



PERFORMANCE CONSERVATORY HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (12/X/262)
ADDRESS: 1619 BOSTON ROAD, BRONX, NY 10460
TELEPHONE: 718-991-0860
FAX: 718-991-5258

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)...26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 12X262 **SCHOOL NAME:** Performance Conservatory HS

SCHOOL ADDRESS: 1619 Boston Road, Bronx, NY 10460

SCHOOL TELEPHONE: 718-991-0860 **FAX:** 718-991-5258

SCHOOL CONTACT PERSON: Eulynis Mathias-Fridie **EMAIL ADDRESS:** Ematthi2@schools.nyc.gov

POSITION/TITLE PRINCIPAL

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Michael Feldman

PRINCIPAL: Eulynis Matthias Fridie

UFT CHAPTER LEADER: Michael Feldman

PARENTS' ASSOCIATION PRESIDENT: Mrs. Brunson

STUDENT REPRESENTATIVE:
(Required for high schools) Kevyn Colon

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 12 **SSO NAME:** CFN Network 603

SSO NETWORK LEADER: Richard Cintron

SUPERINTENDENT: Geraldine Taylor-Brown

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Eulynis Matthias-Fridie	*Principal or Designee	
Michael Feldman	*UFT Chapter Chairperson or Designee	
Mrs. Brunson	*PA/PTA President or Designated Co-President	
Michael Feldman	Teacher/SLT Chair Person	
Caroline Davis	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Barbara Brown	DC 37 Representative, if applicable	
Kevyn Colon	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Nicole Jean	Student Representative	
N/A	CBO Representative, if applicable	
Antoinette Bunche	Member/Parent	
Nanette Walker	Member/ Parent	
Caroline Davis	Member/Parent	
Patricia Delaney	Member/Teacher	
	Member/	

(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.

School Mission:

Our school community works to foster a supportive and safe learning environment that promotes academic rigor, critical thinking and creativity. Through study of the performing arts, PCHS cultivates discipline, responsibility and collaboration.

Vision:

To graduate students who can think critically, abstractly, strategically, and creatively in order to be successful in post-secondary education and their chosen academic or performing arts career

School wide Goals:

1. Create a supportive and safe learning environment.
2. Challenge our students to realize their learning potential and abilities through rigorous academic and performing arts courses.
3. Promote critical, abstract, strategic and creative thinking.
4. Foster a learning environment and love of learning in students that encourages them to pursue college level education and performing arts training.
5. Foster the growth of meaningful and mutually respectful relationships that inspire the love and appreciation of lifelong learning and the performing arts.

School Overview

The Performance Conservatory High School is a small learning community of 399 students located in the Bronx. The school was officially opened in September, 2004 on the Harry S. Truman Educational Campus. Performance and Stagecraft moved in the summer of 2006 and currently shares a building with JHS 98 and Explorations Academy. The schools share one auditorium, two gymnasiums, a student cafeteria and a nurse. All three Principals meet at monthly cabinet meetings working collaboratively to create a safe educational environment for all of our students.

The staff members at PCHS provide a challenging academic environment as well as opportunities for leadership, citizenship and service. Our instructional programs address all levels of performance. Currently, our school services grades 9-12. In reviewing the record of our anticipated incoming class, it appears that students' reading and mathematics scores are in the lower quartiles. In addition, our ELL population is 50 and our special education population is 96. Support programs for students include diversified special education services, inclusive ESL programs for ELLs and extra help session provided by our teachers. Students choose from various clubs and after-school extra-curricular activities including fashion club, drama club, boys' basketball, girls' basketball, and guitar classes. Our drama, music and dance programs showcase the talent of our students and staff.

The guidance department, supported by College Summit, provides students and their families with information intended to aid students in making the best possible choices. We encourage staff to schedule frequent field trips including theater performances and museums. In school, we have made

improvements to the fabric of the building and have invested in additional classroom resources including overhead projectors, laptop computers and classroom libraries. The school's Media center was equipped this academic school year with 35 state of the art desktop Dell computers, a new server, a 54" diagonal flat screen TV, and three new Smartboards. A drama and dance studio has opened on the fifth floor and new science labs were opened in September 2009. Student experience does not stop at the exposure to arts forms. Visiting artists provide experiences to inform and enhance the school day curriculum.

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.

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	3	3	16	Number of Administrators and Other Professionals	9	2	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	14	18	TBD	% fully licensed & permanently assigned to this school	100.0	0.0	TBD
				% more than 2 years teaching in this school	33.3	0.0	TBD
				% more than 5 years teaching anywhere	25.0	0.0	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	75.0	0.0	TBD
American Indian or Alaska Native	0.3	0.7	1.0		100.0	90.5	TBD
Black or African American	49.1	46.0	44.8				
Hispanic or Latino	48.1	51.3	52.0				
Asian or Native Hawaiian/Other Pacific Isl.	1.8	1.2	1.0				
White	0.8	0.7	0.7				
Male	24.3	18.8	18.7				
Female	75.7	81.2	81.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		Performance Conservatory High School							
District:		12	DBN:	12X262	School BEDS Code:		321200011262		
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11		√
	K		4		8		12		√
	1		5		9		√	Ungraded	√
	2		6		10		√		
Enrollment				Attendance - % of days students attended :					
<i>(As of October 31)</i>				<i>(As of June 30)</i>					
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10			
Pre-K	0	0	0	79.3	79.8	TBD			
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	145	168	123						
Grade 10	129	140	119						
Grade 11	64	50	96						
Grade 12	52	50	78						
Ungraded	1	1	1						
Total	391	409	417						
Special Education Enrollment:				Student Stability - % of Enrollment :					
<i>(As of October 31)</i>				<i>(As of June 30)</i>					
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10			
# in Self-Contained Classes	20	28	37	95.4	96.0	TBD			
# in Collaborative Team Teaching (CTT) Classes	13	22	27						
Number all others	25	30	35						
<i>These students are included in the enrollment information above.</i>				Poverty Rate - % of Enrollment :					
				<i>(As of October 31)</i>					
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10			
				67.4	80.6	65.9			
				Students in Temporary Housing - Total Number :					
				<i>(As of June 30)</i>					
	2007-08	2008-09	2009-10						
	5	17	TBD						
				Recent Immigrants - Total Number :					
				<i>(As of October 31)</i>					
	2007-08	2008-09	2009-10						
	5	2	0						
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>				<i>(As of June 30)</i>					
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10			
# in Self-Contained Classes	20	28	37	15	19	TBD			
# in Collaborative Team Teaching (CTT) Classes	13	22	27	14	12	TBD			
Number all others	25	30	35						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>					
	2007-08	2008-09	2009-10						
CTE Program Participants	N/A	0	0						
Early College HS Program Participants	0	0	0						
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
<i>(BESIS Survey)</i>				<i>(As of October 31)</i>					
<i>(As of October 31)</i>									
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10			
# in Transitional Bilingual Classes	0	0	0	24	0	TBD			
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	20	23	29						

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			√
Math:				Math:			X
Science:				Graduation Rate:			√
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				√sh	X	√	55
Ethnicity							
American Indian or Alaska Native							
Black or African American				√sh	√sh		
Hispanic or Latino				√sh	X		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White							
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				√sh	X		
Student groups making AYP in each subject				4	1	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	C			Overall Evaluation:	√		
Overall Score:	48.2			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	√		
School Environment:	8			Quality Statement 2: Plan and Set Goals	√		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	√		
School Performance:	9.2			Quality Statement 4: Align Capacity Building to Goals	√		
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	√		
Student Progress:	28						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	3						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

What student performance trends can you identify?

Although the school did not undergo a Quality Review this academic school year, the bulleted points of strengths and challenges covered a variety of areas that ranged from improvements in attendance rates to supervision of students in the learning environment. Looking further at the NYC Learning Environment Survey, we noticed a trend that suggested that the safety component of the school climate (20% of student respondents reported feeling unsafe in the school) was adversely effecting students' engagement in positive learning behaviors that directly influence credit accumulation which is the cornerstone of student progress towards graduation. In 2009-2010 a careful review of ARIS data also revealed that only 51% of first-year students earned at least 10 credits, with data for other student cohorts following a similar pattern. Communication of attendance expectations and reporting of social support needs have been a sticking point in our efforts to involve all stakeholders in helping to reduce the achievement gap for our students.

Despite the NCLB designation of "In Good Standing" for English and safe harbor for Math for the subgroup of Black and African-American students, a closer review of our accountability sub-groups revealed that we could benefit from a comprehensive review of our educational program's effectiveness particularly for students in the lowest third. The average student attendance rate was 76% for 2009-10 and at the start of 2010 we noted the rate had risen to approximately 83%. Although 465 of the school's 492 open 407s for 2009-10 or 95% were closed, chronic absenteeism continues to hinder student performance particularly for a sizeable group of recidivists that have a disproportionate effect on our school-wide attendance. This year's attendance continues to show lower rates on the day[s] prior to and after a mid-week and extended holiday.

Secondly, after a review of our educational program, data analysis from the DOE's most recent Progress Report and NYSED resources, we have observed that students earn course credits but often do not pass the Regents exam associated with the course. Within our subgroups ELLs, special education and bottom third, no proficiency gains have been noted for the school. This data directly impacts our [most recent] current four-year graduation rate of 49% considering the levels of preparation of incoming students. The school's six-year graduation rate also leaves room for improvement as we find that 56% achieved graduation which is still below the citywide average.

Continuing to triangulate the data from various assessment reporting sources has led to a comprehensive needs assessment finding that we should focus our efforts on five target areas. These are listed as follows:

- Student attendance
- Regents passing rate and credit accumulation
- Graduation rate
- Raising achievement in English Language Arts [ELA] and mathematics.

What have been the greatest accomplishments over the last couple of years?

The School Quality Review in May 2008 indicated that the school has made good progress in addressing the issues identified in the previous Progress Report. The school was rated proficient. The review identified the following area that the school does well:

- As a result of a school-wide campaign, students recognize the importance of the school motto, “Are you graduating on time?” and are working hard to improve their credit accumulation.
- Well-ordered binders and individual student portfolios provide all teachers with good information about the performance and progress of each student including student self-reflection.
- The wide curriculum provides students with the opportunities to develop their skills and talents as performers. Extracurricular activities have a positive impact on students’ desire to attend school.
- The principal and his administrative team are highly respected by staff, students and parents. Many new systems have been implemented which positively impact the school community and support a collaborative environment, which sustains capacity-building.
- Improved communication including the introduction of common planning time allows for collaboration and sharing of best practice. Shared learning walks with administration give teachers the opportunity to assess students’ learning through focused questioning and observation.

Our Progress Report for score for 2007-2008 and 2008-2009 was a “C” and for 2009-2010 the school received an “F”. The school environment section of the report showed strong indicators of high academic expectations and safety and respect but low attendance relative to our peer schools and the city schools. It should be noted however, that the student attendance rate is higher this school year and continues to climb, i.e., 79.3% [07-08], 79.8% [08-09] and dropped [09-10] of 76% (well below the citywide average of 86%). This attendance rate puts our school in the bottom 5% among high schools citywide and in the Bronx.

All staff members have created and utilize data binders which contain individualized student histories. We have placed an emphasis on the acquisition and use of data to drive instruction. The school support organization, CFN Network 603 and our Senior Achievement Facilitator [SAF], have assisted in creating and interpolating a school Data Tool. Other data is compiled from Scantron Performance Series tests in English and mathematics as well as Acuity Regents Predictive and Pre-Regents Predictive exams, individual student portfolios and other formal and informal assessment. All staff members have access, in their personal data binder, to individual student data and meet daily as a content cohort. During this common planning time, student data is disseminated and discussed; plans of action [i.e., short and long-term goals] are created and, as necessary, follow-up sessions are planned.

Other accomplishments are reflected in our school tone, climate and culture. With the hiring of new innovative and creative staff members and the introduction of new leadership, the school is using data to collaborate about restorative practices and the climate is improving with refined procedures. Student passing between periods is monitored; students are urged to move to their next class quickly and quietly. After input from staff and analysis of our long-term goals, targeted professional development is currently focusing on our shared school vision and differentiating instruction. A large aspect of our vision is to understand each child holistically in our effort to build intellectual capacity and character. Some of our practices enable us to differentiate student instruction and support and equip them to succeed academically, emotionally and socially.

With our commitment to implement Phase 1 initiatives in our community, we are focused on inclusion practices that address the individual needs of a variety of students in the least restrictive environment. Particular focus on the program needs of our special needs students has encouraged the incorporation of Integrated Co-Teaching classes to order to ensure that students get the benefit of peer supports and can help each other to achieve a more acceptable graduation rate. In addition, we have identified the specific needs of other subgroups [i.e., gender, ethnicity, bottom third, ELLs, etc.] in the school and have programmed student schedules to create stand-alone ESL classes and push-in class services to meet the diverse needs of these students facilitating appropriate credit accumulation as well as an appropriate Regent's passing rates.

Clearer lines of communication have been established via daily whiteboard announcements in the main office as well as bulletin boards that post calendars and the agendas of recent assemblies. In addition, the *Principal's Weekly* is disseminated to all members of the Administrative Cabinet who are scheduled to meet every Wednesday.

What are the most significant aids or barriers to the school's continuous improvement?

A significant aid to our continuous school improvement can be and is attributed to the Inquiry team process, which continues to develop and sustain a community of inquiry. Our school community accepts the responsibility to teach/learn, establish, maintain and assess high standards on a regular basis. As a result of the Inquiry Team process, our school community has learned that focused intervention strategies, along with adolescent developmental approaches can help students achieve. Classroom teachers have become more involved in sharing strategies and best practices. Teachers analyze, revise and reflect on student data, as well as recognize the impact of instructional programs on student learning. Throughout the school, teachers make instructional decisions based on the information compiled from student data, and plan activities to address the needs of their student population. Additional practices that are informed by the Inquiry Team process include the following:

- A target population of inquiry students has been established and the sub-skill, drawing conclusion, has been identified. Through teacher modeling, practice at making connections, visualization and other strategies, students are becoming more astute at organizing their thoughts to effectively interpret more difficult text.
- Teachers work collaboratively to achieve both the long and short-term goals set at the beginning of the year.
- Team members work within their roles and responsibilities as they strive to increase their sense of ownership and accountability.
- A key learning of the Inquiry process is the ability to write a flexible action plan that addresses the needs of individual students, identifying specific instructional strategies that could positively impact the child's achievement.
- Teacher conferences [with both parents and students] are scheduled more frequently so that the students' strengths and weaknesses can be discussed regularly and together, short/long term student goals are written and facilitated.
- Students' began to self-monitor their progress in ELA based on their individual goals.
- Teamwork is encouraged by uniting talents and strengths toward a common goal, and utilizing resources effectively.

Unfortunately several barriers have been identified that hinder school improvement. As a school we have remained optimistic and confident in the face of considerable adversity [two location changes since inception, four principals and limiting physical conditions]. In addition, attendance and a lack of parent involvement has hindered our effort to make substantial gains. There is a systemic lack of support from students' families in securing a high school education and in even getting a diploma of any kind. Students are therefore confronted with barriers to completing school including financial and social pressures.

As identified by the SQR for 2008-09, our identified areas for improvement continue to include:

- All staff must continue to share effective practices so that all teaching and learning is as good as the best. Daily common planning provides opportunities to refine these practices.
- All staff must continue to refine school plans to include timeframes and success measures such as short and long-term student goals. By equipping all staff with pertinent data we are providing the necessary tools so that they can begin to make instructional decisions and plan activities to address the needs of their student population.
- Ensure all teachers use assessment data to differentiate instruction and meet the needs of all students. On-going professional development by specialists from the CFN Network 603 as well as in-house staff focuses on the continued development of differentiated strategies in the classroom.
- Extend the use of rubrics in order that students fully understand the assessment of their work and how they can improve. The use of rubrics will ensure that all teachers set consistently high expectations for students and clearly articulated benchmarks in terms of assessment of students' work. This will further facilitate and improve the goal setting process across subjects, grades and groups of students.

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.

The Performance Conservatory High School has identified the following five instructional goals:

Goal 1: Attendance Improvement

- Our goal is to raise average student attendance by June 2012 from 75% to 78%.
- Although average student attendance has risen for each of the last three years, it remains a concern. Identified trends show that the days immediately before and after a mid-week holiday are historically low attendance days. Our existing attendance plan continues to be modified to reflect the on-going data collection. We have all staff check the absence and lateness logs [printed by 12 noon from ATS] to correct attendance/lateness errors. An additional attendance teacher has been added to the staff to provide daily outreach and facilitate the removal of long-term absences [LTAs]. A school aide makes morning wake-up calls to chronically late students and our auto dialer telephones parents/guardians daily to inform them of absences and/or lateness. In addition, we have personnel making phone calls and home visits to chronically at-risk students.

Goal 2: Graduation Rate

- Our goal for June 2011 is to increase the graduation rate by 5% from 49% to 54%.
- To facilitate a higher rate for the 2010-11 school year, we have programmed at-risk students of the 2006-07 cohort into credit recovery and/or Regents preparation classes on an as needed basis. Individualized plans, which will be created in collaboration with guidance, teachers and students, will identify a timeline for credit accumulation and a Regents schedule that will allow the student to graduate in June or August, 2011. Our projected graduation rate by August 2011 will be 54%.

Goal 3: Credit Accumulation Across All Grades

- By June 2011 we will increase credit accumulation rates across all cohorts by 3% for an annual average increase from 48% to 51%.
- As reflected in the Progress Report and independent student transcript review, our school to be focusing on careful revisions of the programs of students with challenges in achieving proficiency gains in high-need subgroups (namely ELLs, Special Education and bottom third of Hispanic and African-American students).

Goal 4: Raising Achievement in ELA

- We will raise the performance level by 5% from a student average of 75% who scored a level 2 on the grade 8 NYS ELA test to 80%.
- An analysis of the data indicates that about 75% of students entering PCHS received either a level 1 [not meeting performance standards] or level 2 [partially meeting performance standards] on

both the New York State English Language Arts Grade 8 Exam. To close this achievement gap, we are focused on providing intervention services for all students, but especially for these students.

Goal 5: Raising Achievement in Mathematics

- We will raise the performance level by 5% of the students who scored a level 1 or level 2 on the grade 8 NYS Mathematics test.
- By focusing on providing alternative avenues of instruction that use the data of assessment tools such as the Acuity Interim Assessments, mock and former Regents exam scores, and other assessments, we will be able to provide differentiated intervention supports. All PCHS's 11th and 12th grade students who have not yet passed a Mathematics Regents Examination will be programmed into prep classes for either the Integrated Algebra or Geometry Regents Exams.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Attendance Improvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our goal is to raise average student attendance by June 2012 from 75% to 78%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Although average student attendance has risen for each of the last three years, it remains a concern. Identified trends show that the days immediately before and after a mid-week holiday are historically low attendance days. Our existing attendance plan continues to be modified to reflect the on-going data collection. We have all staff check the absence and lateness logs [printed by 12 noon from ATS] to correct attendance/lateness errors. An additional attendance teacher has been added to the staff to provide daily outreach and facilitate the removal of long-term absences [LTAs]. A school aide makes morning wake-up calls to chronically late students and our auto dialer telephones parents/guardians daily to inform them of absences and/or lateness. In addition, we have school aides and guidance staff using SchoolMessenger auto-dialing software to make phone calls and scheduling home visits to chronically at-risk students.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Staff Budgeting: Funding for substitutes or coverage by teachers through Tax Levy Teacher release time paid for through Tax Levy Assistant Principal is funded through Tax Levy Consultants are being funded through Title I Inquiry Team funded through Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Initial indicator September 2010: Attendance average for 2009-10 was 75% based on ATS daily data. Daily review continues and outreach by attendance teachers, school aides, guidance counselors and auto dialer will continue. Interim: Attendance team will review data to date and revise, refine the attendance plan as necessary to meet identified interim goal of 77% by January 31, 2011. End-term: Attendance will rise to an average of 78% by June, 2011.</p>

Subject/Area (Where Relevant): Graduation Rate

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our goal for June 2011 is to increase the graduation rate by 5% from 49% to 54%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>To facilitate a higher rate for the 2010-11 school year, we have programmed at-risk students of the 2006-07 cohort into credit recovery and/or Regents preparation classes on an as needed basis. Individualized plans, which will be created in collaboration with guidance, teachers and students, will identify a timeline for credit accumulation and a Regents schedule that will allow the student to graduate in June or August, 2011. Our projected graduation rate by August 2011 will be 54%.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Staff Budgeting: Funding for substitutes or coverage by teachers through Tax Levy Teacher release time paid for through Tax Levy Assistant Principal is funded through Tax Levy Consultants are being funded through Title I Inquiry Team funded through Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Initial indicator September 2010: We have reviewed the transcripts of the 106 students in the 2011 cohort have customized programs for maximum credit and Regents accumulation. We expect the target rate for graduation to increase from last June's 49% to 51% in January 2011. Interim: We expect fifty-eight [58] additional students to be on track in January 2011, to graduate by June, 2011. End-term: We expect 54% of Cohort 2011 students to graduate by June 2011.</p>

Subject/Area (where relevant): Credit Accumulation Across All Grades

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 we will increase credit accumulation rates across all cohorts by 3% for an annual average increase from 48% to 51%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>As reflected in the Progress Report and independent student transcript review, our school to be focusing on careful revisions of the programs of students with challenges in achieving proficiency gains in high-need subgroups (namely ELLs, Special Education and bottom third of Hispanic and African-American students). There will be professional development for staff and a roll-out to students of on-line instructional materials (like Aventa, Achieve3000, etc.) that will allow students to advance in their academic by way of the adaptive technology which allows for differentiation from the information gleaned in a pre-assessment of skills.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Staff Budgeting: Funding for substitutes or coverage by teachers through Tax Levy Teacher release time paid for through Tax Levy Assistant Principal is funded through Tax Levy Consultants are being funded through Title I Inquiry Team funded through Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Initial indicator September 2010: Targeted goals for individual students will be created and reviewed weekly by the guidance staff from the students' first report card to monitor and support credit accumulation. We have seen that our June 2010 average rate was 48.125%. Interim: Data from report cards in January 2011 will determine the next steps for each student and allow us to track progress of credit accumulation. Expected gains in January 31, 2011 should be a 2% rate increase of all students earning a minimum of 6 credits earned per student. End-term: The rate of achievement is expected to be 51%% by June, 2011.</p>

Subject/Area (where relevant): _____

English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will raise the performance level by 5% from a student average of 75% who scored a level 2 on the grade 8 NYS ELA test to 80%. An analysis of the data indicates that about 75% of students entering PCHS received either a level 1 [not meeting performance standards] or level 2 [partially meeting performance standards] on both the New York State English Language Arts Grade 8 Exam. To close this achievement gap, we are focused on providing intervention services for all students, but especially for these students.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Professional Development</u> will be given in the areas of using the interim assessment, rubrics for evaluation of student products, use of student data for goal setting, and differentiation of instruction facilitated by data. Professional development will be facilitated by staff developers through hands-on activities and student case studies. Freshman students are programmed for double period block scheduled ELA classes to support them in developing their reading and writing skills. The use of this programming and scheduling will be revisited at mid-year and revised accordingly to meet student learning needs.</p> <p>The school Instructional team members will train teachers in the use of student data. This will include cross curriculum data focusing on SWD and ELL/at risk students, the monitoring of student progress, initial goals for students in ELA, midterm assessment of progress and follow-up assessments.</p> <p>Teachers will share, during professional development periods, student progress based on the triangulation using a variety of the following data sources: interim assessment, work evaluated through rubrics, teacher generated exams, student portfolios and/or research projects. Administrators and peers will visit classrooms to observe and give constructive feedback.</p> <p>Critical reading is a priority as we work to create a “culture of readers.” Selection of high-interest literature and relevant, real-world texts will help to engage and sustain student interest in reading. In support of freshman students the school will participate in a program called The Big Read, which is designed to improve student reading comprehension skills. Students will be prepared to take the English Regents Exam at the end of the 11th grade. Small group tutorials, one-on-one instruction, ELA Regents Review curriculum will be followed to prepare 11th graders to take the ELA Regents. 12th graders will be enrolled in the College Summit and</p>

	<p>follow their prescribed curriculum to prepare them for college entrance, including application process, college essay, and financial aid.</p> <p>Global History (Applied ELA) Considerations - We have identified all students who have not passed the Global Regents exam and therefore need remediation services. Students are scheduled for Regents remediation classes and scheduled for tutoring. Students receive intensive preparation during the school day, before and after school by teacher tutors and/or PM school classes. Additionally, 136 students in the tenth grade will take the Global Regents in June 2010. These students are being prepared by their subject area teachers to take and pass this Regents exam. Each student has received a copy his/her individualized data report with target dates for taking the Global Regents in either January or June. These students are given tutoring as needed to prepare them for the exam.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staff Budgeting: Funding for substitutes or coverage by teachers through Tax Levy Teacher release time paid for through Tax Levy Assistant Principal is funded through Tax Levy Consultants are being funded through Title I Inquiry Team funded through Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Initial indicator September 2010: The Scantron and Acuity Pre-Regents tests will provide information about individual student strengths and next steps as well as identifying individual independent reading levels. This will enable teachers to differentiate instruction within the classroom. The applied ELA assessment in the form of the Global History Regents Exam will be used such that fifty-eight (58) students in Cohort 2012 are scheduled to take the Global Regents in January, 2011 and one hundred and thirty-six (136) sophomores will take the Global History & Geography Regents Examination in June 2011.</p> <p>Interim: Acuity Regents Predictive test will indicate which students are expected to meet the target score of 65 on the English Regents, while we will assess the passing rate after the January 2011 exam and make adjustments to prep classes for the Cohort 2010 students. All Cohort 2012 students not passing in January 2011 will retest in June 2011 with the sophomore students. An interim (mock) Global Regents Exam will be given to all sophomores by January 2011 to assess their preparation for the June administration of the Regents Examination. Necessary interventions will be implemented in the spring term to insure the sophomores are prepared to take and pass the June 2010 Global History & Geography Regents Examination.</p> <p>End-term: By June 2011, we will make a 3% increase in the number of students who pass the English Regents [who entered with a level 1 or 2] with a score of 65 or greater. Furthermore we expect the remaining students of Cohort 2012 and the sophomores of Cohort 2014 will take and pass the Global History & Geography Regents Exam with a 27% passing rate on the examination by June 2011.</p>

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will raise the performance level by 5% of the students who scored a level 1 or level 2 on the grade 8 NYS Mathematics test. By focusing on providing alternative avenues of instruction that use the data of assessment tools such as the Acuity Interim Assessments, mock and former Regents exam scores, and other assessments, we will be able to provide differentiated intervention supports. All PCHS's 11th and 12th grade students who have not yet passed a Mathematics Regents Examination will be programmed into prep classes for either the Integrated Algebra or Geometry Regents Exams.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Professional Development</u> will be given in the areas of using the interim assessment, rubrics for evaluation of student products, use of student data for goal setting, and differentiation of instruction facilitated by data. Professional development will be facilitated by staff developers through hands-on activities and student case studies. The school Instructional team members will train teachers in the use of student data. This will include cross curriculum data focusing on SWD and ELL/at risk students, the monitoring of student progress, initial goals for students in Mathematics, midterm assessment of progress and follow-up assessments. The programming will be revisited at mid-year and revised accordingly to meet student learning needs. Teachers will share, during professional development and common planning periods, student progress based on the triangulation using a variety of the following data sources: interim assessment, work evaluated through rubrics, teacher generated exams, student portfolios and/or research projects. Administrators and peers will visit classrooms to observe and give constructive feedback. Students will receive training in the use of graphing calculators in order to attain support for taking and passing Mathematics Regents examinations.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Staff Budgeting: Funding for substitutes or coverage by teachers through Tax Levy Teacher release time paid for through Tax Levy Assistant Principal is funded through Tax Levy Consultants are being funded through Title I Inquiry Team funded through Title I</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Initial indicator September 2010:</u> The Scantron and Acuity Pre-Regents tests will provide information about individual student strengths and next steps as well as identifying individual Mathematics learning needs. This will enable teachers to differentiate instruction within the classroom.</p> <p><u>Interim:</u> Scantron and Acuity Regents Predictive test will indicate which students are expected to meet the target of 65 on Mathematics Regents exams.</p> <p><u>End-term:</u> A 5% increase in the number of students who pass a Mathematics Regents [who entered with a level 1 or 2] with a score of 65 or greater.</p>
--	--

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	30	40	40	17	27	10	16	2
10	15	17	16	19	43	6	25	1
11	14	16	17	18	30	2	17	0
12	14	14	19	16	15	1	7	0

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Each student who is receiving AIS services is enrolled in a small group tutoring with a content area teacher provided before the school day for 37 minutes two times each week.</p> <p>In addition to this small group tutoring students who need to recover academic credits are enrolled in PM school credit recovery classes which provide ELA and Social Studies on Monday and Wednesday, and Science and Math on Tuesday and Thursday.</p>
Mathematics:	<p>Each student who is receiving AIS services is enrolled in a small group tutoring with a content area teacher provided before the school day for 37 minutes two times each week.</p> <p>In addition to this small group tutoring students who need to recover academic credits are enrolled in PM school credit recovery classes which provide ELA and Social Studies on Monday and Wednesday, and Science and Math on Tuesday and Thursday.</p>
Science:	<p>Each student who is receiving AIS services is enrolled in a small group tutoring with a content area teacher provided before the school day for 37 minutes two times each week.</p> <p>In addition to this small group tutoring students who need to recover academic credits are enrolled in PM school credit recovery classes which provide ELA and Social Studies on Monday and Wednesday, and Science and Math on Tuesday and Thursday.</p>
Social Studies:	<p>Each student who is receiving AIS services is enrolled in a small group tutoring with a content area teacher provided before the school day for 37 minutes two times each week.</p> <p>In addition to this small group tutoring students who need to recover academic credits are enrolled in PM school credit recovery classes which provide ELA and Social Studies on Monday and Wednesday, and Science and Math on Tuesday and Thursday.</p> <p>Social Studies AIS services also include Regents Exam preparatory classes for both the Global History & Geography and US History and Government examinations.</p>
At-risk Services Provided by the Guidance Counselor:	<p>Every student is eligible to receive services from the guidance counselor. Crisis intervention, program and transcript review, and other services catering to at-risk students are provided on a case-by-case basis</p>

At-risk Services Provided by the School Psychologist:	Every student is eligible to receive services from the school psychologist with the appropriate referral. The school psychologist services are provided on a case-by-case basis for the students of our school as the psychologist is itinerant staff for the multi-school building.
At-risk Services Provided by the Social Worker:	Every student is eligible to receive services from the social worker. The school social worker services are provided on a case-by-case basis with the appropriate referral. Small group and 1:1 counseling sessions are provided to these students.
At-risk Health-related Services:	Every student is eligible to receive services from the health counselors. At-risk Health –related services are provided on a case-by-case basis.

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.

Language Allocation Policy, 2010-11

Performance Conservatory High School has a total of 33 ELL students. The breakdown by level is as follows: 6 Beginners, 14 Intermediate, and 13 Advanced. Five ELL students are classified as special needs and are served according to their IEPs in Monolingual services only; 2 in 9th grade, 1 in 10th grade, 1 in 11th grade, and 1 in 12th grade.

Spanish and Twi are the languages spoken by our ELL students and our ELLs with special needs. Parent survey letters indicate the need to offer an ESL program at our school where beginning level students receive 540 minutes of ESL instruction, intermediate level students receive 360 minutes of ESL instruction and advanced level students receive 180 minutes of ESL instruction. The content area classes of math, science and social studies are offered in English. In addition to their mandated 360 minutes of ESL instruction, intermediate level students scheduled to take the ELA are programmed in an English Regents preparation class for ELL. In addition to 180 minutes of ESL instruction, all advanced level students receive ELA instruction every day as mandated by the state.

Students participating in the ESL program are programmed in ESL classes and content area ESL. To support them and prevent them from becoming at risk students, ELLs are mandated to attend our after-school tutoring program. If necessary, students are paired with a *buddy* ESL student to assist in content development. Students are programmed for classes according to their cohort and grade.

At all levels, progress in proficiency in the five skills is addressed (reading, writing, speaking, listening and critical thinking). At the end of the beginning level, students will use basic grammatical structure such as past tense, past progressive, future tense, modals and take notes on an eight minute passage, read 300-400 words passage, short stories and poems, analyze and write about critical lenses and are able to carry out a conversation of 5-minutes in and out of school. At the end of the intermediate level, students use more advance grammatical structure such as the passive voice, reported speech and hypothetical questions, take notes on a ten to fifteen minute passage and write a 4-paragraph essay. They will read 500-600 words non-fiction work with related chart or graph, interpreted critical lens and speak with near native fluency. At the end of the advanced level, students will refine their writing skills using a variety of styles. They will continue to listen to speeches and take notes, read novels, short stories, articles and poems. They will read 750+ words on non-fiction topics and write a 5-paragraph critical essay and speak with native fluency. The advanced level students will take ELA preparation classes where test taking skills are practiced.

Academic language is developed in all academic subjects. Technical and academic terms are an integral part of vocabulary building. It is used to describe features and systems of subjects within an ESL and ESL content area class. Teachers tap into prior knowledge and experiences to scaffold new material. All ELLs having difficulty understanding content area topics are encouraged to participate in the after school tutoring program. The after school tutoring program provides help in all academic subjects. Students unable to participate in after school are assigned a teacher to provide tutoring during the school day. These teachers have chosen to provide small group instruction as their professional assignments.

ELLs who have fallen behind their cohort in credit accumulation are given the opportunity to participate in the Hallway Project Credit Recovery Program. They meet with their Advisor to review transcripts and create a plan that leads to sufficient credits accumulated to graduate on time. They are programmed for additional Regents prep classes if they are missing Regents exams.

Special Education ELL records are reviewed on an individual basis by the Guidance Counselor, the BESIS Coordinator and the IEP Coordinator. IEPs, transcripts and progress reports dictate the best educational program these students will receive to meet graduation requirement.

Our ESL teacher works collaboratively with other content area staff, revising and discussing curriculum and student progress. The ESL teacher holds a TESOL license. Various textbooks are used to teach all levels of ESL. Lap-tops and LCD projectors are used to enhance learning in most ESL classes. Multimedia equipment is also used to enhance instruction.

In house professional development is provided to content area teachers teaching ELLs. These teachers are strongly encouraged to attend workshops related to ELL techniques. Content area teachers selected to teach ELL students are strongly persuaded to obtain an ESL extension license.

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:** 399 LEP 33 Non-LEP 366

Number of Teachers 1 **Other Staff (Specify)** Guidance Councilors & Parent Coordinator

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.

Performance Conservatory High School currently has a total of 399 students from grades 9 through 12. The student body includes 33 English Language Learners. Our school offers an ESL Program where all students are served as per New York State mandates. Beginners receive three 46 minute periods of ESL instruction per day; intermediate students receive two 46 minute periods per day; and advanced students one 46 minute period per day. Our ELL students range from grades 9-12 and all are receiving services, 12 of which are served as per their IEP. This ESL Program conforms to the policy mandated by CR-Part 154. All students are required to take ESL classes at the level of proficiency dictated by their score on the LAB-R/NYSESLAT Exams. Presently, there are not enough students of any one grade level for a full-bilingual program. Over 98% of parents of our ELL students chose ESL as their first preference on the Parent Choice and Program Selection Form. The language spoken by the majority of the ELLs in the ESL Program is Spanish. There is one student who speaks Twi. The ESL program at our school uses a combination of models: We have self-contained, pull-out, and push-in ESL classes.

The ESL teacher does a combination push-in/pull-out in a double period of 9th grade English. She co-teaches lessons with the 9th grade English teacher. She also pulls-out 9th grade beginners during that time in order to deliver explicit English language instruction to those students using all four modalities. Advanced students are supported in their content area classes during push-in sessions with the ESL teacher. Tenth grade ELL students receive push-in support during their Global studies class. They are sometimes pulled-out for one-on-one tutoring during that period. There is also one period a day of self-contained ESL for students who require additional ESL services as per state mandates. This class is comprised of students from all grade levels and all proficiency levels. It is differentiated according to student needs. The focus is on building academic literacy skills across content areas and proficiency levels. The ESL teacher also does a push-in/pull-out class with the 11th grade English teacher with whom she team teaches.

Title III After School Program

LEP support programs will be formed with funds from Title III part A of NCLB to help our ELL students become more proficient in English and support for the Content Area Regents. These programs will be consistent with New York State ESL/ELA and Content Area standards. Additional direct instruction to students will be delivered in the form of an After School Tutoring Program for 15 – 20 LEP students in grades 9-12. Based on the NYSESLAT and Content Area Regents scores, we have analyzed our ELLs need to prepare for the ELA, Math, Social Studies, Science and NYSESLAT state assessments. Our 9th grade students will be taking Math Regents this year and are in need of additional tutoring to succeed. Our long term ELLs still need support to pass Content Area regents or they will not meet graduation requirements with their cohort. The tutoring program will be aimed at building student engagement while supporting them in their core subject coursework and helping them to develop study habits that they will need to be successful on content areas Regents. The topics of study will address the particular needs of individual students who need additional support in classes where they do not receive ESL support. For example, some long-term advanced ELLs are receiving push-in support in Global Studies, but they continue to struggle in their math and science classes. This after school program is aimed at giving more personalized attention to kids that need additional content area support in the areas they need it most and the area where they have not passed Regents. The program will be particularly attentive to the needs of Newcomers, SIFE students, and long-term English Language Learners.

During this after school program, students will work in small groups, in pairs, or individually based on their needs. Title III funds will be used to purchase a DELL laptop and Rosetta Stone for beginning and intermediate students to work independently or in small groups. This program focuses on language development, phonics, and vocabulary building activities. More proficient students will tutor other students. There will also be small group tutoring and Regents preparation given for 10 days by content area teachers in Global Studies, US History, Geometry, and Living Environment. Newcomers and students on academic probation are required to attend. The major subjects; Content area classes such as math, science, and history, are taught in English with native language support. This program will run four days a week from 3:30pm – 5:30pm with the ESL teacher and support from certified content area teachers. Other activities such as board games and English language film viewing will build student engagement and foster stronger connections among students and their peers.

For a Newcomer to the United States, a student needs a variety of experiences on which to build on his or her foundation of academic knowledge. Newcomer ELLs as well as 9th and 10th grade ELLs will be invited to go ice skating at Central Park's Wolman Rink on an after school trip. The group rate is \$12/person for 25 people on weekdays. The total group cost is \$275 including skate rentals. Metro-cards will be provided for round-trip transportation. Based on the Social Studies Standards and the theme on Immigration Experiences this trip will help students experience of Different Places to visit in NYC. Class trips offer a unique way of reaching students that are often unengaged during the regular school day.

A second trip will be scheduled for 15 students. They will be invited to see the Broadway show *In the Heights* at \$65/ticket. Student will be exposed to theater and the experiences of new immigrants to NYC. The focus is Social Studies and Literacy. Students will discuss the issues expressed in the play and compare and contrast their own experiences when they arrived in the U.S. Students will be able to write a descriptive narrative account of the play and their personal experiences. Metro-cards will be provided for round-trip transportation. This is also part of the Immigration Experience in Social Studies. They will make connections to Social Studies Standards and various texts that they have read in ELA.

The after school program will begin at 3:30pm and end at 5:30pm four days a week with the ESL teacher and a content area teacher for 10 days before the Content Area Regent. The duration of the program will be 40 school days from February to the beginning of June. Teachers from various content areas will tutor participants during 10 days. The following material will be purchase with Title III funds:

Supplies and Materials

Leveled independent reading books of various genres
Bilingual Books
NYSESLAT Test Prep student books
NYS Regents Test Prep student activity books for ELA, Math, Global Studies, and US History
Bilingual dictionaries
Supplies, combination notebooks, highlighters, and chart paper as supplemental materials.
Dell Laptop Computer

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.

In-house Professional Development

With the goal of building capacity among our teachers, the ESL teacher will draw from ELL-related Professional Development, including Q-TELL, to train staff on effective strategies for teaching ELLs across content areas during and after school staff meeting. This staff professional development session will be held in March. The session will run two hours for 20 teachers of ELLs. These teachers will be chosen based on the highest need areas for the largest number of ELLs. The topic of this in-house PD will focus on:

- Differentiating instruction for ELL students.
- Looking at ELL Data and ways you can help your students prepare for the NYSESLAT
- Current research related to ELLs and language acquisition
- Strategies that can be used in the classroom to address the needs of ELLs

This PD will build an awareness and sensitivity to the particular needs of our ELLs and initiate a dialogue among staff about best practices in teaching our ELL population.

ELL Inquiry Team - Teachers Sharing Best Practices

ELL Inquiry team which consists of Five teachers will meet twice a month for one hour after school from February until the end of May 2010. They will use this time to collaborate with other teachers of ELLs. They will look at:

- student writing samples
- interim assessments
- ARIS data
- previous Regents
- NYSESLAT data.

These Five teachers will include the ESL teacher and at least one content teacher from each grade from the highest need areas: Math, ELA, and Global Studies. Participating teachers will analyze the data, identify the areas of need and create activities to address these needs. They will then share their findings and best practices with their grade level teams during school grade meetings and common planning times.

Section III. Title III Budget

School: 12X262 **BEDS Code:** 321200011262

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$9,590.01	<u>Direct Instruction</u> After School Tutoring Program. ESL Teacher Tutoring 2 hrs x 40 days x \$49.89 =\$3991.20 1 Content Area Teacher x 2 hrs x 10 days x 49.89 = \$997.80 <u>Professional Development</u> Breakdown 1 In-house session 2 hrs x 1 session x \$49.89 x 20 teachers = \$1995.60 ELL Inquiry Team Group 5 teachers x 2 hrs x 4 months x \$49.89 = \$1995.60 <u>Three Parent Involvement Workshops</u> 1 Guidance Counselor x 3 hours x \$53.63 = \$160.89 1 teacher x 9 hours x \$49.89 = \$449.01
Purchased services such as curriculum and staff development contracts		
Supplies and materials Trips	\$3,004.99	<u>Supplemental Materials for After School Tutoring Program</u> <ul style="list-style-type: none"> • Leveled Independent Reading Books <ul style="list-style-type: none"> 15 Books for Girls - \$118.30 15 Books for Boys - \$115.20 20 Books to Support English Language Learners - \$132.94 Bilingual Books \$85.44 The Booksource

<p>After School Tutoring Program</p>		<ul style="list-style-type: none"> • NYSESLAT Test Prep I Grades 9-12 Class Pack (30) = \$635.95 Grades 9-12 Teacher's Manual Attanasio and Associates • NYS Regents Test Prep student activity books (ELA/Math/Global) \$200 Barons Regents Review • Dell Laptop Computer = \$449 • Longman Dictionary of American English Ten dictionaries at \$27.63/ea = 276.30 • Vox Modern Spanish-English Dictionary Five dictionaries at \$13.57/ea = \$67.85 • Language development games including Junior Scrabble, Cranium, Pictionary \$100 Supplies • Computer paper • Composition Notebooks • Chart paper • Miscellaneous markers, pens, pencils, highlighters
<p>Educational Software (Code199)</p>	<p>\$630.00</p>	<ul style="list-style-type: none"> • Rosetta Stone Levels 1-5 Set with Audio Companion \$630

<p>Travel</p> <p>Admission Fees</p> <p>Transportation</p>	<p>\$1,565.00</p>	<p>Wolman Rink – Group Discount \$11/person x 25 = \$275</p> <p>Broadway Show <i>In the Heights</i> = \$65/ person \$65 x 15 = \$975</p> <p>Total Cost for metro cards: transporting students and parents to Broadway show: \$4.50 round trip ride x 15 people = \$67.50</p> <p>Total Cost for metro cards: transporting students and adults to ice skating trip: \$4.50 round trip ride x25 = \$112.50</p> <p>Cost for transporting parents to the Parent Meeting Workshops \$4.50 round trip x 10 parents x 3 meetings = \$135</p>
<p>Parent Involvement</p>	<p>\$210.00</p>	<p>Refreshments for Parent Workshops Refreshments Total = \$210</p>
<p>TOTAL</p>	<p>\$15,000</p>	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The school conducts a home language survey and interviews with students and their families to determine needed translation and interpretation services.

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.

According to our findings, translation and oral interpretation needs were determined by the home language spoken by our students' families as per ATS and the home language survey, which is kept on record.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All correspondence and other school records are translated into the home language of the ELLs parents by the school. The translations are completed prior to any dissemination of school information and/or documents so that these translated items are included in the information dissemination, which is sent to English Language speaking parents and families.

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.

Faculty members fluent in the home languages of ELLs' families are present at any and all meetings with ELLs' parents to insure on the spot translation of oral communication into the home languages of ELLs families.

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>.

The school translates all correspondence into students' home languages to insure that Section VII of A-663 is satisfied. In addition to correspondence translation, several faculty members are fluent speakers of ELLs' home languages and provide oral interpretation services to all ELL parents at all school functions.

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:	\$305,229.00	80,874.00	\$386,103.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,861.00	\$809.00	\$4,670.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15,262.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$30,523.00	*	

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

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

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

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

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

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

PARENT INFORMATION POLICY:

Performance Conservatory High School agrees to implement the following statutory requirements:

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

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.

SCHOOL- PARENT COMPACT:

Performance Conservatory High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Curriculum Maps and Units of Instructions are based on NYS Learning Standards and NYS Student Academic Standards.
2. Hold parent-teacher conferences (Fall, Spring) during which this compact will be discussed as it relates to the individual child's achievement. Specifically those conferences will be held twice a year during parent-teacher conference and as needed
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: regular marking period report cards, students' transcripts and periodic teachers' letters.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents at each school wide conferences and as needed.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Teachers will invite parents to visit their classes.
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.

We, as parents accept as our responsibilities to support our children's learning in the following ways:

1. Monitoring attendance.
2. Make sure that homework is completed.
3. Monitor the amount of television our children watch.
4. Volunteer in my child's school.
5. Participate as appropriate, in decisions relating to my children's education.
6. Promote positive use of my child's extracurricular time.
7. Stay 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.
8. Serve 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.

Pages 11-13

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

Pages 14-27

3. Instruction by highly qualified staff.

100% of the staff is highly qualified.

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

High-quality and ongoing professional development for all administration, faculty, staff, and paraprofessionals is conducted by the administration and the support staff of the SSO, the Leadership Learning Support Organization. The professional development is given 1:1, small group, and whole group. Individuals also attend professional development offered by academic support organizations.

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

In order to attract high-quality highly qualified teachers, the administration maintains contact with colleges and universities, which graduate educators licensed by the state and who meet the criteria of highly qualified teachers.

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

The school through the Parent Coordinator and Parents Association provides literacy workshops to parents.

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.

Teachers are integral members in the school's instructional team, which makes decisions regarding the use of academic assessments.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards have their needs identified by their respective teachers on an ongoing bases and are provided with 1:1 and small group tutoring before school four days weekly and attend PM school four days weekly.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The school provides violence prevention programs, and peer and adult mediation services. Students are provided with free breakfast each school day and reduce &/or free lunch each school day depending upon students' Title 1 status.

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.

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.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$305,229.00	X	14-27
Title I, Part A (ARRA)	Federal	X			\$80,874.00	X	14-27
Title II, Part A	Federal		X				
Title III, Part A	Federal	X			\$15,000.00	X	28-38
Title IV	Federal		X				
IDEA	Federal		X				
Tax Levy	Local		X				

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.

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.

Pages 14-27

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

Pages 14-27

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;

Pages 14-27

4. Coordinate with and support the regular educational program;

Page 33

5. Provide instruction by highly qualified teachers;

Pages 14-27 and 33

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

Page 33

7. Provide strategies to increase parental involvement; and
Pages 25-36

8. Coordinate and integrate Federal, State and local services and programs.
Pages 25-36

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: In Good Standing **SURR³ 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.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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>

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.)

15

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

STH students receive academic programs and educational support services commensurate with all students in the school. Basic/emergency supplies are offered to students upon request. Guidance counselors identify the STH population and help them with issues presented by the STH. All library services and after school programs are afforded all STH including child care services during the school day to enable STH with small children to attend school without interruption to their formal education. Counseling services are provided to STH through the school's guidance counselors and school social worker. The Parent Coordinator reaches out to the parents of STH to offer support and to encourage their participation in the school's activities as well as to engage them actively in support of their children's education. All STH are provided with academic intervention programs to support academic success. Attendance outreach is conducted by the school's Attendance Teacher to insure student attendance in school.

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

School Name:	Performance Conservatory High School					
District:	12	DBN:	12X262	School		321200011262

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		79.3	79.8	76.2
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	168	123	105				
Grade 10	140	119	137				
Grade 11	50	96	57				
Grade 12	50	78	65				
Ungraded	1	1	1				
Total	409	417	365				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	95.4	96.0	88.5

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	67.4	65.9	65.9

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	5	17	14

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	5	2	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	28	37	34	Principal Suspensions	15	19	42
# in Collaborative Team Teaching (CTT) Classes	22	27	26	Superintendent Suspensions	14	12	34
Number all others	30	35	44				

Special High School Programs - Total Number:			
<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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	24	0	30
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	2	9
# receiving ESL services only	23	29	TBD	Number of Educational Paraprofessionals	0	0	2
# ELLs with IEPs	3	16	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	14	18	56	% fully licensed & permanently assigned to this school	100.0	0.0	96.4
				% more than 2 years teaching in this school	33.3	0.0	46.7
				% more than 5 years teaching anywhere	25.0	0.0	56.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	75.0	0.0	76.7
American Indian or Alaska Native	0.7	1.0	1.1	% core classes taught by "highly qualified" teachers	100.0	90.5	90.3
Black or African American	46.0	44.8	43.8				
Hispanic or Latino	51.3	52.0	53.7				
Asian or Native Hawaiian/Other Pacific	1.2	1.0	1.1				
White	0.7	0.7	0.3				
Male	18.8	18.7	24.7				
Female	81.2	81.3	75.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	X
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**	
All Students				vsh	X	v	55
Ethnicity							

American Indian or Alaska Native						
Black or African American				vsh	vsh	
Hispanic or Latino				vsh	X	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White						
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				vsh	X	
Student groups making				4	1	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	F	Overall Evaluation:				NR
Overall Score:	33.2	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	3.9	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	9.4	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	19.9					
<i>(Comprises 60% of the</i>						
Additional Credit:	0					

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Cluster 6 - Network 603	District 12	School Number 262	School Name Performance Conserva
Principal Eulynis Matthias Fridie		Assistant Principal Stan Savant	
Coach N/A		Coach N/A	
Teacher/Subject Area Kyunghe Jeung/ESL		Guidance Counselor N/A	
Teacher/Subject Area N/A		Parent N/A	
Teacher/Subject Area N/A		Parent Coordinator N/A	
Related Service Provider N/A		Other N/A	
Network Leader Richard Cintron		Other N/A	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	370	Total Number of ELLs	31	ELLs as Share of Total Student Population (%)	8.38%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part II: ELL Identification Process

1. It is important to identify LEP students immediately, so that they can be programmed according to their needs. The parent or guardian of each newly admitted child must complete the Home Language Identification Survey, used to determine the language spoken at the child's home. Only a licensed pedagogue can conduct an interview to determine the home language of a child, and translation and interpretation must be offered when requested. If a parent responds that a language other than English is spoken to at least 3 questions in part 1 of the HLIS and 3 questions in part 2, Kyunghe Jeung, the ESL coordinator(a certified ESL teacher) conducts an oral interview with the child in English and in the native language in order to determine English fluency. She also calls the child's parent or guardian to determine the child's educational history. The resulting conversation can also help to identify SIFE students.

Once a student is determined to be LEP, the ESL coordinator must administer the LAB-R within 10 days. If a student scores below proficiency, the student is an ELL. If the student is Spanish-speaking, the coordinator administers the Spanish LAB. The results of these tests can be determined immediately. The test is then packaged and sent to the ISC at 1 Fordham Plaza. If a student does not score proficient on the LAB-R, the entitlement letter is sent home to notify the parents that the child is entitled to ESL programs. The student's proficiency level determines the scheduling. If the student is a beginner, he or she will have 540 minutes of ESL per week. Intermediate ELLs get 360 minutes of ESL per week and Advanced ELLs students get 180 minutes per week. Based on the annual assessment (NYSESLAT), if a student continues to score below proficiency, he or she will continue to receive services.

2. The school has structures in place to ensure that parents understand all three program choices. In order to inform parents of the three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL), parents are called into the school for a meeting with the ESL teacher and a bilingual guidance counselor. Parents are explained the basics of the identification process for ELLs, shown the parent orientation video, and are told that our school only offers ESL. Any subsequent questions parents might have are directed to the ESL teacher. Parents then complete and sign the Parent Selection Form. The teacher provides parents with her contact information and encourages parents to communicate with her and a bilingual guidance counselor regularly.

3. To ensure the completion of important documents such as the entitlement letter and the Parent Survey and Program Selection form, meetings are scheduled. This allows parents to become familiar with the ESL teacher and the school building.

4. Once a student's LEP status and proficiency level has been determined, the ESL teacher will meet with the guidance counselor to arrange a schedule that will allow for the required number of minutes of ESL in the particular courses, the student will require to stay on track to graduate on time. We speak with parents about what grade the child was in before moving to New York City and find out if they have transcripts for us to keep on record.

5. We have had only two newcomer ELLs in the past 3 years. One parent chose ESL for her child and another parent chose bilingual education. This year there have been no newcomer ELLs. No trend has been noted.

6. Yes, the ESL program model is aligned with parent requests. Our freestanding ESL program is the trend in program choice by parents. These parents opted-out of a Dual Language and Transitional Bilingual Programs on the Parent Choice and Program Selection Form.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)								0						0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										1	1	1	1	4
Push-In										4	4	4	4	16
Total	0	0	0	0	0	0	0	0	0	5	5	5	5	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	16
SIFE	2	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	20

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	4	0	0	7	1	3	20	1	13	31
Total	4	0	0	7	1	3	20	1	13	31

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

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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										13	13	1	4	31
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	13	13	1	4	31								

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.

A. Programming and Scheduling Information

1. Our instruction is delivered according to both the self-contained and push-in models. The ESL teacher meets regularly with the content area teachers to collaboratively plan units and lessons. The ESL teacher pushes-in to content area classes, such as English and Social Studies, to help ELLs learn the content and skills they need to pass the Regents Exams. During these push-in classes, ELLs are usually grouped heterogeneously with non-ELLs. They are sometimes pulled out for more one-on-one instruction that is consistent with what is taking place in the larger classes. ELL student schedules are designed so that ELLs do not end up traveling together as a group. The one period of pull-out ESL is ungraded and includes students that represent the full range of proficiency levels as well as grade levels.
2. Our guidance counselors work closely with the ESL teacher to make sure that students are programmed according to the mandated number of minutes of ESL instruction per week. Both of our guidance counselors know and understand the state mandates regarding student

entitlement to English language support and the importance of meeting state mandates by programming students according to their proficiency level. The guidance counselors maintain close communication with the ESL teacher regarding any issues pertaining to any particular ELL throughout the school year. If the student is a beginner, he or she will have 540 minutes of ESL per week. Intermediate ELLs get 360 minutes of ESL per week and Advanced ELLs students get 180 minutes per week. Based on the annual assessment (NYSESLAT), if a student continues to score below proficiency, he or she will continue to receive services.

a. In the pull-out class, explicit ELA and ESL instruction is delivered during one 45 minute period per day, Monday through Friday. ELLs in the ESL program receive a great number of ESL minutes than they are mandated to receive by law. New York State ESL and ELA standards along with Common Core state standards are what drive unit and lesson plans. The focus is on building literacy skills and writing skills in particular.

3. Freestanding ESL programs provide instruction in English with native language support, focusing on English language acquisition. The certified ESL teacher provides support to ELLs during content instruction working with regular classroom teachers mainly through push-in instruction. Careful planning between the ESL teacher and the content area teachers is essential to the success of the push-in model. Both teachers have agreed on formal meeting times in which the week ahead is planned jointly. They work together to find ways of scaffolding and reinforcing content to make it more comprehensible to ELLs. Some texts are written in both English and Spanish. At other times, alternate versions of the same text are used to increase student comprehension. Lastly, many texts are annotated with vocabulary support. ELLs are sometimes given more time on tests and quizzes. One student requires a lot of translation and one-on-one tutoring which the ESL teacher provides. There is a big emphasis on building vocabulary and language acquisition.

4. It is important to differentiate instruction among subgroups of ELLs in order to maintain academic rigor. In order to differentiate, it's important to have a thorough understanding of the data at hand. The ESL teacher regularly references student IEPs, 9th grade test scores from 8th grade exams, student transcripts and records which are easily accessible on ARIS, as well as data on ATS reports. All of this data, combined with more informal assessments help to inform teachers of the specific skills that ELLs need support in.

a. SIFE students receive one-on-one tutoring and academic mentoring with the ESL teacher. They receive intervention during the school day as well as in after-school programs. They are also supported through the push-in model in their content area classes. These students are placed in homogeneous groups to grasp basic concepts, and in heterogeneous groups to learn from their peers. Teachers across all content areas scaffold lessons by using instructional strategies: activating schema, using visual aids, and diagramming. SIFE students also develop higher order thinking skills through sorting, analyzing, and synthesizing reading passages that appropriate to their comprehension level. The students' progress will be assessed each marking period in order to evaluate and revise interventions as appropriate.

b. Newcomers receive daily one-on-one tutoring with the ESL teacher because English language proficiency is required for a student to master extensive reading and comprehension skills. All newcomers have a rigorous curriculum that focuses on vocabulary building, broadening their use of written English by way of explicit grammar instruction, reading strategies, and building listening and speaking skills. They are also supported through the push-in model in their content area classes.

c. Although ELLs receiving 4-6 years of service still need to increase their vocabulary, they are distinct from newcomers in that they are fluent English speakers. These students have shown potential to progress and are generally very motivated academically. They all benefit from carefully planned pairing in their content area classes. Content area teachers are encouraged to pair ELLs with high achieving English speaking students. English-Spanish glossaries are also available to ELLs.

d. Long-term ELLs generally struggle the academics across content areas. They need more intensive and personalized attention from teachers to address their particular learning styles. The ESL teacher gathers information from various sources to learn what environment each student performs best in and works to create that both in ESL class and in content area classes. These students continue to need opportunities to learn and reinforce skills and content that they need to master in their core classes. Vocabulary building as well as skills such as note-taking and synthesizing ideas gleaned from the text is the focus of these long-term ELLs.

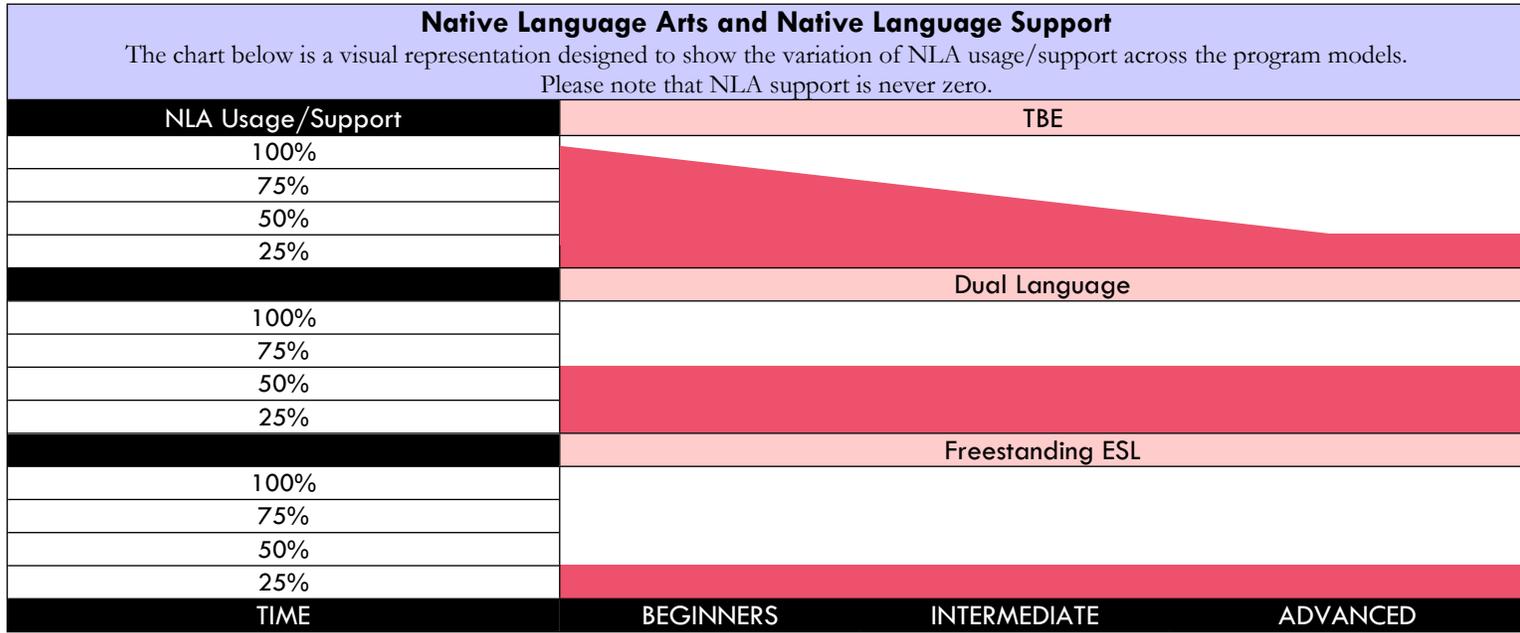
e. ELLs with IEPs are a special group because many of them were born in this country and speak English with native-like fluency. These students need vocabulary building as well as particular help with reading and writing skills. The ESL teacher communicates regularly with IEP teachers to understand the needs of each ESL student with an IEP. IEP teachers share best practices with the ESL teacher.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
--	-----------------------	-----------------------	--------------------

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



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. The targeted ELL subgroup is all ELL students whose NYSESLAT test scores "flat lined" or did not show improvement across modalities. There are a total of seven students in that subgroup. Many of these students have shown the potential to make gains in the past, but seem to have reached a plateau in their English language acquisition. The school offers a range of intervention services including the following:

- After school tutoring in content areas along with native language support
- PD on ELL strategies for content area teachers
- Inquiry teams examining the progress of ELLs
- Use of technology in instruction

6. ELLs who have scored proficient on the NYSESLAT test are still entitled to extended time on standardized tests. They are also entitled to bilingual glossaries and have the option of taking Regents Exams in their native language. They are informed of their entitlement to these provisions and so are all other teachers and staff who are involved in test administration.

7. An after school program specifically for ELLs has been proposed. This program would provide tutoring help after school, combined with activities geared toward boosting student engagement and stimulating intellectual curiosity. The ESL teacher plans to take students on at least two field trips during the course of the school year.

8. We will not be discontinuing any aspect of the ESL program.

9. ELLs are encouraged to join school clubs and to participate in school activities offered to all students. They are free to audition for the dance team and the drama club. They can also join a proposed guitar club or a community service club (run by the ESL teacher and a guidance counselor).

10. The ESL teacher uses PowerPoint and a SMART board during lesson delivery. When combined with an LCD projector, this program facilitates the use of audio/visual aids for every lesson. Many other content area teachers use the same system. Students often use computers to type essays for ESL and their other content area classes. The school's newly refurbished "technology center" has 19 computers that are available for student use daily.

11. Students are provided a maximum amount of native language support. Newcomers who are at the preproduction stage of English language acquisition are paired with strong students who are also bilingual. This has proven to be a mutually beneficial arrangement. Additionally, Spanish-English dictionaries and glossaries are provided to the students. Students are taught how to use these dictionaries.

12. Required services support ELLs' ages and grade levels because push-in ESL is done in content area classes (i.e. Global History, Math, and Science).

13. Last year we had a freshman orientation for incoming 9th graders. This year we had a picnic for parents and 9th grade students. We also had an assembly orientation for incoming 9th grade students.

14. Spanish is the only language class offered at our school.

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.

Professional Development for School Staff

1. Professional development is ongoing for all ELL personnel, including APs, subject area teachers, secretaries, and the parent coordinator. The ESL teacher and content area teachers attend training offered through the NYCDOE, BETAC, and QTEL Institutes. As part of the Children First network, our school receives support from an ELL specialist. This specialist regularly communicates and consults the ESL teacher. The ESL teacher has had scheduled visits and observations from the ESL specialist. These observations include a post-observation, debriefing, and written summary of recommendations.
2. The ESL teacher regularly meets with other teachers to discuss ways of addressing the needs of incoming ELLs. She also facilitates testing accommodations, stages of second language acquisition, and analysis of ELL data. She participates in various school's inquiry teams to support content area teachers' instruction of ELLs.
3. The ESL teacher and content area teachers will attend professional development sessions offered by BETAC at Fordham University. The school secretary maintains documentation regarding staff's training in the school file as per Jose P.

E. Parental Involvement

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

Parental Involvement

1. The ESL teacher regularly communicates with parents. If a child is absent from school for two or more days, the ESL teacher and parent coordinators call the house to speak with the parent. Parents are also invited to participate in school trips and parent orientation.
2. Our school does not currently partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents.
3. Our school evaluates the ongoing needs of ELL parents based by maintaining regular communication with them. Periodic meetings with parents are held to address the needs of students and parents of ELLs.
4. The needs of parents are considered to be very important to us. Parents are encouraged to communicate their concerns during meetings and informal phone conversations. Their needs are addressed as they arise.

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)										3	2	0	0	5
Intermediate(I)										8	8	1	2	19
Advanced (A)										1	4	0	2	7

Total	0	0	0	0	0	0	0	0	0	0	12	14	1	4	31
-------	---	---	---	---	---	---	---	---	---	---	----	----	---	---	----

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	11		5	
Math				
Math				
Biology				
Chemistry	2		1	
Earth Science				
Living Environment	11		5	
Physics				
Global History and Geography	15		5	
US History and Government	7		5	
Foreign Language		19		19
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)								

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

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

Part V: Assessment Analysis

1. N/A
2. The data patterns across proficiency levels reveal that our ELLs represent a wide range of proficiency levels. While some of our ELLs have been able to make significant gains in test scores others have not shown considerable improvement.
3. The breakdown of NYSESLAT test scores into the four modalities allows for careful planning according to individual student needs. Students that scored high on the listening and speaking sections of the NYSESLAT do not always score high on the reading and writing sections. Understanding how students perform across the four modalities helps us to plan lessons accordingly.
4. a. Typically, ELLs perform higher on the listening and speaking part of the test than the reading and writing. Students who score high on the NYSESLAT also tend to pass or come close to passing Regents Exams. Last year all ELLs took Regents Exams in English.
 - b. The ELL Periodic Assessments are an important source of data which drive instruction. The results of this test are a good indicator of how students are likely to perform on upcoming State tests. The Periodic Assessment results can be analyzed to understand which skills students have mastered and which skills they have not yet mastered. The ESL teacher accesses Periodic Assessment data, analyzes it, and communicates relevant information to content area teachers of ELLs.
 - c. The school uses the Periodic Assessment to learn about the level of mastery that individual ELLs have already mastered and which skills they have not yet mastered.
5. N/A
6. The success of our ESL program can be determined by annual NYSESLAT scores. The number of students scoring proficiently on the NYSESLAT is a good indicator of the overall effectiveness of our ESL program. When evaluating the effectiveness of our ESL program, we also consider the number of students who have shown improvement in NYSESLAT test scores from one year to the next (i.e. the number of students who have increased their proficiency levels from Beginner to Advanced). Another insightful evaluation of our ELL program involves counting the number of ELLs who pass the Regents Exams and the number of ELLs who are able to graduate within 4 years. All of these sources of data provide meaningful indications of the progress of our ELLs and what we can do to support their academic needs.

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.

N/A

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		