



HIGH SCHOOL FOR VIOLIN AND DANCE

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 9X543
ADDRESS: 1100 BOSTON ROAD, BRONX, NY 10456
TELEPHONE: 718-542-3700
FAX: 718-589-9849

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 543 **SCHOOL NAME:** High School for Violin and Dance

SCHOOL ADDRESS: 1100 Boston Road, Bronx, NY 10456

SCHOOL TELEPHONE: 718-542-3700 **FAX:** 718-589-9849

SCHOOL CONTACT PERSON: Maricruz Dones/ Steven Littman **EMAIL ADDRESS:** mdones@schools.nyc.gov, slittman@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Denise Morgan</u>
PRINCIPAL:	<u>Tanya John</u>
UFT CHAPTER LEADER:	<u>Adam Feinberg</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Paula Livingston</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u>Bianca Elias</u>

DISTRICT AND NETWORK INFORMATION

DISTRICT: 9 **CHILDREN FIRST NETWORK (CFN):** _____

NETWORK LEADER: Cristina Jimenez

SUPERINTENDENT: 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.

Name	Position and Constituent Group Represented	Signature
Tanya John	*Principal or Designee	
Adam Feinberg	*UFT Chapter Chairperson or Designee	
Babbie Watson	*PA/PTA President or Designated Co-President	
Maria Galindo	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Kim Dixon	DC 37 Representative, if applicable	
Shaqwayla Reid and Noni Porter	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Denise Morgan	Member/	
Jacqueline Mangroo Arroyo	Member/	
Kim Dixon	Member/	
	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.

Part A. Narrative Description

The High School for Violin and Dance (HSVD) provides students with the opportunity to perform and shine in the classroom, on stage, and in life. Our mission is to prepare a diverse group of students to be intelligent, caring leaders in society. At HSVD, parents, students, and staff work together to provide opportunities that meet the needs of every learner. We offer a college preparatory program that values higher-level thinking and artistic expression.

HSVD is a performing arts high school where students are admitted from all over the Bronx. To be accepted into HSVD a student must only have the desire to learn violin and dance. We want to provide the opportunity for students to engage in our academic environment through an artistic program which will help students develop the skills necessary to be successful academically.

The High School for Violin and Dance was founded in the school year 2001-2002. Morris High School, with a graduation rate of only 26.5%, was phased out in 2001. The High School for Violin and Dance started with the last incoming class of Morris High School. HSVD is one of five small high schools at the Morris Educational Campus. We offer every student classes in violin and in modern dance. No prior experience is necessary, but students are expected to have a serious interest in the two performing arts and be ready to participate in intensive training in daily classes. With consistent practice, our students achieve the competence, confidence, good citizenship and maturity that are the foundations for success in high school. There are culminating dance and violin performances at the end of each school year, requiring intense after-school rehearsals.

We are committed to helping our students flourish in a positive school environment where a focus on understanding and group learning is a significant part of every lesson. Academic achievement is demonstrated by presentations of projects in math, science, social studies and English. With a total enrollment of 276 students grades 9 – 12, we offer a caring and personalized community. Small class-size, paired with a faculty of highly qualified teachers, provides a safe and challenging academic environment. After-school classes, tutoring and Saturday Prep classes provide academic support, test preparation and credit recovery opportunities. Additional educational services include Collaborative Team Teaching (CTT), SETSS, and ESL.

In addition to five years of instruction in violin and dance, program highlights include College Now, the National Academy for Excellent Teaching (NAFET) and Spanish language classes. Extra-curricular activities include the iMentor Project, Community Service, Directions for Our Youth Program, College Summit, Advancement via Individual Determination (AVID), Student Council, Project Lead **and** Jump Start. HSVD has PSAL sports teams for baseball, softball and volleyball. Our students also participate in Morris Educational Campus basketball and volleyball teams.

Partnerships include Hostos Community College, Monroe College, Teachers College, Young Audiences/New York, BuildOn , The Leadership Program, Lehman College.

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

School Name:			
District:		DBN #:	
School BEDS Code:			

DEMOGRAPHICS

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

DEMOGRAPHICS

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

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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"/>			
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
Differentiated Accountability Phase:			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructuring – Year 1
<input type="checkbox"/> Restructuring – Year 2	<input type="checkbox"/> Restructuring – Advanced	

Differentiated Accountability Category:

<input type="checkbox"/> Basic	<input type="checkbox"/> Focused	<input type="checkbox"/> Advanced
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Individual Subject/Area Outcomes	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09	Quality Review Results – 2008-09
Overall Letter Grade	Overall Evaluation:
Overall Score	Quality Statement Scores:
Category Scores:	Quality Statement 1: Gather Data
School Environment (Comprises 15% of the Overall Score)	Quality Statement 2: Plan and Set Goals

School Performance (Comprises 25% of the Overall Score)			Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)			Quality Statement 4: Align Capacity Building to Goals	
Additional Credit			Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>				

SECTION IV: NEEDS ASSESSMENT

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

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

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

HSVD accepts students from the same demographics as the old Morris HS. Despite the fact that one third of the graduating class had been held back in freshman year, we were proud to graduate 58.2% of the 2006 cohort. Last year we graduated 90% of the 2010 cohort. This year our goal is to graduate 93% of cohort 2011 and have all of our students accepted into four year colleges.

Over the last few years, we have managed to secure a staff that is deeply dedicated to the well-being and success of our students and who are reflective and willing to change. As a team we question ourselves continuously about how we can be more effective in raising student achievement. As a result, we have developed team structures that include content area teams and grade level teams. We have created a new team this year that focuses on professional development for that is differentiated for each staff member at HSVD. There are teacher team leaders for each grade level and there are coaches that work individually with teachers or teams. We also collaborate with the other school communities on the campus, enlisting senior teachers to serve as coaches for our teachers. Teachers collaborate formally and informally through team meetings, collaborative team teaching, retreats, discipline teams, and leadership meetings to name a few. Our goal last year was to establish trust and work collaborative in best interest of the students. The high retention rate of teachers from last year allowed our teams to delve right into the work already begun. Building the leadership capacity of our team leaders as well as the various members of our staff is the current team focus. Each team has a different "next step" in their development and in helping to support our academic program. We use professional development and reflection as a tool to move our teams forward.

Our school is determined to be a 90-90-90 school. A 90-90-90 school has 90% of its population minority, 90% of students living below poverty level, and 90% of students meeting or exceeding state standards. We have fulfilled the first two requirements and we are working on the third. We are progressing towards this standard and look forward to being able to sustain it for years to come. To that end we have already visited a 90-90-90 school, North Star Academy, to learn more about its practices and strategies for success. To further our learning, HSVD leadership will be attending a retreat hosted by the Superintendent of North Star Academies in New Jersey.

Last year we adopted the “3 Ps”, Planning Collaboratively, Positivity, and Providing Opportunities, to help guide us in our work. The success of the 3 Ps has led us this year to the “3 S’ “: Strategic Planning, Student Empowerment, and Self-Empowerment.

Growing up in the South Bronx, the poorest congressional district in the United States, our students are surrounded by poverty, high-crime rates and drug-infested neighborhoods. We are charged with the responsibility to provide them with every opportunity necessary to be successful and prepare them for the “next step” to become productive, caring citizens in our society – college acceptance and higher education.

Our greatest accomplishments over the last couple of years has been achieving a score of “Well-Developed” on our 2007-2008 and Quality Review Report and the grade of “A” on our 2008-2009 Progress Report. While it is difficult to quantify the hard work and dedication of our students and staff, these scores are an acknowledgement of our collective achievement.

Student performance trends have been to increase our graduation rates annually, from 58% to 85%. The 2007– 2008 Progress Report scored our Student Performance, the weighted Diploma Rate, at 149%, acknowledging the incredible gains made by students entering high school at levels below proficiency. Significant aids to this success include the dedication, qualifications and strength of our staff as well as the high-quality of the network support and services provided by the Empowerment School Structure.

SECTION V: ANNUAL SCHOOL GOALS

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

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

GOAL: 80% of our ELL students will develop the necessary skills to progress at least one proficiency level, as measured by the NYSESLAT exam, within one school year.

GOAL: Teachers in all levels and subject areas will utilize Assessment For Learning techniques (AFL) and make consistent and effective use of the assessment data to modify and differentiate lessons to appropriately meet student needs in all lessons.

GOAL: All teachers will participate in team meetings four times a week and regular professional development sessions to develop more innovative lessons to further engage and motivate students in their learning.

GOAL: By June 2011 we will increase our average attendance rate by 2.2% from 82.8% to 85%.

GOAL: We will increase the level of effective communication between administration, teachers and students as indicated on the Learning Environment Survey .

SECTION VI: ACTION PLAN

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

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL: 80% of our ELL students will develop the necessary skills to progress at least one proficiency level, as measured by the NYSESLAT exam, within one school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Use of Data</p> <ol style="list-style-type: none"> As noted in the 2007 – 2008 Quality Review Report, our goal is for every ELL student to make gains in learning in all subjects. <p>Curriculum and Instruction</p> <ol style="list-style-type: none"> We have focused additional resources to purchase the on-line ELL literacy program “Achieve 3000”. To further develop the capacity of staff to address the needs of our ELL students, the ESL teacher and ELA teacher trained on this program have been scheduled for four periods of common planning time a week. <p>Professional Development</p> <ol style="list-style-type: none"> Regularly scheduled professional development workshops will help all subject area teachers to identify common struggles of ELL students and strategies to support their academic success in all subject areas. Additionally, the expansion of our successful CTT program has allowed for a positive transition for our ELL students into inclusion classes with added support.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Budget</p> <p>Staffing ELA teachers, Literacy coach, assistant principal, ESL teachers</p> <p>Schedule ESL teacher and ELA teacher scheduled for four periods of common planning time a week.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Primary Indicators Quarterly DY0 periodic assessments Improved grades and assessment scores in all academic classes Teachers include strategies to support ELL success in all lessons Progress indicated by Achieve 3000 pre- and post- assessments Progress indicated by NYSESLAT</p>

Subject/Area (where relevant):

Use of Data to Improve Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL: Teachers in all levels and subject areas will utilize Assessment For Learning Techniques (AFL) and make consistent and effective use of the assessment data to modify and differentiate lessons to appropriately meet student needs in all lessons.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Use of Data This goal supports a suggested area of improvement in the 2007 – 2008 Quality Review Report. Daily assessments for understanding will allow for lesson adjustments by teachers to assure student attainment of skills and strategies taught.</p> <p>Curriculum and Instruction Teachers will employ AFT strategies as a means to quickly assess student understanding at the beginning, middle and end of lessons. Periodic formal assessments, teacher created quizzes and tests, DY0 periodic assessments, scholarship reports, mock- Regents results and Regents scores are additional data points to be reviewed, individually, in team meetings and as a staff.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Team leaders have been attending PAN meetings for training in AFL strategies and techniques Strategies and techniques will then be turn-keyed to teams Walk-throughs and observations by supervisors and peers will indicate how and when AFL is implemented Use of data to improve instruction will be a regular focus of team and staff meetings</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Primary Indicators Daily AFL assessment DY0 Periodic Assessments every three months Mock Regents two times each semester Scholarship reports each semester Regents in January, June and August</p>
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL: All teachers will participate in Team meetings four times a week and attend regularly scheduled professional development sessions to work collaboratively to create more innovative lessons to further engage and motivate students in their learning.</p>

<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>To developing more innovative lessons to increase student engagement as suggested in the 2007-2008 Quality Review Report, we have creatively used scheduling to provide regular time for collaborative planning, peer inter-visitation, and “kid talk”. Team Leaders attend weekly meetings with school administration as well as attending off-site professional development to turn-key to team members</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Creative scheduling to allow for team meetings during the instructional day Team Leaders attend weekly meetings with school administration Team Leaders attend off-site professional development to turn-key to team members Class coverage provided to allow for peer observation and inter-visitation in other schools</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Peer observation and feedback Supervisory observations Student feedback Increased student attendance in class</p>

Attendance

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL: To increase attendance by 2.2% from 82.8% to 85% by June 2011</p>
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Action Plan
Include:
actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

Use of Data

Our attendance for the 2009-2010 school year as reflected in the NYS Report Card was 81% .

- I. The attendance team (principal, assistant principals, guidance counselors, teachers, the parent coordinator and the family worker) will use the monthly ATS PAR report to track attendance and to monitor progress toward meeting goals
- II. Counselors, teachers will monitor the daily attendance report in ATS and the weekly cutting report to help track student attendance.

Curriculum and Instruction

1. The attendance team will collect, record, analyze and document attendance on a daily, weekly and monthly basis for each student, class and grade.
2. The principal will conduct weekly attendance meetings with the attendance team to review all attendance related data with the purpose of identifying patterns and reviewing the effectiveness of interventions.
3. Award Ceremonies, movie tickets and pizza parties will be used to motivate students and to reward students for excellence in attendance and for successfully meeting incremental attendance goals.
4. Teachers and family worker will consistently review and update attendance information through reversals and verification.
5. Teachers with the help of coaches and staff developers will work to develop engaging lessons and activities that will provide motivation for regular attendance by students.
6. It is our intention to make attendance data transparent. To this end daily attendance data will be publicly posted to generate school-wide awareness.
7. Guidance counselors and the parent coordinator will use daily reports from the school messenger to correct contact information for students and update blue cards.
8. The family worker, parent coordinator and the guidance counselors will identify students with problematic attendance and engage in intervention by making frequent contacts with the parents. These contacts would include home visits, letters, phone calls and e-mails and text messages. The attendance teachers will counsel families and students regarding the importance of regular school attendance and the consequences faced by families of chronically absent students.
9. The parent coordinator will assist in planning and conducting parent outreach and workshops related to student attendance.

Professional Development

1. ISC attendance personnel will conduct trainings on attendance taking procedures and ATS applications for administrators,

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Budget</p> <ol style="list-style-type: none"> 1. Purchase of school text messaging system to send text messages to the parents of absent or tardy students daily. 2. PD on engaging lesson plans to motivate regular attendance of students. 3. Purchase movie tickets and hold pizza parties for students who meet attendance goals. <p>Staffing</p> <ol style="list-style-type: none"> 1. Assistant principals, parent coordinator, the family worker and the guidance counselors will work collaboratively as a team to meet the attendance goals. <p>Schedule</p> <ol style="list-style-type: none"> 1. Common planning included in schedule to accommodate collaborative work and periodic pd on creating engaging lesson plans.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Primary Indicators</p> <ol style="list-style-type: none"> 1. We will use the monthly ATS reports (PAR) to monitor our progress. <p>Other evidence</p> <ol style="list-style-type: none"> 1. We will review daily and weekly ATS attendance reports (school-wide and individual students). 2. We will monitor the percentage of students who receive incentives for meeting attendance goals. 3. We will monitor parent response to attendance inquiries via text message system. 4. We will review the school messenger report daily. 5. We will review the weekly ATS cut-report.

Subject/Area:

Communication

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL: Increase the level of communication between administration, teachers and students</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Use of Data Our score for communication on the Learning Environment Survey will increase from 6.6 to a score of 7 on the 2010 Progress Report.</p> <ol style="list-style-type: none">1. The principal will send weekly emails to all staff members updating them of the principal’s schedule for the week.2. All staff will share common planning time with time allotted to share pertinent information with each other.3. Student leaders will conduct periodic surveys with entire student body to ensure ongoing feedback by students.4. Teachers will transition from the online resource, Teacherease, to SKEDULA, giving parents and students the ability to access grades and communicate with teachers throughout the school year.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Budget 1. Purchase of automated school messenger service to update student and families about school events and news.</p> <p>Staffing 1. Principal, assistant principal, teachers and students leaders will work collaboratively as a team to meet the communication goals.</p>

Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains	<p>Primary Indicators</p> <p>1.Living Environment Survey</p>
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REQUIRED APPENDICES TO THE CEP FOR 2010-2011

***Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 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				
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	All	ALL	ALL	ALL				
10	All	ALL	ALL	ALL				
11	All	ALL	ALL	ALL				
12	All	ALL	ALL	ALL				

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Whole class and small group instruction; AFL to assess learning; Increasing rigorous writing; infusing written reflections, oral presentations, self and peer assessment; Differentiated extended time on task opportunities for students to achieve academic success, Increased opportunities for academic engagement via project based learning and performances
Mathematics:	Using Performance assessment data to create targeted instruction for small groups; Mock Regents exams Differentiated extended time on task opportunities for students to achieve academic success, Increased opportunities for academic engagement via project based learning and performances
Science:	Increasing hands on opportunities via labs; small group instruction; strategically creating, planning, scheduling and implementing performance assessments to create small learning groups; Mock Regents exams Differentiated extended time on task opportunities for students to achieve academic success Increased opportunities for academic engagement via project based learning and performances
Social Studies:	Whole class and small group instruction; AFL to assess learning; Increasing rigorous writing; infusing written reflections, oral presentations, self and peer assessment Differentiated extended time on task opportunities for students to achieve academic success Increased opportunities for academic engagement via project based learning and performances
At-risk Services Provided by the Guidance Counselor:	Individual sessions with teacher/staff-referred students / their families
At-risk Services Provided by the School Psychologist:	Individual sessions with teacher/staff-referred students / their families

At-risk Services Provided by the Social Worker:	Individual sessions with teacher/staff-referred students / their families
At-risk Health-related Services:	Individual sessions with teacher/staff-referred students / their families; in class instruction aligned with at risk behaviors and the correction of those behaviors

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.

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) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ 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.

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.

Form TIII – A (1)(b)

School: _____ BEDS Code: _____

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)

Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - a. Spanish language translators are present to assist parents during all meetings and interactions
 - b. Home messages are translated via online home messenger service

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.

Part B: Strategies and Activities

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

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.

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>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

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

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

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 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” ¹ 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					

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

NCLB/SED Status: _____ **SURR² Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

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)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	High School for Violin and Dance								
District:	9	DBN:	09X54	School		320900011543			
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11	v	
	K		4		8		12	v	
	1		5		9	v	Ungrade	v	
	2		6		10	v			
Enrollment				Attendance - % of days students attended:					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
Pre-K		0	0						82.6
Kindergarten		0	0						
Grade 1		0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 3		0	0						94.0
Grade 4		0	0						
Grade 5		0	0	Poverty Rate - % of Enrollment:					
Grade 6		0	0	<i>(As of October 31)</i>			2008-	2009-	2010-
Grade 7		0	0					88.9	89.6
Grade 8		0	0						
Grade 9		65	102	Students in Temporary Housing - Total Number:					
Grade 10		55	63	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 11		53	42						10
Grade 12		39	47						
Ungraded		0	2	Recent Immigrants - Total Number:					
Total		212	256	<i>(As of October 31)</i>			2007-	2008-	2009-
									0
Special Education				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
# in Self-Contained Classes		0	0	Principal Suspensions					5
# in Collaborative Team Teaching (CTT)		44	61	Superintendent Suspensions					3
Number all others		4	0						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>			2007-	2008-	2009-
				CTE Program Participants					0
				Early College HS Program Participants					0
English Language Learners (ELL) Enrollment: (BESIS Survey)									
<i>(As of October 31)</i>	2008-	2009-	2010-						
# in Transitional Bilingual Classes		0	TBD	Number of Staff - Includes all full-time staff:					
# in Dual Lang.		0	TBD	<i>(As of October 31)</i>			2007-	2008-	2009-
# receiving ESL services only		21	TBD	Number of Teachers					16
# ELLs with IEPs		6	TBD	Number of Administrators and Other Professionals					7
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals					1

Overage Students (# entering students overage for				Teacher Qualifications:			
	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
(As of October 31)			18	% fully licensed & permanently assigned to this			100.0
				% more than 2 years teaching in this school			37.5
				% more than 5 years teaching anywhere			37.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			62.5
American Indian or Alaska Native		0.0	1.2	% core classes taught by "highly qualified" teachers			59.0
Black or African American		35.4	34.8				
Hispanic or Latino		64.6	64.1				
Asian or Native Hawaiian/Other Pacific		0.0	0.0				
White		0.0	0.0				
Male		13.2	12.9				
Female		86.8	87.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American				-	-	-	
Hispanic or Latino				-	-	-	
Asian or Native Hawaiian/Other Pacific							
White						-	
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				v	v		
Student groups				2	2	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	95.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	12.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	25	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	55.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

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

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

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

High School for Violin and Dance SCHOOL/PARENT

INVOLVEMENT POLICY 2010 - 2011

School wide policy statement addressing the school's Parent Involvement Policy and Goals.

HSVD supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Parent Teacher conferences, School-wide retreats, student performances and all parent workshops.

How our plan will ensure that all parents including working parents and parents of students with special needs will be afforded the opportunity to be involved in school life.

School administrators are available on any morning by appointment as early as 7:30 am and as late as 6:30 pm in the evening. The school has set up a school newsletter in English and Spanish to get vital information to all parents.

Our mechanisms and procedures for informing parents in a timely fashion of meetings, workshops, and other opportunities available to parents.

In addition to the above-mentioned website, the administration regularly distributes to every child all important information from the Department of Education as well as school bulletins from the district in English and Spanish when available to take home to parents. The PTA and parent coordinator prepares bulletins and information about upcoming events and the school arranges for the distribution of these flyers to every household through. In addition, HSVD utilizes automated School Messenger to reach out to parents and caregivers.

How parents are involved in a decision-making capacity including how many parents are involved in the school leadership team and how they were selected.

The School Leadership team is an important decision making entity within HSVD. Parent elect to attend our meetings, however, the Parent Coordinator regularly contacts parents who are active in our PTA to attend.

How we will assess the efficacy of our involvement plan.

This is addressed by monitoring the attendance of parents at all school functions including parent teacher conferences and by asking for feedback from the parents. Yearly parent surveys are collected and analyzed by the subcommittee of the school leadership team focusing on parent involvement. The administration addresses parent concerns on as-needed basis.

How we will involve parents in the development and approval of the School/Parent Involvement Plan.

The School/Parent Involvement Plan will evolve out of the School's comprehensive education plan created by the school leadership team using feedback from all parent surveys.

**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 CFN 406	District 09	School Number 543	School Name HS for Violin & Dance
Principal Tanya John		Assistant Principal Franklin Sim	
Coach type here		Coach type here	
Teacher/Subject Area Steven Littman/ESL		Guidance Counselor Lillian Hernandez	
Teacher/Subject Area Sophia Pentoliros		Parent Babby Watson	
Teacher/Subject Area Charles DiGruccio		Parent Coordinator Jacqueline Mangroo	
Related Service Provider type here		Other type here	
Network Leader Cristina Jimenez		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	259	Total Number of ELLs	18	ELLs as Share of Total Student Population (%)	6.95%
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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.
- 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.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. The Home Language Survey is given at the District Level (not by us). However, when a new student arrives at our school for his/her first day, our guidance counselors meet with the student and the family. If there is any question as to their ELL status, the counselors will immediately consult with our ESL teacher. The ESL teacher, in conjunction with the student's English teacher, will test the student's reading skills, basic grammar, and assess oral and listening skills. Then, based on the results of the assessment and the RLER, we administer the LAB-R test within ten days of the student's arrival.

We conference with the students and the parents and inform them of our structure which includes an ESL support period that meets daily (Self-Contained ESL class), along with Collaborative Team Teaching and smaller class size ratio when needed.

The ESL department reviews the results of the NYSESLAT to help us program students correctly and to align student schedules with state mandates for ELLs.

2. Fortunately, two of our guidance counselors and our parent coordinator are bi-lingual (English and Spanish), and nearly all of our ELLs are Spanish speakers. When a new student is assigned to our school, our guidance counselors, with assistance from the ESL department, inform the parents of our program and what the other choices are.

3. Students are sent to our school by the District.

4. This is not applicable since we only have a Freestanding ESL program.

5. This is not applicable since we only have a Freestanding ESL program.

6. This is not applicable since we only have a Freestanding ESL program.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Freestanding ESL															
Self-Contained	0	0	0	0	0	0	0	0	0	0	9	0	0	0	9
Push-In	0	0	0	0	0	0	0	0	0	0	0	7	1	1	9
Total	0	9	7	1	1	18									

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	11

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	6	0	1	1	0	0	11	0	5	18
Total	6	0	1	1	0	0	11	0	5	18

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
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8														
Number of ELLs by Grade in Each Language Group														

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										7	7	1	1	16
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1				1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

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
Other										1				1
TOTAL	0	9	7	1	1	18								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here. Part III: Programming and Scheduling Information

Currently we have 18 ELLs; they range in skill levels from beginner to advanced. All but two come from Spanish-speaking households. Based on the results of the spring 2010 NYSESLAT Exam most of the ESL students at HSVD scored higher on the Listening and Speaking section of the exam than the Reading and Writing section. This is partially explained by the fact that the vast majority of our ELLs are Long Term ELLs and have been receiving ESL or bilingual services for 6 or more years. They are orally proficient in reading but have not mastered the academic literacy that is required for them to pass the NYSESLAT or be successful in the content area classroom. In addition, we have a few ELLs who are not yet orally proficient in English whose needs are somewhat different than the Long Term ELLs and other ELLs who are already proficient in English; therefore, we have attempted to create a Language Allocation Policy that provides the coherence needed to create a standard understanding of how language is used in the classroom while at the same time providing the flexibility to meet the needs of a wide range of student language proficiency.

To this effect we have implemented an ESL instructional program is a hybrid push-in/pull out model. We have three teams that serve ELLs: a 9th grade team, the 10th/11th grade team, and the 12th grade team. All ELLs (whether they are short-term or long-term ELLs) in the same grade level are put into one block that follows the same schedule and all ELLs in these blocks receive enough support to be in compliance with CR PART 154 for beginner students. The main component of our program is collaborative team teaching that occurs between content area teachers and the ESL teachers. Both teachers plan together with the special needs of ELLs in mind and implement the lesson cooperatively.

We also have self-contained ESL classes. Instruction is differentiated, based on the students' skill levels.

Below is how this coherent but flexible language policy fits into the 8 principles of a strong language allocation policy.

Principle One: A Coherent Language Policy

In implementing a push-in model we have also had to think about how we use both languages in the classroom. We face the challenge of a diverse ELL population in terms of language proficiency but not sufficient numbers to make possible separate classes by language proficiency. However, because almost all of our ELLs come from a Spanish-speaking background and our ESL teacher, as well as 60% of our teaching staff, is bilingual, we have mapped out how to strategically use both English and the native language to best support our students. The ESL teachers in conjunction with content teachers and the administration have developed a language policy that we feel takes into account the individual needs of all of our students.

Principle Two: Academic Rigor

Through the push-in model we ensure that all ELLs at HSVD participate in instructional programs that are aligned with ESL, ELA, and content learning standards as well as have access to a regents prep curriculum. Through the push-in and pull-out models, teachers use ESL strategies and methodologies as well as native language support when necessary to address the needs of students at various proficiency levels.

Principle Three: Use of Two Languages

As mentioned above, the native language is used as support within content area classes. The rationale behind this is that in the content classroom our curricular goal is to have students master the concepts in a way that they can then apply to the regents exams and pass with a 65 or above. Because they can take these exams in their native language there is no reason we see why they cannot use their native language to make meaning out of the material in class.

Principle Four: Explicit ESL and ELA Instruction

The ESL and content teachers plan together to ensure that ESL methodologies are infused throughout the curriculum; this includes scaffolding techniques, strategies to make academic literacy explicit throughout the content areas, as well as infusing language functions and structures into lesson plans.

In the ELA class, all instruction is in English. In addition, all written products of students are expected to be in English and students are encouraged to speak only in English. Of course, appropriate sheltering techniques based on QTEL are used in these classes. However, if with all of this support a student is really struggling to express him or herself, translation assistance by another student or the teacher are provided. The goal is to challenge students to practice their English while allowing them to feel as if they can express themselves and feel as if their native culture and language are respected.

1. We have an ESL instructional program that uses a variety of approaches - push-in, pull out, and self-contained ESL classes.. We have three teams that serve ELLs: 9th grade team, the 10th/11th grade team, and the 12th grade team. All ELLs (whether they are short-term or long-term ELLs) in the same grade level are put into one block that follows the same schedule and all ELLs in these blocks receive enough support to be in compliance with CR PART 154. The main component of our program is collaborative team teaching that occurs between content area teachers and the ESL teachers. Both teachers plan together with the special needs of ELLs in mind and implement the lesson cooperatively.

2. Our ESL teachers are assigned to work with content teachers of our ELL blocks in order to provide ESL support. The CTT model works ensures that all advanced ELLs are receiving the mandated number of minutes per week. Intermediate and Beginner Students are programmed for a self-contained ESL class every day.

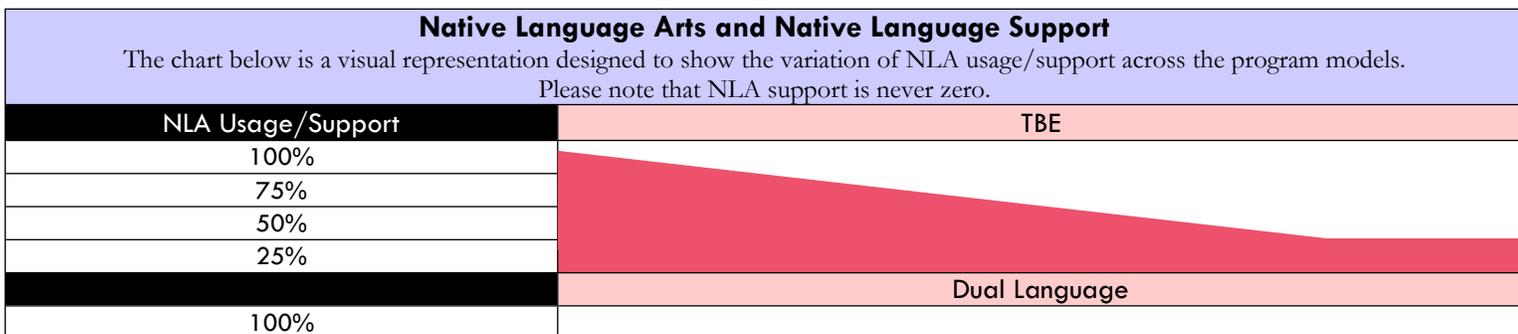
3. The ESL and content teachers plan together to ensure that ESL methodologies are infused throughout the curriculum; this includes scaffolding techniques, strategies to make academic literacy explicit throughout the content areas, as well as infusing language functions and structures into lesson plans.

In the ELA class, all instruction is in English. In addition, all written products of students are expected to be in English and students are encouraged to speak only in English. Of course, appropriate sheltering techniques based on QTEL are used in these classes. However, if with all of this support a student is really struggling to express him or herself, translation assistance by another student or the teacher are provided. The goal is to challenge students to practice their English while allowing them to feel as if they can express themselves and feel as if their native culture and language are respected.

4. Currently, we have no SIFE students, but if a student is identified as SIFE, we would employ the following procedure:
- a. After a student is identified as SIFE, we would schedule ESL teachers to provide three periods a week for homework help and content assistance. These classes would be used to help students understand the content and keep up with the work of their core content classes. ESL teachers would interact with content teachers to see which students need the most help in various subjects.
 - b. For newcomers (who are usually beginners) we place the student in an ELL block where an ESL teacher provides support in content classes. In addition, they are given a self-contained ESL class to work on literacy four days a week.
 - c. For students who have been ELLs from four to six years, we use the CTT model to provide support in core classes, and, depending on skill level, assign the student to a self-contained ESL class.
 - d. In order to meet the needs of LTEs at HSVD, we have implemented an ESL instructional program in a hybrid push-in/pull-out model. We have three teams that serve ELLs: a 9th grade team, a 10th/11th grade team and a 12th grade team. We have found this model to be very effective in helping and meeting the needs of LTEs to improve their linguistic and academic skills so that they become English proficient, meet state standards, and promotion/graduation programs.
 - e. ELLs with Special Needs receive services according to the academic support necessary, as stated in the IEP. Most of our ELLs who are classified as Special Education have very good listening and speaking skills, but they struggle with reading and writing in English. These students are assigned an additional English class with an ESL teacher to help them with their reading and writing. Many of these students have much better skills in English than in Spanish.

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

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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

Paste response to questions 5-14 here

5. We provide a variety of intervention services.

After-school tutoring and courses will be available for all ESL students, grades 9-12, in all content areas including Global History and Geography, United States History and Government, Integrated Algebra, Geometry, and Living Environment. The students will be prepared for New York State Regents examinations. The goal is to improve language skills and content understanding to ensure success on state examinations. After school tutoring began October 1, 2010, and will run through June 2011. Struggling students are mandated to attend PM school in order to make up for deficient credits and skills.

Grade Teams meet each week and identify students that are in need of intervention. If necessary, the student is called for a conference with several teachers on the team to identify why the student is struggling and how to improve performance.

ELLs are programmed in an advisory class with a Spanish-speaking teacher.

6. Students who have tested out of ESL and are deemed proficient by the NYSESLAT continue to be programmed as part of the ELL blocks and receive ESL support in a Collaborative Team Teaching approach.

7. We will have professional development regarding support for ELL's through in-house training as well as DOE-sponsored professional development.

8. N/A

9. ELLs are afforded all of the same opportunities to participate in any and all school activities. Information from the school is always translated into Spanish so that all students and families have access to important notices and announcements. Team Leaders communicate available activities to the teachers on their teams and those teachers then communicate to the students. The ESL teacher is responsible for making sure that their students are included.

10. Materials used to help students develop their skills include videos that teachers download from the Internet (news, story summaries) and displayed on Smart Boards. Teachers also use guided note-taking graphic organizers and have students do dictation. In addition, we utilize the Achieve 3000 reading program as well as word walls with pictures and Spanish translations. We have four laptop carts that we employ for many of our programs and projects.

11. In team-taught content area classes, the language policy varies based on the needs of the students. Whole class instruction is always given in English. In addition, reading materials are also in English. Students who have stronger English skills (most of our ELLs) do their assignments in English. However, our newcomer students are permitted to write their answers in Spanish. In addition, oral translation of the content is provided to these students by the ESL teacher if necessary. This comes in the form of responsible code-switching, where when it is clear the student does not understand the material, a summary of the material is provided in Spanish. The idea behind this is that in these content area classes, mastery of content is most important and if a child needs to make meaning in their native language this should not only be permitted but encouraged.

Newcomer ELLs are provided with testing accommodations including:

English and Spanish language versions of both in-class and regents assessments in the content area.

Bilingual dictionaries for ELA class and the ELA Regents

12. Yes

13. We have an orientation program for all new students to the school.

14. Spanish and French are currently offered. We are beginning a program in Mandarin Chinese in the Spring term.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here.

1. Our fulltime ESL teacher is fully certified in TESOL. In addition, he has attended several different QTEL workshops. Our principal and assistant principal have also attended QTEL workshops and have acted as turnkeys in the school. In addition, an on-going collaboration with the Research Institute for the Study of Language and Urban Society provides teachers working with ELLs on-going support for how to infuse literacy throughout the curriculum and how to plan for language functions.

2. N/A

3. As part of our school wide professional development program, we give teachers the opportunity to attend professional development workshops outside of the school building. If any costs are incurred, our school pays 50% of registration fees and other associated fees. Professional development opportunities include everything from inter-visitations to conferences for example, most of our teachers have attended AVID training, which contains targeted strategies for ELL's. Our teachers will also conduct workshops on how to meet the needs of ESL students. Eight teachers attended a conference on Grant Wiggins' Understanding By Design.

E. Parental Involvement

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

Paste response to questions 1-4 here. Part III: Parental Involvement

1. Parents and families of students in HSVD are provided with opportunities to participate in Parents Association, the School Leadership Team, and parents educational activities that relate to building strong home/school partnerships, workshops which promote an understanding of performance standards and the new promotional criteria, the parent volunteer program, and accessing the services of community resources.

To encourage parent involvement at HSVD we:

- > conduct yearly Parent's Association elections for Executive Board members;
- > conduct monthly Parent's Association meetings;
- > through the School Leadership Team develop a plan for increasing teacher's ability to effectively involve parents in their children's education;
- > hold orientation meeting to present the overall goals of our school, as well as specific grade/class goals;
- > conduct outreach activities and training parents;
- > distribute all notices in English and Spanish;
- > provide resources for family outreach to assist and inform parents, and involve them in the school community;
- > encourage parents to network with each other and to communicate with school staff;
- > maintain a school bulletin board to provide parents with information related to parent meeting/event and to their children's education programs;
- > meetings are scheduled at various times during and after the school day to accommodate parents;
- > bilingual parent newsletter;

- > annual open house;
- > activities open to parents, such as the annual picnic, senior breakfast, and Second Cup of Coffee.
- > Parent contact will be made through monthly calendars, letters and phone calls to inform of school's instructional programs and performance standards, student assessments and summer programs. Parents can also keep up with their children by utilizing the new Skedula website.

Currently we are partnering with Big Brothers/Big Sisters and iMentor, which pairs ELL's with successful adults who were once ELL's.

3. We evaluate the needs of parents by inviting them to the school for a variety of functions and reasons, calling them on the telephone, and asking what services would be helpful for them. We do extensive outreach with the families of our students.

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)										4				4
Intermediate(I)										4	6	2	1	13
Advanced (A)										1				1
Total	0	0	0	0	0	0	0	0	0	9	6	2	1	18

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		0	
Math <i>Int Alg</i>	7		11	
Math				
Biology				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Chemistry				
Earth Science				
Living Environment	2		1	
Physics				
Global History and Geography	2		1	
US History and Government				
Foreign Language	7		6	
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
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?
- Describe how you evaluate the success of your programs for ELLs.

Data response to questions 1-4 have

- 3.
- a. The ELLs are performing at a slightly lower level than their peers at the same grade level. We are gratified that all but our lowest-level ELLs are taking their exams in English (although with translating dictionaries and a copy of the test in their native languages). Two of our intermediate ELLs passed the English Regents with scores of more than 75.
 - b. We distribute the results to all teachers of ELLs. Students are programmed for ESL classes or additional support based on these results.
 - c. The school is learning what areas of English acquisition that our students need to work on in order to exit ESL. We design lessons based on the results for students, differentiating as needed.
4. Not applicable
5. It's an ongoing process. We meet as an ESL department weekly. Our Grade Teams meet bi-weekly to discuss all manners of issues, including those related to ELLs. We evaluate our students' progress based on Periodic Assessment exams and ongoing assessments in our classrooms.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		

	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 09x543

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:	\$162,372	\$99,903	\$262,275
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1623	\$999	\$2622
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$8119	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$16,237	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
97.4%

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.

Need assessments are based on standardized tests, class quiz and test, student work, and student projects.

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

- 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.

HSVD offers programs such as after-school tutoring, regents prep, extended day tutoring, mentoring, and college and awareness prep to address the needs of their student population. Our students are also given opportunities to visit colleges throughout their high school years. SWD students are provided resource room and ICT program as per their IEP and our ESL students are given instruction based on their levels. Our instruction is in accordance with the state standards as we provide the instruction and support our students require for graduation, college and career.

3. Instruction by highly qualified staff.

97.4 % of our staff are highly qualified.

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

Professional development is offered to all staff through our network. Our teachers attend monthly professional development at teachers college for ELA and Math. Coaching is also provided to our special education teachers to better able them to instruct our students in all subject areas. As the principal, I attend a monthly pd, meet with mentors and coaches, all of which provides me with tools needed to be an effective leader. There is ongoing professional development given to all staff at our faculty meeting, grade meeting, and subject area meeting. We also have 3 retreats throughout the year where the staff receives pd in teaching strategies and techniques.

In addition, parents are also invited to ‘second cup of coffee’ meetings and our retreats to help them understand what is provided to their children. This is provided with the 1% parent involvement funds.

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

College fairs, open hire and a rigorous interviewing process are some of the strategies used to attract high quality, highly qualified teachers. There is also a 5% mandated title 1 funds which addresses the needs of teachers who are not highly qualified. We have a video of the work our staff and students have done and this is also viewed so the perspective candidates can see what we believe.

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

Workshops are provided to parents at the PA meetings to help families increase knowledge and awareness around the college application process. With the help of our community based organizations, we have been able to provide family services in literacy, character education and the arts.

- 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.

Reviewing regents grades, scholarship reports, periodic assessments, performance assessments, formal and informal observations, professional development and collaboration are all measures to include teachers in the decisions of students achievement 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.

Data analysis is a regular routine of our teachers, who collaborate in teams to identify students needs and interventions. We have 6 week periodic assessments that ensure students are provided with the timely assistance to make gains. We have combined the "RYG" strategy from Assessment for Learning to help identify the confidence of our students. We also train our teachers in peer feedback and flexible grouping so that assistance is most effective.

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.

Violence prevention (Boys Mentoring and Character Education)

i-mentor and internships

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	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

	<i>(i.e., Federal, State, or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	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	✓			\$136,393	✓	23 – 30, 38 - 40
Title I, Part A (ARRA)	Federal	✓			\$98,904	✓	23 – 30, 38- 40
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			\$15,000	✓	23 - 30
Title IV	Federal						
IDEA	Federal	✓			\$6,768	✓	23 – 30, 38 - 40
Tax Levy	Local	✓			\$1,542,-27	✓	23 – 30 , 38 – 40

-
- **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.

