



CHRISTOPHER COLUMBUS HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 11X415
ADDRESS: 925 ASTOR AVE. BRONX, NY 10469
TELEPHONE: 718-944-3400
FAX: 718-519-1565

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: X415 **SCHOOL NAME:** Christopher Columbus High School

SCHOOL ADDRESS: 925 Astor Ave. Bronx, NY 10469

SCHOOL TELEPHONE: 718-944-3400 **FAX:** 718-519-1565

SCHOOL CONTACT PERSON: Lisa Fuentes **EMAIL ADDRESS:** LFuentes2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Donald March

PRINCIPAL: Lisa Fuentes

UFT CHAPTER LEADER: Donald March

PARENTS' ASSOCIATION PRESIDENT: Belinda Gordon

STUDENT REPRESENTATIVE:
(Required for high schools) Sara Alioska

DISTRICT AND NETWORK INFORMATION

DISTRICT: 11 **CHILDREN FIRST NETWORK (CFN):** New Visions 562

NETWORK LEADER: Barbara Gambino

SUPERINTENDENT: Geraldine Taylor-Brown

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Lisa Fuentes	*Principal or Designee	
Donald March	*UFT Chapter Chairperson or Designee	
Belinda Gordon	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jovanna Miranda	DC 37 Representative, if applicable	
Sara Alioska	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Anthony White	Member/Parent	
Belinda McNeill	Member/Parent	
Diana Gamble	Member/Parent	
Kanika Smith	Member/Teacher	
Alfred Fortes	Member/Student	
Tamjid Chowdhury	Member/Student	
Victor Arroyo	Member/AP Designee	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

VISION:

Christopher Columbus High School will distinguish ourselves as a model of academic excellence that values the different abilities and interests of our population of learners. Our initiatives include the implementation of differentiated programs coupled with an interdisciplinary approach using UbD methodologies; our goal is to promote a caring, engaging, and creative environment while empowering our students to develop and exceed 21st century competencies. Teachers will focus on college-readiness with the offering of rigorous academic and AP courses. Additionally, CTE certifications in ProStart (culinary), CISCO and A+ will help students cultivate career goals through multiple learning environments both inside and outside the classroom. Our active community of learners will foster a relationship with parents and stakeholders to ensure overall student achievement. Working as a team, we will collaborate to focus on each individual's ability to develop academic, civic, social, artistic and technological skills to achieve success in postsecondary pathways. Students have the ability to participate in an array of extra-curricular activities including 26 PSAL teams, as well as, required community service to build self-confidence, citizenship, compassion, and the interpersonal skills necessary to meet the demands of 21st century challenges.

MISSION:

We are committed to becoming an active laboratory for implementing, reflecting upon and refining practices leading to student success and professional reward. The reflective and collaborative nature of our environment will create a steadfast focus on each individual's ability to develop academic, civic, social, artistic and technological skills to brilliantly achieve overall success.

Christopher Columbus High School, located in the Pelham Parkway section of the North Bronx, has served this community for over 65 years. Historically, we are known to be a large high school with over 4,000 students. In 2004, our entire school community, with the support of the UFT, committed to transforming our school into the unique, successful, educational facility that stands today.

Important characteristics about our community that you should know:

- ✓ We are now divided into four small learning communities (SLC academies), which enable us to provide the personalized education that you child needs and deserves.
- ✓ We now have a population total of 1447 students on register, to allow for a more personal academic experience.
- ✓ All academies allow our children equal access to our 26 teams, 19 clubs, tutoring programs, internship opportunities, employment opportunities, and advanced placement courses (to earn college credit). We also have three bonuses that very few (if any) small schools can offer their students, such as: Culinary Arts, in our state-of-the-art kitchen; our instructors are both chefs and certified teachers; an Information Technology Program (includes classes that culminate with computer certification i.e. CISCO, A+ Computer Repair, and IC3). These two programs

will be CTE certified as of January 2010. CCHS also has a brand new, modern art studio, with two very talented artists; both artists are also certified teachers.

- ✓ Each academy has dedicated staff to address your child's needs. The dedicated staff consists of one Assistant Principal, an Academy Director, a Guidance Counselor, a School Aide, and dedicated subject area teachers. The staff functions as a unit to guide your child through their four years at Columbus. The Assistant Principal, Academy Director, and Guidance Counselor will meet with your child on a regular basis to monitor their academic progress. Phone calls are made daily to parents if their child is absent. The Academy Teachers meet 1x time a week with the Assistant Principal, Academy Director, and Guidance Counselor to case conference about student work, classroom performance, and overall academic progress. They also meet 2x a week using the Inquiry Team Process to create strategies that will assist the teachers in improving the outcomes for the lowest third students.
- ✓ We are excited about our Upper House of Excellence, which is comprised of six major areas of study your child can choose from when he/she reaches junior and senior year.
- ✓ We have three alternative programs (Boys To Men, Women's Empowerment, and Renaissance) to address the needs of students who require extra support and encouragement to focus on their education.
- ✓ Our Newcomers Program addresses the needs of our students coming from different countries who do not have a mastery of the English language.

SECTION III – Cont'd

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

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

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

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		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?
-

PERFORMANCE TRENDS

When reviewing the NYC Progress Report and the State Accountability Report we determined as of the 09-10 school year, that we have shown a significant increase in the size of the subgroup of students with disabilities and English Language Learners. This increase impacts directly on credit accumulation, as well as the adequate yearly progress (AYP) in the area of English Language Arts. We have explored our graduation rate over a period of time and we came to realize that over the past three years the size of our population of students with disabilities has risen in each cohort. In order for our graduation rate to remain the same as the previous year, we need a greater number of students with disabilities within the cohort to graduate.

GREATEST ACCOMPLISHMENTS

In order to improve our grade on the Progress Report and make AYP for the Accountability Report we are focusing on effective implementation for our SLC's with in depth analysis of data on a school wide basis. This aligns with our restructuring plan.

As indicated in the Quality Review, Christopher Columbus High School's greatest accomplishments are:

- ✓ The Instructional Team inspires the faculty, students, and parents alike through their passionate and determined vision for the school.
- ✓ The school collects and reviews a wealth of useful data on student progress and then uses it to inform instruction. Teachers use ARIS, the New Visions Data Tool (Datacation), ITT Results as well as classroom assessments.
- ✓ Teachers continue to use Sheltered Instruction strategies to use with the English Language Learners.
- ✓ The school has devised imaginative and innovative programs to give its most at risk students every opportunity of succeeding.
- ✓ Students and parents value high expectations the school has of them and aspire to meet them.
- ✓ Small learning communities help to promote a family atmosphere in the school where all students are known, respected, and helped as individuals.
- ✓ The school offers high quality counseling and career guidance to students linked to their personal and academic goals.

- ✓ Consistently applied systems and procedures ensure that the school runs most efficiently as a harmonious learning environment. As proof, the NYPD awarded the school with the first Principal/Collaboration award.
- ✓ Very strong links with surrounding colleges as well as a 10 year collaboration with the University of Vermont.
- ✓ Implementation of alternative education programs for students who are at risk and in need of additional academic intervention.
 - Boys To Men
 - Women Empowerment
 - Renaissance

These programs have been set in place to assist a more challenging group of students with accumulating credits so they will be able to graduate with their original cohort. Renaissance is a program designed for students who are over-aged and under-credited, compared to their peers of similar ages. Boys To Men and Women Empowerment addresses the male and female population of students who are from the ages of 14-16, with 0-15 credits.
- ✓ Implementation of UbD and Differentiated Instruction continues to be worked on to ensure that the needs of every student are met, and that every teacher is provided with the support necessary to carry out this objective.

As a result of the Quality Review, we have made great strides in addressing issues identified for improvement. We continue to improve the quality of instruction by sharing expertise already present in the school more widely among the staff. In conjunction with New Visions, our PSO, we have further analyzed and refined our data to be able to differentiate instruction to meet the individual needs of our diverse population of students.

Aids to Continuous Improvement:

A significant aid to our continuous school improvement can be attributed to our SLC's, our curriculum leaders and our UbD initiative. The UbD methodologies will be rolled out over the course of the year starting with the Tier I team that included 10 teachers trained during the summer. Tier II consists of the second team who have begun training and Tier III will consist of the rest of the staff. All staff will be trained in the UbD initiative by June/2011.

Our small learning communities afford us the opportunity to forge meaningful relationships with students. Each of our four SLC's has dedicated staff to tend to the individual needs of our students. For example, each SLC has an Assistant Principal/Coordinator, Academy Director, Guidance Counselor, School Aide, dedicated core subject area teachers. The SLC structure allows each SLC to:

- ✓ Foster a meaningful relationship with each student.
- ✓ Case conference on a weekly basis regarding academic progress and social development of students.
- ✓ Create and differentiate curriculum to meet the needs of every student in the SLC.
- ✓ Analyze data to drive instruction, address the needs of struggling students and at-risk populations.
- ✓ Track attendance of individual students and make phone calls to parents on a daily basis.
- ✓ Celebrate the accomplishments of students within the SLC.

Our curriculum leaders allow us to concentrate on strategies that target the needs of our student population. Our curriculum leaders are content specific teachers who create pacing calendars for each of our core content areas which lay the framework for UbD. They also create model lesson

plans for their colleagues that contain various differentiated instructional strategies as well as formative assessment tools.

The UbD planning sessions as well as student data inform the lesson planning process for our teachers. The delivery of instruction continues to improve based on accountability, UbD planning sessions, pacing calendars, and the implementation of the Differentiated Instruction Initiative (DI Initiative). Teachers have now begun to think about how to incorporate the State Core Learning Standards into their unit planning as well as their lesson plans. Some steps we continue to take as a community to strengthen our delivery of instruction is as follows:

- ✓ Implement writing across the curriculum in every subject area.
- ✓ Infusion of literacy into lessons for each content area.
- ✓ Enable students to self-evaluate their writing using the school-wide Writing Rubric; the rubric is posted in every classroom, and distributed to every student.
- ✓ Extensively analyze student work and data during common planning meetings.
- ✓ Teachers practice DI in their classroom on a regular basis; they bring back student samples of the DI strategy used during their class to have an open discussion with their colleagues about the pros and cons of the strategy implemented. Based on experience and feedback, the strategy is modified and strengthened to better suit the needs of the students.
- ✓ Consistently participate in professional development workshops offered through New Visions and High Schools That Work as well as UbD workshops given by the Tier 1 Team.

Barriers to Continuous Improvement

A significant barrier to our continuous school improvement can be attributed to a decrease in funding, continuously changing population which include at-risk students as well as staff due to budget cuts, and possible closure. It has been extremely challenging to stabilize our learning environment over the past two years.

Adequate funding would enable us to increase the number of special education teachers on staff to meet the individual needs of our unique population. It would also afford us the opportunity to purchase additional resources to better service individual student needs.

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.

1. Graduation Rate

Annual Goal: To improve progress towards the four year graduation rate for Cohort 2011.

Description: By June 2011, we will increase the percentage of students in Cohort 2011 graduating within four years by 3%, from 50.5% to 53.5%.

2. Credit Accumulation

Annual Goal: To increase credit accumulation for the Cohort 2013.

Description: By June 2011, the percentage of students in Cohort 2013 earning 10+ credits in each year will increase by 7%, from an average of 44% to 51%.

3. Global Regent's Exam

Annual Goal: To increase the average passing rate for the students in Cohorts 2011 & 2012 who failed the Global Regents Exam.

Description: By the end of the testing cycle in January 2011, there will be an increase by 5%, from 35% to 40%. By the end of the testing cycle in June 2011, there will be an increase by 10%, from 40% to 50%.

4. Attendance

Annual Goal: To increase attendance for the Cohort 2013.

Description: To increase student attendance by 5%, from 80% to 85%, for the SY 2010-2011 to positively impact scholarship/pass rates across content areas.

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): Graduation Rate

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve progress towards four-year graduation rate for Cohort 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Review initial data on ARIS, NVPS Datacation and HSST for Cohort 2011 to identify target students • Share data with faculty to inform teacher goal-setting relative to target students' learning needs • Review individual transcripts to map out initial support plans that include: individual goal setting for credit accumulation, tutoring & other supports • Individual meetings with target students to co-develop goals for credit accumulation • Review Cohort data every marking period to monitor progress & make mid-course corrections • Assign faculty members to those students most-at-risk and in need of direct interventions to monitor their progress on a bi-monthly basis such as conferencing and/or progress report meetings • Provide additional after-school tutoring (Title III Funds for ELL, SES programs for GE/Sp.Ed.) • Provide opportunities for credit recovery
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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>Achieve Now Grant supports the Renaissance Program. C4E Allocations Fair Student Funding Title III Funds for ELL</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • NVPS Data Snapshots (Datacation) • NVPS Student Trackers • NVPS Student-Teacher Sorters • NVPS Goal Setting Tools • HSST • ARIS Reports • ITT Modeler Simulations • Formative & Periodic Assessment Item Analysis Reports –e.g., Looking @ Student Work, Mock Regents Tools • ATS RCOS/RCGS • Teacher conference notes
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Subject/Area (where relevant): Credit Accumulation

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase credit accumulation for the Cohort 2013.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Review initial data on ARIS, NVPS Data Sorter (Datacation) and HSST for each student to identify status of students • Share data with faculty to inform teacher goal-setting relative to target students' learning needs • Review individual transcripts to map out initial support plans that include: individual goal setting for credit accumulation, tutoring & other supports • Individual meetings with target students and their mentors to co-develop goals for credit accumulation • Review Cohort data every marking period to monitor progress & make mid-course corrections • Discuss student status on a bi-monthly basis during teacher conferencing and/or progress report meetings to decide if direct interventions are needed • Provide additional after-school tutoring • Provide opportunities for credit recovery

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Achieve Now Grant supports the Renaissance Program. C4E Allocations Fair Student Funding Title III Funds for ELL Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • NVPS Data Snapshots (Datacation) • NVPS Student Trackers • NVPS Student-Teacher Sorters • NVPS Goal Setting Tools • HSST • ARIS Reports • ATS RCOS/RCGS <p>Teacher conference notes</p>

Subject/Area (where relevant): Global Regent's Exam

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase the average passing rate for the students in Cohorts 2011 and 2012 who failed the Global Regents exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Ensure school-wide use of standards-based rubrics for student expository writing—e.g., summarizing, comparing & contrasting, thematic essays • Access and utilize grade level curriculum maps and unit plans following the UbD design to guide instruction within each SLC with a focus on increasing writing skills as well as differentiation. • Review initial data on ARIS, NVPS Data Sorter (Datacation) for Cohorts 2011 and 2012 to identify target students • Share data with Social Studies teachers to inform teacher goal-setting relative to target students' learning needs • Faculty will administer periodic assessments – e.g., mock Regents to inform instruction to address students' learning needs • For students taking Regents in January 2011: <ul style="list-style-type: none"> ○ Mock Regents will be administered in October 2010 • For students taking Regents in June 2011:

	<ul style="list-style-type: none"> ○ Mock Regents will be administered in March 2011 ● For students taking Regents in August <ul style="list-style-type: none"> ○ Mock Regents will be administered in July 2011 ● During Faculty Conferences, Common Planning Time, Chancellor PD Sessions, content area teachers within each SLC will analyze student results of these assessments—that is, formative assessments, Mock Regents—to measure progress and identify trends/ patterns to inform instructional practices in classrooms. ● The data will be used to create academic interventions such as tutorials as well as to differentiate lessons ● School leaders will collect, record, and analyze classroom observational data using NVPS Classroom Walkthrough Data Tools with a foci on implementation of targeted literacy and expository writing strategies ● Schools leaders and teacher leaders will provide teachers with ongoing training and support to ensure effective implementation of targeted literacy and expository writing strategies ● Monitor and revise data-informed professional development plan by teacher, grade, department, SLC and school
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>C4E Allocations Fair Student Funding Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> ● NVPS Data Snapshots (Datacation) ● NVPS Student Trackers ● NVPS Student-Teacher Sorters ● NVPS Goal Setting Tools ● HSST ● ARIS Reports ● Formative & Periodic Assessment Item Analysis Reports –e.g., Looking @ Student Work, ACUITY ITAs & Mock Regents Tools ● ATS RCOS/RCGS ● Teacher conference notes ● Teacher Team meeting notes

	<ul style="list-style-type: none"> • NVPS Classroom Walkthrough Data Snapshots • Professional Development Agendas and notes
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Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improve attendance for the Cohort 2013.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Faculty within each SLC to set attendance targets • Analyze student attendance to come to agreement on strategies to be implemented • Update blue cards on a bi-annual basis utilizing ARIS Parent Link • Parent outreach and attendance campaign in collaboration with NVPS re: College & Career Readiness • Attendance campaign and individual goal-setting with students re: College & Career Readiness • Collect, record, analyze and document attendance on a daily, weekly and monthly basis for each student. • Use attendance teachers to track data, monitor progress & inform mid-course corrections • Use the automated telephone system to notify students of absences and cuts.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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>C4E Allocations Fair Student Funding Title I</p>

Indicators of Interim Progress and/or Accomplishment

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

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

- Collect, record, analyze and document attendance on a daily, weekly and monthly basis for each student, class and grade within each SLC
- NVPS Data Snapshots (Datacation)
- NVPS Student Trackers
- NVPS Student-Teacher Sorters
- NVPS Goal Setting Tools
- HSST
- ARIS Reports
- Teacher Conference Notes & I-Log Reports
- Parent Coordinator Conference Notes
- Attendance Teacher Outreach Notes

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	75	225	25	235	2		4	
10	194	75	200	95	3		2	
11	50	140	60	110	5		3	
12	90	85	55	75	6		1	

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Inside the classroom:</p> <ul style="list-style-type: none"> • Support from the Literacy Coach, college undergraduate tutors, and peer tutors. • Regents' Exam Preparation classes • Differentiated Strategies • Cooperative learning environment • Modified pacing-guide of curricula for ELL and Special Education student • Intensive summer school for students who failed the class or the Regents' Exams. <p>Wilson</p> <ul style="list-style-type: none"> ○ 45 ninth graders are enrolled in Wilson <p>Writing Center Tutoring All students who need assistance in English have access to a Writing Center that is staffed by numerous tutors throughout the day. Students are free to attend during their lunch period and after school.</p>
Mathematics:	<p>Inside the classroom:</p> <ul style="list-style-type: none"> ○ Classroom support from the Math Coach, college undergraduate tutors, and peer tutors. ○ Regents' Exam Preparation classes ○ Differentiated Strategies ○ cooperative learning environment ○ Modified pacing-guide of curricula for ELL and Special Education student ○ Intensive summer school for students who failed the class or the Regents' Exams. <p>Outside the classroom:</p> <ul style="list-style-type: none"> ○ After-class tutoring program ○ Saturday tutoring program <p>Additional materials:</p> <ul style="list-style-type: none"> ○ Computer games for differentiating instructions: Jeopardy, Math Blaster

	<ul style="list-style-type: none"> ○ Math Steps: Computational Skills Tutorial Kit ○ Skills Intervention for Algebra: Diagnosis and Remediation <p>Test bank: Examgen, website for previous Regents' Examinations</p>
Science:	<p>Writing Center</p> <ul style="list-style-type: none"> ○ The Science Department is committed to enforcing literacy in the classroom by integrating writing practices within the curriculum. Struggling students are referred by their teachers to the writing center to receive additional one-on-one help in any writing assignment or midterm projects during the school day and after school. <p>Data analysis</p> <ul style="list-style-type: none"> ○ Twice per month teachers are required to address departmental Regents questions with their students during class time, which are based on the topic being addressed in class that week. After students are given time to answer the questions, teachers and students analyze the questions together, and discuss correct and wrong answers. Teachers collect the questions to assess student understanding of specific topics. These results provide data so that individual teachers can utilize instructional strategies to target students and help them better understand material which they will encounter on the Regents. <p>Outreach</p> <ul style="list-style-type: none"> ○ Outreach to students and parents will continue via phone calls and mailings on a regular basis to inform the parents/guardians of the available tutoring sessions and remind them of important dates like Open School Night/Day and Regents Exams. <p>Counseling</p> <ul style="list-style-type: none"> ○ Each small learning community has a designated guidance counselor. Any students who require counseling services are referred to the Academy Assistant Principal, Director and Counselor for academic intervention.
Social Studies:	<p>Regents Prep</p> <ul style="list-style-type: none"> ○ Students are identified and notified they need special services. Special classes have been created for Regents preparation in US History and Global Regents for students who need to pass the Regents in order to graduate. <p>Tutoring</p> <ul style="list-style-type: none"> ○ We also offer tutoring in the writing center. 188 students have been helped since Sept. 2008-Nov. 2008 in Social Studies. Saturday tutoring is also available for students who need extra help in their academics and regents preparation. Projects have been created in all Social Studies classes to help students who need extra encouragement and skill preparation. We have peer tutoring available Pd. 9 & 10 during the day in Room 102. <p>Interdisciplinary Classes</p> <ul style="list-style-type: none"> ○ We are also working with the English Department in an effort to support writing across the curriculum. The English 5 classes will use our themes and topics for the Regent's in their

	<p>writing assignments. A calendar of themes and skills will further be followed by all Social studies teachers to prepare the students appropriately. We also offer a few team teaching classes that help support our mainstream students. Special emphasis is being placed on writing, DBQ'S, reading charts and graphs, writing thematic essays and Document Based Essays. Teachers are encouraged to use more technology in the classroom.</p> <p>Credit Recovery Following a team approach, we are working with the students on an individual basis to help them with credit recovery and preparation for the Regents. We are also in the process of collating several web sites that the student can work independently.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Classroom Observation</p> <ul style="list-style-type: none"> ○ To assess if student is on task, focused, to observe behavioral patterns <p>Program Accommodation</p> <ul style="list-style-type: none"> ○ Changes program based on needs assessment <p>Agency Referrals</p> <ul style="list-style-type: none"> ○ students needing out-patient services <p>In-house Tutoring</p> <ul style="list-style-type: none"> ○ Pairs child with a subject-specific tutor <p>Follow-up</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Academic Screening</p> <ul style="list-style-type: none"> ○ Assesses decoding, reading comprehension, writing skills of student <p>Classroom Observation</p> <ul style="list-style-type: none"> ○ To assess if student is on task, focused, to observe behavioral patterns <p>Student Interviews</p> <ul style="list-style-type: none"> ○ Decoding patterns, self-perception, math perception <p>Agency Referrals</p> <ul style="list-style-type: none"> ○ students needing out-patient services <p>In-house Tutoring</p> <ul style="list-style-type: none"> ○ Pairs child with a subject-specific tutor <p>Follow-up</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>504 Accommodations</p> <p>Classroom Observation</p> <ul style="list-style-type: none"> ○ To assess if student is on task, focused, to observe behavioral patterns <p>Student Interviews</p> <ul style="list-style-type: none"> ○ Decoding patterns, self-perception, math perception <p>At-Risk Counseling</p> <ul style="list-style-type: none"> ○ Depends on the nature of referral <p>Agency Referrals</p> <ul style="list-style-type: none"> ○ students needing out-patient services <p>In-house Tutoring</p>

	<ul style="list-style-type: none"> ○ Pairs child with a subject-specific tutor <p>Follow-up</p>
At-risk Health-related Services:	<p>Health Screening Nurse will assess student needs Para is assigned when necessary Follow-up</p>

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.

See attachment.

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: 196 LEP _____ Non-LEP _____

Number of Teachers 4 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

Section III. Title III Budget

School: X415 BEDS Code: 327800010415

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$30,000 \$5000	601.3 hours of per session for ESL and General Education teachers to provide academic support for all ELL students: 601.3x\$49.89+\$30,000. 100.24 hours of per session for ESL and General Education teachers to provide tutoring for all ELL students for Regents Examinations.
Purchased services - Non-Contractual services	\$700	Parental involvement- food for parent workshops
Supplies and materials -	\$500	General supplies to support per session activities
Travel	\$499	Transportation of students to educational/cultural events
Other		

TOTAL	\$36,700	
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APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Translation and oral interpretation needs are determined using the home language survey report. Most of our ELL parents speak Spanish. The second largest populations are Albanian and Arabic speakers. To ensure that Spanish speaking parents are informed about their child's education, all literature and conferences are translated by the Spanish-bilingual Assistant Principal, Parent Coordinator, teachers, clericals, or school aides. Albanian speaking parents receive literature translated in their language by an Albanian speaking counselor and teachers. All other language spoken by our ELL families receive oral translations from our teachers, students and other staff members.

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.

Spanish is the most common language in need of translation. All literature generated by the Office of Second language and the Office of Special Education at Columbus High School is translated by the Assistant Principal of Compliance and Spanish speaking teachers. All literature generated from other offices are translated by the Spanish speaking Parent Coordinator. All members of the Columbus faculty and staff are aware of multi-lingual personnel that can serve as translators.

Part B: Strategies and Activities

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

Written translation services will be provided by our in-house school staff. The staff has been surveyed as to their multi-language proficient skills and their availability to translate for families whose language is other than English. Whenever necessary, translation services will be provided by the Office of English Language learners and the various community groups.

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.

Oral interpretation services will be provided by our in-house school staff. The staff has been surveyed as to their multi-language proficient skills and their availability to translate for families whose language is other than English. Whenever necessary, translation services will be provided by the Office of English Language learners and the various community groups.

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

All literature generated from Columbus High School is translated in Spanish, Albanian and French. Oral and written translations are provided in these three languages by the Columbus High School staff. Oral translation for the less common language will be provided by students who are able to translate. Columbus High School will seek the assistance the Translational and Interpretation Unit from the NYC Department of Education whenever necessary for all other languages.

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:	\$889,363	\$361,554	\$1,250,917
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 8,893	\$ 3,615	\$ 12,511
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 54,222	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$108,087	*	

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.

Only teachers who are highly qualified will be able to teach in the appropriate areas. Recruitment will be directed to employ highly qualified teachers.

* 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.

Christopher Columbus High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2008-09.

School Responsibilities

Christopher Columbus High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement.
3. Provide parents with frequent reports on their children’s progress.
4. Provide parents reasonable access to staff.
5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

See Section IV: Needs Assessment

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
Apex computer system will be used to provide opportunities for Independent study as well as tutoring. The SES program will be fully integrated into the school to provide tutoring necessary for them to achieve their academic goals.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
 - o Provide training in UbD for all staff. Curriculum will be adapted to reflect New Core Standards.

3. Instruction by highly qualified staff.

100% of the 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.

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

N/A

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

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Chancellor's Professional Development Days, Monthly Professional Development days, Common Meeting time in their SLC's, Skedula (Datacation), and Daedalus Scientific Software

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

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

Student internships, 21st Century Grant, CTE Programs, Council for Unity class

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

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.

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

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

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

NCLB/SED Status: SINI Restructuring Year 3 **SURR³ Phase/Group (If applicable):** _____

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

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

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

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.

The 10% of the Title 1 funds for professional development will be used towards UbD training and sheltered instruction.

1. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
The Assistant Principal of Instruction will meet with the new teachers 1x a week. They will also be assigned a buddy teacher.

School Under Registration Review (SURR)

2. 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.

Letters explaining that the school is a Corrective Action school are mailed home.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Currently, we have fourteen students who reside in temporary housing.

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

Students are identified through the admission process as well as through tracking any change of addresses. These families are counseled and given any necessary services. Any student considered to be in temporary housing is case conferenced at the Pupil Personnel meetings. Tutoring services as well as counseling are made available. Where necessary, students are programmed for an At Risk resource room.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Christopher Columbus High School					
District:	11	DBN:	11X415	School		321100011415

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		81.2	83.1	82.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	493	471	355				
Grade 10	457	425	351				
Grade 11	267	240	253				
Grade 12	240	251	188				
Ungraded	5	9	5				
Total	1462	1396	1152				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	85.8	82.1	90.6

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	62.3	69.2	65.2

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	28	81	58

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	64	52	40

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	218	204	138	Principal Suspensions	318	567	185
# in Collaborative Team Teaching (CTT) Classes	52	71	83	Superintendent Suspensions	25	18	6
Number all others	95	73	69				

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	361
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	17	7	TBD	Number of Teachers	110	102	92
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	41	43	29
# receiving ESL services only	218	191	TBD	Number of Educational Paraprofessionals	6	6	17
# ELLs with IEPs	42	60	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	189	160	390	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	83.2	84.0	90.2
				% more than 5 years teaching anywhere	76.1	80.2	87.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	89.0	88.0	87.0
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	91.5	95.9	97.0
American Indian or Alaska Native	0.6	1.1	0.0				
Black or African American	35.0	36.1	37.4				
Hispanic or Latino	47.8	45.9	44.9				
Asian or Native Hawaiian/Other Pacific	5.7	6.0	6.5				
White	10.1	10.2	10.9				
Male	59.1	56.4	56.0				
Female	40.9	43.6	44.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	X	X	46
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				X	X	
Hispanic or Latino				X	X	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				X	v	
Multiracial				-	-	-
Students with Disabilities				X	X	
Limited English Proficient				X	v	
Economically Disadvantaged				X	X	
Student groups making				0	2	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	D	Overall Evaluation:				NR
Overall Score:	41.8	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	9.1	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	9	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	23.7					
<i>(Comprises 60% of the</i>						
Additional Credit:	0					

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster New Visions	District 11	School Number 415	School Name Christopher Columbus
Principal Lisa Fuentes	Assistant Principal Denise Williams		
Coach Christine Rowland	Coach		
Teacher/Subject Area Jee Lee/ESL	Guidance Counselor Patty Rukaj		
Teacher/Subject Area Angela Franco/Spanish	Parent Aixa Pagan		
Teacher/Subject Area Marie Deluccia/Special Ed.	Parent Coordinator Patricia Bozzelli		
Related Service Provider Barbara Gamliel	Other Silvana Cacciato		
Network Leader Romina Carrillo	Other Maria Ievoli		

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	5	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	3
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1167	Total Number of ELLs	201	ELLs as Share of Total Student Population (%)	17.22%
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Part II: ELL Identification Process

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

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

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

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

LANGUAGE ALLOCATION POLICY 11x415 925 Astor Ave. Bronx, NY 10469

Part II: Identification of English Language Learners (ELLs)

1. The initial identification of English Language Learners (ELLs) is conducted in a series of steps in the beginning of the school year and throughout the consecutive months as an on-going process by the ESL Department Coordinator.

The ESL Department Coordinator monitors compliance issues regarding services entitled to ELLs. The initial screening and processes involved in the identification of ELLs and their proper placement fall under the category of responsibilities associated with her position.

In order to determine the language of all new admits to the New York City public school system, including those students coming from private schools, a Home Language Identification Survey (HLIS) is administered. In conjunction with the administration of the HLIS, an informal interview in English is conducted by the ESL Department Coordinator. In some cases, the informal interview may be conducted in the students' native language by the ESL Department Coordinator if in Spanish, or with the support of select members of the faculty and staff who are fluent speakers of other languages such as Albanian, Korean, Cambodian, Urdu, Italian, French and Vietnamese.

Based on the results of the HLIS and the informal interview, a decision is made regarding the next step in the identification of ELLs. If the home language specified in the survey is not English, students are administered the Language Assessment Battery- Revised (LAB-R).

The LAB-R will determine the students' level of English proficiency. The scores received from this assessment will establish their possible classification as ELLs entitled to services in ESL and will provide the basis for placement in the appropriate level. The level of classes available to ELLs based on their scores on the LAB-R are Beginner, Intermediate, and Advanced. If students test-out or score high enough on the LAB-R to be considered English proficient, they are not identified as ELLs and therefore, not entitled to services in ESL.

2. Parents and/or guardians of students identified as ELLs, are provided with an informational guide in their native language regarding the selection of language acquisition program that will best suit the learning needs of their children. These programs are Transitional Bilingual, Dual Language, and Freestanding ESL. In an effort to communicate this information to parents and/or guardians in a more effective manner, the Orientation Video for Parents of English Language Learners is administered. Furthermore, parents and/or guardians are asked to meet with the ESL Department Coordinator to discuss the features of each program and assist them with any questions that may assist them to determine the final program selection for their children.

3. After the parent selection form is completed, parents and/or guardians are informed by the ESL Department Coordinator that Freestanding ESL is the only model being offered by the school, based on the results of the surveys and selection forms. The availability of a new model of instruction is based on the number of parental requests. Nevertheless, parents and/or guardians are also made aware that if they choose to opt in for any of the other models of instruction; they will be notified in writing when such program is available. If such change takes place, they will be invited to a parent orientation meeting, in which they will have the opportunity to further discuss the details of the new model of instruction their children will receive. Through this process, parents and/or guardians are strongly encouraged by the ESL Department Coordinator to take into consideration the learning style, personality, and academic goals of their children, in order to make an informed decision about the choice of program.

4. Following these informative steps, parents and/or guardians are provided with a Parent survey and program selection form to specify their preference. If additional time is required by the parents and/or guardians to complete these forms, they are asked to return them at a later date. At this point, the ESL Department Coordinator reminds parents and/or guardians of the importance of returning the complete forms, or as per CR part 154, students will be placed in Transitional Bilingual Education, the default program for ELLs. Letters of entitlement and non-entitlement to parents and/or guardians are distributed by mail following their selection.

5. Based on the review of Parent surveys and Program selection forms, the trend at Christopher Columbus High School has been overwhelmingly in preference of Freestanding ESL. Only 27 out of 201 students were requested to take part of the Transitional Bilingual Education model by their parents and/or guardians. The remaining 174 students were requested to take part in Freestanding ESL by

their parents and/or guardians. The Freestanding ESL program model available in the school reflects this trend and is clearly aligned with the demand by parents and/or guardians. Every parent has filled out a parent selection form, which is kept in each individual student file.

Once students have been placed in the proper level of ESL, their progress in English acquisition and proficiency will be assessed a few times a year via the administration of the New York City Periodic Assessment in September and March and the New York State English as a Second Language Achievement Test (NYSESLAT) in April and May.

6. As stated above our school's freestanding ESL program does align with the majority of parent requests. Parents who prefer the Transitional or Dual-Language programs are assisted in finding other schools that may better fit their needs. Our policy is to let parents know that we currently only offer the freestanding ESL program model due to the high demand our student community. If this trend should shift to another model, however, parents will be notified of the appropriate changes.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										69	56	45	31	201
Push-In														0
Total	0	0	0	0	0	0	0	0	0	69	56	45	31	201

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	201	Newcomers (ELLs receiving service 0-3 years)	95
SIFE	21	ELLs receiving service 4-6 years	51
		Special Education	54
		Long-Term (completed 6 years)	55

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	ELLs	Long-Term ELLs

	(0-3 years)			(4-6 years)			(completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	95	8	8	51	15	19	55	0	27	201
Total	95	8	8	51	15	19	55	0	27	201

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
TOTAL	0													

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

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

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										44	39	28	15	126
Chinese										0	0	0	0	0
Russian										0	0	0	2	2
Bengali										1	7	2	1	11
Urdu										2	2	1	1	6
Arabic										5	3	4	3	15
Haitian										0	0	0	0	0
French										0	0	2	2	4
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										13	4	6	6	29
Other										4	1	2	1	8
TOTAL	0	0	0	0	0	0	0	0	0	69	56	45	31	201

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.

Part IV: A) Programming and Scheduling Information

1. Self-contained Freestanding ESL is the organizational model used at Christopher Columbus High School. Freestanding ESL classes are homogenous within each level i.e., beginner, intermediate, and advanced. The Free Standing ESL program immerses students into self-contained classes where instruction is delivered solely in the English language, however appropriate to their level of ability and as established by the initial and/or NYSESLAT scores.

2. As mandated by the New York State CR Part 154, ELLs are required to receive specific number of units of support as follows:

- ü Beginning level students receive 540 minutes of ESL instruction per week.
- ü Intermediate level students receive 360 minutes of ESL instruction per week.
- ü Advanced level students receive 180 minutes of ESL instruction per week.

3. ELLs also receive ESL content area classes in Math, ELA, Science and Social Studies. Teachers in these classes are licensed in their subject area and are familiar with the application of ESL methodologies. Furthermore, their years of experience in working with ELLs have witnessed successful results in student achievement. All ELLs who are in the Advanced level of ESL are mandated to receive 1 unit of ESL instruction per week and 1 unit of ELA per week. Schedule modifications for ELLs to accommodate the units of ESL and ELA instruction are a priority for the school. ELLs benefit from this model of instruction by preparing intensively for the ELA Regents and still acquire the necessary skills to become English proficient and thus test out of the NYSESLAT.

ESL content area classes follow the curriculum mandated per subject by the State and students are required to pass a number of Regents exams in each content area necessary for graduation. Some ELLs, however, are officially exempt from taking some of the Regents exams due to having achieved the equivalency in their native country. Higher-achiever ELLs, some who are advanced level students are placed in a monolingual setting for some of their content area classes. These students are recommended by their ESL teachers or by the Department Coordinator based on their individual class performance. All compliance issues in ESL classes are monitored by the ESL Department Coordinator to ensure teachers are properly revising and modifying the curriculum, including testing, to support the learning needs of ELLs. Assistant Principals in each content area supervise the teachers for curriculum content and maintain an open line of communication with the ESL Department Coordinator to ensure alignment between NYS subject area standards and ESL.

ESL content area classes are expected to utilize the following in daily classroom routines:

- ü Encourage the use of translation dictionaries (ESL Department provides additional copies)
- ü Use of vocabulary instruction
- ü Repetitive use of keywords
- ü Classroom library

ELLs are also expected to fulfill other general education core requirements such as physical education, health, art, foreign language (Spanish speaking ELLs receive NLA), and music. Additionally, ELLs will be programmed for elective courses such as culinary arts, NEFTE, CISCO, and sports medicine to mention a few. English dominant students make up the majority of the population in these classes, which can be enriching to the language acquisition, and mainstreaming of ELLs. The ESL Department Coordinator provides support with strategies to use when working with ELLs. Some of the suggested techniques utilized in these classes are:

- ü Pair up of students with other ELLs who are more proficient in English and who can translate in their native language.
- ü Repetitive use of keywords to build vocabulary
- ü Preferential seating

ELA instruction begins at the intermediate and advanced levels. In addition to their mandated 360 and 180 minutes of ESL instruction per week respectively, ELLs in intermediate and advanced classes are introduced to ELA instruction and testing as follows:

- ü Intermediate level students are scheduled to take the ELA Regents exam and are programmed for an English Regents preparation class for ELLs.
- ü Advanced level students are programmed for ELA instruction in an English class for ELLs as mandated by the State.

In addition, Native Language Arts (NLA) is given to Spanish speaking students to help them continue to build their academic skills in their native language. Spanish speaking ELLs have the ability to receive Native Language Arts (NLA) over all other subgroups due to the high number of students who are native speakers. The mandated number of units of support in this category is as follows:

- ü 45 minutes per day for beginning level students
- ü 45 minutes per day for intermediate level students
- ü 45 minutes per day for advanced level students

It is a priority of the ESL Department to achieve progress across all levels of ESL by addressing five important skills to English acquisition such as reading, writing, speaking, listening, and critical thinking.

Upon the successful completion of the beginning level, students will have basic knowledge of grammatical structure such as past tense, past progressive, and future tense, which will be demonstrated through samples of writing exercises. In addition, by the end of this level students will be able to take notes on an eight minute passage, read a 300-400 word passage (including short stories and poems), write a basic critical lens paper, and carry out a conversation of five minutes in and out of school.

Intermediate level students, who successfully complete this level, will have acquired knowledge of more advanced grammatical structure such as the passive voice, reported speech, and hypothetical questions, all of which must be present during writing. Students will also have the ability to take notes on a ten to fifteen minute passage, write a 4-paragraph essay, read a 500-600 word non-fiction book for which they will produce a chart or graph, and have the ability to interpret critical lens papers. Additionally, students completing the intermediate level of ESL will speak English with near native fluency.

Upon the completion of the advanced level, students will have refined their writing skills using a variety of styles as well as developing their own voice in writing. Students at this level of ESL will continue to listen to speeches and take notes, read novels, short stories, articles and poems. They will read 750+ words on non-fiction topics and write a 5-paragraph critical lens essay. Through the skills acquired in ELA preparation classes, students will have developed important abilities necessary for test-taking. Furthermore, by the end of this level students will have the ability to speak with native fluency.

4. A) ELLs who are considered as Students with Interrupted Formal Education (SIFE), receive additional support in and out of the classroom. Teachers of SIFE ELLs are aware of their status and provide differentiated instruction to meet their academic needs and help them reach standards. In addition, SIFE ELLs are mandated to attend tutoring available during the day provided by content area teachers, and after school as part of the ESL after-school tutoring program.

B) The academic growth of newcomers is supported in our school in a variety of ways. Newcomers are not subjected to the pressures of Regents level courses when they first arrive. Instead, they are programmed for the non-Regents courses that are part of the mandated credits necessary for graduation. In this manner, newcomers have the opportunity to build basic content knowledge prior to attending

5. In the content areas, of ELA, Math, Science, and Social Studies, teachers use ESL methodology to differentiate their lessons to fit the individual needs of ELLs across different levels. Special attention is paid in these classes to developing five important skills such as speaking, listening, reading comprehension, writing and critical thinking.

ELLs are required to use translation dictionaries in their classes, provided by the ESL Department. Additionally all ESL classes have active classroom libraries to support their English acquisition and proficiency. In Social Studies and Science classes, classroom libraries are also used to support language development in the content areas. In the same manner, ELLs who are Spanish speakers are provided with Spanish textbooks in Social Studies as reference along with their English textbooks. Likewise, Math A Spanish textbooks are available for students who require the extra language support in that subject.

6. All ELLs who have reached proficiency on the NYSESLAT are first recognized with a commemorative ceremony. The principal, guidance counselors and ESL teachers are invited to congratulate these students on their achievement. Proficient ELLs are included on all ESL related events such as field trips and student productions. Additionally they are often invited to classrooms to speak to current ELLs about their experiences learning English and how they have transitioned into mainstream classes. Finally all former ELLs are provided with the same testing accommodations as current ELLs for two years after becoming English proficient.

7. For the 2010-2011 school year Christopher Columbus High School has implemented a new school-wide curriculum model, Understanding by Design (UbD). The UbD framework allows teachers to design and plan curriculum, instruction, and assessment with an end goal in mind. Students are presented content with thought-provoking questions that are relevant and interesting to their lives. The UbD framework is powerful for ELLs because it emphasizes the deep long-term understanding goals. There is a common misconception that ELLs have to have to acquire language before engaging in inquiry. The UbD approach, however, allows ELLs to transfer the prior knowledge from their first language into their second language. This new way of thinking provides a meaningful way for ELLs to learn content that will last beyond the boundaries of the classroom.

On October 1, 2010 we also launched a new school-wide advisory program. The idea behind the advisory program stemmed from the success of last year's ESL Mentoring Program. This year all teachers including ESL teachers will serve as mentors for struggling students in a 1:10 ratio. The new advisory program will provide in-school academic and social support for students. Teachers will work with their mentees to help motivate, inspire, and re-focus their academic and personal goals.

Students selected for this program come from different subgroups within our ESL population. Some students are newcomers who have been in this country between 1-2 years only. Others are off-track long-term ELLs who for a variety of reasons (missing credits and/or Regents exams) are not meeting the requirements necessary for graduation.

The goals of the Advisory program are as follows:

- ü To increase student academic achievement
- ü To brainstorm solutions to problems that are hindering the student's academic achievement and create action plans to address these problems
- ü To facilitate a positive relationship between students and adults
- ü To increase effective social skills as well as means of communicating with teachers and others
- ü To increase organization skills (i.e. the effective use of planners, organizing a notebook and turning in assignments on time)
- ü To provide a positive role model
- ü To provide career mentoring and help the student set goals for their future

The guidelines followed by teachers in the advisory program are as follows:

- ü Model professional behavior and work habits
- ü Commit to meet with a student once a week for at least a half hour within a school year
- ü Commit to keep constant communication with their teachers at least on a bi-weekly basis to monitor their progress in class
- ü Develop action plans for students with their help
- ü Be ready to share and compare notes once a week during department meetings
- ü Guide students to receive the proper academic support available during the day or after-school

- ü Be aware that any information shared by students that may indicate a threat to their safety and well being must be reported. Students must be made aware of this as well.
 - ü Work on building a relationship with students based on trust and respect which can be beneficial to their academic and personal growth
 - ü Commit to doing outreach to parents or legal guardians on a bi-weekly basis or as needed
 - ü Use the individual student log provided as part of the program to keep track of outreach to teachers and parents, in addition to the outcome of conversations with students
 - ü Make sure to file the individual student logs in the respective student folders
8. No programs or services will be discontinued for the 2010-2011 school year.
9. ELLs are included in all school related events, sport teams and clubs, and social and academic clubs provided they meet the physical and academic requirements for each club.

Our school currently offers the following sport teams and clubs:

- ü Boys Varsity Football
- ü Boys and Girls Soccer
- ü Boys' & Girls' Cross Country
- ü Girls' Volleyball
- ü Girls' JV Volleyball
- ü Girls' & Boys' Bowling
- ü Boys' & Girls' Basketball
- ü Boys' & Girls' Indoor Track
- ü Boys' & Girls' Outdoor Track
- ü Girls' Gymnastics
- ü Boys' Lacrosse
- ü Girls' Softball
- ü Boys' & Girls' Tennis
- ü Co-ed Golf
- ü Cheerleading
- ü Dance/Step

Our school currently offers the following social and academic clubs:

- ü ARISTA
- ü Art Club
- ü Band (Pep, Jazz, Concert)
- ü Book Club
- ü Council for Unity
- ü Explorers
- ü Food Service Leaders
- ü French Club
- ü French National Honor Society
- ü Leadership
- ü Mouse Squad/Robotics
- ü NFTE
- ü Open Mic Club
- ü Senior Advisory

10. The Second Language Department has an extensive repertoire of leveled books to assist our ELL students. The following texts were carefully selected based on content, interest, and English proficiency level.

Level 1: Keys to Learning, Focus on Grammar, Collaborations-Beginning Level, Teen Stories, and Achieving on the NYSESLAT

Level 2: Focus on Grammar-Basic Level, North Star-Introductory level, A New Beginning, What a World 1, Readers, Achieving on the NYSESLAT

Level 3: Contemporary Topics, Basic English Grammar, Focus on Grammar-Low Intermediate, North Star-Basic/low, Shinning Star, What a Life-High Beginner, Achieving on the NYSESLAT

Level 4: Insights for Today, Contemporary Topics 2, Focus on Grammar 3, What a Life-Intermediate level, Shinning Star-A, Personal Themes on literature, House on Mango Street, Achieving on the NYSESLAT;

Level 5: Contemporary Topics 3, Focus on Grammar 5, North Star-Intermediate, Shinning Star-B, North Star 3, Snow Falling on Cedars, Freak the Mighty, Max the Mighty, Fundamentals of English Grammar, Achieving on the NYSESLAT.

Level 6: New Comprehensive English Examination Guide, Focus on Grammar-High Intermediate level, North Star 4, Buried Onions, Shining Star-C, Topics for Today, Achieving on the NYSESLAT

Advanced: Understanding and Using English Grammar, Expanding Reading Skills, Getting Ready for the English Regents Essay, Dominican Dreams-American Reality, Achieving on the NYSESLAT.

In addition to textbooks, technology is also used to support language instruction. Our school is equipped with wireless classrooms, which allow our students to navigate through the web using our classroom lap tops. Some of our classrooms are also equipped with Smart Boards and LCD projectors to assist in learning. Teachers also frequently use film and music to accommodate the varying learning styles of our students.

11. In a freestanding ESL program, native language support is delivered 25% of the instructional time. Students have access to translation dictionaries to use in their ESL and content area classes. ESL teachers are also encouraged to learn as much as possible about the student's cultural and educational background. With this knowledge, teachers develop activities and lessons that incorporate aspects of student experiences into a multicultural classroom. Students are encouraged to share their culture, customs and traditions with other learners. Finally students are at times grouped in homogeneous language groupings to provide social and interpersonal support.

12. All required services and resources correspond to ELLs ages and grade levels. Textbooks are tailored for adult second language learners and are differentiated by proficiency level. Similarly our alternative programs like Renaissance and YABC (Young Adult Borough Center) are geared toward ELLs who are at least 17.5 years or older and who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult.

13. Due to Christopher Columbus' closure status last year we were not informed of the number of ELL students in our incoming freshman class. Moving forward, however, we would like to create a bridge program for newly enrolled ELLs to assist students before the beginning of the school year. The bridge program will be a collaborative effort by a group of teachers who will meet with newly enrolled ELLs to discuss high school expectations, credit requirements, environment, and any other questions raised by students. The goal of this program is to prepare newly enrolled ELLs for an easy transition to ensure a positive experience during their first year at new school.

14. Spanish and French are the language electives offered to ELLs. We currently offer beginning, intermediate, and advanced levels of Spanish. We also offer a Heritage Spanish class for native speakers. French classes are also offered at the beginning and intermediate levels.

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 no dl program in our school.

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.

Part IV C. Professional Development and Support for School Staff

1. All staff involved in the education and development of ELLs receives professional development to learn and be up-to-date with the necessary skills to support student growth. The ESL Department Coordinator is in charge of assisting staff with the necessary training to help students transition from middle school to high school. Part of the preparation necessary to understand the needs of this group of student involves the analysis and application of data. This includes review of LAB-R, Periodic Assessment, and NYSESLAT scores. In addition, ESL content area teachers are also supported with training to become proficient in ESL methodology in the classroom. Professional development for ELL personnel is provided at the school level as follows:

- ü NYSESLAT Staff Development
- ü Common meeting time during Professional Assignment periods
- ü Understanding student data—LAB-R and NYSESLAT scores
- ü ELL curriculum development workshops
- ü ESL Mentoring Program common meeting and planning time
- ü Monthly ELL Professional development
- ü QTEL Leadership Institute
- ü Annual Foreign Language conference for teachers and administrators
- ü Differentiated instruction for ELLs workshop

2. This year we are working to implement the transitional “bridge” program (mentioned earlier in this report) for middle school ELLs who are entering high school. A select group of content area and ESL teachers will become part of an inquiry team that will research and brainstorm the best strategies for easing the transition for newly enrolled ELLs. We plan to find a contact from another school that would be willing to share best practices and advice about launching our own transitional program.

3. All Columbus teachers participate in a monthly professional development workshop. During these meetings teachers examine their own practice and share tools, strategies, and methods that ensure student learning. Teachers also receive training on ways to build upon their instructional knowledge. Previous workshop topics included differentiation, ELL data analysis, project based assessments, and content across the curriculum. We are committed to ongoing education for our staff and especially for our increasing ELL population.

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?

Part IV D. Parental Involvement

Parental involvement is an essential component to the success of the ESL population. Parent workshops are held several times during the year to provide orientation to parents and/or guardians of ELLs. During these workshops, parents and/or guardians receive important information regarding services, graduation requirements, and multiple ways to support their children at home. Counseling is also provided to parents and/or guardians of ELLs who may be at-risk or is facing difficulty in assimilating to their new environment.

Parents and/or guardians who are Spanish speakers and need translation are assisted by the ESL Department Coordinator and the school's Parent Coordinator. For speakers of other languages, translation is also provided by other members of the school staff. Translation services are utilized for letters, documentation, workshops, and individual meetings to improve communication between the school and parents and/or guardians or ELLs.

Parents and/or guardians of ELLs will be invited twice each semester to attend orientation meetings. During this time, parents and/or guardians will be provided with important information regarding their children by the ESL Department Coordinator and the BESIS Assistant. Some of this information includes graduation requirements, services, and counseling. In addition, parents and/or guardians of ELLs who have missing paperwork are brought in to complete all necessary legal forms, including parent surveys and program selection forms.

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)										8	10	3	2	23
Intermediate(I)										15	18	13	18	64
Advanced (A)										13	11	13	5	42
Total	0	0	0	0	0	0	0	0	0	36	39	29	25	129

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										1	1	0	1
	I										5	15	7	5
	A										11	7	8	13
	P										15	13	12	6
READING/ WRITING	B										5	9	2	2
	I										14	18	13	17
	A										11	9	12	6
	P										2	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	66	0	12	0
Math <u>Algebra</u>	144	3	69	1
Math <u>Geometry</u>	18	0	5	0
Biology	0	0	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Chemistry	11	0	1	0
Earth Science	11	0	0	0
Living Environment	111	5	37	1
Physics	2	0	0	0
Global History and Geography	90	12	13	5
US History and Government	59	12	20	6
Foreign Language	0	17	0	17
Other				
Other				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0				
Chinese Reading Test	0	0	0	0				

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

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

students were not as strong in the reading and writing modalities. There is a high concentration of students who perform at the intermediate level across 9-12 grades.

3. In order to increase levels of English acquisition on the NYSESLAT, the ESL Department has developed strategies based on individual student data to target specific areas of weakness in academic performance. These strategies include a focus on reading comprehension, writing, and listening skills based on the individual scores achieved by ELLs in these particular areas on last year's NYSESLAT.

In addition, teachers are supported to use differentiated instruction throughout their lessons to help students make gains in their individual areas of weakness. This may involve pairing students with different abilities during reading, writing, and even listening activities, as well providing homework or classroom assignments that target their individual weakest areas. Furthermore, different instructional and reading materials, including novels relevant to their experience, are used in all Freestanding ESL classes as a vehicle to enrich language development.

In the content areas, of ELA, Math, Science, and Social Studies, teachers also use ESL methodology to differentiate their lessons to fit the individual needs of ELLs across different levels. Special attention is paid in these classes to developing five important skills such as speaking, listening, reading comprehension, writing and critical thinking.

4. A) According to our current NYSESLAT results the majority of our ELLs are in the 9th and 10th grades with the largest percentage testing at the intermediate level. The majority of 11th and 12th grade ELLs also perform at the intermediate level. In terms of our current Regents data, students who are tested in their native language fare better on the Regents by almost 50% than when tested in English. For instance 6 out of 12 students who took the U.S. History Regents in their native language passed as compared to only 20 out of 59 ELLs who took the test in English-a 33% passing rate.

B) The school leadership and teachers are using the results of the ELL Periodic Assessments to identify specific skill areas that show strengths and deficits. The results are used to plan classroom instruction and/or interventions. The assessments also help to measure student progress from the previous year's NYSESLAT.

C) The ELL Periodic Assessments helps teachers to predict those students will test proficient on the NYSESLAT and those who are falling below the established baseline. Our current results indicate that students are struggling in the reading and writing modalities.

5. N/A

6. The success of our ELL programs are based on the following assessments: passing rate on the NYSESLAT, ELL graduation rate, and the passing rate of ELLs in their ESL classes. We also carefully analyze the percent increase for each student in the four modalities (speaking, listening, reading, and writing) of the NYSESLAT. Our goal is for student to make gains in each of the four skill sets from year to year.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 11x415

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$889,363	\$361,546	\$1,250,908
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,893	3,615	12,508
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	54,223	*	
4. Enter the anticipated 10% set-aside for Professional Development:	108,087	*	

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.

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

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

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

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

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

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

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

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

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

Explanation/Background:

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

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

code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			\$889,393		
Title I, Part A (ARRA)	Federal	x			\$361,554		
Title II, Part A	Federal						

¹ **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.

² **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 III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						