



# **HS FOR TEACHING & THE PROFESSIONS**

**2010-11**

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

**SCHOOL: (10/ BRONX/ 433, 10X433)**

**ADDRESS: 2780 RESERVOIR AVE., BRONX, NY 10468**

**TELEPHONE: (718) 329 - 7380**

**FAX: (718) 365 - 7984**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 10X433      **SCHOOL NAME:** HS FOR TEACHING & THE PROFESSIONS

**SCHOOL ADDRESS:** 2780 RESERVOIR AVE., BRONX, NY 10468

**SCHOOL TELEPHONE:** (718) 329 – 7380      **FAX:** (718) 365 – 7984

**SCHOOL CONTACT PERSON:** MR. ABBOTT FEREN      **EMAIL ADDRESS:** [aferen@schools.nyc.gov](mailto:aferen@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Mr. Alfonso Giordano / Mr. Wardell Minor

**PRINCIPAL:** Mr. Gary Prince

**UFT CHAPTER LEADER:** Ms. Suzanne Donahue

**PARENTS' ASSOCIATION PRESIDENT:** Ms. Sheila Birth

**STUDENT REPRESENTATIVES:**  
*(Required for high schools)* Dana Wiltshire, Dawn DeCosta

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 10      **SSO NAME:** Children's First Network 406

**SSO NETWORK LEADER:** Ms. Maria Christina Jimenez

**SUPERINTENDENT:** Ms. Elena Papaliberios

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

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

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

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

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
<b>Mr. Gary Prince</b>	*Principal or Designee	
<b>Ms. Suzanne Donahue</b>	*UFT Chapter Chairperson or Designee	
<b>Ms. Sheila Birth</b>	*PA/PTA President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Mr. Alfonso Giordano</b>	DC 37 Representative	
<b>Dana Wiltshire</b>	Student Representative	
<b>Ms. Monique McLeod</b>	CBO Representative	
<b>Dawn Decosta</b>	Student Representative	
<b>Mr. Wardell Minor</b>	Member/ UFT Representative	
<b>Ms. Lorraine Lovergine</b>	Member/ CSA Representative	
<b>Ms. Eftyhia Marketos</b>	Member/ UFT Representative	
<b>Ms. Ana Martinez</b>	Member/Parent	
<b>Ms. Angela Burgos</b>	Member/Parent	
	Member/	

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

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

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

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

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### **High School for Teaching & the Professions: Vision / Mission Statement**

The High School for Teaching & the Professions Vision / Mission is built on a clearly articulated set of goals and a clearly articulated "theory of action" which will enable us to reach our goals. The goals enunciated in this document are aligned with the goals in our CEP (Comprehensive Educational Plan) and in the PPR (Principal's Performance Review). These goals were selected based on an extensive analysis and evaluation of our school data. In addition, the school community is expected to adhere to certain practices and behavioral modalities including: personal responsibility for one's actions, professionalism in one's performance and in one's relations towards others, and an attitude of seriousness with respect toward the value of knowledge of oneself and the world we live in.

Our focus is high academic achievement for all students. We believe in the "Guiding Principles for New Schools and the "Principles of Learning." We offer a rigorous academic program in a small personalized setting. Students explore a variety of careers and seek internships. We encourage our students to "Dress for Success." Our "Campus" dress code is enforced.

The High School for Teaching & the Professions is affiliated with Lehman College and Monroe College.

The High School for Teaching & the Professions is a member of the "**Affiliated Small Schools Network**" which provides us with a constellation of school support service including: the "**College Now Program**", the "**STEP – Science Technology Entry Program**", the "**Talent Search Program**", "**Upward Bound Program.**" and the "**Career Visions Institute.**"

Our "**Pre-Teaching Academy**" is designed to provide students who are interested in becoming educators the opportunity to participate in an internship program in the subject area and grade level of their choice; and to earn credits towards graduation. These internships take place within our school and at off-site school locations.

The "**Exploring Program**" is a "work-site based program whose purpose is to provide experiences that help young people mature and prepare themselves to become responsible and caring adults. Explorers investigate the meaning of independence in their personal relationships and communities."

The "**Build On**" Program empowers primarily urban U.S. high school students through in-class and intensive after-school programs. In addition to tremendous contributions of community service in their own cities and neighborhoods, Build-On youth actually build schools and bring literacy to children and adults in developing countries around the world. Build-On programs are designed to build confidence and real-world capabilities in American youth while also empowering communities world-wide to overcome the crippling cycle of illiteracy, poverty and low expectations by opening the door to education.

We visualize our school as a community of shared leadership and a community of life-long learners who are enthusiastic, persistent, innovative, creative, supportive, and respectful of each other's values and beliefs and will take action to ensure the success of each other; and to that end we have established “professional learning communities.”

Our Professional Learning Community, a “*simple, powerful structure, starts with a group of teachers who meet regularly as a team to identify essential and valued student learning, develop common formative assessments, analyze current levels of achievement, set achievement goals, and then share and create lessons to improve upon those levels.*” (Results Now, p. 176)

It is our mission to encourage all members of the school community to become "independent thinkers, not simply gleaners of information", so they can choose wisely the course of their lives.

**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 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	HS FOR TEACHING & THE PROFESSIONS				
<b>District:</b>	10	<b>DBN #:</b>	10X433	<b>School BEDS Code:</b>	321000011433

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					77.5	79.4	TBD		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					93.4	94.6	TBD		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					66.8	93.3	90.8		
Grade 8									
Grade 9	189	170	153	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	160	143	121	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	88	108	105		6	20	6		
Grade 12	82	96	105						
Ungraded	0	0	0	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	519	517	484		8	12	1		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	47	47	45	Principal Suspensions	3	11	TBD		
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	4	11	TBD		
Number all others	37	40	44						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	N/A	63	41
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	29
# receiving ESL services only	64	63	76	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	8	12	27	(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	35	34	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	9	8	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	4	TBD
	59	28	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.6	0.6	0.2	Percent more than two years teaching in this school	68.6	71.4	TBD
Black or African American	32.0	34.0	32.4	Percent more than five years teaching anywhere	45.7	68.6	TBD
Hispanic or Latino	64.4	61.5	64.3				
Asian or Native Hawaiian/Other Pacific Isl.	1.5	1.4	1.9	Percent Masters Degree or higher	86.0	86.0	TBD
White	1.5	2.1	0.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.1	95.9	TBD
Multi-racial	N/A	N/A	N/A				
<b>Male</b>	36.6	39.1	38.4				
<b>Female</b>	63.4	60.9	61.6				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURRE School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURRE identification:	
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>			
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>			
<b>Differentiated Accountability Phase:</b>			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructuring – Year 1	

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<input type="checkbox"/> Restructuring – Year 2	<input type="checkbox"/> Restructuring – Advanced						
<b>Differentiated Accountability Category:</b>							
<input checked="" type="checkbox"/> Basic	<input type="checkbox"/> Focused	<input type="checkbox"/> Advanced					
<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level</b>		<b>Secondary Level (2008 – 2009)</b>				
	ELA:		ELA:	DID NOT MAKE AYP			
	Math:		Math:	DID NOT MAKE AYP			
	Science:		Grad. Rate:	MADE AYP			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>Student Groups</b>							
<b>All Students</b>				X	X	√	62
<b>Ethnicity</b>							
American Indian or Alaska Native				-	-		
Black or African American				X	X		
Hispanic or Latino				X	X		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-		
Multiracial				-	-		
<b>Other Groups</b>							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				X	X		
<b>Student groups making AYP in each subject</b>				0	0	1	
<b>Key: AYP Status</b>							
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only		
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status				
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>							
<i>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>							
<i>**<a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a></i>							

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2009-10	
Overall Letter Grade	C	Overall Evaluation:	Proficient
Overall Score	51.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	8.2	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	10.5	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress	30.7	Quality Statement 4: Align Capacity	Well-Developed

(Comprises 60% of the Overall Score)			Building to Goals	
Additional Credit	2		Quality Statement 5: Monitor and Revise	Proficient

## 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?
- 

### **Key Data:**

- I. **Scholarship Trends – Passing Rates**
  - a. **School-wide (Term 2 Results – June 2010)**
    - i. **School-wide = 72.05%**
    - ii. **English/ ESL Dept. = 72.67%**
    - iii. **Math Dept. = 72.40%**
    - iv. **Science Dept. = 73.91%**
    - v. **Social Studies Dept. = 74.40%**
    - vi. **Phys. Ed. / Health Ed. Dept. = 59.80%**
    - vii. **Foreign. Language Dept. = 76.29%**
    - viii. **Arts Dept. = 79.82%**
    - ix. **Business Dept. = 86.15%**
  - b. **Standardized Assessments**
    - i. **Math Regents Exams**
      1. **Integrated Algebra = 48.71% (65+ June 2010)**
      2. **Geometry = 25.42% (65+ June 2010)**
    - ii. **English Regents = 78.0% (65+ June 2010)**
    - iii. **Global History Regents = 44.6% (65+ June 2010)**
    - iv. **US History Regents = 89.7% (65+ June 2010)**
    - v. **Foreign Language Regents (Spanish) = 100.0% (65+ June 2010)**
    - vi. **Science Regents Exams**
      1. **Living Environment Regents = 76.5% (65+ June 2010)**
      2. **Earth Science Regents = 53.0% (65+ June 2010)**
      3. **Chemistry Regents = 11.1% (65+ June 2010)**

- II. **School Progress Reports**
  - a. **2008 – 2009**
    - i. **Overall Score: 51.4**
  - 1. **School Environment: 8.2 (15)**
  - 2. **Student Performance: 10.5 (25)**
  - 3. **Student Progress: 30.7 (60)**
  - 4. **Additional Credit: 2.0 (16)**
    - ii. **Letter Grade: “C”**
  - b. **2009 – 2010 (TBD)**

- III. **Quality Review Reports**
  - a. **2009 – 2010 (Overall Score: Proficient)**

**What the school needs to improve**

- 1. **Build on curriculum practices to include rigorous and differentiated lessons that provide multiple entry level points for all students.**
  - a. **Teams of teachers meet in content area teams to develop curriculum. However, the lesson plans generated do not indicate differentiation of instruction based on the individual needs of students in their classes, and some students are not sufficiently challenged. Lessons do not always provide differentiation of content, or activities that would accelerate learning and help students make progress toward graduation.**
- 2. **Provide parents with additional student progress information in order to increase credit accumulation, especially for the lowest third of the student population.**
  - a. **Information given to parents regarding student progress is based on report cards, transcripts and classroom assessments. However, the school does not generate progress reports using electronic tools that can be sent to parents in-between report card grades. Currently, parents do not receive information about action steps to help them focus on what their child needs to do to improve outcomes.**
- 3. **Build on student goal setting processes to include individualized academic goals that are data driven and focus on the development of skills.**
  - a. **Students are articulate about the SMART goal-setting training they received this semester, which they used to set overall goals for their classes. The goals however, do not take into account careful data analysis and, therefore, are not yet focused on the development of academic skills.**
- 4. **Establish a collaborative system to evaluate progress towards long-term goals.**
  - a. **Currently, the school has structures in place to evaluate the work of its collaborative teams. However, there is no process in place to evaluate the effect of long-term goals on student instructional outcomes.**

- IV. **Overall NCLB Accountability Status**
  - a. **2007 – 2008 (School in Good Standing)**
    - i. **Made AYP in All Categories**
  - b. **2008 – 2009 (School in Good Standing)**
    - i. **Did not make AYP for English & Math**
  - c. **2009 – 2010 (School in Good Standing)**
    - i. **Did not make AYP for English & Math**
    - ii. **Made AYP for Graduation Rate.**
    - iii. **Will not be a school in good standing for the 2010 – 2011 school year.**

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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1. **At least 73.64% of all Cohort P students (incoming 9<sup>th</sup> grade) will accumulate at least 10+ credits for the 2010 – 2011 school year (by Aug 31, 2011). This will represent an improvement rate of 5% over the average annual credit accumulation rate for new 9<sup>th</sup> grade students over the last four years. This is one of the Principal's Performance Review Goals.**
2. **The Performance Index for our ELA (Cohort M) “Hispanic” subgroup will be improved by at least 5% from Sept. 2010 to June 30, 2011. This is one of the Principal's Performance Review Goals. As of 10/06/2010, the current performance index for this accountability group is 121.43. Therefore, the 5% improvement target goal is 127.50.**
3. **The Performance Index for our Math (Cohort M) “Hispanic” subgroup will be improved by at least 5% from Sept. 2010 to June 30, 2011. The current performance index for this accountability group is 151.43. Therefore, the 5% improvement target goal is 160.0.**
4. **For the Elements 1, 2, & 5 of the Standard: Planning Instruction & Designing Learning Experiences for all Students (California Standards for Professional Teaching):**
  - a. **At least 50% of all teachers will improve by one level from Sept. 2010 – June 2011.**
5. **For academic school 2010-2011 we will increase our average annual attendance rate by a minimum of 2% from the prior year from 79.3% to 81.3%**

**SECTION VI: ACTION PLAN - 1**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1. At least 73.64% of all Cohort P students (incoming 9<sup>th</sup> grade) will accumulate at least 10+ credits for the 2010 – 2011 school year (by Aug 31, 2011)</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• All Cohort P students will receive “Academic Intervention Services” including double periods of English and Math.</li> <li>• All Cohort P students will have their Reading Ability diagnosed by the use of SCANTRON PERFORMANCE SERIES.</li> <li>• The lowest third of Cohort P students (based on Proficiency Ratings) will receive differentiated instruction.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include 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>	<ul style="list-style-type: none"> <li>▪ Funding is established if necessary</li> <li>▪ Professional development is provided as needed. (especially for all CFI teachers)</li> <li>▪ Interim measurable objectives will be established by the teachers and by the administration.</li> <li>▪ Infra-structure will be aligned with goals and initiatives. Monitoring process is in place.</li> <li>▪ The school will use thoughtful and accurate analysis of data to understand and improve the progress and achievement of all its students.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• 2010 Term 1 – Marking Period Scholarship for Cohort P (80% target / 6+ credits for MP3)</li> <li>• 2010 Term 2 – Marking Period Scholarship for Cohort P (80% target/ 5+ credits for MP3)</li> </ul>

**SECTION VI: ACTION PLAN - 2**

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

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>The Performance Index for our ELA (Cohort M) “Hispanic” subgroup will be improved by at least 5% from Sept. 2010 to June 30, 2011 from 121.43 to 127.5.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>▪ We will have a <b>Inquiry Team</b> dedicated to support this goal.</li> <li>▪ The <b>Data Specialist</b> will gather the latest ELA Regents results as of September 2010 from HSST and ATS for students of Cohort M.</li> <li>▪ The <b>Data Specialist</b> will create two target groups:             <ul style="list-style-type: none"> <li>○ Students of Cohort M who have scored 55 – 64 on the ELA Regents</li> <li>○ Students of Cohort M who have not scored at least a 55 on the ELA Regents.</li> </ul> </li> <li>▪ <b>Old ELA Regents Exams</b> for students who have not achieved a score of at least 65 will be analyzed by the CFI Inquiry Team. Individual student “needs assessments” will be created and articulated to teachers for differentiated instruction.</li> <li>▪ <b>All students in Cohort M</b> who have not achieved a score of at least 65 for the Regents Exam in Comprehensive English (ELA) will be rescheduled to take that exam until they score 65 or above.</li> <li>▪ <b>All students</b> who have not achieved a score of 65 for the Regents Exam in Comprehensive English will be programmed for Regents Prep and or receive tutoring which is built into our teachers’ weekly Professional Development Calendars.</li> <li>▪ <b>Students</b> who have not achieved a score of at least 65 for the Regents Exam in Comprehensive English will sit for both ACUITY Predictive Exams and old Regents Exams to access their improvement and readiness for the ELA Regents Exam.</li> <li>▪ The <b>guidance counselors</b> will support this goal through “case conferencing” during the Inquiry Team meetings.</li> <li>▪ <b>Seek assistance and feedback</b> from the Network Leader, and Network Team members</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>▪ <b>Funding</b> is established if necessary</li> <li>▪ <b>Professional development</b> is provided as needed. (especially for all Inquiry Team teachers)</li> <li>▪ <b>Interim measurable objectives</b> will be established by the teachers and by the administration.</li> <li>▪ <b>Infra-structure</b> will be aligned with goals and initiatives. Monitoring process is in place.</li> <li>▪ The school will use thoughtful and accurate analysis of data to understand and improve the progress and achievement of all its students.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b>Review of ACUITY Predictive results</b> for Fall 2010 indicating Regents Level probability.</li> <li>• <b>Administration of January 2011 English Regents results.</b></li> <li>• <b>Administration of June 2011 English Regents results</b></li> </ul>

**SECTION VI: ACTION PLAN - 3**

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

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>1. The Performance Index for our Math (Cohort M) “Hispanic” subgroup will be improved by at least 5% from Sept. 2010 to June 30, 2011 from 151.43 to 160.00.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>▪ We will have an Inquiry Team dedicated to support this goal.</li> <li>▪ The Data Specialist will gather the latest Math Regents results as of September 2010 from HSST and ATS for students of Cohort M.</li> <li>▪ The Data Specialist will create two target groups:             <ul style="list-style-type: none"> <li>○ Students of Cohort M who have scored 55 – 64 on the Math Regents</li> <li>○ Students of Cohort M who have not scored at least a 55 on the Math Regents.</li> </ul> </li> <li>▪ Old Math Regents Exams for students who have not achieved a score of at least 65 will be analyzed by the Inquiry Team. Individual student “needs assessments” will be created and articulated to teachers for differentiated instruction.</li> <li>▪ All students in Cohort M who have not achieved a score of at least 65 for the Regents Exam in Mathematics will be rescheduled to take that exam until they score 65 or above.</li> <li>▪ All students who have not achieved a score of 65 for the Regents Exam in Mathematics will be programmed for Regents Prep and or receive tutoring which is built into our teachers’ weekly Professional Development Calendars.</li> <li>▪ Students who have not achieved a score of at least 65 for the Regents Exam in Mathematics will sit for both ACUITY Predictive Exams and old Regents Exams to access their improvement and readiness for the ELA Regents Exam.</li> <li>▪ The guidance counselors will support this goal through “case conferencing” during Inquiry Team meetings.</li> <li>▪ Seek assistance and feedback from the Network Leader, and Network Team members.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>▪ Funding is established if necessary</li> <li>▪ Professional development is provided as needed. (especially for all Inquiry Team teachers)</li> <li>▪ Interim measurable objectives will be established by the teachers and by the administration.</li> <li>▪ Infra-structure will be aligned with goals and initiatives. Monitoring process is in place.</li> <li>▪ The school will use thoughtful and accurate analysis of data to understand and improve the progress and achievement of all its students.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Review of ACUITY Predictive results from the Fall of 2010 (indicating Regents Level probability).</li> <li>• Administration of January 2011 Math Regents results.</li> <li>• Administration of June 2011 Math Regents results</li> </ul>

**SECTION VI: ACTION PLAN - 4**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>1. For the Elements 1, 2, &amp; 5 of the Standard: Planning Instruction &amp; Designing Learning Experiences for all Students (California Standards for Professional Teaching): (PPR Goal)</b></p> <p><b>a. At least 50% of all teachers will improve by one level (overall for the standard as a whole) from Sept. 2010 – June 2011.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ Teachers will receive copies of the Continuum of Teacher Development from the California Standards for the Teaching Profession.</li> <li>▪ Professional development by administration, Lead Teachers, and our Network will be provided to support this goal.</li> <li>▪ A consultant from Civic Strategies will be secured to support the administration with the implementation of this goal.</li> <li>▪ The principal will construct a protocol for the ways in which feedback to teachers can be provided, implemented, adjusted, and assessed.</li> <li>▪ A “Professional Growth Journal” will be created to support teacher understanding and the implementation of the goal.</li> <li>▪ Teachers will understand our goal and know that they are being evaluated for the standards of Student Engagement and Student Assessment.</li> <li>▪ Teachers are committed to their professional development for these standards.</li> <li>▪ Teachers’ ratings will be reviewed at least 3 times per semester during teacher-administrator conferences.</li> <li>▪ Seek assistance and feedback from the Network Achievement Facilitator, Network Leader, and Network Team members.</li> <li>▪ Empower staff to assume leadership roles on designated committees and teams.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include 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>	<ul style="list-style-type: none"> <li>▪ Funding is established if necessary</li> <li>▪ Professional development is provided as needed. (especially for all CFI teachers)</li> <li>▪ Interim measurable objectives will be established by the teachers and by the administration.</li> <li>▪ Infra-structure will be aligned with goals and initiatives. Monitoring process is in place.</li> <li>▪ The school will use thoughtful and accurate analysis of data to understand and improve the progress and achievement of all its students.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Three sets of ratings will be completed for each marking period.</li> <li>• Ratings for each set will be averaged</li> <li>• Comparison of rating sets will show improvement for an average of the “Elements” of the Standard.</li> </ul>

**SECTION VI: ACTION PLAN - 5.**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>1. For academic school 2010-2011 we will increase our average annual attendance rate by a minimum of 2% from the prior year from 79.0% to 81.0%. (PPR Goal)</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ Review attendance data and procedures from previous school-year.</li> <li>▪ Attendance Team, protocols, and regular meeting dates established.</li> <li>▪ Monitor attendance data for disaggregated subgroups.</li> <li>▪ Review and revise teacher attendance outreach policy</li> <li>▪ Teachers will receive daily and weekly subject class attendance data.</li> <li>▪ Teacher attendance outreach data collection tool developed (to be collected weekly)</li> <li>▪ Cabinet will review on a monthly basis.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include 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>	<ul style="list-style-type: none"> <li>▪ Funding is established if necessary</li> <li>▪ Professional development is provided as needed. (especially for all CFI teachers)</li> <li>▪ Interim measurable objectives will be established by the teachers and by the administration.</li> <li>▪ Infra-structure will be aligned with goals and initiatives. Monitoring process is in place.</li> <li>▪ The school will use thoughtful and accurate analysis of data to understand and improve the progress and achievement of all its students.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Attendance data will be compiled in spreadsheets</li> <li>• Data will show at least a 2% average increase in school-wide attendance on a monthly basis.</li> <li>• Data will show a final average daily attendance increase of at least 2% for the 2010 – 2011 school-year.</li> </ul>

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

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring – Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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 FOR 2010-11 – 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	# 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	104	90	n/a	n/a				
10	n/a	114	61	n/a				
11	n/a	29	52	98				
12	All students who have not scored at least a 65 on the English Regents	All students who have not scored at least a 65 on one Math Regents	n/a	28				

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

- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><b>ELA:</b></p> <p><b>(CFI groups for Cohorts M will be generated in HSST to track students' progress and to help the school make AYP)</b></p>	<ul style="list-style-type: none"> <li>▪ Extra-periods for all incoming 9<sup>th</sup> grade students to provide accelerated acquisition of comprehension skills and writing skills.</li> <li>▪ Children's First Intensive Initiative: a special program to assist a targeted group of incoming 9<sup>th</sup> grade students whose combined average 8<sup>th</sup> grade NYS Assessment scores for ELA and Math is in the lower third of their "peer" group.</li> <li>▪ Extended – day classes to provide Regents preparation</li> <li>▪ Regents Prep classes</li> <li>▪ Mandated compliance with NYS ELL requirements to provide LEP students with English Language acquisition.</li> <li>▪ Summer Bridge Program</li> <li>▪ Title I Funding</li> </ul>
<p><b>Mathematics:</b></p> <p><b>(CFI groups for Cohorts M will be generated in HSST to track students' progress and to help the school make AYP)</b></p>	<ul style="list-style-type: none"> <li>▪ Extra-periods for all incoming 9<sup>th</sup> grade students to provide accelerated acquisition of math skills</li> <li>▪ Extended – day classes to provide Regents preparation</li> <li>▪ Regents Prep classes</li> <li>▪ Voluntary transfer of Students to Y.A.B.C. if appropriate.</li> <li>▪ Summer Bridge Program</li> <li>▪ Title I Funding</li> </ul>
<p><b>Science:</b></p>	<ul style="list-style-type: none"> <li>▪ Saturday Academy (provides the opportunity for students to make up science labs)</li> <li>▪ Extended – day classes to provide Regents preparation</li> <li>▪ Summer Bridge Program</li> <li>▪ Title I Funding</li> </ul>
<p><b>Social Studies:</b></p>	<ul style="list-style-type: none"> <li>▪ Extended – day classes to provide Regents preparation</li> <li>▪ Summer Bridge Program</li> <li>▪ Saturday Academy</li> <li>▪ Title I Funding</li> </ul>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>All students receive guidance counselor services.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<ul style="list-style-type: none"> <li>▪ n/a</li> </ul>

<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"><li>▪ Services provided by our Social Workers for Special Needs Students and as needed to general education students.</li><li>▪ Services provided by “Good Shepherd Services” courtesy of United Way.</li></ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"><li>▪ These services are provided by Montefiore Clinic housed in our school.</li></ul>

**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) LAP narrative to this CEP.

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

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

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- Our school's 2009-10 Title III program narrative and budget has been revised for 2010-11 (pending allocation of Title III funding). The revised Title III plan is described in this section.

**Form TIII – A (1)(a)**

**Grade Level(s)** 9 – 12      **Number of Students to be Served:** 38      **LEP** 0      **Non-LEP**

**Number of Teachers** 1      **Other Staff (Specify)** \_\_\_\_\_

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

**Title III, Part A LEP Program**

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

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**Response:** Students are serviced with Saturday and after school tutorials. The tutorial sessions directly service the needs of the English Language learners. Additionally, all English Language Learners are programmed into their requisite number of ESL courses throughout the school day. The tutorial assistance is provided as a means by which students can acquire necessary language skills conducive to their success on the English Regents. Additionally, there is an inter-disciplinary aspect of the Saturday and after-school tutoring. Students are provided with assistance in all of their regularly scheduled classes. Students are provided with individualized tutorial assistance, Regents preparation, and explicit writing and reading assistance. Three times weekly students are provided with one-on-one tutorial assistance in the different content areas. Saturday Academy is reserved for more explicit Regents preparation for English Language Learners. Moreover, teachers are given opportunities outside of school to interact with the English Language Learners that most need the content area support. This Title III program reaches thirty students ranging in grade levels from 9-12.

Student instruction takes place wholly in English. As English and a Second Language is the only program provided at The High School for Teaching and The Professions, language instruction during the Title III program follows this model. Students are encouraged to engage in discussion and listening primarily in English.

**Rationale:** English Language Learners need more support when comprehending content and language in the classroom. The Title III program is designed in such a way that students are given necessary tools to better comprehend content in the classroom. The Title III instructor holds a M.S. in Teaching English to Speakers of Other Languages in addition to a NYS Professional Certification. Additionally, he has participated in QTEL professional development. The structure of the program lends itself to more one-on-one support for students. Additionally, the program addresses language learning needs of Students with Interrupted Formal Education (SIFE). Students are given multiple opportunities to engage in reading, writing, listening and speaking. The development of these four modalities is critical to students becoming proficient in the English language.

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

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**Rationale:** Professional development is a critical component of a successful Title III program. As our understanding of the language acquisition policy is constantly changing, on-going professional development is important. Teachers are given opportunities to engage in outside professional development through outside funding.

As teachers are provided with outside professional development, Title III funds are used to cover the daily per diem for a substitute teacher. This is used to provide coverage for the classes that are missed as a result of the professional development.

Teachers receive professional development during a daily common period. Teachers are grouped by disciplines twice weekly to discuss and address the needs of the English Language Learners enrolled in their classes. Teachers are given explicit professional development on addressing the needs of English Language Learners. Additionally, teachers have received QTEL (Quality Teaching for English Learners) training across several disciplines. The training provided sound strategies for increasing academic achievement for English Language Learners throughout the core-curricula. The licensed ESL teacher has also received extensive professional development through our partnership with the Fordham University BETAC. The teacher goes to the BETAC and receives this on-going professional development. In-house professional development is on-going during our weekly curriculum planning meetings. Teachers are allotted one period weekly to ensure improvement of practice with students,

specifically targeting our English language learner population. Additionally, the ESL teacher is sent to professional development and the funding for coverage of his classes is taken out of the Title III funding.

ESL Professional Development is provided to teachers of Title III program on a monthly basis. Teachers are provided with hands-on methodology that they can use within their own classes. Additionally, Regents preparation skills are infused in the on-going development. The certified ESL teacher provides this on-going professional development to the teachers participating in the Title III program. Specific strategies used during this Title III program include: teaching modalities, differentiation for diverse learners and hands-on ESL strategies.

**Parental Involvement – Description of Parent and Community Participation-** Explain how the school will use the Title III funds to increase parent and community participation of ELLs.

**Rationale:** Parental involvement is a key component for a successful Title III program. The increased level of parental involvement contributes to the overall success of academic programs within the school. Parents are more likely to engage their children if they are given the necessary support to do so. Our parental involvement portion of our Title III program takes into account the busy lifestyles of working parents. We invite parents into the school three times annually to conduct meaningful and productive workshops which allow parents to have a role in the development of their high school children. The parents of English as a Second Language students are invited in to partake in activities that further acclimate them to the language and culture prevalent in New York City.

**Activities/Service Provider Qualifications:** The ESL Coordinator, Bilingual Guidance Counselor and Parent Coordinator work closely to ensure that parents are provided with necessary development throughout the course of the year. The parents are invited in for three workshops throughout the year and provided with crucial information surrounding the Title III program and ESL program. Additionally, parents are provided with basic strategies for engaging their children in academic language. These workshops deal with topics such as: Gang awareness, study skills and computer skills. The workshops provide incentives for parents to become more involved in the education of their children. Additionally, parents being more involved in high school allows for an increase in student achievement.

Refreshments and transportation costs are incorporated into the programs. Parents typically are participating after their work day. A light dinner and metro card ensure that parents attend the workshops. These small incentives increase parent participation and consequently increase overall student achievement.

**Form TIII – A (1)(b)**

**School: High School for Teaching & the Professions  
Title III LEP Program  
School Building Budget Summary**

**BEDS Code: 32-10-00-01-1433**

		Guideline	Total Allocation	Percentage Allocated	Amount to Schedule	Scheduled Total	Explanation
		Per Session	\$15,000.00	65%	9,750.00	9,747.08	
		Materials	\$15,000.00	15%	2,250.00	2,268.00	
		Parental Involvement	\$15,000.00	10%	1,500.00	1,494.60	
		Professional Development	\$15,000.00	10%	1,500.00	1,491.90	
Item#	New Item	Organization Category	No. of Hours	Per Session Rate w/Fringe	No. of Staff	Budget Amount	
1	Per Session	Supervisor - Per Session	0	\$44.61	1	\$0.00	
2	Per Session	Teacher - Bilingual - Per Session	196	\$49.73	1	\$9,747.08	Utilized to provide tutorial assistance to ELL's in need of additional assistance-takes place on Saturdays and after school.
3	Per Session	Educational Para - Per Session	0	\$24.40	1	\$0.00	
4	Per Session	Secretary - Per Session	0	\$28.65	1	\$0.00	
5	Parent Involvement	Teacher / Counselor Per Session	20	\$49.73	1	\$994.60	Counselor provides parents with vital information about English Language Learners and support services available to them.
6	Professional Development	Teacher – Bilingual – Per Session	30	\$49.73	1	\$1,491.90	Teacher creates and provides ESL methodology professional development to faculty.
7	Professional Development	400 - Non Contractual Services				\$0.00	
8	Parent Involvement	400 - Non Contractual Services				\$200.00	Funds provide necessary materials for parent meetings and informational sessions.
9	Parent Involvement	400 - Non Contractual Services				\$300.00	Funds provide necessary materials for parent meetings and informational sessions.
10	Materials	100 - Supplies				\$0.00	
11	Materials	100 - Supplies				\$2,268.00	Supplies- books and materials used during the Saturday and after-school tutorials. Rosetta Stone English Software.
12	Materials	337 - Textbooks				\$0.00	
<b>TOTAL</b>						<b>\$15,001.58</b>	

**Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.**

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

At the High School for Teaching and the Professions, the ESL program is dedicated to creating a teaching and learning environment that is supportive of students' diverse backgrounds, languages, levels of proficiency, and individual learning styles. It is our mission to develop the cognitive and academic language skills of our students in their native language and in English and support them as they acclimate to American culture and life in the United States.

Presently, we have an enrollment of 485, sixty-three of which are English Language Learners. All of our students receive the more than the mandated ESL/ELA allotted instruction time based on student proficiency levels, 540 minutes for Beginners, 480 for Intermediate, and 240 for Advanced. In compliance with the New York City Department of Education's Division of Assessment and Accountability, all modifications for ELLs are implemented for city and state examinations.

We have established a LAP team which includes the principal, assistant principal, ELL ISS, ESL and ELA teachers, Native Language Arts teacher, and school counselors. Newly enrolled LEP students receive an array of academic and support services. We offer regents and SAT prep classes, mandated tutorials in core content areas, Saturday Academy enrichment programs, and a myriad of extra-curricular clubs and sports activities. Our LAP team closely monitors students' academic performance, attendance, classroom behavior, and social interaction. The administration of the LAB-R, NYSESLAT, and formative and summative assessments help us analyze students' strengths and weaknesses in specific modalities. This crucial information informs instruction.

The identification process for potential English Language Learners begins with this intake team. Members of the team have new students to New York City complete documents such as the Home Language Survey. Once parents notate a language other than English on the Home Language Survey, students are then earmarked for the LAB-R. According to the LAB-R results, students are placed into levels based of ESL in compliance with their needs according to the assessment. Students are given appropriate native language support when necessary and provided with necessary scaffolding throughout their content area classes. The English as a Second Language Coordinator is responsible for administering the LAB-R exams to the newcomers. The coordinator holds a professional license in NYS for English to Speakers of Other Languages and is well-versed in the administration of the LAB-R assessment.

Files have been created for each of these students, as well. The LAB-R was administered to all students who recently entered our country in order to ascertain English proficiency levels. Additionally, a Home Language Identification Survey is given to our newcomers. Our Parent Coordinator hosts a meeting for these students and their families in the fall to explain the following programs: Transitional Bilingual Education, Dual Language, and Freestanding English as a Second Language. The results of this survey and informational meeting indicated that parents preferred the ESL model. The meeting generally takes place early during the first semester of the school year. We also administer the NYSELAT Assessment each spring to assess improvement in the four modalities and facilitate the correct programming of students. The trend noted is that our ELLs score better in the speaking modality than in listening, reading, and writing. Instructional decisions are made as a result of student level of proficiency. In addition to aligning curriculum with ELA standards, teachers receive professional development to address the specific needs of the English Language Learners.

A comprehensive review and analysis of student achievement in the core academic subjects is conducted each marking period. During these reviews, student examination progress is also analyzed. Students' needs are addressed throughout the meetings and instructional changes

are made as a result of student progress or lack thereof. Periodic and Interim assessments are given throughout the year as a means by which instructional leaders make decisions related to programming and curriculum development. Data is disaggregated and evaluated based upon student achievement results. Instructional leaders observe to ensure that strategies are in place to address the diverse student needs.

Clearly, the aforementioned academic interventions will continue to be provided for the ELLs targeting comprehension strategies through a balanced literacy approach, note-taking and study skills, vocabulary acquisition through Greek and Latin roots as well as affixes, and the writing process.

Approximately 10% of our ELLs are categorized as Students with Interrupted Formal Education, or SIFE. After-school tutorials, which utilize the expertise of a bilingual content area teacher and an ESL teacher, target their academic deficiencies. They also attend one additional period of science lab in their native language weekly. For students classified as Special Education they are serviced by an ESL certified instructor. Additionally, their primary English course is taught by an instructor who has completed the requirements for a Bilingual Extension. Instructional and technological support materials are incorporated into daily instruction as a way of ensuring student understanding. The recent incorporation of the SMART board into every classroom is an invaluable tool in assisting ELLs, who often require visual aids in order to digest material.

Native language development is a paramount concern for students labeled as SIFE; they are programmed for 240 minutes of weekly instruction in their native language in order to facilitate skill development. Much of this curriculum is aligned with the ESL and ELA classes in order to ensure comprehension, vocabulary acquisition, and foundational writing skills. Currently, there are two Spanish native language instructors on faculty. Additionally, there is one ESL instructor on faculty. Spanish is the only language elective currently offered at the High School for Teaching and the Professions. Native language instruction is critical in the overall development of students' second language skills. The needs of students in English only classes are addressed on a case-by-case basis. Students are encouraged to utilize first language skills to further their development and understanding in their second language.

The Language Assessment Battery Revised (LABR) is the only approved test for the identification of students as limited English proficient. Similarly, the New York State English as a Second Language Achievement Test (NYSESLAT) is the only approved test for measuring LEP students' level of English proficiency annually, to determine whether or not the student continues to be LEP.

Students who have tested "proficient" on the NYSESLAT will be provided with 240 minutes of ELA with ESL infused support mechanisms in place to facilitate the transition into regular ELA classes. State law still entitles these students to ESL services for one additional year. Additionally, tutorials and Saturday Academy provide Regents preparation and further language acquisition. Regents Examination preparation takes place during the instructional day and during Saturday Academy. Students are paired with instructional staff to facilitate their understanding and development in any given area. Students requiring more than four years to complete high school are given instructional support on Saturdays as well as daily tutorial assistance. These students are invited to attend the Saturday Academy as a way to receive additional language and instructional support. Professional Development strategies including Quality Teaching for English Learners (QTEL) are utilized throughout the ESL courses to ensure student success. During the summer prior to students entering their freshman year at the school, students are offered an opportunity to attend the Summer Bridge Program in collaboration with Lehman College. Additionally, each grade level has class advisors which assist with the transition from one grade to another.

During daily inter/intra departmental common-planning periods, teachers create unit/lesson plans that require students to be actively involved in learning, ask them to analyze, synthesize, and evaluate information, and develop products and performances for real audiences and purposes, authentic assessments. ESL instruction, using ESL strategies and methodologies, is aligned to the ELA Performance Standards and Regents tasks. Discrete skills and concepts are taught explicitly and rubrics that stem from the standards and performance indicators are used as tools for assessment for all written assignments and oral presentations. Rubrics are supported with examples and anchors that illustrate the various levels of performance for students. A Balanced Literacy approach is used across the core curricula. All ninth grade students are scheduled for ninety-minute blocks for mathematics and ELA classes.

### **New programs for consideration**

For the 2010-11 school year, a major focus has been placed on English Language Learners. In addition to providing in-class assistance, specific focus on student achievement is taking place. English language learners are now a part of our Children First Initiative (CFI) teams and teachers meet twice monthly to discuss strategies for addressing the needs of these students. The English as a Second Language Coordinator is a part of each of these teams and ensures that the goals are aligned with the needs of the English Language Learner populations.

On-going professional development takes place for faculty throughout the year. Teachers are given hands-on professional development that meets the required 7.5 hours throughout the school year. The English as a Second Language Coordinator provides this training. The major focus of these professional development activities is: scaffolding, differentiated instruction and understanding learning modalities of language learners. This professional development is followed up with one-on-one assistance to teachers within the classroom to ensure that they are meeting the needs of English language learners. Attendance is taken at each meeting and documentation of in-class intensives is kept. Additionally, all teachers are participating in inter-visitations as a way of sharpening their skills related to English Language Learners. These forms are kept on file for each teacher respectively.

Parent needs are ascertained throughout the year during monthly parent meetings and correspondence with the Parent Coordinator. The Parent Coordinator is proactive in her outreach to parents of English Language Learners and makes it a priority to provide these parents with the necessary support. Additionally, parents are invited to serve on the School Leadership Team (SLT) as a way to ensure that parents are an integral part of a successful ESL program.

Alternative Assessments are formally used at the High School for Teaching and the Professions. Acuity and Scantron are administered to the general population as well as the English Language Learner population to ensure that data informs the daily instruction. Additionally, periodic assessments are administered once or twice annually to ELLs as a mechanism for measuring student progress in English Language mastery. Periodic assessments provide the ESL teacher with the data necessary to plan lessons that incorporate areas of deficiency for the students. While these assessments assist in the teacher's ability to understand the needs of the growing ELL population, they are merely one of many data tools used to identify areas of growth for the English Language Learner population. The combination of Acuity, Scantron, and Periodic Assessments provide a holistic picture to content area instructors about the progress of English Language Learners. Additionally, administrators engage in dialogues with instructors about student progress based upon the results of interim assessments.

English Language Learners comprise a significant percentage of our CFI teams. The teams have been established to ensure the successful graduation of 2010 and 2011 cohorts. Each team has representation from teachers, guidance counselors and administrators. The teams analyze

the data from interim and terminating assessments as a means by which they create procedures to address the needs of the students. The English Language Learners are targeted and given additional tutorial assistance as a way to ensure successful completion of graduation requirements.

An analysis of the NYSESLAT results allows for more cohesive programming. Students are placed into different levels of ESL based upon previous year's performance. Approximately 10-15% of English Language Learners test proficient on the NYSESLAT. Within our school, there is a presence of long-term English Language Learners as well as recently arrived Learners. The diversity of the population contributes to the diverse curriculum used within the ESL courses and Title III enrichment. While students passing the English Regents Examination are one primary focus for the English Language Learners, students testing proficient on the NYSESLAT is also a focus. Students are provided with necessary tools to successfully take ownership of the English Language. This ownership transcends the basic ESL classroom and extends to the other content areas.

#### **Part IV: Assessment Analysis**

- a. Our school does not have a dual language program, therefore, no day-to-day assessments are offered to our English Language Learners (ELL) other than the Spanish Native Language classes.
- b. The Lab-R exam results are used to appropriately place our ELL students into proper English as a Second Language (ESL) class level and to satisfy the minimum number of minutes per week for compliance.
- c. The New York State English as a Second Language Achievement Test (NYSESLAT) results are monitored and reviewed annually to determine the effectiveness of our ESL program. In addition, the NYSELAT results determine appropriate future placement into ESL class level and to determine if an ELL student has tested-out of ESL services.

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

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

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

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

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
  - a. *An assessment of written translation needs was conducted based on "Student Home Language Surveys" and (Part 154).*
  - b. *The RESI Report in ATS indicates the "home language" for every student. An analysis of this report indicates that over 96% of our ELL's are of Hispanic descent and their "home language" is Spanish.*
  - c. *The above information is recorded on the ATS, ARIS, and in-house databases. The Home Language Survey's are kept on file in the student's Cumulative Record folders.*
  - d. *Our school does not have a dual language program, therefore, no day-to-day assessments are offered to our English Language Learners (ELL) other than the Spanish Native Language classes.*
  - e. *The Lab-R exam results are used to appropriately place our ELL students into proper English as a Second Language (ESL) class level and to satisfy the minimum number of minutes per week for compliance.*
  - f. *The New York State English as a Second Language Achievement Test (NYSESLAT) results are monitored and reviewed annually to determine the effectiveness of our ESL program. In addition, the NYSELAT results determine appropriate future placement into ESL class level and to determine if an ELL student has tested-out of ESL services.*
  
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
  - a. *The population of ELL's receiving services is predominantly of Hispanic decent. These findings are available to the school community via the information contained in public documents which are posted online such as our Annual School Report Cards, our High School Progress Reports, and our Quality Review Reports. The native language of the parents is Spanish. We provide in-house oral and written translation services for the parents in Spanish.*
  - b. *These findings are provided to the school community through ARIS, ATS, and an in-house database.*

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

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

- a. All information packets, newsletters, flyers, programs, school activities and other correspondence are translated into students' native languages. All "School Messenger" messages are generated in both English and Spanish.*
  - b. The Bill of Parents Rights and Responsibilities are disseminated via USPS, Parent Teacher Conferences, and are displayed in the Parent Office.*
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.
  - a. The Parent Coordinator and other staff members (e.g. foreign language teachers) have the primary responsibility to provide translation services to the "School Community."*
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>.
  - a. The school will provide parents whose primary language is a "covered language" and who require language assistance with written notifications of their rights regarding translation and interpretation services in the appropriate "covered languages," and instructions on how to obtain such services. The "covered languages" will be posted in our Parent Center.*
  - b. The school will post, in a conspicuous location at or near the primary entrance to the School, a sign in each of the "covered languages" indicating the office / room where a copy of all school generated written notifications may be obtained.*
  - c. The School Safety Plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school administrative offices solely due to language barriers.*

**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 School-wide 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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$556,608.11	\$52,329.79	\$608,937.90
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5974.00	\$524.00	\$6,498.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$27,830.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$55,660.80	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **(TBD)**
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**

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

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

### **2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.**

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

## - School Parental Involvement Policy

### I. General Expectations

The High School for Teaching and the Professions agrees to implement the following statutory requirements:

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

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

- a) The High School for Teaching and the Professions will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

-Parents will participate as members of our School Leadership Team.

- b) The High School for Teaching and the Professions will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- 1% of Title 1 funds will be used to plan for and present workshops on myriad topics: college application process, graduation requirements, the State and City Content and Performance Standards, Breast cancer awareness, gang awareness, literacy training, graduation requirements, CPR, computer technology.
- Conduct annual campus-wide conference on Title 1.
- Host bi-monthly Open Houses (curriculum nights) where teachers discuss course curriculum with parents.
- Host monthly PA meetings
- Conduct ARIS trainings for the Parent Link
- Celebrate Parents' Appreciation Day

- c) The High School for Teaching and the Professions will, with the assistance of its parents, educate its teachers, pupil services personnel, principal

and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of

parents, and in how to implement and coordinate parent programs and build ties between parents and schools by disseminating information via

phone calls, calendars, flyers, newsletters, emails, correspondence in a Bi-lingual format, and Parents' Association newsletter

## **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- involving parents in course curriculum and student expectations through two semi-annual evening Open House (curriculum night) events.

- offer workshops in immigration, financial aid, college readiness, the road to graduation among others.
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- develop multiple opportunities for parents to the ARIS Parent Link to enhance parents' participating in their child's education.
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Parent Association. This policy was adopted by The High School for Teaching and the Professions on June 1, 2009 and will be in effect for the period of Two Years. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 01, 2010.

**3. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

We, the school and parents agree to work cooperatively to provide for the successful education of our children.

SCHOOL	PARENT/GUARDIAN
<p><b>We understand:</b> the need to convene meetings for Title I parents to inform them of the Title I program and their right to be involved.</p> <p><b>We understand:</b> the need to offer a flexible number of meetings at various times and if necessary seek funds to provide transportation or childcare when possible.</p> <p><b>We understand:</b> the need to actively involve parents in planning, reviewing, and creating activities in order to meet the Title I program guidelines.</p> <p><b>We understand:</b> the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.</p> <p><b>We understand:</b> the need to provide quality curriculum and instruction.</p> <p><b>We understand:</b> the need to deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> <li>• Parent/Teacher conferences</li> <li>• Children's progress reports to their parents</li> <li>• Reasonable access to staff</li> <li>• Opportunities to volunteer and participate in their child's class</li> <li>• Observation of classroom activities</li> </ul> <p><b>We understand:</b> the need to assure that parents may participate in professional activities, i.e., literacy classes and workshops on reading strategies.</p> <p><b>We understand:</b> the need to nurture the spirit of each individual that will develop, guide, and inspire greatness in the life of each and every child.</p>	<p><b>I understand:</b> the need to become involved in the strategies designed to encourage my participation in parent involvement activities.</p> <p><b>I understand:</b> the need to participate in or request technical assistance training that the school or district office offers on child rearing practices and teaching and learning strategies.</p> <p><b>I understand:</b> the need to work with my child on schoolwork, and encourage my child to read to me each day.</p> <p><b>I understand:</b> the need for me to monitor my child's:</p> <ul style="list-style-type: none"> <li>• Attendance at school</li> <li>• Homework Assignments</li> <li>• Projects</li> <li>• Television watching</li> <li>• Health needs</li> <li>• Internet usage</li> </ul> <p><b>I understand:</b> the need to share responsibility for my child's improved academic achievement.</p> <p><b>I understand:</b> the need to communicate with my child's teachers about his/her educational needs.</p> <p><b>I understand:</b> the need to ask parents and parent groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process.</p>

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: School-wide 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.
  - a. *The school will use a wide array of data sources to determine school needs and school priorities. (School Report Cards, School Progress Reports, School Quality Review Reports, Student Comprehensive Report, ACUITY data, SCANTRON data, Learning Environment Survey, etc.)*
2. School-wide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
    - i. *The school is implementing "Assessment for Learning" strategies and differentiated instruction to assist students in meeting State requirements.*
  - 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.
      - *The school offers extended day classes, Saturday Academy, and a Summer School Program to provide opportunities for students to meet their credit and exam requirements.*
    - Help provide an enriched and accelerated curriculum.
      - *The school offers Honors and Advanced Placement sections.*
      - *"College Now" and other credit-bearing courses are offered through Lehman College.*
    - Meet the educational needs of historically underserved populations.
      - *The school offers an ESL program to all English Language Learners and Guidance Services to all students.*
    - 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 School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
      - *The school is using both the "Children's First Intensive Initiative" and a "Practice Area Network Research Model" to serve the needs of the lowest third of our students.*
    - Are consistent with and are designed to implement State and local improvement, if any.
      - *The school provides double-period instructional time for 9<sup>th</sup> grade English and Math courses and for Regents Preparatory sections.*
3. Instruction by highly qualified staff. **(See Table on next page)**

**HS for Teaching & the Professions Teacher Qualifications Table**

<b>Core Classes not taught by highly qualified teachers</b>	<b>2006 – 2007</b>	<b>2007 – 2008</b>	<b>2008 – 2009</b>	<b>2009 – 2010</b>
Total # of Core Classes	124	143	128	TBD
% not taught by highly qualified teachers	16.0%	8.0%	5.0%	TBD
<b>Teachers with no valid teaching certificate</b>	14%	12%	0%	0%
Total # of Teachers	36	36	34	TBD
Percent with no valid Teaching Certificate	6%	3%	0%	TBD
<b>Individuals Teaching Out of Certification</b>				
Number of Teachers	2	3	2	TBD
Percentage of Total	14%	8%	6%	TBD
<b>Percent of Teachers with Master’s Degree Plus 30 Hours or Doctorate</b>	14%	19%	41%	TBD

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.
  - *ARIS, ACUITY, and SCANTRON professional development*
  - *Assessment for Learning professional development*
  - *Articulation with School Achievement Facilitator*
  - *Articulation with Practice Area Network schools.*
  - *Provide extensive teacher professional development.*
  
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - *The school will employ a school-hiring team to review all applications for positions posted on the “Open Market Hiring System.”*
  - *The school will avail itself of the new web-base “Teacher Finder” tool which is available to Principals on the “Principals Portal” website.*
  - *The school will actively solicit for “highly qualified” applicants to apply for all posted positions.*
  
6. Strategies to increase parental involvement through means such as family literacy services.
  - *The school provides translation services to parents for all “covered languages” as required by NYCDOE policies.*
  - *The school has a “Bilingual Spanish” Parent Coordinator.*
  - *Special school “open-house” event for parents to meet teachers and discuss course syllabi and requirements (prior to our mandated “open-school events.”*

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.
  - *Not applicable*
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.
  - *Inquiry Team, Instructional Team, Accreditation Committee, school-wide professional development events.*
  - *Use of “formative assessment” and “professional learning community” activities.*
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.
  - *Extended Day sections, Saturday Academy, Tutoring, ESL Program, Special Education Program. S.E.T.T.S*
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.
  - *Confliction Resolution Program*
  - *Guidance Programs*
  - *Gang Awareness professional development*
  - *Campus “Crisis Team” meetings*

## 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 specifically identified needs of its students.

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the

IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	(✓) Verification that the school has met the intent and purposes of each program whose funds are consolidated.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal					
Title I, Part A (ARRA)	Federal					
Title II	Federal					
Title III	Federal					
Title IV	Federal					
IDEA	Federal					
C4E	State					
Tax Levy	Local					

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

## 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.
  - *Not applicable*
2. Ensure that planning for students served under this program is incorporated into existing school planning.
  - *Not applicable*
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;
    - i. not applicable*
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
    - i. not applicable*
  - c. Minimize removing children from the regular classroom during regular school hours;
    - i. not applicable*
4. Coordinate with and support the regular educational program;
  - a. not applicable*
5. Provide instruction by highly qualified teachers;
  - a. not applicable*
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  - a. not applicable*
7. Provide strategies to increase parental involvement; and
  - a. not applicable*
8. Coordinate and integrate Federal, State and local services and programs.
  - a. not applicable*

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>2</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

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

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

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
  - a. ***We current have six students in temporary housing.***
    - Please describe the services you are planning to provide to the STH population.
      - a. ***We will continue to provide Academic Intervention services and counseling support services using Title I SWP and Tax Levy funds.***

### **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 FOR 2010-2011**

*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)**

**2010-2011 Request for Extension of Services**

**School District** 10  
**School Building** High School 433 - Walton Campus

**School District Address** 2780 Reservoir Avenue; Bronx, NY  
**School Building Principal** Mr. Gary Prince

**Describe interventions being implemented based on the reason/code for ESL/ Bilingual programs' extension of services requests (for students who have received services for three years and beyond).**

SE	LEP students with disabilities whose IEP recommends ESL or bilingual instruction ( <i>Provide an explanation</i> ) Students with an IEP are generally placed into general ESL classes. Additional support is provided throughout the course of the day with English reinforcement. Students are provided with supports throughout the school day. These supports include, but are not limited to: para-professional assistance, Achieve 3000 literacy skills reinforcement, tutorial assistance provided by licensed ESL instructor and Rosetta Stone tutorial assistance.
AR	LEP students who have been designated at risk and are in a program designed to prevent a referral to a Committee on Special Education N/A
RF	LEP students who have been referred to the Committee on Special Education for a multidisciplinary evaluation N/A
NL	LEP students who first entered an English language school system after grade two with interrupted, little or no formal schooling in their first language N/A
L	LEP students who have not met the performance standard in listening: N/A

**2010-2011 Request for Extension of Services**

**School District** 10  
**School Building** High School 433 - Walton Campus

**School District Address** 2780 Reservoir Avenue; Bronx, NY  
**School Building Principal** Mr. Gary Prince

**Describe interventions being implemented based on the reason/code for ESL/ Bilingual programs' extension of services requests (for students who have received services for three years and beyond).**

S	LEP students who have not met the performance standard in speaking: N/A
R	LEP students who have not met the performance standard in reading Specific lessons are tailored to ensuring that the student meets his or her reading goals. One-on-one tutorial assistance and is provided twice weekly to ensure that students are given necessary support throughout the school year. Additionally, students may opt into a title III program which provides necessary support during the course of the school day. Achieve 3000 and Rosetta Stone programs are used as a supplement to the daily instruction to ensure that students achieve proficiency in Reading. QTEL(Quality Teaching for English Learners) strategies are used throughout the direct instruction of these students. Additional in-class support is provided by a certified ESL instructor. Additional tutorial assistance is provided twice weekly for students struggling with meeting proficiency in Reading.
W	LEP students who have not met the performance standard in writing Specific skill development takes place to ensure students are mastering necessary writing skills. These include: direct tutorials in writing and additional support as provided during the Title III program administration. QTEL(Quality Teaching for English Learners) strategies are used throughout the direct instruction of these students. Specific writing instruction is tailored to the specific needs of the students needing additional support. Additionally, Achieve 3000 software was purchased to facilitate in the advancement of the students' needs in writing. Proficient results are expected as a result of the combination of techniques tailored to the specific needs of the students.

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	High School for Teaching and the Professions					
<b>District:</b>	10	<b>DBN:</b>	10X433	<b>School</b>		321000011433

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(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		77.5	79.4	79.0
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	170	153	132				
Grade 10	143	121	138				
Grade 11	108	105	129				
Grade 12	96	105	65				
Ungraded	0	0	1				
<b>Total</b>	<b>517</b>	<b>484</b>	<b>465</b>				

<b>Student Stability - % of Enrollment:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	93.4	94.6	94.7

<b>Poverty Rate - % of Enrollment:</b>			
(As of October 31)	2008-09	2009-10	2010-11
	66.8	90.8	95.4

<b>Students in Temporary Housing - Total Number:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	6	20	10

<b>Recent Immigrants - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
	8	12	1

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	47	45	49	Principal Suspensions	3	11	9
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	4	11	10
Number all others	40	44	48				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	N/A	63	41
Early College HS Program Participants	0	0	29

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	63	76	TBD	Number of Teachers	35	34	33
# ELLs with IEPs	12	27	TBD	Number of Administrators and Other Professionals	9	8	11

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

<b>Number of Educational Paraprofessionals</b>			
(As of October 31)	2007-08	2008-09	2009-10
	4	4	6

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
	59	28	92	% fully licensed & permanently assigned to this school	100.0	100.0	96.7
				% more than 2 years teaching in this school	68.6	71.4	84.8
				% more than 5 years teaching anywhere	45.7	68.6	78.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	86.0	93.9
American Indian or Alaska Native	0.6	0.2	0.0	% core classes taught by "highly qualified" teachers	97.1	95.9	92.8
Black or African American	34.0	32.4	28.8				
Hispanic or Latino	61.5	64.3	68.0				
Asian or Native Hawaiian/Other Pacific	1.4	1.9	2.6				
White	2.1	0.8	0.6				
<b>Male</b>	39.1	38.4	40.2				
<b>Female</b>	60.9	61.6	59.8				

#### 2009-10 TITLE I STATUS

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

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

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad Rate** Progress Target

<b>All Students</b>					X	X	v	62
<b>Ethnicity</b>								
American Indian or Alaska Native								
Black or African American					X	X		
Hispanic or Latino					X	X		
Asian or Native Hawaiian/Other Pacific Islander					-	-	-	
White					-	-		
Multiracial					-	-		
Students with Disabilities					-	-	-	
Limited English Proficient					-	-	-	
Economically Disadvantaged					X	X		
<b>Student groups making</b>					0	0	1	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	77.8	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment:	10.2	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	16.5	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	42.1		
<i>(Comprises 60% of the</i>			
Additional Credit:	9		

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>406</b>	District <b>10</b>	School Number <b>433</b>	School Name <b>H.S. 10x433</b>
Principal <b>Mr. Gary Prince</b>		Assistant Principal <b>Ms. Lorraine Lovergine</b>	
Coach		Coach	
Teacher/Subject Area <b>Wardell Minor /ESL</b>		Guidance Counselor <b>Vladimil Ruiz</b>	
Teacher/Subject Area <b>Fe Brown / Spanish</b>		Parent <b>Sheila Birth</b>	
Teacher/Subject Area		Parent Coordinator <b>Nancy Rodriguez</b>	
Related Service Provider <b>Robbin Bongiorno</b>		Other	
Network Leader <b>Maria Cristina Jimenez</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>2</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>464</b>	Total Number of ELLs	<b>78</b>	ELLs as Share of Total Student Population (%)	<b>16.81%</b>
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## Part II: ELL Identification Process

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

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

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

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

1. The identification process for potential English Language Learners begins with this intake team (Pupil Accounting Secretary, bilingual Guidance Counselor, ESL Teacher, and Native Foreign Language Teacher). Members of the team have students new to New York City complete documents including the Home Language Survey. Once parents indicate a language other than English on the Home Language Survey, students are then earmarked for the LAB-R. which is administered within 10 days by our ESL Teacher. According to the LAB-R results, students are placed into levels based of ESL in compliance with their needs according to the assessment. Students are given appropriate native language support when necessary and provided with necessary scaffolding throughout their content area classes. The ESL coordinator holds a professional license in NYS for English Speakers of Other Languages and is well-versed in the administration of the LAB-R assessment.
2. The Parent Coordinator shows the approved Department of Education Parent Orientation Video while the ESL Coordinator explains its impact. Our analysis of the parent surveys shows that parents consistently choose ESL for their newcomers. Additionally, they are given the option of other services and information is provided on dual language and transitional bilingual education services.
3. In addition to what is done in #2 above, the Entitlement Letter is reviewed with the parent during the orientation process with the Parent Coordinator and ESL Coordinator. The form is collected and filed immediately during this process.
4. At registration, parents complete a Home Language Identification Survey (HLIS) for their child with the assistance of the Parent Coordinator and ESL Coordinator. Based on their responses to survey questions, the child is administered the Language Assessment Battery (LAB-R) to determine his or her level of English proficiency. These activities take place during the intake process with the Parent Coordinator and ESL Coordinator.
5. Our school only offers free-standing ESL services. Therefore, if a family selects either a Dual Language or Transitional Bilingual Education Program, we temporarily place the student in an appropriate ESL program and refer the matter to the High School Placement Office for the requested placement.
6. Please note response to question #5. In addition, our Network is also notified to assist with the proper placement.
7. Newly enrolled LEP students receive an array of academic and support services. We offer regents and SAT prep classes, mandated tutorials in core content areas, Saturday Academy enrichment programs, and a myriad of extra-curricular clubs and sports activities. Our LAP team closely monitors students' academic performance, attendance, classroom behavior, and social interaction. The administration of the LAB-R, NYSESLAT, and formative and summative assessments help us analyze students' strengths and weaknesses in specific modalities. This crucial information informs instruction. Presently, we have an enrollment of 475, sixty-eight of which are English Language Learners. All of our students receive the more than the mandated ESL/ELA allotted instruction time based on student proficiency levels, 540 minutes for Beginners, 480 for Intermediate, and 240 for Advanced. In compliance with the New York City Department of Education's Division of Assessment and Accountability, all modifications for ELLs are implemented for city and state examinations.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

- |   |                          |   |                          |   |                          |   |                                     |    |                                     |    |                                     |    |                                     |
|---|--------------------------|---|--------------------------|---|--------------------------|---|-------------------------------------|----|-------------------------------------|----|-------------------------------------|----|-------------------------------------|
| 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 checked="" type="checkbox"/> | 10 | <input checked="" type="checkbox"/> | 11 | <input checked="" type="checkbox"/> | 12 | <input checked="" type="checkbox"/> |

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	78	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	8
SIFE	27	ELLs receiving service 4-6 years	38	Long-Term (completed 6 years)	19

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	21	8		38	15		19	4		78
<b>Total</b>	<b>21</b>	<b>8</b>	<b>0</b>	<b>38</b>	<b>15</b>	<b>0</b>	<b>19</b>	<b>4</b>	<b>0</b>	<b>78</b>

Number of ELLs in a TBE program who are in alternate placement: 0

### 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

**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
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

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

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										25	28	18	4	75
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian												2		2
Other														0
<b>TOTAL</b>	<b>0</b>	<b>26</b>	<b>28</b>	<b>20</b>	<b>4</b>	<b>78</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. In compliance with the New York City Department of Education's Division of Assessment and Accountability, all modifications for ELLs are implemented for city and state examinations. ELL students are Self-Contained in homogenous-ungraded ESL classes. The remainder of their program is based their academic requirements.

2. All of our students receive the more than the mandated ESL/ELA allotted instruction time based on student proficiency levels, 540 minutes for Beginners, 480 for Intermediate, and 240 for Advanced. In compliance with the New York City Department of Education's Division of Assessment and Accountability, all modifications for ELLs are implemented for city and state examinations.

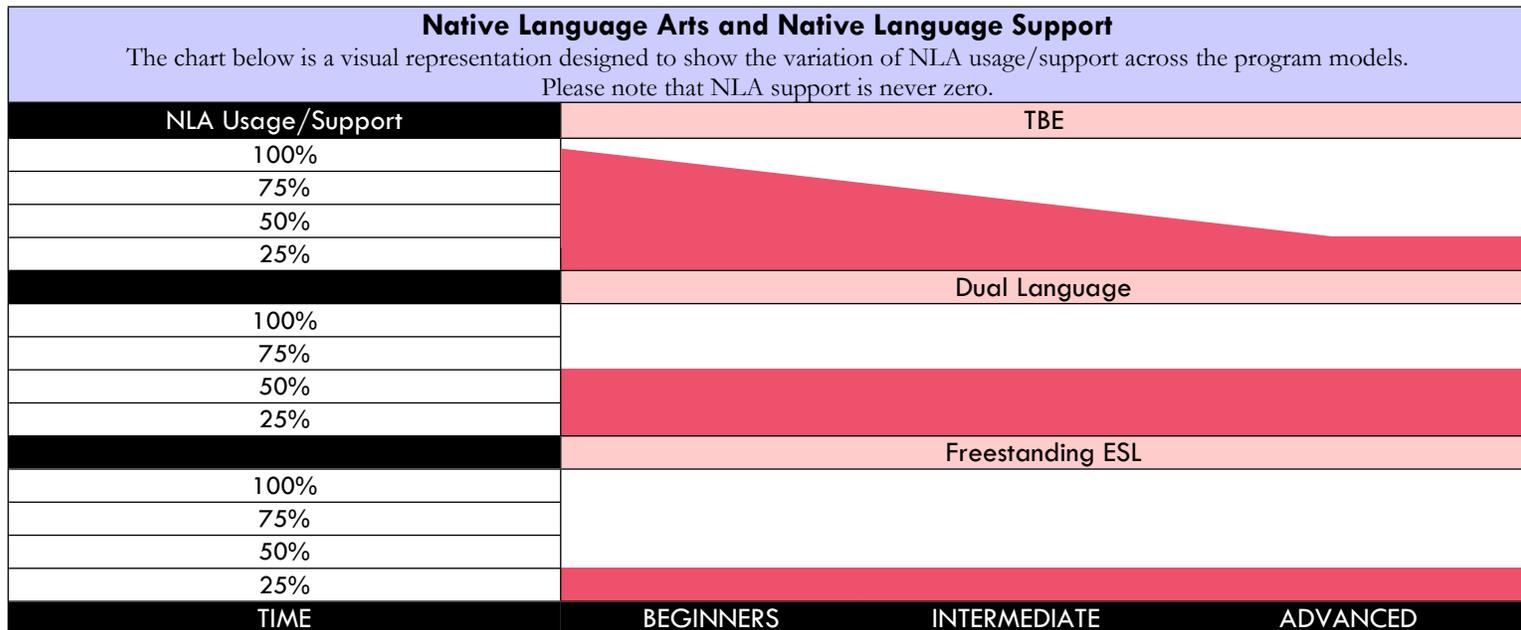
3. Content area instruction is delivered only in English. We have established a LAP team which includes the principal, assistant principal, ELL

ISS, ESL and ELA teachers, Native Language Arts teacher, and school counselors. Newly enrolled LEP students receive an array of academic and support services. We offer regents and SAT prep classes, mandated tutorials in core content areas, Saturday Academy enrichment programs, and a myriad of extra-curricular clubs and sports activities.

4. ELL subgroups receive differentiated instruction though content areas where QTEL scaffolding strategies are implemented. ELL and SIFE students receive Native Language instruction. In addition to items in #3 above, ELL students are enrolled in online programs Achieve 3000 and SCANTRON for Literacy support.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



## B. Programming and Scheduling Information--Continued

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

5. During daily inter/intra departmental common-planning periods, teachers create unit/lesson plans that require students to be actively involved in learning, ask them to analyze, synthesize, and evaluate information, and develop products and performances for real audiences and purposes, authentic assessments. ESL instruction, using ESL strategies and methodologies, is aligned to the ELA Performance Standards and Regents tasks. Discrete skills and concepts are taught explicitly and rubrics that stem from the standards and performance indicators are used as tools for assessment for all written assignments and oral presentations. Rubrics are supported with examples and anchors that illustrate the various levels of performance for students. A Balanced Literacy approach is used across the core curricula. All ninth grade students are scheduled for ninety-minute blocks for mathematics and ELA classes.

6. Students who have tested "proficient" on the NYSESLAT will be provided with 240 minutes of ELA with ESL infused support mechanisms in place to facilitate the transition into regular ELA classes. State law still entitles these students to ESL services for one additional year. Additionally, tutorials and Saturday Academy provide Regents preparation and further language acquisition. Regents Examination preparation takes place during the instructional day and during Saturday Academy. Students are paired with instructional staff to facilitate their understanding and development in any given area. Students requiring more than four years to complete high school are given instructional support on Saturdays as well as daily tutorial assistance. These students are invited to attend the Saturday Academy as a way to receive additional language and instructional support. Professional Development strategies including Quality Teaching for English Learners (QTEL) are utilized throughout the ESL courses to ensure student success. During the summer prior to students entering their freshman year at the school, students are offered an opportunity to attend the Summer Bridge Program in collaboration with Lehman College. Additionally, each grade level has class advisors which assist with the transition from one grade to another.

7. Expand on the services already provided. Incorporate Rosetta Stone Language software in English for our ELL and SIFE students.

8. None

9. ELL students are not excluded from any programs or clubs at our school. Furthermore, in addition to items listed in #6, our ELL beginners receive an additional instructional period in their daily program.

10. Interactive Smart Boards, Laptops Computers, dual-language dictionaries, Native Language content are textbooks, and literacy libraires.

11. Native language development is a paramount concern for students labeled as SIFE; they are programmed for 240 minutes of weekly instruction in their native language in order to facilitate skill development. Much of this curriculum is aligned with the ESL and ELA classes in order to ensure comprehension, vocabulary acquisition, and foundational writing skills. Currently, there are two Spanish native language instructors on faculty. Additionally, there is one ESL instructor on faculty. Spanish is the only language elective currently offered at the High School for Teaching and the Professions. Native language instruction is critical in the overall development of students' second language skills. The needs of students in English only classes are addressed on a case-by-case basis. Students are encouraged to utilize first language skills to further their development and understanding in their second language.

12. Required services and support correspond to ELLs' ages and grade levels.

13. They are offered a four-week summer bridge program.

14. Only Spanish.

### 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)?

### 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.

Students who have tested "proficient" on the NYSESLAT will be provided with 240 minutes of ELA with ESL infused support mechanisms in place to facilitate the transition into regular ELA classes. State law still entitles these students to ESL services for one additional year. Additionally, tutorials and Saturday Academy provide Regents preparation and further language acquisition. Regents Examination preparation takes place during the instructional day and during Saturday Academy. Students are paired with instructional staff to facilitate their understanding and development in any given area. Students requiring more than four years to complete high school are given instructional support on Saturdays as well as daily tutorial assistance. These students are invited to attend the Saturday Academy as a way to receive additional language and instructional support. Professional Development strategies including Quality Teaching for English Learners (QTEL) are utilized throughout the ESL courses to ensure student success. During the summer prior to students entering their freshman year at the school, students are offered an opportunity to attend the Summer Bridge Program in collaboration with Lehman College. Additionally, each grade level has class advisors which assist with the transition from one grade to another.

During daily inter/intra departmental common-planning periods, teachers create unit/lesson plans that require students to be actively involved in learning, ask them to analyze, synthesize, and evaluate information, and develop products and performances for real audiences and purposes, authentic assessments. ESL instruction, using ESL strategies and methodologies, is aligned to the ELA Performance Standards and Regents tasks. Discrete skills and concepts are taught explicitly and rubrics that stem from the standards and performance indicators are used as tools for assessment for all written assignments and oral presentations. Rubrics are supported with examples and anchors that illustrate the various levels of performance for students. A Balanced Literacy approach is used across the core curricula. All ninth grade students are scheduled for ninety-minute blocks for mathematics and ELA classes.

### 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?

Parents are involved in the process of placing students into ESL at the beginning of the school year or when new ELLs enter the system. Parents are invited to be a part of the School Leadership Team, Principal Round Table Meetings, Open School events, Parental Workshops, access Community Based Organization, as well as the Parent Association. Monthly meetings and additional workshops are held throughout the school year. We have three Community Based Organizations working in our school, Good Shepherd Services, Career Visions Institute, and Committee for Hispanic Children and Families. The identification process for potential English Language Learners begins with this intake team. Members of the team have new students to New York City complete documents such as the Home Language Survey. Once parents notate a language other than English on the Home Language Survey, students are then earmarked for the LAB-R. According to the LAB-R results, students are placed into levels based of ESL in compliance with their needs according to the assessment. Needs of parents are assessed via the learning environment surveys and discussed during School Leadership Team meetings. Additionally, parents are invited to formal meetings where we discuss the success of our English language learners and possibilities for ensuring that the students are actually given the support that they need. These meetings take place each semester. We are in the process of creating literacy classes to involve the parents of our English Language Learners in an attempt to ensure that they feel welcome and can transition into English-Speaking settings. In-house survey administered by the Parent Coordinator is also utilized to address the the needs of parents.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)										9	12	11	1	33
Advanced (A)										6	14	10	4	34
Total	0	0	0	0	0	0	0	0	0	15	26	21	5	67

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

NYS ELA				
Grade	Level 1	Level 2	Level 3	Total

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

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

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

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

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English	23	0	15	0
Math <u>Algebra</u>	41	0	20	0
Math <u>Geometry</u>	10	0	1	0
Biology				
Chemistry				
Earth Science	17	0	4	0
Living Environment	29	0	21	0
Physics				
Global History and Geography	24	0	12	0
US History and Government	21	0	14	0
Foreign Language	0	32	0	32
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

patterns facilitate an adjustment in overall curriculum and instructional choices. The patterns appear that most students are deficient in reading and writing. These are the skills that the ESL teacher focuses on primarily for these students. Additionally, the instructor provides additional support in listening and speaking to ensure that students continue to develop in these areas. English proficient students are provided with necessary support past their enrollment in the ESL program. Title III funding and additional in-class support to ensure a smooth transition for these students.

3. The NYSESLAT is presented a culminating mechanism which assesses the growth or lack thereof of each student. Large portions of our students are proficient in Listening and Speaking, more support must be provided to ensure same proficiency results in the category of Reading and Writing. While students are emerged in a predominantly all-English setting, it appears that their writing and reading skills still do need proficiency. Students testing out tend to have mastered all four modalities and tend to need less support than students not testing out on the NYSESLAT. Success is evaluated by the number of ELLs mastering success on Regents examinations as well as making a year or more progress on in-house standardized assessments such as SCANTRON. Additionally, for our ELLs progress on the NYSESLAT is important. Movement upward of one level is important to the overall ability of ELLs to successfully contribute to a transition into a traditional English classroom setting.

4. A comprehensive review and analysis of student achievement in the core academic subjects is conducted each marking period. During these reviews, student examination progress is also analyzed. Students' needs are addressed throughout the meetings and instructional changes are made as a result of student progress or lack thereof. Periodic and Interim assessments are given throughout the year as a means by which instructional leaders make decisions related to programming and curriculum development. Data is disaggregated and evaluated based upon student achievement results. Instructional leaders observe to ensure that strategies are in place to address the diverse student needs. As outlined above, the majority of our ELL students are deficient in reading comprehension and writing skills. A school initiative involves professional development targeting literacy across the core curricular. Teachers are engage in weekly and bi-weekly meeting where literacy for ELLs are targeted.

### Additional Information

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

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/26/10
	Assistant Principal		10/26/10
	Parent Coordinator		10/26/10
	ESL Teacher		10/26/10
	Parent		10/26/10
	Teacher/Subject Area		10/26/10
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		10/26/10
	Network Leader		10/26/10
	Other		

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

**School DBN:** 10x433

*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:	\$597,349	\$52,330	\$649679
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5973	\$523	\$6496
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$29,867	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$59735	*	

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" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$501,774	✓	27 – 30 and 39 - 41
Title I, Part A (ARRA)	Federal	✓			\$51,807	✓	27 – 30 and 39 - 41
Title II, Part A	Federal			✓			

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

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

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

Title III, Part A	Federal	✓			\$15,000	✓	23 – 25, 27 – 30, 39 - 41
Title IV	Federal			✓			
IDEA	Federal			✓			
Tax Levy	Local	✓			\$2,127,401	✓	23 – 25, 27 – 30, 39 - 41