as well as fill out the HLIS from if necessary and watch the new ELL's video provided by the Board of Education. All ELL meetings include a presentation by the parent copordinator, Ms. Naranjoo Fernandez on all of the building and community oppertunities available for the parents.

3. The ESL teacher, Mr. Bangali, supported by the Parent Coordinator, Ms. Fernandez ensures the sending as well as giving out in meetings the Parent Survey Letters as well as Program Selection forms.

4. All students at BETA are programmed to complete their four years at BETA graduating with Regents Diploma or higher and, through the College Summit program, apply to post-graduate programs. All students, regardless of special needs, language challenges or levels entering the school are held to these high expectations. This is discussed with ELL parents as a group in all three of the ELL parent Meetings. In these meetings it is also explained that their child's participation in after school small group and 1:1 instruction as well as the same offered in the ELL Saturday Academy helps to support student achievement. All ELL's are scheduled to have the required hours of ESL support services as indicated on their most current NYSESLAT scores through our free standing ELL English classes. Additionally, 90% of BETA's instructional staff are Spanish speakers which is the L1 of the majority of our ELL students. Therefore, students will be scheduled whenever possible to receive their core instructional classes through one of our many teachers who are dual language speakers themselves. This ensures that if clarification of material in L1 is available when necessary.

5. 100% of parents after having their options explained have chosen free standing ESL to endure their child's success at BETA.

6. 6. Yes, our program is in alliance. Parents have expressed satisfaction with the great achievements of ELL learners have made at BETA.

### 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
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										2	2	1	1	6
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	2	2	1	1	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	90	Newcomers (ELLs receiving service 0-3 years)	39	Special Education	26
SIFE	21	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	26

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	39	14	0	25	7	10	26	0	16	90
<b>Total</b>	<b>39</b>	<b>14</b>	<b>0</b>	<b>25</b>	<b>7</b>	<b>10</b>	<b>26</b>	<b>0</b>	<b>16</b>	<b>90</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
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>													

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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
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										40	28	7	6	81
Chinese												1		1
Russian														0
Bengali										2	1			3
Urdu														0
Arabic														0
Haitian														0
French											1		1	2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1			2	3
<b>TOTAL</b>	<b>0</b>	<b>43</b>	<b>30</b>	<b>8</b>	<b>9</b>	<b>90</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

- 1
  - a. Instruction is delivered through a Push-In model. Students receive their mandated hours through their free-standing ESL English Class.
  - b. At Bronx Engineering and Technology Academy we follow an Ungraded Model, to some degree. All students, regardless of

grade, are scheduled into their classes of need to graduate with a regents diploma or higher. If they did not pass a class they will retake it, if they passed the class but not the regents then they will be scheduled to take a prep class. Due to BETA's support of all students experiencing AP classes combined with the high expectations our classes have students of all grades in attendance. In regards to the ESL English classes this is a heterogeneous group of mixed proficiency of levels. This is modeled off of an inclusion style classroom, where placement near students at a higher level might motivate other students to do well. Differentiation, modification of assignments homogeneous and heterogeneous grouping and pairings within different lessons has proved to be very successful. Beginner ELL's do in majority travel as a group: scheduled with a double block of ESL English services and then travel through with the bilingual social studies teacher, bilingual Math teacher and then through Science and Technology with multi-lingual teachers who continue yearly extensive ESL professional development.

2. The staff is organized to ensure that the mandated number of minutes delivered in each class is in accordance to the proficiency levels of the students in the program model offered at BETA. Every day of the week, there is a double period session of English for Beginning, Intermediate, and Advanced English Language Learners, which equals to ten periods a week (450 minutes a week) According to CR Part 154; Advanced ELLS are required to have 180 minutes per week. Intermediate ELLS are required to receive ESL instruction for 360 minutes a week. There is also a tenth period of English for the Beginner ELLS, resulting in fifteen periods a week (675 minutes a week). CR Part 154 mandates that Beginning English Language Learners receive 540 minutes of ESL interaction a week. Spanish and AP Spanish are the foreign languages offered at BETA by out two foreign language instructors, Ms. Scott and Mr. Ilanjan. There is also an optional (very popular) ESL Saturday Program, run by Mr. Bangali, the ESL Teacher, and supervised by Ms. Sperling AP. Additionally, after school tutoring with core teachers and supervised by Ms. Hall, AP of instruction is available to all ELL. Being Spanish is the main L1, all after school teacher speak both English and Spanish and if they do not then another teacher will interpret if material needs to be reinforced in L1.

3. Content areas are offered in the program model (Free Standing ESL) offered at Bronx Engineering at Technology Academy. The classes in the other content areas are taught in English. A certified bilingual math teacher as well as a bilingual Social Studies teacher are on staff. Additionally, 90% of the staff are competent speakers of Spanish, which is BETA's primary L1.

#### 4. Differentiation

a. As per the RNMR report on ATS there are 17 SIFE students at Bronx Engineering and Technology Academy. These students, as all other ELL students, in a double block of ESL English classes. All of their teachers are, through the data provided by Ms. Sperling, AP, aware for these students SIFE status as well as NYSESLAT scores, Regents scores, periodic Assessment scores. They are, however, very encouraged to attend both Saturday and After-school tutoring. Additionally, the teachers of these students as well as all BETA staff are encouraged to ask Mr. Bangali or Ms. Sperling for assistance in modifying any materials for these students.

b. English Language Learners that have been in US schools for less than three years have their progress (like all BETA ELL's) monitored closely. The first step is for them to acquire BICS (Basic Interpersonal Conversation Skills). Through BICS, if their language is limited, it ensures they can communicate throughout their daily life. Including shopping at a supermarket, depositing and withdrawing money from a bank, and asking for directions, among many other things. They will eventually move onto CALPS, the academic language component of their cognitive development whenever a new language is being studied. They will be offered the NYSESLAT yearly, every spring, while simultaneously preparing to take and pass the English Regents with a 65 or above, graduate with a Regents diploma, and attend a respective post-graduate program in this country. The Rosetta Stone program is also used as a support for these early ELL's. Modifications take place within their English classes as well as the Saturday program to excel their learning. In their core classes they are scheduled into dual language teachers' classes if necessary. The core teachers are informed of these students levels and needs through data provided by the Assistant Principal, Ms. Sperling. This data is generated from BETA's support Organization, New Visions, Snapshot, ATS including NYSESLAT scores and periodic assessments such as Scantron Reading results. Teachers are encouraged to use this data to differentiate instruction within the classroom.

c. English Language Learners that have been in US schools for 4-6 years attend their mandated classes as well as their ESL English class. They will take the NYSESLAT every spring while preparing to take and pass the English Regents with a 65 or above, graduate with a Regents diploma, and attend a respective university in this country. They are encouraged as all other ELLs to attend Saturday tutoring as well as after school tutoring. Again as with all ELL's, the core teachers are informed of these students levels and needs through data provided by the Assistant Principal, Ms. Sperling. This data is generated from BETA's support Organization, New Visions, Snapshot, ATS including NYSESLAT scores and periodic assessments such as Scantron Reading results. Teachers are encouraged to use this data to differentiate instruction within the classroom.

d. English Language Learners that have been in US schools those who have completed six are looked at very closely. Their data is analyzed to figure out where they are lacking in skills that has prevented them from testing out on the NYSESLAT. If the student has passed their regents exams with a 65 or higher and are on track for graduations and college then the LAP team does not intervene. If the student is off track their situation is analyzed and a conference is called with the parents and counselors to discuss the academic program, interventions that have been taken over the years, brain storm further interventions and discuss the possibility of other programs that may

provide more intensive services.

e. English Language Learners that have been identified with having special needs are scheduled in their core classes to receive either their one period of SETSS services that they are mandated for or are in ICT(CTT) in their core classes. Additionally, their progress is monitored through their counselor whether they have mandated counseling services or not as well as Karalyne Sperling, Assistant Principal for Special Education. The ESL teacher is an integral part of the IEP team for these students and everything possible is done to ensure that he is present at all annual reviews, re-evals and/or triennials.

## B. Programming and Scheduling Information--Continued

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

5. There are targeted intervention programs in Bronx Engineering and Technology Academy where ELLs can receive support across the content areas. Every day, there is after school tutoring where extra support is offered to any student who feels they may need extra help - all teachers are available on a weekly rotating schedule. There is also, for the ELLs, a Saturday program that is offered; The Saturday ELL Academy, where students can take advantage of technology based programs geared to language acquisition; for example: Rosetta Stone. Additionally, every student is assigned a counselor whether they receive mandated counseling or not. Each cohort has their own counselor and with approximately 100 kids per cohort this equals very individualized attention. Additionally each BETA student has an "Angel" mentor teacher. This counselor and "Angel" act as further support for academic as well as social emotion support. If the student receives mandated counseling through an IEP the counselor monitors the student for the additional time that is mandated on the IEP and recorded in the 1<sup>st</sup> attends attendance sheets that are sent to the [redacted] monitors the students progress of all ELL's with or without IEP's and/or challenges and ensures [redacted] are taking place when necessary. This year we have adopted New Visions DataCations with Skedula. This has been a great access in intervention for all students across all subjects. This program allows all staff members to access all student attendance, grades, programs services, transcript, regents scores as well as teachers, parents and students communicate with each other through anecdotal records where information is shared in "real time" on any issues or accomplishments the student may have accomplished.

6. There will always be continued support for ELL's that have achieved proficiency on the NYSESLAT. Support is continually received through both the ESL teacher through after school and Saturday when deemed appropriate. Additionally the students' counselor continues to meet with the former ELL 1:1 at least twice a semester to go over the students program, grades, regents scores, transcript and goals. The student is encouraged to retake the English Regents until a 75 is attained. They will then, in turn, be encouraged to take Advanced Placement courses (if they have not already) so they can be exposed to a rigor that will better prepare them for college. Any issues that may arise are received by all through skedula communication and therefore addressed by the entire team that support the student's achievement.

7. A new program that began this passed year 2009-2010 spear-headed by Jacqueline Naranjo Fernandez, Parent Coordinator was the YMCA adult education classes within the Kennedy Campus where Bronx Engineering and Technology Academy is located. Ms. Fernandez has continued this by having a representative come to the first ELL parent meeting in September and gave out information. Tis program offers BETA parents who are not fluent in English (Not just of our ESL students but all BETA families.) not only evening Language Acquisition classes but also computer literacy classes. This extension of ESL services into the parents of BETA students would be a unique and incredible addition to the BETA community as a whole. This year Ms. Fernandez has gone to an information session regarding USA learns- an online learning program for the BETA community. Ms. Fernandez will support this program through being in the computer lab

8. No ESL programs will be discontinued at this time.

9. English Language Learners are fully mainstreamed at BETA outside of their English Class. In English class they are grouped with other ELL's and taught by Mr. Bangali, ESL teacher, until they test out of ESL on their NYSESLAT or have passed their English Regents with over a 75 and are moved to AP English classes. All BETA students have equal access to anything and everything that is offered to any other student at Bronx Engineering and Technology Academy. After school activities such as NSBE (National Society of Black Engineers), SHPE (Society of Hispanic Professional Engineers), Boys to Men, Pretty in Pink, Student Body Government, Robotics, ACE (Association of Civil Engineers), after school and Saturday tutoring, just to name a few are open to all students regardless of race, gender, ability or disability.

10. There are many instructional materials that are used to instruct ELLs. Of the many, are Smart Boards, a state of the art Mac Computer Lab, two state of the art Dell Computer Labs, three Dell Laptop Carts, and a laptop and projector for instructor use in every classroom. There is also the use of a computerized language acquisition program: Rosetta Stone that is implemented for those who would like to use it during supplementary instructional time. Instructional materials used are: Edge: Reading, Writing & Language by Hampton Brown, Impact Short Stories, Basic Writing by Joy Reid as well as a multiple supplementary materials from the internet as well as other resources.

11. In our freestanding ESL program we ensure that every students needs are being met throughout their day of studies. Students with the greatest needs are scheduled into classes in Math and Social Studies with our bilingual Math teacher, Florencio Burgos and our bilingual Social Studies teacher, Oscar Mena. Whether the student L1 is Spanish or another language all data regarding the students levels and learning needs is made available to all staff. Additionally, all staff is encouraged to attend ELL professional development. All teachers of ELL's are made aware of the eight hours of mandated PD they should attend yearly to best serve these students. This is overseen by Karalyne Sperling, Assistant Principal. Ms. Sperling also turn keys information form PD to the staff in staff meetings whenever possible.

12. Yes, all services of support from the professional development attended by staff to the instructional materials used, to the lessons developed in class reflect a high school level of rigor as determined by NYS Standards and Regents Exam materials and tests.

13. All incoming ELL's are a part of our incoming Freshman Bridge Program. Through out the Spring before their freshman year they attend BETA's after school program for a completed 60 hours of instruction. Following this the incoming freshman ELL's attend the BETA Summer Program for 6 weeks. At the conclusion of the summer program the ELL's who are ready to be tested sit for the Math and/or English Regents.

Additionally, at the beginning of the school year the ESL teacher and parent coordinator contact all ELL families for an orientation, data is made available to all teachers and scheduling of these students by Charlie Palacios is over seen by Ms. Sperling, Assistant principal. Newly into the system or country ELL's and their families go through the mandated steps of informal interview, HLIS form and LAB-R administration when necessary.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

1. and 3. All staff are encouraged to attend ESL professional development to further their own craft and knowledge. Jose P law mandates all staff who teach ESL students are to attend eight hours of professional development per school year. This PD is a combination of turn-keyed information by Mr. Bangali, ESL teacher and Ms. Sperling, Assistant Principal at staff meetings, articles emailed to staff on important ESL topics, data shared, analyzed and implementations discussed in staff meetings regarding all students including ELL's and outside Professional Development offerings through the Board of Education. Staff development takes place every Wednesday from 1:15pm - 3:00pm. Reaching all learners including ELL is a constant topic.

Santonyo Bangali, ESL teacher and Ms. Sperling Assistant Principal attend many ESL professional developments both together and separately. Within the past academic year and a half they have attended the following Professional Developments: NYC's DOE Office of English Language Learners: Quality Teaching for English Language Learners – "Build the Base I" (30 Professional hours) NYC's DOE Office of Curriculum and Professional Development and Office of Academic Interventions Services K-12 – "Teaching Basic Writing Skills with Dr. Judith Hochman" (10 Professional Hours) NYS Bronx BETAC at Fordham University and THE NYS Brooklyn / Queens BETAC at Long Island University – "Preparing ELLs for the English Regents and NYSESLAT Assessments" (4 Professional Hours) Ms. Sperling has also attended the QTEL for Administrators Series P.D. as well as the preparing for the NYSESLAT P.D., and the preparing the LAP P.D. as well as others.

2. Staff are prepared for incoming ELLs through meetings in which data is made available as well as how to use that data to guide instruction.

## E. Parental Involvement

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

### Parental Involvement

1. Bronx Engineering and Technology Academy has a strong Parent/Teacher Association. In it, the parents and teachers meet once a semester, where the parents are informed on what is happening in comparison to what has happened in regards to academics, and what is being planned for the future. The parents are allowed to participate in any of the activities that enable us to better prepare their sons and daughters for a better tomorrow. Parent communication is kept open through the school messenger system as well as specific mailings from the Parent Coordinator, Jacqueline Naranjo Fernandez to specific groups of parents such as the ESL students. Ms. Fernandez is supervised by Mr. Oneil Glenn, Assistant Principal. A separate ESL meeting takes place 3 to 4 times a year run by Mr. Bangali, and Ms. Fernandez with Ms. Sperling.

2. Bronx Engineering and Technology Academy does not partner at this time to provide workshops or services to ELL parents but is working on a partnership with parents to provide language instruction to parents as well as computer literacy. Additionally, any information regarding any community workshops or services including medical assistance, TANF, Medicaid, domestic violence, shelters etc.. is made readily available through our bilingual Parent Coordinator, Jacqueline Naranjo Fernandez.

3. Anecdotal parent feedback is gathered by the Parent Coordinator, Jacqueline Naranjo Fernandez she communicates these needs to the administration. These suggestions are then discussed at the Parent Teacher Association meetings, lead by the parent coordinator and the head of the present 2009 – 2010 Parent Teacher Association, Alena Tyson.

4. It is through the communication that takes place through the Parent Coordinator as well as at the Parent Teacher Association meetings that it is ensured that parental activities address the needs of parents. For example, the present project of the YMCA's adult education program in the Kennedy Campus offering language instruction to BETA's parents as well as computer literacy classes.

# 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)										20	2		1	23
Intermediate(I)										11	18	5	7	41
Advanced (A)										12	10	3	1	26
Total	0	0	0	0	0	0	0	0	0	43	30	8	9	90

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										8	2	0	1
	I										4	4	3	3
	A										12	11	1	2
	P										16	13	4	3
READING/ WRITING	B										15	2	1	0
	I										11	18	3	6
	A										12	10	5	3
	P										2	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	49		17	
Math <u>IntAlgebra</u>	54		36	
Math				
Biology				
Chemistry				
Earth Science	28		7	
Living Environment	14		10	
Physics	4		1	
Global History and Geography	53		21	
US History and Government	10		7	
Foreign Language	90		42	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. Data sores include LAB-R scores, NYSESLAT scores, eighth grade Math and English Scores, Regents Scores, Report Cards, Periodic Assessment results including Scantron Reading, Language Arts and Math given twice yearly. This data combined with the RLAT and RNMR reports from ATS are accessed/used by the Principal, Mr. Rashid Davis as well as the Programmer/Data Specialist Mr. Charlie Palacios to make scheduling and instructional decisions for BETA's ELL's. With strong passing statistics our policy of testing early and often to expose our ESL students to testing materials, procedures and sitting and focusing fro an extended time has been paying off. Cross curricular vocabulary instruction in the after school and Staurday program has also helped to improve ELL Regent Exam scores. We are going to continue to keep in place and continually assess the process of our ELL's using the structures and policies we currently have in place.

2. The data also shows student improvement from freshman having the greatest number of beginning level scores across the board. As we move into the higher grades students score consistently more in the intermediate and advanced levels.

3. As with many English Language Learners through daily exposure their listening and speaking skills are more advanced than their reading and writing skills. Therefore, in all classes instruction stresses reading and writing acquisition across all disciplines especially the humanities.

- Forty-nine ELLs sat for the English Regents 17 of them have passed the English Regents with 55 or higher. Out of those students 12 passed with a 65 or higher, but were not able to test out of the NYSESLAT. Out of 54 students 36 have passed the Integrated Algebra Regents with 65 or higher. This year we have had a spiked increase in social studies Regents passed. This is due to the collaboration of our social studeies team with our special education and ESL teams. We are very pleased with our ESL students progress across the board.
- All data is shared throughout the community and used to guide not only to guide scheduling and instruction but also professional development needs. At the beginning of the year all staff receive copies of the RLAT as well as the RMNR. Additionally staff can access information on all students including ELLs through Skedula on Datacations which we receive through our Support Organization New Visions. In addition to attendance, transcript, reports card, anecdotal records etc... for each student t indicates on the profile whether they receive services in: ESL, Special Education,, or other related services.
- The school has used periodic assessment (scan-tron assessment) to help with forming heterogeneous and homogenous learning groups within the classroom. These assessments have also lead us to realize that the students scores appear to be higher on the computer as opposed to reading a physical book and/or writing by hand. Across the board our ESL students appear much stronger in Math than any other subject outside of the "home language" Regents.

promote academic and social/emotional growth.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

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

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

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

**School DBN: 10X213**

*All Title I SWP schools must complete this appendix.*

**Directions:**

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$284,096.00	\$218,835.00	\$502,931.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,840.96	\$2,188.35	\$5,029.31
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$4,204.80	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$28,409.60	*	

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

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

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

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

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

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

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

and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

**Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. Students are assessed per cohort through grade point averages and regents passing rates. This assessment is done by cohort teams led by the cohort counselor and overseen by AP of Instruction.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. *Any student scoring 75 or above on Regents exam is enrolled in an honors course. After one year in honors or scoring an 85 or above on the Regents, they are enrolled in an AP course.*
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

*We offer after-school tutoring and summer school to increase the amount of quality learning time. We provide an enriched accelerated curriculum through providing professional development for teachers as well as a variety of courses through AP. The College Summit curriculum is integrated in 9-12 grade. Additionally, the school has embarked upon the process of becoming a National Academy Foundation (NAF) Academy of Engineering and an Academy of Information Technology.*

*The school addresses the needs of all children in the school who are a majority at-risk students. The programs we provide are: one counselor per cohort, a peer leadership program, ESL Saturday Academy, after-school clubs to address social-emotional needs, PSAL sports, after-school and Saturday tutoring, new freshman summer bridge program, partnerships with National Society of Black Engineers (NSBE), Society of Hispanic Professional Engineers (SHPE), National Action Council for Minorities in Engineering (NACME), and partnerships with Manhattan College and Pace University. These programs, in addition to your rigorous curriculum and our various other in-house and external programs and activities provide supports for all the students at BETA. All of the above mentioned are designed to implement state and local improvement policies.*

3. Instruction by highly qualified staff.

*We utilize the open market system to ensure we hire highly qualified teachers that are available.*

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 School-wide Program to meet the State's student academic standards.

*Wednesday professional development sessions take place on a weekly basis as approved by Department of Education school session time. During these Wednesday, professional developers are brought in, as well as BETA staff turn-keying professional development they have attended. This time is also utilized for teachers to work in teams to examine student work, student progress, school structures and systems, as well as develop curriculum all for the benefit of the BETA community.*

5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
*We attend school hiring fairs, as well as use our school support organization's hiring system and open market,*
  
6. Strategies to increase parental involvement through means such as family literacy services.  
*Through Parents' Association meetings and the SLT information regarding community supports is shared. Through multiple ESL parent meetings parents who do not speak English are informed of BETA's availability of the Rosetta Stone for their use as well as other programs such as free Tax preparation on the premises.*
  
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.  
*Use of periodic assessments such as the scantron program are used. Mock Regents as well as other teacher assessments are used to determine student preparation for other programs and, testing and academic purposes. Additionally BETA's Assessment Team, Data Inquiry Team and Best Practices of Instruction*
  
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.  
*Parent communication is essential in ensuring that struggling students attend after school and Saturday tutoring. When possible, the new addition of study hall periods with teacher assistance for assignments is being newly implemented where scheduling allows. More advanced students attend tutoring sessions at Columbia University through our engineering program.*

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.

*Multiple programs are in affect at BETA: Condom Awareness, Peer Mediation, Peer Leaders, Leadership Program drug and alcohol awareness.*

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

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

Title I School wide 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, School wide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a School wide 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 School wide 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 School wide pool to support any activity of the School wide 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 School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School-wide Program without regard to the identity of those funds.

Consolidating Federal funds in a School-wide 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 School wide Program school must identify in its School wide 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 School wide 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 school wide 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 School-wide 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 School wide 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	✓			\$238,640.64	✓	13-22; 24-27
Title I, Part A (ARRA)	Federal	✓			\$216.646.65	✓	13-22; 24-27
Title II, Part A	Federal						
Title III, Part A	Federal	✓			\$15,000.00	✓	13-22; 25-27
Title IV	Federal						

<sup>1</sup> **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.

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

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

IDEA	Federal	✓			\$90,718.00	✓	13-22; 24-27
Tax Levy	Local	✓			\$2,273,095	✓	13-22; 24-27