



[CROTONA ACADEMY HIGH SCHOOL]

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (07/ X/ 321)
ADDRESS: 639 ST. ANNS AVENUE
TELEPHONE: 718 402 8378
FAX: 718 402 8446

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: 07X321 **SCHOOL NAME:** Crotona Academy High School

SCHOOL ADDRESS: 639 St. Anns Avenue

SCHOOL TELEPHONE: 718 402 8378 **FAX:** 718 402 402 8446

SCHOOL CONTACT PERSON: Anthony W. Harris **EMAIL ADDRESS:** AHarris21

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jem Hill

PRINCIPAL: Anthony W. Harris

UFT CHAPTER LEADER: Lucy Scott

PARENTS' ASSOCIATION PRESIDENT: Martha Mathews

STUDENT REPRESENTATIVE:
(Required for high schools) Shalena Laiz

DISTRICT AND NETWORK INFORMATION

DISTRICT: 07 **CHILDREN FIRST NETWORK (CFN):** 108

NETWORK LEADER: Sumita Kaufhold

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
Anthony W. Harris	*Principal or Designee	
Lucy Scott	*UFT Chapter Chairperson or Designee	
Martha Mathews	*PA/PTA President or Designated Co-President	
Janel Thomas	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ada Galan	DC 37 Representative, if applicable	
Shalena Laiz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Debra Claudio	CBO Representative, if applicable	
Jem Hill	Member/Teacher	
Dacia Johnson	Member/Teacher	
Amelia Negron	Member/Parent	
Emily Robinson	Member/Parent	
Mirtha Banegas	Member/Parent	
Richard Santiago	Member/Student	
Linroy Cruz	Member/Student	

(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.

Vision:

Our expectation's of our students is the most important reason why our children excel or fail in the school. As educators, we share a common vision for our students and the school community to succeed. Crotona Academy High School seeks to build a learning community of excellence where all students have the opportunities to reach their maximum potential by developing lasting and meaningful relationships that focus on building the skills of our students to embrace high standards.

.....

Crotona Academy High School is located in the community of south Bronx, New York. As a secondary school with grades 9-12 the school serves a population of approximately 150 students from culturally diverse backgrounds. Crotona Academy is in its seventh year of existence. The facility is very unique in that it is a u-shaped structure made of modular trailers. The interior of the layout is a landscaped area with benches that enhance the natural elegance of the campus.

Crotona was founded in collaboration with Alternative Schools and Programs, the Diploma Plus Organization from Boston, and the division of new schools at Tweed. The instructional focus of the school is competency based instruction and assessment. Our in-take procedures are crafted to entice those students with lower level skills (below high school) and re-engage them in their educational journey. The curriculum is mapped to explicit competencies (standards), assessment that emphasizes performance task, and subject specific portfolios.

We are one of 12 Diploma Plus modeled schools in New York City that serves "over aged, and under credited students. Our program model adopts the full implementation of the DP model in that, students are categorized in phases: the Presentation Phase and the Plus Phase. In order to implement both phases, DP schools must operate a schedule that fits the program, establish promotion, attendance, and discipline policies, use competency based assessment to assess progress and determine readiness for promotion. In other words, although DP students must meet all district/state standards and pass required exams in order to receive a high school diploma.

Students enrolled at Crotona must show an interest in attending a competency and portfolio based school (i.e. students are not just assigned to our school). In an effort to provide our Plus Phase students with support and resources, a Leadership class was added to our scheduling. This makes us unique in the Diploma Plus modeled school because our seniors have an opportunity to organize and produce their portfolios in a structured classroom environment.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Crotona Academy High School				
District:	07	DBN #:	07X321	School BEDS Code:	320700011321

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					60%	53.62%	59.72%		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					89%	58%			
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					79%	81%	79%		
Grade 8									
Grade 9	40	22	21	Students in Temporary Housing: Total Number					
Grade 10	42	38	34	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	41	40	38		0	0	2		
Grade 12	26	37	32						
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total					0	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	0	Principal Suspensions	8	5	3		
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	1	1		
Number all others	18	11	9						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	11	10	7	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	3	1	0	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	12	11	11
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	10	12	11
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	0
	21	38	16				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100%	92%	88%
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	100%	58%	77%
Black or African American	45	48	45	Percent more than five years teaching anywhere	66%	42%	45%
Hispanic or Latino	51	45	49				
Asian or Native Hawaiian/Other Pacific Isl.	4	5	4	Percent Masters Degree or higher	100%	92%	90%
White	1	2	2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	83%	75%	100%
Multi-racial	0	0	0				
Male	56	52	36				
Female	94	85	64				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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	✓	✓	✓	✓	✓	✓	
Ethnicity							
American Indian or Alaska Native							
Black or African American				—	—	—	
Hispanic or Latino				—	—	—	
Asian or Native Hawaiian/Other Pacific Islander				—	—	—	
White				—	—	—	
Multiracial							
Other Groups							
Students with Disabilities				—	—	—	
Limited English Proficient				—	—	—	
Economically Disadvantaged				—	—	X	
Student groups making AYP in each subject							

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	—	Insufficient Number of Students to Determine AYP Status		

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	N/A
Overall Score	56.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	N/A
School Environment (Comprises 15% of the Overall Score)	9.4	Quality Statement 2: Plan and Set Goals	N/A
School Performance (Comprises 25% of the Overall Score)	9.8	Quality Statement 3: Align Instructional Strategy to Goals	N/A
Student Progress (Comprises 60% of the Overall Score)	36.2	Quality Statement 4: Align Capacity Building to Goals	N/A
Additional Credit		Quality Statement 5: Monitor and Revise	N/A
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Careful analysis of the 2009-2010 academic school year yielded many positive results across all core content areas. In particular, we saw a tremendous increase in the amount of credits accrued by our sophomores and juniors. Academically, we continued to make strides in all core content areas. Our biggest increase was seen in the Living Environment and English Language Arts test results. Seventy percent of the student who sat for the January 2010 ELA Regents passed with a 65 or higher. In addition, 90% of all students who sat for June 2010 ELA Regents met the state standards. Our focus on strategic programming and implementing a variety of differentiated instructional strategies in Living Environment yielded excellent results in student achievement. All of the students who sat for the Living Environment Regents passed with a 55 or higher (100%), 74% of those students passed with a 65 or higher. Our focused efforts in individualized programming also had a positive impact on the number of students who accrued credits. The number of students who earned 10 credits increased by 20% as compared to last year at this point and time.

Toward that end, we will continue to expand our curriculum and incorporate more advanced level course offerings. One of our strongest accomplishments thus far has been the amplified amount of graduates who receive regents endorsed diplomas. The 2009-2010 school year showed a drastic decline in the number of students who received regents Endorsed Diplomas (50%). This decline can be attributed to the need to be relocated to a building which in turn will increase attendance and we had a decrease in funding for our after school enrichment. Our after school extended day program allowed many of our students an opportunity to earn additional credits and receive small group tutoring in all core regents subjects. Our goal is to graduate all of our students with regents endorsed diplomas as well as advanced regents diplomas. The statistics are given below:

Regents Endorsed Diplomas: June 2006 – 22.2%
Regents Endorsed Diplomas: June 2007 – 38%
Regents Endorsed Diplomas: June 2008 – 64%
Regents Endorsed Diplomas: June 2009 – 77%
Regents Endorsed Diplomas: June 2010 – 50%

Excellent planning and instruction by our teachers have allowed us to expand our curriculum. We will for the first time in our curriculum offer Chemistry and Trigonometry Regents classes. This increase in higher level course offerings is indicative of the high expectations we have for our students.

We were notified that our Corrective Action Year 1 status with NCLB was revoked. We are now a school in good standing. Our school community has been lobbying for 3 years to have our SINI, Corrective Action title removed. Crotona Academy was identified as a SINI school in its second year of existence. Most new schools are exempt from NCLB until they have accumulated at least 3 years of quantitative data. This incorrect identification has been rectified.

Our goal as educators is to prepare these students academically to meet these challenges. To date, we have been doing an excellent job. Unfortunately some of the students who transfer to our school become long term absences, or they simply drop out of school. These dropouts or long term absences stay on our registers for 6 years and they impact our state assessment and graduation statistics unfavorably. Our intake procedures will change to accommodate students who have earned a substantial amount of credits and have been successful in meeting the standards in at least two regents. Secondly, our overall attendance rate must improve across all grades. Due to funding shortages we cannot afford to hire a full time attendance teacher. Therefore we will utilize our Community Based Organization partners to assist us in home visits and overall attendance outreach.

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.

Goal Number 1:

To improve the number of students by 5% in Cohort 2007 that are meeting or exceeding the standards in Mathematics by June 2011.

Objective: Increase the number of students passing the Integrated Algebra Regents at or above Level III by 5%. Currently, 48% of the students in Cohort 2007 have met the state standards in mathematics. Given the nature of our transient population the number of actual students may change, but the target percentage will remain the same.

Our current focus for mathematics instruction at Crotona is to align our curriculum to meet the standards in Integrated Algebra and Geometry. Our teachers employ a variety of strategies to meet the needs of all students. These strategies include whole class, cooperative learning, small group, and individualized instruction in single and double period classes. Using item analysis of state examinations, teacher-made assessments and struggling students are identified early. These students will be scheduled for academic intervention services from 8:00 am to 8:30 am, and Work and Eat opportunities during lunch. Although these small group tutoring sessions are not mandatory for students, our school community has to maximize the 150 minutes extended time Monday through Thursday. Through our inquiry team analysis, we have also identified student achievement in various cohorts that will affect our progress report and accountability standings with the state in mathematics. Although our efforts are school wide, particular concern will be given to students in Cohort 2005 and 2007.

In lieu of citywide budget cuts the fall semester after school tutorial will not be offered twice a week for struggling students. Our Saturday Academy Regents Prep which normally starts in October will not begin until January. The results of these interventions are evident in the significant number of students that passed both the Regents and Regents Competencies Tests during the January 2010 Regents as compared to the June 2010 results when after school tutorial lost funding.

Percent of students meeting or exceeding NYS standards:

• **Mathematics:**

Level	I	II	III	IV
Jan '10	***	31%	69%	***
June 10	33%	44%	22%	***

Goal Number 2:

To increase the number of students passing the ELA Regents by 3% through a rigorous instructional program by 3%.

Objective: In June 2010, we had 91% of our students pass the English Regents. Of that, 25% were students from Cohort 2007. Our objective is to increase the number of students in Cohort 2007 passing the English Language Arts Regents at or above Level III by 3%. Given the nature of our transient population the number of actual students may change, but the target percentage will remain the same.

Our English Dept. has developed a curriculum which is relevant to the skills students need for state assessments, graduation, and life beyond high school. Our English teachers in particular employ a variety of differentiated instructional strategies that support their curriculum development. We are going to use funding from stabilization allocation to support an additional English class offered in the humanities department. The rationale behind this thinking is to increase the number of classes being offered to allow students an opportunity to earn another required credit and design an intermediate writing class for students who struggle with the writing process. In addition, by increasing the number of English teachers it is my intent to reduce class size and provide students with small group instruction to meet individual needs.

Through general data analysis and specific core content item analysis our school will be able to implement individualized action plans for our English Language Learners, students with IEP's, and we are able to properly identify students in need of AIS services. Our data from the 09-10 school year suggest that our focused efforts have yielded positive results.

Percent of students meeting or exceeding NYS standards:

- **English Language Arts:**

Level	I	II	III	IV
Jan '10	30%	***	40%	30%
June 10	9%	***	72%	18%

Our inquiry process will once again be used as the catalyst to inform our instruction. Although our strategies for academic success will be implemented school wide, Cohort 2007 and 2005 will be the impetus for improving and refining differentiated instructional strategies in English.

Goal Number 3:

To increase the number of students by 5% in the cohort groups that will meet or exceed the standards in Science by June 2011.

Objective: In January and June 2010, 100% of our students passed the Living Environment Regents, 73% passed at or above Level 3. Of that percentage, 26% were students in Cohort 2007. Currently 50% of the students in Cohort 2007 have met the state standards on the Living Environment Regents. Our objective is to increase the number of students in Cohort 2007 who meet or exceed the standards on the Living Environment Regents by 5%. Given the nature of our transient population the number of actual students may change, but the target percentage will remain the same.

- **Living Environment:**

Level	I	II	III	IV
Jan '10	***	14%	86%	***
June 10	***	42%	58%	***

Factors which attributed to 100% of our students passing the Living Environment Regents in 09-10 were three-fold: increased attendance, differentiated instruction, and integrating technology into the curriculum. Our 1st period attendance was very low and this greatly impacted student performance overall. Many of our students do not live in the community and are considered commuters because of the geographical location in which they live. Traveling to our site can involve many different transfers by bus and train. We rescheduled our Regents science classes during the middle of the day to allow students who travel considerable distances to be prompt. Through professional development led by our Diploma Plus Coach, our science teachers learned many differentiated instructional strategies that targeted our diverse student population. One strategy used was to improve understanding and usage of terminology called front-loading (vocabulary building). This technique was implemented when introducing new concepts or chapters. This pre-reading strategy helped students comprehend scientific content when being introduced or reviewed.

We also employed a great deal of technology in our lesson planning. Many students learn best kinesthetically and visually, therefore, we will continue to integrate on-line technology in the science classroom to capture the graphic based animations that are available in the science websites. Once again students will have an opportunity to receive additional help in our extended day program as well as the 8:00 – 8:38 tutorial sessions that will be scheduled Monday through Thursday.

Our continued success in moving our students forward has allowed our school community to expand our curriculum. As envisioned, our science curriculum will now incorporate Chemistry and Physics as course offerings. Our commitment to high expectations will ensure that all of our students receive a quality education that prepares them for college and the 21st century.

Goal Number 4:

To improve the daily, monthly, and aggregate attendance rate at Crotona Academy High School.

Objective: Increase the attendance rate by 5%.

The attendance rate has been a source of concern for our school community. The attendance team meets once a week to strategize and analyze patterns emerging within our student population to improve the overall percent of students attending class. Careful analysis of the RSAL and RDAL reports do reveal patterns related to truancy, inclement weather, school holidays, and caring for siblings. During classroom transition our outdoor school campus does not provide shelter for our students on rainy days and school days with frigid temperatures. In addition, LTA's which are generated from the previous school year continue to be counted as part of our absentee rate deflates our daily percentage considerably. These weather factors should and will be taken into consideration at our weekly meetings.

Our outreach efforts with the help of our teachers, CBO partners, and support staff will intensify. Our Community Coordinator will be used twice a week to do outreach to those students who exhibit a truancy pattern along with our part-time attendance teacher. We will continue to monitor the attendance patterns that exist between the different Phase groups in our school community. Plus Phase Students (28 credits and above) tend to show consistent attendance at our school. Those students classified in the Presentation Phase (27 – 12 credits) have shown sporadic attendance and require more outreach and counseling. One important resource we will use as a catalyst for improved attendance is the use of Advisories. Students will be programmed in an advisory group according to credit accumulation. At least 2 hours a week will be devoted to our advisory curriculum to strengthen the bonds between our students and teachers (advisors). It is our hope that advisories will help create a stronger and more empowered school community. In addition we will allocate funding to employ a per session based attendance teacher. We do not have a regular attendance person to services our kids 2 days a week. Therefore, we are going to maximize the resources with our CBO. We are going to require that our Youth advocates make more home visits to our truant and LTA students.

Goal Number 5:

To improve student support services in our school community.

Objective: Increase the number of opportunities for students to engage in college now programs and career oriented projects (paid internships, career and job training programs).

In our need to improve our community outreach efforts and provide support to our students beyond the academic arena we hired a Community Coordinator. This position was designed to assist our students in preparing for college tours, arranging speakers to address our students, and exploring job opportunities and trainings that are available for students. We can no longer fund this position and had to excess this staff member. Once again we are going to lean heavily on our CBO personnel to fill this void. In addition, our Parent Coordinator as well as our guidance counselor will have crucial roles in helping support our students. Thus far, we have developed a partnership with Bronx Community College- College Now Program. We anticipate enrolling several of our June graduates have in the program and they will receive 3 credits that can be applied to the college of their choice. Our Guidance Counselor has also established connections with many other colleges in the area, and arranged either trips to visit their institutions or scheduled speakers to hold seminars with our seniors. A partnership with the Maritime Institution in Staten Island is also in the works. This program is designed to train high school graduates to work in the shipping industry. Our Community Based Organizer (SoBro) has provided after school opportunities for students to engage in career oriented projects (paid internships). The paid internships will serve a three-fold purpose: 1) increase student attendance 2) provide students with paid career opportunities 3) meet student graduation requirements for Diploma Plus by 3%.

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the daily, monthly, and aggregate attendance rate at Crotona Academy High School.</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>	<ul style="list-style-type: none"> • Maintain a safe environment for our school community. • Provide more opportunities for credit recovery through Extended Day School and Concurrent Options (Independent Studies) • Parent Coordinator, Guidance Counselor, CBO Staff will do immediate and consistent outreach for truant or long term absent students. • Increase the number of paid internship opportunities off-site through CBO • Parent Coordinator will offer more rewarding experiences for parents (financial planning, child awareness, educational opportunities, career exploration workshops) via PTA, School Leadership
<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>Resources: Parent Coordinator, Guidance Counselor, 1 administrator, materials Cost: \$231,349 Tax Levy: \$225,849 (salary) \$500 Parent Coordinator (Overtime Admin) <hr/> Title I: \$5,000</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • RSAL, and RDAL generated reports will be checked and analyzed weekly for increases in attendance. • Increase in monthly ATS report • 5% overall increase in aggregate attendance

Subject/Area (where relevant): School Support Services

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide additional support services that will enable our students to improve their scholarship performance, attendance, and provide a socio-emotional outlet for our young adults.</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>	<ul style="list-style-type: none"> • All students will participate in an Advisory once per week. All teachers and CBO personnel will serve as Advisors and conference with students to assist them in goal setting and preparing individual action plans for each student. • Working with our on CBO and on-site Social Worker to increase awareness of students socio-emotional needs and providing the necessary and appropriate service or resources that students may need. • Build leadership capacity in our students by developing a student council to be facilitated by our Social Studies Department. • Students will be offered one-on-one counseling sessions by CBO on a bi-weekly basis to assist students in determining a viable career path. • Guidance counselor, Youth Advocates will conduct a series of workshops to assist students in the transition from high school to college (Sat Prep and Registration, Suny and Cuny Application process, FASFA Process) • Exposing our students to college, career, and culture scheduling monthly trips, bringing in speakers and experts in different fields. • Developing partnerships with outside organizations to recruit mentors for our students.
<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>Resources: Parent Coordinator, 1 administrator (Principal), Guidance Counselor, materials Cost: \$289,023 Tax Levy: \$276,404 (salary) \$500 Parent Coordinator (Overtime Admin) <hr/> Title I: \$12,619</p>

Indicators of Interim Progress and/or Accomplishment

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

- Improved scholarship data in all core curriculums
- Increased attendance rate
- Increased enrollment in college after graduation

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	07	07	00	00	01	00	02	00
10	24	18	02	00	03	00	02	00
11	17	11	02	05	02	00	00	00
12	13	08	00	16	01	00	00	00

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:	Extended Time Instruction, after and before school. During the school day regents preparations with lunch. Concurrent Options offered during 8th period every day. Students work at their own pace in a less structured environment completing their independent study package.
Mathematics:	Extended Time Instruction, after and before school. During the school day regents preparation with lunch. Concurrent Options offered during 8th period every day. Students work at their own pace in a less structured environment completing their independent study package.
Science:	Extended Time Instruction, after and before school. During the school day regents preparation with lunch. Concurrent Options offered during 8th period every day. Students work at their own pace in a less structured environment completing their independent study package.
Social Studies:	Extended Time Instruction, after and before school. During the school day regents preparation with lunch. Concurrent Options offered during 8th period every day. Students work at their own pace in a less structured environment completing their independent study package.
At-risk Services Provided by the Guidance Counselor:	Individual counseling provided to all students identified as at risk, once a week, and students are referred on a as needed basis. In addition, students with IEP's are counseled on a one-to-one basis, or group counseling as mandated by their IEP.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	Services are provided to our student population on a part-time basis, courtesy of our CBO. Extensive outreach services given to those students who are identified as severely at-risk, students living in temporary housing, and students who have mandated probation programs.
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

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

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) N/A Number of Students to be Served: N/A LEP N/A Non-LEP

Number of Teachers N/A Other Staff (Specify) N/A

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.

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

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

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.

ATS data was analyzed (District Ethnic Census Report, and Parent/Guardian Ethnic Identification) and it was determined that 55% of our student population was Bilingual. In addition, the application for admission ask our students to indicate what language is spoken at home by their parents. Our outreach efforts to parents through Parent-student orientation, Parent's Association Meetings, Open School, and Parent Teacher Conferences will require oral interpretation or translation.

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.

Our intake process for new students identifies those parents whose primary language is other than English. This information is documented into the student files. This information is then shared with all staff members during our Faculty Conferences, Department Meetings, and informally. We have scheduled Tuesday and Thursday as after-school outreach days for teachers to connect with Non-English speaking parents with the aid of our designated translators. In addition, student-teacher relationships that are developed will inform many staff members about language needs at home.

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.

In our efforts to build working relationships with the Bilingual and Spanish speaking parents in our school community, we have designated several Bilingual staff members to act as liaisons and interpreters on their behalf. Our Parent Coordinator, attendance teacher, ESL Teacher, and our Sapis Counselor are Bilingual employees at Crotona. Funding has been allocated before and after school for teachers and designated translators to convey information, and do parent outreach. Our parent newsletter, which will be printed once a month, will be written in Spanish and English. This informative letter will keep parents involved in their child's academic and social progress at school.

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

Bilingual staff members will provide oral interpretation services regarding in-house documentation, policies, procedures, and rules and regulations.

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>.

All parental notifications will be translated in the native language and English for each child's home.

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:	\$78,286	\$42,816	\$121,102
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 783	\$ 428	\$ 1,211
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 3914	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 7922	*	

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. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2010-11 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

I. General Expectations

Crotona Academy High School agrees to implement the following statutory requirements:

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

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

1. **Crotona Academy** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
2. **Crotona Academy** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
3. **Crotona Academy** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
4. **Crotona Academy** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)
5. **Crotona Academy** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
6. **Crotona Academy** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

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 Parental Involvement Policy will:

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

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Martha Mathews. This policy was adopted by the Crotona Academy on September 2010 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 09/30/10.

Part B: School-Parent Compact

Crotona Academy, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.

Required School-Parent Compact Provisions

School Responsibilities

Crotona Academy will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

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

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

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.

N/A

2. Schoolwide reform strategies that:

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

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

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

N/A

3. Instruction by highly qualified staff. **N/A**

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.

N/A

5. Strategies to attract high-quality highly qualified teachers to high-need schools. **N/A**
6. Strategies to increase parental involvement through means such as family literacy services. **N/A**
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. **N/A**
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. **N/A**
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. **N/A**

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

Explanation/Background:

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

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

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

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

the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

Program Name N/A	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.
---------------------	--	--	--	---

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

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

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

		(✓)			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		
Title I, Part A (ARRA)	Federal			X		
Title II, Part A	Federal			X		
Title III, Part A	Federal			X		
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.
 - **Crotona Academy Curriculum Team will meet three times a month to review individual student progress upon the integration of on-line resources such as Comfit Learning and Regents Preparation.**
 - **Data from the ITA and Predictive Assessment tools will provide teachers, administration, parents and support staffs with foundational information on student’s deficits and specific areas that need improvement.**

2. Ensure that planning for students served under this program is incorporated into existing school planning.
 - **Student achievement and mastery of content is regularly monitored via progress reports, concept generated rubrics and Regents tools**
 - **Teachers meet every Tuesday and Thursday as an advisory team and share best practices and strategies for engaging all learners. Information shared is implemented into the general instructional curriculum and reviewed every other Thursday on a bi-monthly basis.**

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; ***Students have an opportunity to participate in extended day programs Monday through Thursday after school and Saturday Academy to areas that need improvement in the core curriculum.***
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; ***SMARTBOARDS, laptops, and combo televisions are available in all instructional environments.***

- c. Minimize removing children from the regular classroom during regular school hours; ***Crotona Academy is very aware of the importance of transfer students obtaining seat time and credit accumulation.***
4. Coordinate with and support the regular educational program;
 - **The Inquiry Team plays a pivotal role in supporting the regular education curriculum at Crotona Academy. Data gathered from ARIS, Acuity, ITA and Predictive Assessments are shared with the staff members to assist with instructional planning.**
 - **Currently, the Team approach system supports the curriculum for all learners. Differentiation of Instruction is the implemented in all classes including the Learning to Work classes.**
 -
 5. Provide instruction by highly qualified teachers;
 - **100% of pedagogues are highly qualified. As evident by Regents and RCT's student achievement ranges at or above grade expectancy.**
 - **Teachers align all learning objectives, activities and online tools with New York State strands.**
 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 - **Unwrapping Core Curriculum Standards – CFN 108**
 - **Reducing Stress in Our Lives – The Kellogg Stress Institute**
 - **Designing Websites/Backwards Curriculum Planning – Diploma Plus**
 - **Integrating Technology into the Curriculum – Turning Technologies, Comfit Corporation**
 7. Provide strategies to increase parental involvement; and
 - **Financial Planning – Chase Manhattan bank**
 - **Music and its Origins – Yoffa Cultural Arts**
 - **Nutrition Workshop – Kyira Harris**
 - **Facts About Foster Care – Children's Village**
 - **Title I Services – Parent Coordinator**
 8. Coordinate and integrate Federal, State and local services and programs.
OUR PARENT COORDINATOR, GUIDANCE COUNSELOR, AND OUR COMMUNITY COORDINATOR WILL FACILITATE AND MAKE OUR SCHOOL COMMUNITY AWARE WITH REGARDS TO THE ABOVE MENTIONED PROGRAMS.

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

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

NCLB/SED Status: N/A **SURR³ Phase/Group (If applicable):** N/A

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.

N/A

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.

N/A

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.

N/A

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

N/A

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. **N/A**

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

SURR Group/Phase: N/A

Year of Identification: N/A

Deadline Year: N/A

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
<p align="center">N/A</p>	<p align="center">N/A</p>	<p align="center">N/A</p>

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.)

One

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

Utilizing Title I, Part A Set-Aside funds, Crotona Academy will:

- **Make sure students are enrolled in school immediately, even if they do not have correct documentation**
- **Help families and youth get immunizations, immunization records or other medical records if student needs them**
- **Tell parents and guardians about all the programs and services the school has for their children**
- **Make sure parents and guardians take part in their children's education**
- **Refer students to any medical, dental, mental health or other services they need**
- **Make sure students have a full and equal chance to do well in school**
- **Coordinate with social services and housing agencies to ensure access to education**

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:	Crotona Academy High School						
District:	7	DBN:	07X321	School		320700011321	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 4	0	0	0		73.6	80.6	74.0
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 8	0	0	0		67.2	74.6	73.3
Grade 9	38	21	11				
Grade 10	41	38	42				
Grade 11	41	42	39	(As of June 30)	2007-08	2008-09	2009-10
Grade 12	26	36	41		2	4	3
Ungraded	0	0	0				
Total	146	137	133	(As of October 31)	2007-08	2008-09	2009-10
					1	7	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	1	0
Number all others	12	14	15				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	11	11	11
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	4	4
# receiving ESL services only	10	10	TBD				
# ELLs with IEPs	0	1	TBD				

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

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	0	0	0

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
	37	38	81	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	45.5	81.8	54.5
				% more than 5 years teaching anywhere	27.3	27.3	54.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	100.0	100.0
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	89.1	100.0	100.0
Black or African American	44.5	46.7	44.4				
Hispanic or Latino	52.1	48.9	51.9				
Asian or Native Hawaiian/Other Pacific	2.7	2.9	0.8				
White	0.7	1.5	3.0				
Male	37.0	36.5	40.6				
Female	63.0	63.5	59.4				

2009-10 TITLE I STATUS

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	28
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	D	Overall Evaluation:	P
Overall Score:	42.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment: <i>(Comprises 15% of the</i>	7.5	Quality Statement 2: Plan and Set Goals	P
School Performance: <i>(Comprises 25% of the</i>	8.3	Quality Statement 3: Align Instructional Strategy to Goals	P
Student Progress: <i>(Comprises 60% of the</i>	26.9	Quality Statement 4: Align Capacity Building to Goals	P
Additional Credit:	0	Quality Statement 5: Monitor and Revise	P

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

Language Allocation Policy 2010-2011

Team: **Anthony W. Harris, Principal**
 Morlena Robinson-Henry, Assistant Principal
 Edwin Cruz, ESL Teacher
 Collins Akonu, Guidance Counselor
 Martha Mathews, SLT Member

Crotona Academy High School is in its sixth year of operation. It is the only school in New York City that is composed entirely of pre-fabricated portable units. It was built on an abandoned lot and stands in the shadow of a traditional NYC high school building. We have ten units, seven are used as classroom space, one unit is for administration, guidance and support services, one large unit is designated as the gymnasium/lunchroom and one unit serves as the teacher's lounge. All of the units contain air conditioning and are equipped with wireless technology. We have a center courtyard with eight park benches and a basketball court.

The Language Allocation Policy at Crotona Academy High School is designed to assist students with additional support in English Language Arts. Our focus is proficiency at all levels of achievement. Parents are advised at the intake interview about the programs that are available, Dual Language, Bilingual and ESL. Our trend has been that most parents opt for ESL since their children have attended NYC schools for several years. Our ESL program is closely aligned with parent requests.

Students are screened on entry and receive support immediately. Our goal is to enrich student vocabulary, enhance verbal ability and encourage participation in special projects that supplement language acquisition skills. Our teachers use the workshop model to

drive a comprehensive balanced literacy program incorporating differentiated instruction in each classroom in all subjects. Students work cooperatively and the curriculum is infused with reading and writing techniques aimed at improving student performance.

Crotona Academy High School provides ELL students with an ESL program taught by a licensed ESL teacher. Instruction is provided in English. The teacher is utilized as part of classroom lessons in a shared instruction model and also for one-on-one tutorials, as needed. This flexibility allows greater interaction between student and teacher and also between teacher and teacher. The ESL teacher often provides the necessary bridge for meaningful instruction. Our curriculum is closely aligned with State and City standards. Texts are carefully selected and screened for maximum access. Each classroom has a Smart Board and teachers incorporate this technology to drive the curriculum. We have provided professional development on use of the Smart Board so that teachers are more comfortable with this technology.

Each classroom has a library that accommodates all levels of difficulty, from elementary to college level. Students are encouraged to use and share these materials. Humanities classes use the presentation model to enhance verbal ability. We have adapted a modified portfolio assessment so that each student can be evaluated at his/her own ability level. Our classrooms are print-rich with bulletin board displays clearly labeled to exhibit rubrics for excellence in speaking and writing. All of our classes have internet access thereby providing students with the ability to work individually at their own competency level.

We have seven students who are classified as ESL: 4 Intermediate, and three Advanced ELL students. As such, 4 Intermediate students receive two periods of ESL instruction per day, Advanced students receive one period of ESL per day, thereby satisfying the 360/180 minutes per week of ESL instruction. All groups take an ELA class every day. Our ESL program is free-standing and services all of our ELL students. Our licensed and certified ESL teacher uses Visions textbook and workbook series and practices writing, speaking and listening activities in class. We will be purchasing high interest adolescent literature for the spring semester. We also provide ESL push-in sessions for academic teachers when necessary. The ESL and academic teachers have common planning periods in order to maximize student performance.

The student body of Crotona Academy High School is comprised of 150 students who have transferred from more traditional high schools. Students are described as over-age and under-credited and generally have experienced attendance and/or academic difficulties in their school career. They come to Crotona to pursue a high school diploma and must meet all criteria for graduation, including Regents Exams and course work. The

small, nurturing environment is conducive to academic success. Our Learn to Work program helps students find employment while they are in school so that they are better prepared for the workforce.

The ethnic breakdown of our student body is 55% Hispanic, 41% Black, and 2.67 Asian/Pacific Islander. Approximately 93% of students are eligible for free lunch. ELL students comprise 4.6% of the student body and Spanish is the native language for all of our ELL students. The students who have been identified as ELL are all enrolled in General Education classes. Our Advanced ELL students are eleventh graders and the remaining 3 students are tenth and twelfth graders.

We have planned for students with special needs by incorporating mandated counseling and one-to-one tutorials into our daily program. We do not have any ELL students with special needs at this time, but we are prepared to offer all of the necessary services.

Crotona Academy High School strives for excellence in teaching all of our students, with particular attention to the needs of our ELL population. Our ELA program incorporates all of the best practices of a balanced literacy program and relies heavily on student engagement and the workshop model. It is our belief that great benefit comes from cooperative education, research-based projects and assignments, and differentiated instruction. Our support team individualizes the educational process for each student providing extensive social and academic support for all of our students.

Crotona Academy High School provides the following support for our ELL students:

- a. **On-demand Push-in and Pull-out Services:** offered when the academic subject teacher requests additional ESL service. If the teacher sees that student is struggling because of language difficulties, the ESL teacher is asked to cooperate with the subject teacher. This embedded approach to learning enables ELL students to keep pace with other students and provides additional support as they progress toward an improved fluency rate. The cooperative nature of this experience ensures mastery of subject matter.
- b. **Standardized Reading Assessments:** ELL students take reading assessment tests and are given additional time to complete the exam as needed. The reading assessment test enables the ESL teacher to target balanced literacy instruction to meet the needs of these English Language Learners. The NYSESLAT will be administered to students in the spring semester. The ESL teacher will use instruction time to prepare students for the exam. The results of the NYSESLAT will help us to improve and refine our ESL instruction.

- c. **Collaborative Instruction:** Teachers have common planning time and can discuss individual student problems and progress. The common planning time allows the ESL teacher to continuously fine-tune instruction to meet student needs. Teachers work cooperatively on lesson development and planning using high-interest techniques, i.e., wireless laptops, Smart Boards, demonstrations, models, visuals, etc. Professional development includes addressing the multiple pathways to teaching and learning.
- d. **Guidance:** Our guidance counselor works closely with ESL students to assure their successful mastery of academic subjects. He closely monitors progress and alerts teachers to potential problems. This one-to-one service supports the ESL initiative.
- e. **Admissions Processing:** Our guidance counselor and ESL teacher work collaboratively to interview and program students when they enter Crotona Academy High School. The interview process is conducted in English and Spanish and the EPIC materials are discussed and reviewed with parents and students at this time. This conference provides an opportunity for distribution of our Language Allocation Policy and students and parents are apprised of the ELL services we offer. Students are programmed based on their needs and the NYSESLAT assessment scores.
- f. **Academic Intervention and Support Services:** Our ESL teacher meets with teachers and provides continuous push-in and pull-out services before, during and after the regularly scheduled school day. Supplementary language assistance is one-on-one and offers students the chance for individual tutoring. Intensive Regents preparation classes are offered on Saturdays and every day.
- g. **Long Term ELLs:** Crotona Academy has only intermediate and advanced ELL students but we are prepared to offer more extended services as the need arises. Our individualized approach to education enables us to accommodate different ability levels. Our guidance and administrative services are quick and competent and will accommodate learners at all levels.
- h. **Students Achieving Proficiency:** Once students achieve proficiency on the NYSESLAT we will continue monitoring scholastic achievement. We will offer support services as needed. We will also tutor and counsel students for success on the Regents Exams.
- i. **Professional Development:** We utilize the mandated after school professional development sessions to focus on best practices in ELA and math instruction with particular attention to ELL students. PD is provided in after-school workshops and through support by the ELL Curriculum Instruction Specialist.

Data Worksheet Review:

Analyzing the data for our students indicates that they have made some progress toward achieving proficient standards in English. The data indicates that 2 ELL students made progress from 2009-10. Those students progressed from Advanced to Proficient. Examining the four modalities tested by the NYSESLAT exam indicates that our students are better at listening and speaking than reading and writing. Our instructional focus is aimed at improving reading and writing across the content areas. We have modeled our instruction according to the ELA and ESL performance standards and our lessons replicate the tasks on the ELA Regents Exam. Professional development for teachers encourages the use of graphic organizers, learning maps, charts, and outlines in all classes therefore extending the writing process.

A more thorough review of the exam history for ELL students indicates that they have been more deficient on English assessment tests than math. We are preparing students for the Global, U.S. History and English Language Arts Regents in January and June. The academic interventions, additional ESL classes, after school tutoring and Saturday sessions affords the ELL students at Crotona Academy many educational opportunities in their pursuit of academic excellence. We are committed to offering our ELL students the fullest range of services.