

**BRONX HAVEN HIGH SCHOOL**

**2010-2011**

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

**SCHOOL: 07/BRONX/07X381**

**ADDRESS: 333 E. 151<sup>ST</sup> STREET BX, NY 10451**

**TELEPHONE: 212-292**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** X381      **SCHOOL NAME:** BRONX HAVEN HIGH SCHOOL

**SCHOOL ADDRESS:** 333 E. 151<sup>ST</sup> STREET

**SCHOOL TELEPHONE:** 718- 292-3638      **FAX:** \_\_\_\_\_

**SCHOOL CONTACT PERSON:** LUCINDA MENDEZ      **EMAIL ADDRESS:** LMENDEZ4@SCHOOLS.NYC.GOV

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** \_\_\_\_\_

**PRINCIPAL:** LUCINDA MENDEZ

**UFT CHAPTER LEADER:** SETVE JARRETT

**PARENTS' ASSOCIATION PRESIDENT:** EURELLA INNOCENT

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 8      **CHILDREN FIRST NETWORK (CFN):** 22

**NETWORK LEADER:** Derek Smith

**SUPERINTENDENT:** ELENA PABALIEROS

**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
LUCINDA MENDEZ	*Principal or Designee	
STEVE JARRETT	*UFT Chapter Chairperson or Designee	
Arlene Cooke	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
CARMEN VALENTIN	CBO Representative, if applicable	
	Member/	

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

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

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

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Bronx Haven is a transfer high school, which will be serving 125 young adults in the 2010-2011 school year. We serve Black and Latino youth between the ages of 16 and 21 who reside in the Bronx, all of which have been enrolled in high school prior to coming us. Our students disengage from high school and fall behind in their credit accumulation for a variety of reasons. Some of the obstacles faced by our students in completing High School include, truancy, substance abuse in the home, school violence, teenage pregnancy, homelessness, domestic violence, and chronic illness. As a result of these and other consequences of poverty our students are challenged by gaps in their academic and life skill development. Bronx Haven is designed to address both these skill sets, which are critical to the development of successful young adults.

Bronx Haven is a partnership between the NYCDOE and East Side House Settlement, a community based organization located in the Mott Haven community of the Bronx. In collaboration we have created a school culture based on both Effort Based Principles of Education and Youth Development principles. Our faculty consists of 5 full time advisors and 10 teachers. Every student is matched to a student advisor upon acceptance and remains with that advisor through graduation. The student advisor serves as the primary adult connection to the school for each of his advisees and their families. Advisors day-to-day responsibilities include attendance outreach, home visits, one on one planning and counseling, and leading advisory group. However their primary responsibility is facilitating the development of the skills and behaviors that enable our students to deal effectively with the demands and challenges of everyday life. In addition to the advisory program we are also able to offer our students an Internship Program where they are given the opportunity to explore career options, develop post secondary goals and acquire occupational skills. The internship program serves as an attendance incentive as well as an opportunity for students to develop skills critical for post secondary success.

As a transfer school we attract students for a range of reasons and from different neighborhoods all over the borough. The result is a concentration of diversity within what appears to most as a homogenous group. Our students come with different educational backgrounds and experiences, they come from large schools, small schools, CTE schools etc., Resulting in a wide range of academic ability as well as motivational level. Our students Eighth grade ELA and Mathematics levels range from Level 1 to 4. Regent exam scores range from 85 to 13. Reading levels range from late elementary to college. None of which can account for the countless gaps in their skill development and knowledgebase due to a history of poor attendance.

In order to address the high degree of diversity in our student body we begin by designing our academic programming around student need. At a school wide level we decide course offerings cycle to cycle based on student course needs. At the classroom level we address student academic need by utilizing both quantitative and qualitative data in instructional decision making for our students. We vary instruction for students based on setting, personality, independence, ability, as well as student choice. We also provide academic support through small group instruction outside of the classroom and scheduled support periods. We have also begun to address the unique needs of our older more independent students by developing an independent study course offering.

As we begin our third year we hope to build on our success and continue to find ways to improve. In the 2010-2011 school year we will be faced with the additional challenges of having 65 new students, 50% of our student body, and the relocation of our school to a shared campus. We will meet these challenges with the same commitment and ingenuity we have applied over the past two years, and we look forward to an even more successful school year.

**SECTION III – Cont’d**

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	Bronx Haven High School				
<b>District:</b>	7	<b>DBN #:</b>	X381	<b>School BEDS Code:</b>	320800011381

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	X 9	X 10	X 11	X 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K						76%	76%		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3						89.9			
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7						84	86.4		
Grade 8									
Grade 9		7	7	<b>Students in Temporary Housing: Total Number</b>					
Grade 10		56	27	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11		18	38			4	2		
Grade 12		23	40						
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total		104	112			2			
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes		0	0						
No. in Collaborative Team Teaching (CTT) Classes		12	10	Principal Suspensions		1			
Number all others			2	Superintendent Suspensions		1	1		

## DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only		9	10	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs			1	(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		7	9
				Number of Administrators and Other Professionals		3	3
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals		0	0
(As of October 31)	2007-08	2008-09	2009-10				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school		100	
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American		41		Percent more than five years teaching anywhere		42.9	
Hispanic or Latino		63		Percent Masters Degree or higher		57	
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)		100	
White							
Multi-racial							
<b>Male</b>		33.7	30.4				
<b>Female</b>		66.3	69.6				

## 2009-10 TITLE I STATUS

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input 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"/>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

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

#### **Key: AYP Status**

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

### **Attendance**

Truancy rates among our students, is one of the greatest challenges we face as a transfer high school. Sporadic attendance results in lower rates of credit accumulation and Regent Exam passing. Our average attendance rate has remained at 76% over the past two years 7 percentage points below the Borough High School average of 83%.

### **Accomplishments**

Yearlong attendance incentive programs – 60Day Advisory Challenge, Individual Cycle Recognition, Year Long Recognition,

Attendance Outreach- Daily attendance wake up calls, home visits, attendance postcards, Student Contracts,

### **Challenges**

Our students are faced with many challenges associated with poverty which become barriers to school attendance. We work closely with our students and their families to connect them with the social and emotional supports they need, however the need is often greater than the support we are able to provide.

### **Credit Accumulation**

All of our students arrive at Bronx Haven at least one year behind in credits, which makes consistent credit accumulation critical for graduation. Our students have failed many courses in the past and arrive with an out of sequence range of course credits. In the 2008-2009 school year we had an average credit accumulation of 11 out of a possible 18 credits and based on cycle 1&2 data anticipate a decrease in the average for 2010-2011.

### **Accomplishments**

We have successfully implemented a trimester model, which provides students the opportunity to earn up to 18 credits a year. The school year is divided into three cycles beginning in September, December and March.

In 2010 we graduated 11 students in 4 years and 18 students in 5 years.

All of our teachers are committed to developing the whole student. They incorporate youth development principles into their classroom discipline and instructional practices. They also work to differentiate their lessons to meet the needs of a diverse and challenging student population. Teachers use varied mediums and materials at different levels to engage students in learning.

Teachers are committed to their own development as teachers engaging in year long professional development around literacy and participating in Professional Learning Communities to improve their practice.

## **Challenges**

Our students are working to break bad habits including lateness. More than 60% of our students fail first period because they are consistently late to school.

Maintaining student engagement through out a cycle and an entire school year is always a challenge. We are consistently working on creating a school culture which nurtures student engagement in their learning and overall development.

## **Regents Passing Rates**

The passing of Regent Exams in a timely manner is critical to successfully graduating from high school in NYC. Many of our students come to us with few Regents passed in our first year 60% of students accepted had one or less Regent Exams passed.

## **Accomplishments**

We have created a culture where the taking of Regent Exams is viewed as a critical step towards graduation. Students include a schedule for taking Regent Exams in their graduation plans and many take advantage of the additional preparation time offered.

In the 2010-2011 school year the percentage of students passing Regent exams at levels 3&4 increased across all content areas. There was also an increase in the number of students performing at level 2.

## **Challenges**

As a transfer school we attract students for a range of reasons and from different neighborhoods all over the borough. The result is a concentration of diversity within what appears at first glance to be a homogenous group. Our students come with different educational backgrounds and experiences, they come from large schools, small schools, CTE schools etc., Resulting in a wide range of academic ability as well as motivational level. Our students Eighth grade ELA and Mathematics levels range from Level 1 to 4. Regent exam scores range from 85 to 13. Reading levels range from late elementary to college. None of which can account for the countless gaps in their skill development and knowledgebase due to a history of poor attendance. All of these challenges are faced in most inner city schools but is even more highly concentrated in the transfer high school community.

## **SECTION V: ANNUAL SCHOOL GOALS**

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

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

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1. By June 2011 there will be an increase in average student credit accumulation from 11? credits to 12 credits annually with an interim goal of 5 credits averaged in cycle 1.

We would like to continue to increase the number of students taking advantage of the opportunity to accelerate credit accumulation through the trimester model. We are also attempting to address a decrease in credit accumulation over the last school year.

We will include the articulation of individual credit accumulation goals between students and advisors at the start of the school year and each cycle. We will share prior years credit accumulation data with students at the beginning of year and make public credit accumulation data at the end of each cycle.

2. Over the 2010-2011 school year we will maintain an average attendance rate of 76%.

In spite of our ongoing challenge with attendance as a school which serves historically truant students, we were able to maintain an average annual attendance of 76% over the 2009-2010 school year. We hope to maintain this attendance rate over the next year in spite of some new challenges to school attendance. As a result of our schools relocation we are faced with the added challenges of a shared space and scanning. In addition we will be accepting 60 new students, which constitutes half of our student body.

We plan to increase our consistency with our existing attendance incentives and interventions while implementing new ideas as well by: creating a calendar of attendance incentive programs, create more concrete attendance goals with middle of the road absentees, Share attendance data regularly- bulletin boards

3. By June 2011 there will be an 8-10% increase in the number of students performing at Level 3 in all Regents Subject areas.  
By June 2011 there will be a 2% increase in the number of students performing Level 4 in all Regents subject areas by 2%.

Over the 2009-2010 school year we raised the number of students performing at Level 2 by 9% and at Level 3 by 9% we hope to continue this progress. A growing number of our students must meet more rigorous graduation standards by scoring at levels 3&4 on all Regents Exams. Students must also attain scores of 75 or better on both English and Mathematics to avoid remediation in CUNY schools. We will expand our pull out intervention programming implementing effective groupings. We will create additional course sections of regents bound classes to provide more individualized attention and further differentiation.

4. By June 2011 we will graduate 25 of our 125 students.

We will create graduate mentor groups by matching selected teachers to 3-5 potential graduates. The buddies will work together to create plans for graduation, ensure students are engaging in post secondary planning process, monitor progress, provide day today support.

5. Over the 2010-2011 school year 100% of our potential 2011 graduates will create a post secondary plan, with 90% applying to college and 90% enrolling in College or other Post Secondary Training Program and 105 employed.

We will build on our existing college preparation programs by creating Senior mentor groups led by selected teachers. We will incorporate college preparation curriculum in advisory twice monthly. We will create and share a clear College Process Calendar. We will explore alternative post secondary options for our students.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Credit Accumulation

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 there will be an increase in average student credit accumulation from 11? credits to 12 credits annually with an interim goal of 5 credits averaged in cycle 1.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Include the creation of credit accumulation goals during individual graduation planning at the beginning of the school year, and review at the end of each cycle in December, March, and June.</p> <p>Share credit accumulation data with staff and students to identify patterns at both the school wide and individual student level. Highlight the effects of lateness on first period credit accumulation. Have teachers review their own passing rates and Regent Exam passing rates to identify areas of strength and improvement.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Dedicate PLC sessions to examining course passing rates data. Identify patterns for teachers and ways to improve instruction and engagement, which would lead to higher passing rates.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>An annual goal of an average credit accumulation of 12 credits, with interim goals of an average 4 credits per cycle.</p>

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will maintain an average attendance rate of 76% or better over the 2010-2011 school year.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Build upon our existing attendance incentive program, brainstorming as a community, and experimenting with new incentives and challenges. Consistently publicize attendance competitions and data in the community. Maintain attendance outreach efforts including, phone calls, home visits, late book, attendance postcards, and student contracts.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Apply funds (Title 1, LTW, Gates Grant) to continuing attendance outreach.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Review attendance data month to month to identify trends in day-to-day absences on a school wide as well as at an individual level. Review cycle attendance data to identify patterns and the success of attendance incentives. Review individual attendance data with students in order to develop plans for improvement and reflect of</p>

**Subject/Area (where relevant):** Regents Passing

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 there will be an 8-10% increase in the number of students performing at Level 3 in all Regents Subject areas. By June 2011 there will be a 2% increase in the number of students performing Level 4 in all Regents subject areas by 2%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In September 2010 and December 2010 teachers will administer mock Regent exams to all students who will be sitting for Regent Exams in January 2010. In March 2010 teachers will administer mock regent exams to all students sitting for Regent Exams in June 2010. Teachers will utilize the performance data to modify curriculum plans and differentiate for both content and skill needs. Advisors will share performance data with students after each administration and utilize it to identify and discuss student learning needs, progress made, and plans for improvement.</p> <p>We will continue to offer additional test preparation opportunities through afterschool and Saturday programming, as well as distance learning.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>We will utilize per session funds for the purpose of academic intervention after school and on Saturdays. We will continue to search and apply for grant opportunities, which provide additional funding sources for additional academic instruction.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Progress towards content mastery in Regent Exam courses is monitored through various forms of assessment including, In-class Mock Regent, Benchmark Assessments, Class work, Predictors, and finally student performance on State Regent exams.</p>

**Subject/Area (where relevant):** Graduation and Post Secondary Planning

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Over the 2010-2011 school year 100% of our potential 2011 graduates will create a post secondary plan, with 90% applying to college and 90% enrolling in College or other Post Secondary Training Program.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We will continue to collaborate with CUNY through on the At Home in College program, which allows us to offer both ELA and Math college preparation curriculum created by CUNY. We will also implement plans developed by our At Home in College inquiry team over the 2009-2010 school year, including the creation of graduate mentor groups, which will utilize staff other than advisors as post-secondary mentors. The mentors will be matched to all students identified as potential graduates for the 2010-2011 school year, providing additional support and guidance through the college application process and any other post secondary plan. We will also modify our Writing through Advisory program to focus on the college application process including creating and utilizing college board accounts, creating a schedule, writing personal essays, exploring alternatives, and creating resumes.</p> <p>We will continue our college visitation series, which includes an overnight trip to schools in upstate New York.</p> <p>We will continue our exploration of other postsecondary options by developing partnerships with area vocational training programs.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>We will utilize LTW Grant, At Home in College funding, and OTPS transportation funds to support our post secondary planning program.</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>We will monitor progress to graduation for all potential graduates at the end of each cycle reviewing data and changing plans if necessary.  Graduate mentors will meet monthly for professional development and to report on student progress.  Students and mentors will be surveyed for feedback on the success of the program.</p>
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**REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

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

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

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

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

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



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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	5	5	5	5	2		2	
10	10	10	10	10	2		2	
11	10	10	10	10	2		2	
12	5	5	5	5	2		2	

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	As a Transfer High School, all of our students are eligible for academic intervention services. Many of our students are also truants, which makes providing additional academic support a challenge. We have created opportunities for all of our students to receive additional instruction before school, during lunch and after school. The morning and afternoon sessions are 30 minutes long and open in all subjects Monday, Wednesday and Friday. The after school sessions are 1.5 hours long and offered twice a week in each content area. These sessions are opportunities for additional instruction as well as Regents Exam preparation.
<b>Mathematics:</b>	As a Transfer High School, all of our students are eligible for academic intervention services. Many of our students are also truants, which makes providing additional academic support a challenge. We have created opportunities for all of our students to receive additional instruction before school, during lunch and after school. The morning and afternoon sessions are 30 minutes long and open in all subjects Monday, Wednesday and Friday. The after school sessions are 1.5 hours long and offered twice a week in each content area. These sessions are opportunities for additional instruction as well as Regents Exam preparation.
<b>Science:</b>	As a Transfer High School, all of our students are eligible for academic intervention services. Many of our students are also truants, which makes providing additional academic support a challenge. We have created opportunities for all of our students to receive additional instruction before school, during lunch and after school. The morning and afternoon sessions are 30 minutes long and open in all subjects Monday, Wednesday and Friday. The after school sessions are 1.5 hours long and offered twice a week in each content area. These sessions are opportunities for additional instruction as well as Regents Exam preparation.
<b>Social Studies:</b>	As a Transfer High School, all of our students are eligible for academic intervention services. Many of our students are also truants, which makes providing additional academic support a challenge. We have created opportunities for all of our students to receive additional instruction before school, during lunch and after school. The morning and afternoon sessions are 30 minutes long and open in all subjects Monday, Wednesday and

	Friday. The after school sessions are 1.5 hours long and offered twice a week in each content area. These sessions are opportunities for additional instruction as well as Regents Exam preparation.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Our guidance Counselor provides services for students who are mandated services as well as some of our at risk students. The counselor meets with each student one on one, weekly.
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	Our support staff includes two Social Workers and four Advisors who provide individual and group guidance to the student body. Our Social Workers provide daily supervision for the advisors who act as the primary person for each of our students. Each student is assigned an advisor upon entry to the school and remains with the same advisor until graduation. Advisors monitor and are the primary providers of attendance outreach for each of their advisees. Advisors meet with their advisees individually at least once every two weeks and as a group twice a week.
<b>At-risk Health-related Services:</b>	Our college and career advisor and guidance counselor are our trained, designated health resource coordinators. We also have a series of speakers who come in to discuss various health risks with our students including STD's, Illegal Drugs, and Asthma.

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

*NCLB/SED requirement for all schools*

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

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

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

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

**Section I. Student and School Information**

Grade Level(s) 9-12 \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ 11 \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ 10 \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_ 10- CBO \_\_\_\_\_

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

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

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

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

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Our eleven English language Learners are serviced through our English Language Arts classes. We currently have 5 LEP students in 10<sup>th</sup> grade, 2 in 11<sup>th</sup> grade, and 2 in 12<sup>th</sup> grade. Classroom teachers are receiving training in ESL methodologies to meet the needs of all students in content area classes. The classes meet five days a week per trimester for a total of 275 minutes per week. The English Language Arts classes provide students with instruction focused on learning strategies, which facilitate their academic success in all classes. The students also benefit from being placed in co-teaching classroom settings where they can receive individual guidance. Our ELA curriculum consist of authentic instruction and assessments which incorporate all four strands of Literacy development; writing, listening, reading and speaking.

All ELL's attend content area courses with their English speaking peers. The students are supported by our smaller classroom settings and the implementation of heterogeneous groupings. We have also begun to incorporate content focused software programs into our curriculum in order to meet the varying levels of ability in our classrooms. In addition students are encouraged to attend tutoring with their classroom teachers before and after school. We have developed a writing workshop class afterschool to specifically target the writing skills of our English Language Learners.

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

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- i. Professional development is provided in house and off site.
- ii. The teaching staff meets for common planning twice weekly as well as during monthly Saturday opportunities.
- iii. Our school wide instructional focus is the workshop model and differentiation
- iv. Teachers are sent out for PD sessions in their content areas whenever possible.
- v. All new teachers are mentored by an experienced colleague and articulation time is built into the schedule.
- vi. Teachers will attend content specific ESL teaching methodology workshops off site. We will provide on site professional development with a focus on the teaching of academic language
- vii. We are in the process of organizing a series of Saturday professional development workshops for teachers on QTEL strategies for ELL instruction with a particular focus on academic language instruction. (Dates TBD)

**Section III. Title III Budget**

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

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

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

In addition to the home language survey data, we have assessed that all of our parents speak either English or Spanish through our monthly phone contacts. We also asked all parents their preferred language of communication at intake.

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.

All of our parents speak either English or Spanish and this information has been shared through parent meetings and through regular phone contact with Student Advisors.

#### **Part B: Strategies and Activities**

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

When necessary a bilingual staff member provides either oral or written translation. Our bilingual staff members include; an advisor, school secretary, school aide, program facilitator and Principal. All school wide letters and forms are sent home with the Spanish translation, personal letters are translated by the school secretary.

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.

When necessary a bilingual staff member provides either oral or written translation. Our bilingual staff members include; an advisor, school secretary, school aide, program facilitator and Principal. All school wide letters and forms are sent home with the Spanish translation, and personal letters are translated by the school secretary.

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

The school will mail the Chancellor's Regulation A-663 to parents in the fall 2010. We will also discuss the translation and interpretation regulation at parent meetings in the fall.

## 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:	76800	57000	
2. Enter the anticipated 1% set-aside for Parent Involvement:	768	570	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	3842	*	
4. Enter the anticipated 10% set-aside for Professional Development:	7680	*	

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.

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

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

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

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

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

We utilize data from many sources when reviewing and developing our school wide goals. Our data includes the NY State Report Card, NYC Progress Report and NYC School Quality Review. At the school level we review Biweekly course assessments, class work and teacher observation. In addition we participate in ongoing professional development to evaluate, improve and align our curriculum with state content and standards.

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.

- 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.

Bronx Haven runs on a trimester schedule providing our students with additional opportunities to earn credit. We have implemented the Workshop Model in all of our classrooms and follow a uniform grading policy. Literacy instruction occurs in all content areas and is supported with professional development. We provide differentiated instruction through the use of texts at different levels, grouping, the use of varied media e.g. computer, film, visual arts, and varied performance modes e.g. essay, verbal presentation, poster, power point presentations. Students are provided with additional instructional time during and after school.

At Bronx Haven we have implemented a Primary Person Model and all students are matched to a student advisor upon entry. The advisors facilitate advisory twice a week, provide one on one counseling weekly, and attendance outreach daily. Advisors provide the emotional and social support needed by many students as well as serving as the primary connection to the home. Students are also supported by our internship coordinator, college and career advisor, and school guidance counselor, who assist students in making post secondary plans including college applications, resume development, and conducting job searches.

### 3. Instruction by highly qualified staff.

All of our teachers are Highly Qualified.

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

- i. Professional development is provided in house and off site.
- ii. The teaching staff meets for common planning twice weekly as well as during monthly Saturday opportunities.
- iii. Teachers are sent out for PD sessions in their content areas whenever possible.
- iv. All new teachers are mentored by an experienced colleague and articulation time is built into the schedule.
- v. Parents are invited to periodic parent workshops on teen related topics such as; graduation requirements, substance abuse, and depression

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

We utilize the New Teacher Finder resources provided by our support agency.

We are transparent regarding the demands of teaching in a Transfer School. We provide on going support through mentorships, Professional Learning Communities and external Professional Development opportunities.

6. Strategies to increase parental involvement through means such as family literacy services.
  - Students are assigned to an advisor who maintains ongoing contact with the parents.
  - School will host at least on parents social event every cycle.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
  - Instructional staff, review data during Professional Learning Communities where decisions are made on what data to collect ad how to utilize it.
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.

As a Transfer High School, all of our students are eligible for academic intervention services. Many of our students are also truants, which makes providing additional academic support a challenge. We have created opportunities for all of our students to receive additional instruction before school, during lunch and after school. The morning and afternoon sessions are 30 minutes long and open in all subjects Monday, Wednesday and Friday. The after school sessions are 1.5 hours long and offered twice a week in each content area. These sessions are opportunities for additional instruction as well as Regents Exam preparation. Students are identified for these opportunities through advisor and teacher recommendation.

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

We provide many services and programs to our students through our partnership with East Side House Settlement a community based organization located in the South Bronx including internship opportunities, social service support, housing assistance, emergency funds etc.,

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

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

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally,

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						

**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.

Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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

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

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



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

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

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

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

We currently have no students in temporary housing.

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

We provide all of our students living in temporary housing additional supports through our CBO partners East Side House Settlement. Supports include financial planning, emergency funds, social service referrals.

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

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



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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Bronx Haven High School						
<b>District:</b>	7	<b>DBN:</b>	07X38	<b>School</b>		320700011381	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	v	Ungrade
	2		6		10	v	
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K			0				
Kindergarten			0				
Grade 1			0	<b>Student Stability - % of Enrollment:</b>			
Grade 2			0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3			0				
Grade 4			0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5			0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 6			0				85.5
Grade 7			0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8			0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 9			29				
Grade 10			48	<b>Recent Immigrants - Total Number:</b>			
Grade 11			35	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 12			26				
Ungraded			0	<b>Special Education</b>			
Total			138	<i>(As of October 31)</i>	2007-	2008-	2009-
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes			0	Principal Suspensions			
# in Collaborative Team Teaching (CTT)			11	Superintendent Suspensions			
Number all others			2	<b>Special High School Programs - Total Number:</b>			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants			
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				Early College HS Program Participants			
<i>(As of October 31)</i>	2008-	2009-	2010-				
# in Transitional Bilingual Classes			TBD	<b>Number of Staff - Includes all full-time staff:</b>			
# in Dual Lang.			TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only			TBD	Number of Teachers			
# ELLs with IEPs			TBD	Number of Administrators and Other Professionals			
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
				% fully licensed & permanently assigned to this			
				% more than 2 years teaching in this school			
				% more than 5 years teaching anywhere			
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers			
American Indian or Alaska Native			0.0				
Black or African American			37.7				
Hispanic or Latino			60.9				
Asian or Native Hawaiian/Other Pacific			0.7				
White			0.7				
<b>Male</b>			34.8				
<b>Female</b>			65.2				

**2009-10 TITLE I STATUS**

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

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

SURR School	If yes,						
-------------	---------	--	--	--	--	--	--

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

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

**Individual Subject/Area AYP Outcomes:**

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

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

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

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

## **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**

1. Enter the anticipated Title I allocation for the school for 2010-2011 \_\_\_\_ 76838 \_\_\_\_\_
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \_\_\_\_ 768 \_\_\_\_\_
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \_\_\_\_ 3842 \_\_\_\_\_
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year \_\_ 100 \_\_\_\_\_
5. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

## **PART I – GENERAL EXPECTATIONS**

Bronx Haven High School agrees to implement the following School Parental Involvement Policy:

- The school will involve parents of Title I eligible students consistent with *Section 1118-Parental Involvement* of the Elementary and Secondary Education Act (ESEA). Programs, activities, and procedures will be planned and developed in consultation with parents of participating children.
- The school will provide opportunities for parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing all information and reports in consistent and understandable formats with alternative formats available upon request in a format and language that parents understand.
- The school will involve parents of children served in Title I, Part A in deciding how those funds reserved for parental involvement are spent.
- The school will carry out programs, activities, and procedures that will increase parental involvement. Bronx Haven defines parental involvement as consistent and meaningful communication between the school and parents concerning students' academic, social, and emotional development. Both the school staff and parents should feel empowered to initiate and participate in these discussions. As part of this policy, parents will:
  - Play an important and active role in the education of their children
  - Be involved in decision making through participation in committees
  - Carry out other activities, such as those described in Section 1118-Parental Involvement of the ESEA

## **PART II – DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. Bronx Haven High School will involve parents in the development of the District Parental Involvement plan contained in the RDCEP/DCEP under section 1112-Local Educational Agency Plans of ESEA
2. Bronx Haven High School will give parents the following opportunities to participate in the process of school review and improvement under Section 1116-Academic Assessment and Local Educational Agency and School Improvement of the ESEA:
  - a. Share results of the School Quality Review, the School Environment Survey and the Progress Report with members of the School Leadership Team and Parent Association.

- b. Discuss scholarship report and Regent's scores with parents during SLT meetings and Parent Association meetings.
3. Bronx Haven High School will involve parents in an annual evaluation of the content and effectiveness of this parental involvement to improve the quality of the Title I, Part A program. We will identify barriers to parent participation, especially participation of parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or members of any racial or ethnic minority. We will use the following strategies to revise the parental involvement policy:
  - a. The school will keep records of parental participation at meetings, events, and activities.
  - b. The school will keep records of parent contact through phone calls and home visits.
  - c. The school will survey parents about their level of involvement and strategies to increase their involvement.
  - d. The school will invite staff and parents to participate in discussions on increasing parental involvement.
  - e. The school leadership team will focus on strategies for improving parental involvement throughout the school.
4. Bronx Haven High School will work to build capacity among parents to encourage involvement and improve student academic achievement and understanding of the following factors contributing to high school success:
  - a. The state's academic content standards
  - b. The state's student academic achievement standards
  - c. The state and local academic assessments including alternative assessments
  - d. The requirements of Title I, Part A
  - e. The importance of periodic assessment including Scantron
  - f. Utilizing bi weekly reports and Power School online to monitor their child's progress
  - g. How to work with teachers and advisors
5. The school will provide materials and training opportunities to help parents work with their children to improve their children's academic achievement and college applications
  - a. Senior parents will have the opportunity to attend workshops that explain the college application process. In addition, financial aid workshops will be provided.
  - b. The SLT and PA will have the opportunity to participate in trainings to help parents work with their children on literacy and numeracy skills.
6. The school will educate its teachers, student support personnel, principal and staff on how to successfully communicate and work with parents as equal partners.
  - a. Engage teachers in professional development on holding successful parent teacher conferences.
  - b. Hold discussions with teachers on how to communicate with parents over the phone.

- c. Plan “family award’ nights for parents of students who have high attendance and/or consistently make the honor roll.
7. The school will take the following actions to communicate information related to school and parent programs, meetings, and other activities:
  - a. Monthly calendar sent home to parents
  - b. Letters will be mailed in both Spanish and English
  - c. Student office interns will make informational phone calls to parents.
  - d. Advisors will contact parents at least once a month to communicate academic and extra-curricular information.

### **PART III – DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT COMPONENTS**

In order to maximize parental involvement in our school, Bronx Haven High School will:

- Pay reasonable expenses associated with providing refreshments at parent meetings.
- Arrange flexible meeting times so that parents can meet with school staff after work or on the weekend.
- Conduct home visits when parents are unable to travel to the school for a meeting
- Revisit and refine our parental involvement policy

## **2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

### **SCHOOL-PARENT COMPACT 10-11**

#### **School Responsibilities:**

##### **Bronx Haven High School will:**

- Provide high-quality curriculum and instruction in a supportive learning environment that enables students to meet State, city, and school achievement standards
  - Ensure that teachers are highly qualified
  - Provide professional development to all teachers in areas including literacy and differentiated instruction
  - Maintain high expectations and support levels in each classroom
- Hold parent teacher conferences at least twice a year so that parents have a chance to discuss their individual student's achievement and progress
  - October
  - March
  - Additional parent teacher conferences will be scheduled at the request of parents, teachers, students, or administrators.
- Provide parents with frequent reports on their children's progress
  - Advisors will call home at least once a month to update parents on academic, social, and emotional progress.
- Provide parents with access to school staff
  - Teachers and school staff will be available for parent meetings throughout the school day
  - In addition, school staff will be available after school and on weekends if necessary

- Our school has an open door policy and parents are welcome to visit classrooms at any time

**Parent Responsibilities:**

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

- Making education a priority in our home by:
  - Making sure my child is on time and prepared every day
  - Supporting the school's dress code policy
  - Talking with my child about his/her school activities and homework
  - Providing a home environment conducive to study
  - Making sure homework is completed
- Volunteering at Bronx Haven
- Participating in decisions related to my child's education
- Participating in school activities and encouraging my child to participate
- Staying informed about my child's academic, social, and emotional development
- Helping my child accept consequences for negative behavior
- Helping my student follow the rules of the school
- Supporting the school discipline policy
- Maintaining high expectations for achievement and providing praise and encouragement

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster	District <b>07</b>	School Number <b>381</b>	School Name <b>BRONX HAVEN HIGH SCH</b>
Principal <b>LUCINDA MENDEZ</b>		Assistant Principal <b>JAZMIN RIVERA</b>	
Coach		Coach	
Teacher/Subject Area <b>ANNERYYS SOTO</b>		Guidance Counselor <b>STEVE JARRETT</b>	
Teacher/Subject Area <b>PAULA ROSA GERSTEIN</b>		Parent	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>ZULAY LOPEZ</b>	
Related Service Provider <b>JONORIS DECASTRO</b>		Other	
Network Leader <b>BARBARA GAMBINO</b>		Other	

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	138	Total Number of ELLs	11	ELLs as Share of Total Student Population (%)	7.97%
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## Part II: ELL Identification Process

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

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

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

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

Paste response to questions 1-6 here

As a transfer High School all of our students are being admitted to our school from other NYC High Schools, therefore they have all been identified as ELL's prior to attending our school. Most students have Home Language Surveys in their records and if not we have them fill one out. All of our ELL's, are administered the NYSESLAT in the spring by our ELL service provider Annerys Soto.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	0
SIFE	0	ELLs receiving service 4-6 years	8
		Special Education	0
		Long-Term (completed 6 years)	3

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL				8	0	0	3	0	0	11
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>11</b>

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

### C. Home Language Breakdown and ELL Programs

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

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										2	3	3	3	11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	2	3	3	3	11

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

Instruction is delivered in two modes either push in or pull out. Our classroom size is small and they are often co-taught which always benefits our ELL's. Our providers support students in class as well as pull them out individually or in small group for additional support. All classes are heterogenous as well as ungraded. During classroom instruction students may be grouped both heterogeneously and homogenously for small group work. When ELL's are pulled out they may either be heterogenously grouped for content area work or homogenously gruped for skill focused work. All direct instruction is provided in English however the provider is able to use native language knowledge when beneficial.

At the beginning of each term we schedule our students for the course work they need to graduate. We then make time in each ELL's schedule for 40 minute pull out sessions 2 or 3 times a week. In addition they are scheduled in classes with a co teacher or a Bilingual certified teacher.

All of our ELL's have been receiving services for 4 or more years and receive individualised instruction through the same ESL program model.

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

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

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

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



Paste response to questions 5-14 here

Students are given baseline assessments in both Reading, Writing and Math to determine skill levels and needs in the three areas. In addition content area classrooms provide data on content area specific performance and identify areas of support. Utilising these data sources as well as NYSESLAT data targeted intervention is provided for each student.

We will explore new software to provide more individualised programs in content area writing for a small group of students.

All of our classes follow a Workshop structure which includes; Link, Direct Teach, Guided Practice, Independent Work, and Assessment. The students benefit from having a consistent instructional structure and grading policy. Lessons are scaffolded with vocabulary introduction, graphic organizers, and clear modeling. Students often work in pairs and groups to support the various instructional levels in the classroom. Teachers provide various levels of text in the classroom including texts created for English Language Learners. The teachers are also able to use texts at different levels from the Achieve 3000 archive. We also utilize various software programs to engage students in different modalities such as Expedition learning Gizmos, Plato, Fathom, and Geometer's Sketch Pad. In addition to software we utilize laptops, and smart boards in classroom instruction.

All students are matched to a student advisor throughout their time at Bronx haven. The advisor is the primary academic and social support at the school as well as the primary connection to parents.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

Paste response to questions 1-3 here

All teachers participate in Professional Learning Community time twice a week as well as inquiry work. We utilize outside providers such as BETAC's for ESL methodology instruction workshops.

### E. Parental Involvement

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

Paste response to questions 1-4 here All students are matched to a full time Advisor who is responsible for being the primary contact for parents including weekly phone outreach and periodic home visits. When necessary a translator is provided for phone and in person meetings with Spanish speaking parents. All parent meetings are translated into Spanish for parents. Parents also benefit from the resources which are provided by our CBO partner East Side House Settlement, ranging from Emergency Funds to Computer Training.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										0	0	0	0	0
Intermediate(I)										1	1	1	2	5
Advanced (A)										1	2	2	1	6
Total	0	0	0	0	0	0	0	0	0	2	3	3	3	11

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		0	
Math	4		2	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	3		2	
Physics				
Global History and Geography	1		0	
US History and Government	2		0	
Foreign Language				
Other				
Other				
NYSAA ELA				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

**Additional Information**

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

## Part VI: LAP Assurances

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

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

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

**07X381**

*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:	76800	57000	133800
2. Enter the anticipated 1% set-aside for Parent Involvement:	768	570	1338
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	3842	*	
4. Enter the anticipated 10% set-aside for Professional Development:	7680	*	

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.

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

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

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

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

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

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

We utilize data from many sources when reviewing and developing our school wide goals. Our data includes the NY State Report Card, NYC Progress Report and NYC School Quality Review. At the school level we review Biweekly course assessments, class work and teacher observation. In addition we participate in ongoing professional development to evaluate, improve and align our curriculum with state content and standards.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - Are consistent with and are designed to implement State and local improvement, if any.

Bronx Haven runs on a trimester schedule providing our students with additional opportunities to earn credit. We have implemented the Workshop Model in all of our classrooms and follow a uniform grading policy. Literacy instruction occurs in all content areas and is supported with professional development. We provide differentiated instruction through the use of texts at different levels, grouping, the use of varied media e.g. computer, film, visual arts, and varied performance modes e.g. essay, verbal presentation, poster, power point presentations. Students are provided with additional instructional time during and after school.

At Bronx Haven we have implemented a Primary Person Model and all students are matched to a student advisor upon entry. The advisors facilitate advisory twice a week, provide one on one counseling weekly, and attendance outreach daily. Advisors provide the emotional and social support needed by many students as well as serving as the primary connection to the home. Students are also supported by our internship coordinator, college and career advisor, and school guidance counselor, who assist students in making post secondary plans including college applications, resume development, and conducting job searches.

3. Instruction by highly qualified staff.

All of our teachers are Highly Qualified.

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

- i. Professional development is provided in house and off site.
- ii. The teaching staff meets for common planning twice weekly as well as during monthly Saturday opportunities.
- iii. Teachers are sent out for PD sessions in their content areas whenever possible.
- iv. All new teachers are mentored by an experienced colleague and articulation time is built into the schedule.
- v. Parents are invited to periodic parent workshops on teen related topics such as; graduation requirements, substance abuse, and depression

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

We utilize the New Teacher Finder resources provided by our support agency.

We are transparent regarding the demands of teaching in a Transfer School. We provide on going support through mentorships, Professional Learning Communities and external Professional Development opportunities.

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

- Students are assigned to an advisor who maintains ongoing contact with the parents.
- School will host at least on parents social event every cycle.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
  - Instructional staff, review data during Professional Learning Communities where they participate in Inquiry teams and decisions are made on what data to collect and how to utilize it.
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.

As a Transfer High School, all of our students are eligible for academic intervention services. Many of our students are also truant, which makes providing additional academic support a challenge. We have created opportunities for all of our students to receive additional instruction before school, during lunch and after school. The morning and afternoon sessions are 30 minutes long and open in all subjects Monday, Wednesday and Friday. The after school sessions are 1.5 hours long and offered twice a week in each content area. These sessions are opportunities for additional instruction as well as Regents Exam preparation.

Students are identified for these opportunities through advisor and teacher recommendation.

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

We provide many services and programs to our students through our partnership with East Side House Settlement a community based organization located in the South Bronx including internship opportunities, social service support, housing assistance, emergency funds etc.,

## 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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓				✓	3,4,5,
Title I, Part A (ARRA)	Federal	✓				✓	3,4,5,
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

that the needs of the intended beneficiaries are met.

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

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

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

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.

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

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

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