



THE HIGH SCHOOL FOR CONTEMPORARY ARTS

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 11X544
ADDRESS: 800 GUN HILL ROAD
TELEPHONE: 718-944-5610
FAX: 718-9445650

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
 CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 11X544 **SCHOOL NAME:** THE HIGH SCHOOL FOR CONTEMPORARY ARTS

SCHOOL ADDRESS: 800 E. GUN HILL ROAD, BRONX, NEW YORK 10467

SCHOOL TELEPHONE: 718-944-5610 **FAX:** 718-944-5650

SCHOOL CONTACT PERSON: FRANCISCO SANCHEZ **EMAIL ADDRESS:** fsanche@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Michael Wooley</u>
PRINCIPAL:	<u>Francisco Sanchez</u>
UFT CHAPTER LEADER:	<u>Eliu Lara</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Jose Vazquez</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u>Franderis Mercedez</u>

DISTRICT AND NETWORK INFORMATION

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

NETWORK LEADER: Barbara Gambino

SUPERINTENDENT: Geraldine Taylor-Brown

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Francisco Sanchez	*Principal or Designee	
Eliu Lara	*UFT Chapter Chairperson or Designee	
Jose Vazquez	*PA/PTA President or Designated Co-President	
Beatrice Alfaro	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Gaspar Gonzalez	DC 37 Representative, if applicable	
Franderis Mercedez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Michael Wooley	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.

OUR SCHOOL MISSION

The mission of this school is to provide for the success of our students. Students of today must be able to adjust to the rapidly changing technology and society that we live in. The High School for Contemporary Arts will use all of the resources available to prepare students. Technology will be employed in all of the arts and academics to provide our students with the experience they need to be able to succeed in this technological world. Using the interest in the arts held by many of our students, the High School for Contemporary Arts will provide an environment where the arts will be used to develop students' artistic abilities, academic achievement, and cultural empowerment.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	High School for Contemporary Arts				
District:	11	DBN #:	11x544	School BEDS Code:	321100011544

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 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	117	125		Recent Immigrants: Total Number					
Grade 10	152	121		(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	105	133							
Grade 12	58	84		Suspensions: (OSYD Reporting) – Total Number					
Ungraded	0	0		(As of June 30)	2007-08	2008-09	2009-10		
Total	432	463							
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	27	32							

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	30	50		Principal Suspensions			
Number all others	4	12		Superintendent Suspensions			
<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)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	0	0		Early College HS Participants			
# in Dual Lang. Programs	0	0					
# receiving ESL services only	41	47		Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			
(As of October 31)	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							
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher			
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Multi-racial							
Male							

DEMOGRAPHICS							
Female							

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>				<u>Category (Check ✓)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
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							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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?
-

Below is a list of our findings on the current status of our educational programs. Although there has been a rise in the average number of students per class, with an increase from 24 to 28, the level of teacher qualifications has risen significantly. The percent of teachers teaching outside of certification are has dropped from 35% to 12 %. Percentage of teachers with less than three years of experience has dropped from 18% to 8 %. Furthermore, the percentage of core classes not being taught by highly qualified teachers has decreased from 22% to 4 %. In every performance objective, High School for Contemporary arts has scored well above the needed effective AMO (Annual Measurable Objective). Graduation rates show a consistent rate across the different student groups (ethnicity, economically disadvantaged). Likewise, the percentage of student s that are rated at or above level 3 as measured by the state assessments in ELA and mathematics shows an improvement(11-25 % entering at or above grade level to 78-81% at or above grade level after two years). Once again these rates are fairly well distributed across student groupings. Attendance is consistently about 90%. An analysis of the regents scoring leads several additional conclusions. Over the last two years, those passing the ELA has dropped from 78% to 71 %, those passing the Mathematics A has dropped from 82% to 62 %, those passing the Global has fluctuated between 55% and 70%, those passing the US History increased from 74% to 89%, and those passing the sciences have also shown increases. The number of students scoring above 85% has remained very low, with the exception of US History, which has shown a decrease from 22% to 16% over the last two years. NYSESLAT Listening and Speaking scores has shown good improvement up to 57% scoring proficient , but the Reading and Writing section only 14% of those students scored proficient, with 68% scoring at the intermediate level. Graduation plans of 2007-08 graduates show 88% planning on attending college.

We seem to be doing some things very well. We have consistently taken students that are academically disadvantaged, and have able to bring their academic levels up several grade levels. Students are having high expectations for their after high school plans as evidenced by the high percentage planning on attending college. Therefore we seem to be able to take low performing students and help them become successful in high school. The fact that we have a low percentage of students scoring above 85 on the regents should be taken as an area for improvement. The high number of successful ELL students scoring well on the NYSESLAT Listening and Speaking shows that these students are adjusting to the linguistic challenges, but their low scores on reading and writing points to another area of concern. Having a stable teaching staff that is consistently becoming better qualified is a significant aid to the school.

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. **Over the course of 2010/11 school year, we will create classrooms where work leads to high levels of student engagement and thinking aligned with The Common Core State Standards further preparing students for extended progress in higher education.**

2. **Over the course of the 2010/11 school year, we will expand the use of data systems to provide regular analysis of student progress by using Mid-year transcripts, marking period report card grades, Aris reports and NV Datacation program.**

3. **Over the course of the 2010/11 school year, we will continue expanding credit accumulation opportunities for students in years 1, 2 and 3. Academic intervention classes will be scheduled after school and Saturdays.**

4. **Over the course of the 2010/11 school year, we will increase our college readiness program and prepare our students for college success.**

5. **Over the course of the 2010/11 school year, we will increase, promote and improve parent participation in their students' educational progress.**

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

Goal 1

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To create classrooms where work leads to high levels of student engagement and thinking aligned with The Common Core State Standards further preparing students for extended progress in higher education.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • By June 2011, all teacher instructional goals will be aligned with the CCSS. • Beginning in September, School wide professional development will be conducted to help teachers with implement teaching practices aligned with the CCSS. • Purchase class materials that develop procedural skills and conceptual understanding in mathematics and the five language strands.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> •
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The school will document this process with:</p> <ul style="list-style-type: none"> • Agendas from professional development and departmental meetings; • Schedule for inter-visitation between teachers; • Records of teacher observations documents which show evidence of the implementation of school CCSS • Peer observation checklists; • Professional articles will be archived; • Collection of lesson plans which demonstrate the use of differentiated instructional strategies and activities;

	<ul style="list-style-type: none"> Record of teacher observations documenting the implementation of differentiated instructional strategies and activities in the classroom.
--	---

Goal 2

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To expand the use of data systems to provide regular analysis of student progress.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> Grade teams will be established and scheduled for common planning time daily. School leaders will provide grade teams with transcripts, attendance records, ARIS access, New Visions Datacation Tools, and interim assessment reports. Grade teams will be responsible for scheduling individual goal setting conferences with students during which time the data will be shared with the students. The Assistant Principal/Data Specialist will assist the teachers in disaggregating data to identify students in the lowest third and students in identified sub-groups for early goal setting conferences. Ongoing professional development will be conducted to support the teachers in analyzing the available data for use in instructional planning and differentiating instruction to accelerate student learning. Structures will be developed to regularly evaluate and adjust instructional strategies and learning goals for students based on an analysis of the results on interim assessments in each core subject. Report cards issued at the end of each marking period will serve as an early warning system for mid-course adjustments. <p>Mid-year transcripts and NV Datacation Tools will be utilized to monitor student progress and revise instructional strategies and student goals</p>
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	

Indicators of Interim Progress and/or Accomplishment

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

- **Skedula** will serve as a tool for faculty members as an early warning system to ensure that every student needs are being met.
- **Skedula internal messaging system** will serve as a **Real-Time Student** information tool to teachers, counselors and administrators.
- Grade teams will be responsible for scheduling individual goal setting conferences with students during which time the data will be shared with the students.
- The Assistant Principal/Data Specialist will assist the teachers in disaggregating data to identify students in the lowest third and students in identified sub-groups (ELL's & students with special needs) for early goal setting conferences.
- Ongoing professional development will be conducted to support the teachers in analyzing data for use in instructional planning and differentiated instruction to accelerate student learning.

Goal 3

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

To continue expanding credit accumulation opportunities for students in years 1, 2 and 3.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- All students in years 1, 2 and 3 will be programmed for a minimum of 7 credits per semester.
- Each marking period, grade teams will review report cards/scholarship reports to identify students who are not making adequate progress in their courses.
- Academic intervention classes will be scheduled after school on Tuesdays and Thursdays so that at-risk students will be able to participate in clubs and other school activities on Mondays and Wednesdays.
- The AP/Data Specialist and guidance counselors will identify students in **Cohorts 2007 and 2008** who are either Almost on Track or Off Track for credit recovery during the school day.
- Saturday Opportunity Classes provide additional opportunities for credit recovery and Regents preparation.
- Transcript reviews will be conducted at the end of each semester (January and June) to monitor progress toward the 10 credit goal. Students will be programmed for Saturday and Summer Credit Recovery classes as needed.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The school will document this process with:</p> <ul style="list-style-type: none"> • Student schedules. • Scholarship reports. • Record of Parent Conferences. • Attendance records for after school and Saturday programs. • Semester transcripts. • An increase in the percent of students achieving 10 or more credits in years 1, 2 and 3.

Goal 4

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To continually increase college readiness and access by better preparing students for college success.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • By June 2011, a combination of AP courses will be designed and implemented for students in Cohort 2007 and 2008. • By June 2011, there will be an increase in the number of seniors applying to CUNY, SUNY and private colleges. • Guidance counselors/college advisor will participate in monthly New Visions College Career Awareness and Access workshops. As an outgrowth of these sessions, a College Application Tracking Process will be developed and implemented by the College Advisor. • Beginning in September, all students in the 2007 cohort will participate in individual advisory sessions with guidance counselors to ensure that they are knowledgeable about the distinctions between the types of diplomas - Local, Regents, and Advanced Regents and the steps they need to take to graduate college and career ready. • Students will be individually programmed for courses needed to meet graduation requirements. • In September, all students taking 12th grade English will be enrolled in a <i>College Summit</i> class to

	<p>support the college application process.</p> <ul style="list-style-type: none"> • Students will be registered for the SAT. • Students will be exposed to the college environment through a series of college visits and participation in college fairs. • Starting in grade 9, students and parents will be introduced to the New Visions College Ready (G2G) metrics which are designed to lead to students on a path to college/career readiness which includes meeting the academic requirements for the Advanced Regents diploma. • New Visions Individual Student Trackers and transcripts will be utilized to ensure students, and their parents, are very clear about progress to graduation and college entrance requirements. • All faculty, students and parents will be introduced to the <i>Three Components of Career and College Readiness</i>. • Teachers across all content areas will integrate the interdisciplinary writing & communication skills, analytic skills, learning habits and character & life skills necessary for success in careers and college. • Supplemental tutoring and Regents prep classes will be offered to support students in meeting the additional requirements of the Advanced Regents Diploma. • Beginning in the spring semester, students achieving 75 or higher on the ELA Regents and with a cumulative average of 80 and above will be provided the opportunity to attend credit-bearing classes at Lehman College through the CUNY College Now program.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The school will document this process with:</p> <ul style="list-style-type: none"> • A comprehensive document listing all colleges each student applied to, was accepted at, and committed to attending; • Individual senior contracts maintained by Guidance Counselors containing the graduation plan for each Cohort 2007 student; • College Summit registration in HSST; • SAT registration records; • Records of all college trips/college fairs; • Parent and faculty meeting agendas and attendance lists; • Classroom observations with evidence of integration of interdisciplinary skills across content areas; • Records of after school tutoring/Regents prep classes/College Now program participation; • Enrollment in AP courses for students in Cohorts 2007 and 2008

	<ul style="list-style-type: none"> An increase in the number of seniors applying to CUNY, SUNY and private colleges.
--	---

Goal 5

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To promote and improve parent participation in their students’ educational progress.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> A system of parent communication, including phone campaigns, mailings and door prizes, will continue in order to ensure that parents are notified of individual parent advisory sessions, parent-teacher conferences, parent workshops, PTA meetings and school-wide celebrations. NEW COMMUNICATION METHOD: creating and maintaining parent email addresses. To maximize parent attendance at these sessions, aggressive outreach efforts will be led by the principal, assistant principals, parent coordinator, guidance counselors, and community coordinator with support from pedagogical and non-pedagogical staff. Parent/Student Academic Intervention sessions will be conducted before, after, and during school hours, as well as on Saturdays, to meet the needs of all parents. Students will participate in these small group and 1:1 PSAI sessions with their parents to ensure that both are aware of graduation requirements, available academic support programs, effective study tips and enrichment programs offered by the school/ within the community. The PSAI sessions will also focus on teaching parents how to review student transcripts and on ways for parents to monitor individual student progress. These sessions will result in the development of individual student folders for the purpose of tracking student progress towards graduation beginning in the ninth grade. As with students in the graduating cohort, individual graduation plans will be developed and monitored collaboratively by school staff, parents and students. Staff from the New Visions Community Engagement office will co-facilitate the parent workshops in both academics and Data programs: such as: Core Subjects, Dataation Skedular and G2G [are you good to go - college readiness beginning in the ninth grade thru twelfth] program. HSCA will translate invitations and provide interpreters for non-English speaking families. Several celebrations of student achievement have been planned for the spring semester of 2011. Learning Environment parent surveys will be distributed and collected at these celebrations. HSCA parents will have the confidence and tools to advocate for the best possible opportunities for their son/daughter.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>. The school will document this process with:</p> <ul style="list-style-type: none"> • Phone logs; • Parent conference summary forms will be included in individual student binders to document active parent participation in student academic planning sessions; • Flyers, Agendas and Attendance sheets for all conferences, meetings, workshops and celebratory activities will be maintained; • Responses to the parent Learning Environment Survey will increase by 10%.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	45	30	30	0	30	5	20	5
10	45	30	20	20	30	5	20	5
11	50	35	40	70	30	5	20	5
12	20	40	20	50	30	5	20	5

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:	After school tutoring
Mathematics:	10th graders will be provided in Algebra review class in their regular schedule After school tutoring in small groups Saturday Program
Science:	After school tutoring Saturday Program
Social Studies:	After school tutoring Saturday Program
At-risk Services Provided by the Guidance Counselor:	Saturday one-to-one services and pull out
At-risk Services Provided by the School Psychologist:	Pull out
At-risk Services Provided by the Social Worker:	Pull out
At-risk Health-related Services:	Pull out

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 9-12 Number of Students to be Served: 42 LEP Non-LEP

Number of Teachers 2 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

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

Section III. Title III Budget

School: The High School for Contemporary Arts BEDS Code: 321100011544

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(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. Use ATS Report which identifies all home languages.
 - b. Home language survey is administered to identify new incoming students.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - a. Translation and oral interpretation are done during parent conferencing and written communication to parents in all subjects, guidance areas/attendance.
 - b. Our Parent Coordinator is our spokesperson to the 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. Oral interpretation services are determined by the Assistant Principals, Guidance, attendance staff, and Parent Coordinator.
 - b. We provide translation in Spanish and French by in house staff.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
 - a. Determine the community of languages of the student population through ATS and the Home Language Surveys

- b. Completed by new admits.
 - c. Make this list available to all administrators, supervisors, counselors, and the Parent Coordinator.
 - d. School based assessment of languages.
 - e. Determine languages that can be translated or interpreted in house by staff.
 - f. Determine languages that can only be translated or interpreted through the Translation and Interpretation Unit. The school will be incorporating Daedalus into its parent outreach (Daedalus translation software in written communication).
 - g. Provide parents with sufficient time of written communications to parents to offer enough time for translation.
 - h. Procedures outlined will be followed in the Translation and Interpretation Unit website to meet the translation and interpretation requirements.
 - i. Maintain copies of all letters to parents in the required languages.
 - j. Oral Interpretation will be provided by in-house staff in Spanish and French. Languages outside of these areas will be provided by an outside contractor if necessary.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
- a. The required DOE translation postings will be placed at the parent bulletin board next to the main office.
 - b. The Parent Coordinator will serve as the point of contact for translation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
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

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.

High school for Contemporary Arts

PARENTAL INVOLVEMENT POLICY

2010-2011

The faculty and staff of HSCA believe that parental involvement in the educational activities of the school is essential to a students' success or failure in his/her academic endeavors. In keeping with the core belief held by all teachers at HSCA, the following parental involvement policy has been set forth:

HSCA shall require every student in attendance to complete and sign a parent, teacher, student compact which shall be on file in each homeroom teacher's room.

Parent compacts shall be distributed during the fall semester. Teachers shall check these to insure that **ALL** students sign and return these to the Guidance Department by the second week of the fall semester.

HSCA shall require all students and parents to sign a photo/media release form giving or denying permission for a student's picture and/or work to be use for educational purposes.

Photo/Media forms shall be distributed during the first week of school and shall be monitored by guidance department or youth development office. All photo/media forms shall be kept in the students cum folder in the guidance department.

HSCA will conduct parent teacher conferences twice a year.

The date for this year's annual parent teacher conference is October ____ 2010.

A second conference is scheduled for March ___ 2011.

At this time, the parent, teacher, student compact shall be discussed as it relates to the individual child's achievement, signed by the principal, student, and parent, and a copy kept on file at the school.

Teachers shall be available to discuss student progress with the parents. The student compacts shall be discussed as it relates to the child's achievement.

HSCA will develop a parental involvement policy (School-Compact Policy) which shall be distributed to parents and a copy kept in the student's cum folder.

HSCA will provide reasonable access to staff, opportunities to volunteer and participate in their child's class, and schedule observation of classroom activities to improve student achievement.

HSCA teachers will encourage parents to participate in school activities through memos, letters and verbal communication.

Examples of activities in which parents are encouraged to participate include:

Back to School Carnival Event (1st day of school)

Christmas Program

Multi-Cultural Event

Because close ties between parents, teachers, and school administration makes for a sound learning environment, HSCA encourages participation in the HSCA Parent Teacher Association. The PTA has a representative member available via, email and cell phone to assist with various activities. The members are active in the school leadership team and keeping attractive bulletin boards in the hallways.

HSCA Administrators will regularly contact parents when students are referred for disciplinary reasons.

Administrators will call parents to alert them of potential or existing problems with their child.

If telephone contact cannot be made, letters will be sent home with the students which must be signed and returned to notify parents of problems. It is **imperative** that parents complete **and return blue cards** with home #, Work #, Cell#, Email, home address and at least three emergency contacts. All blue cards will be kept in the attendance office.

HSCA will hold an annual parent awareness meeting for input in the Title I program.

HSCA will solicit parental input on policies and procedures in place at the school through questionnaires, interviews and surveys.

HSCA's parental survey.

Parent Survey conducted by DOE

HSCA will provide parent activities, invite and encourage parents to attend these activities, e.g. memos sent home, newspaper announcements, etc.

Monthly calendar

Phone Ranger

Letters from teachers to parents.

Letters from the Principal to parents.

HSCA will invite parents to serve on the School Leadership Team.

What is a School Leadership Team?

School Leadership Teams (SLTs) are school-based organizations composed of an equal number of parents and staff. They meet at least once a month, and determine the structure for school-based planning and shared decision-making.

HSCA will provide a parent center/area where materials are available for parents to assist in the improvement of student achievement.

HSCA will provide parents with information regarding the new ARIS system for parents.

What is ARIS Parent Link?

The New York City Department of Education's Achievement Reporting and Innovation System (ARIS) provides a single place where our educators can go to find and study important information about your child. Principals and teachers use this information to find out how to best help your child.

ARIS Parent Link makes this same important information available for you, so you can work together with your child, principal and teacher to help your child learn. ARIS Parent Link uses secure login procedures to be sure that a child's information can be seen only by authorized members of his or her family.

HSCA will provide parents with the NYC Department of Education Website: <http://schools.nyc.gov/ParentsFamilies/default.htm> Parents will be able to access additional information regarding the Learning Environment Survey, School Report Card, Tutoring, and Chancellor's Regulations.

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.

THE HIGH SCHOOL FOR CONTEMPORARY ARTS

Francisco Sánchez, Principal

**800 E. Gun Hill Road
Bronx, NY 10467
Telephone (718) 944-5610
Fax: (718) 944-5650**

Fax (718) 944-5650

SCHOOL – PARENT COMPACT

The school and parents working cooperatively to provide for the successful education of the children agree:

THE SCHOOL AGREES	THE PARENT /GUARDIAN AGREES
To offer a flexible number of meetings at various times, if necessary, and funds if available, to provide transportation & childcare.	As an involved parent, I will support my son/daughter by ensuring that they attend school daily and arrive to school on time.
To provide parents with timely information about <u>all</u> programs.	To monitor my son/daughter's: <ul style="list-style-type: none"> • Attendance at school

<p>To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</p> <p>To provide high quality curriculum and instruction.</p> <p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> • Parent-Teacher conferences at twice a year • Frequent reports to parents on their children’s progress • Reasonable access to staff • Opportunities to volunteer and participate in their child’s school <p>The school building will be used to foster growth by providing parent training workshops, ESL classes, adult basic education classes, computer classes, etc..., during after the regular school day and/or weekends.</p>	<ul style="list-style-type: none"> • Homework <p>To share the responsibility for improved student achievement.</p> <p>I will encourage my son/daughter to participate in at least one extracurricular activity.</p> <p>I will seek information regarding my son’s/daughter progress by conferring with teachers, principals and other school district personnel.</p> <p>To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.</p> <p>To attend (if your schedule allows) :</p> <ul style="list-style-type: none"> • Parent-Teacher Conferences (twice a year) • Parent Association Meetings (once a mth) • School Leadership Meetings (once a mth) • School functions
--	---

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

Signature of Principal/Teacher
 Date: _____

Signature of Parent/Guardian
 Date: _____

The High School for Contemporary Arts, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2010-11.

School Responsibilities

The High School for Contemporary Arts will:
TEMPLATE - MAY 2010

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

- We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:
- Monitoring attendance.
 - Making sure that homework is completed.
 - Monitoring amount of television their children watch.
 - Volunteering in my child's classroom.

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

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

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

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

SIGNATURES:

SCHOOL	PARENT(S)	STUDENT
DATE	DATE	DATE

(Please note that signatures are not required)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose
--------------	--	---	---	---

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

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

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

		Schoolwide Program (<u>R</u>)			(Refer to Galaxy for FY'11 school allocation amounts)	funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (<u>R</u>)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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.

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: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

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 Contemporary Arts						
District:	11	DBN:	11X544	School		321100011544	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.5	88.5	88.3
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	125	129	136				
Grade 10	121	189	164				
Grade 11	133	69	78				
Grade 12	84	84	81				
Ungraded	0	0	0				
Total	463	471	459				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	91.7	90.3	90.3

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	82.7	81.5	81.5

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	46	14

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	9	6	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	32	29	27	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	50	40	36	Superintendent Suspensions	4	4	1
Number all others	12	25	22				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	24	23	25
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	7	7
# receiving ESL services only	47	0	TBD				
# ELLs with IEPs	7	0	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	0	1	2

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	17	25	107	% fully licensed & permanently assigned to this school	100.0	100.0	94.4
				% more than 2 years teaching in this school	52.0	75.0	76.0
				% more than 5 years teaching anywhere	76.0	83.3	88.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	88.0	88.0
American Indian or Alaska Native	1.3	1.5	0.9	% core classes taught by "highly qualified" teachers	96.3	97.1	80.0
Black or African American	43.8	43.3	39.9				
Hispanic or Latino	51.2	52.7	57.5				
Asian or Native Hawaiian/Other Pacific	2.2	1.3	0.2				
White	0.6	0.6	0.9				
Male	50.5	50.3	54.2				
Female	49.5	49.7	45.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	v
Math:	v
Science:	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 Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				v	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	-
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
Student groups making				4	4	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:	NR			
Overall Score:	86.5	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment: <i>(Comprises 15% of the</i>	14.4	Quality Statement 2: Plan and Set Goals				
School Performance: <i>(Comprises 25% of the</i>	23.1	Quality Statement 3: Align Instructional Strategy to Goals				
Student Progress: <i>(Comprises 60% of the</i>	44.5	Quality Statement 4: Align Capacity Building to Goals				
Additional Credit:	4.5	Quality Statement 5: Monitor and Revise				

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 5/562	District 11	School Number 544	School Name H.S.C.A
Principal Francisco Sanchez		Assistant Principal Luz Liriano	
Coach Ms. Glenn		Coach None	
Teacher/Subject Area Jesus Rodriguez, Special Ed.		Guidance Counselor Max Petrus	
Teacher/Subject Area Virginia DiBlasi, ESL		Parent Iris Tirado	
Teacher/Subject Area Humberto Grullon, Spanish		Parent Coordinator Beatrice Alfaro	
Related Service Provider Jacqueline Cruz		Other Michelle Torres	
Network Leader Barbara Gambino		Other Jorge Zepeda	

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

C. School Demographics

Total Number of Students in School	507	Total Number of ELLs	35	ELLs as Share of Total Student Population (%)	6.90%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

ELL Identification Process

Compliance issues are discussed one-on-one with the school principal, pedagogic and non-pedagogic personnel and parents during meetings or in written form. The school's parent coordinator arranges meetings and workshops to provide vital information about the school's ESL program and other language program options available at other locations to help parents select programs that address the specific language and academic needs of their children. The following list describes the different activities or information discussed or provided to parents as part of the program's implementation: The school's family worker in conjunction with the guidance counselors provide the following information to students and parents:

1. - The student who is admitted to the school is given the HLIS (Home Language identification Survey). This is administered within
10 school days of admission.
 - An oral interview is conducted between the ESL teacher, Ms. DeBlasi and the incoming student. The interview is held in English
and in their native language in order to determine the dominant language and placement for student.
 - The description of the ELL Program is provided to parents.
 - NYSESLAT Assessment Notification to Parents (parent accountability, NYSESLAT and Regents prep after-school/Saturday Program is offered.
 - Parents and Teachers Association's Representative (due process dissemination)
 - LAB-R testing of new arrivals
2. - Community Resources for Immigrants (inform parents about institutions within the community, and legal issues pertaining to immigrants)
 - Community and School Language Programs for Adult LEPs. Workshops are created to aid in these programs. This can take place after school from 3 - 5 pm or on designated Saturdays from 9 - 1 pm.
 - Graduation Requirements (Regents Examinations, high school credits)
 - Community Resources (college partnerships)
 - Health assistance (immunization requirements, outside counseling, 504, VESID, BETAC, BOCES assistance...)
 - Assessment Information (Regents, NYSESLAT, LAB-R, PSAT)
3. - Entitlement letters are distributed to parents and a follow up is done where the collection of these letters are done and placed in the students folder and a copy in the main office.
 - School Accountability (proper placement, general education and ELL teacher training, compliance)
 - Translation Resources for Parents that do not speak english (NYS and NYC DOE Websites)
 - Access to translated documents (inform parents by providing translated documents and translators during parent-teacher-principal conferences.
 - Transition to College (dissemination of information to parents and students in different languages)
 - Special Education Issues related to ELL learners

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In										3	3	2	1	9
Total	0	0	0	0	0	0	0	0	0	3	3	2	1	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	2
SIFE	5	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	13

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/> 7	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 15	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 21	<input type="checkbox"/> 2	<input type="checkbox"/> 9	<input type="checkbox"/> 43
Total	<input type="checkbox"/> 7	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 15	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 21	<input type="checkbox"/> 2	<input type="checkbox"/> 9	<input type="checkbox"/> 43

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										14	18	3	6	41
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean											1			1
Punjabi														0
Polish														0
Albanian														0
Other												1		1
TOTAL	0	14	19	4	6	43								

Part IV: ELL Programming

A. Programming and Scheduling Information
<ol style="list-style-type: none"> 1. How is instruction delivered? <ol style="list-style-type: none"> 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)? <ol style="list-style-type: none"> 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? <ol style="list-style-type: none"> 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.

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?

Programming and Scheduling Information (continued)

2. Placement of ELL students is done in consultation with the school's programmer to make sure that "Beginner" level students are placed with bilingual teachers teaching content area classes, so that the specific language and academic needs of the students are addressed. We have a free standing ESL program where students are placed according to their proficiency levels. Our High School is departmentalized by subject areas and our ESL department falls under the umbrella of the English Department. The Assistant Principal of Administration together with a licensed English and ESL certified teacher oversees the ESL program.

In addition, lessons are structured and designed to include the Cognitive and Academic Language Proficiency Skills of the students as a means to scaffold instruction based on their prior knowledge and culture.

3. We have the following content of ESL classes: mathematics: algebra, geometry and trigonometry (230 minutes each). Social Studies: Global, American History (230 minutes per week). Science: Earth Science, Living Environment and Chemistry (3 periods per day - 230 minutes per week) Content area textbooks and work-books are provided in available native languages to facilitate instruction, to prevent students from falling behind academically in content area classes, and to reinforce Regents Examination test-taking strategies in English and/or their native language.

4a. Teachers work collaboratively with student support services: Guidance Dept, FEGS, attendance office, Parent Coordinator, and College Summit. The parent coordinator facilitates a positive communication between parents and teachers, informing them of the expected learning goals and she goes over the students progress with parents and Guidance Counselors. Guidance contracts are issued to students. Ms. Alfaro, our Parent Coordinator creates a positive welcoming relationship with parents through parent-teacher conferences, PTA meetings, phone calls and e-mails when necessary. The ELL plan also makes the students aware of test-taking options such as taking the test in their native language and using glossaries with literal translations. Individual academic performance portfolios are kept in record to assess and evaluate the students' progress. Instructional modifications consist of differentiated instruction that appeals to the students' learning styles, ESL approaches, and specific academic needs.

4b. Newcomers receiving service from 0 - 3 years are given differentiated instruction to ensure success. They are grouped in accordance

with the ELL specifications. The grouping of the classes provide the opportunity for beginning english language learners to interact with their peers and become engaged in the whole learning process. The learning goals is focused on strenghtening their weaknesses in the specific content area. A buddy system is put together so that the more advanced student can mentor the newcomer. A writing class has been developed for these students after school which reinforces what was learned throughout the day. This also helps them to be integrated socially with their peers and develop language skills. They are grouped into 3 different groups: Writing Response Group - Students share their writings and peer edit their work. Literature Circle Group - Students share their personal experience from their own backgroud to respond to Literature. Community Cooperative Group - Students are grouped together with other students to discuss community events and upcoming school activities that involve the community; parents; students; community leaders, administration, etc. Students will also monitor each others success in integrating themselves to the school and community. Strategies will be developed so that they become active learners and caring individuals.

4c. Students receiving services in the 4-6 year range:

A bilingual Para Professional (Iris Tirado) is placed in the ELL and content area classes. Tutoring is offered before and after school. Students are enrolled in Regents Prep and RCT classes. Test taking options such as taking their test in their native language with literal translation is also offered during their regents preparation period.

4d. Students are enrolled in after school classes where lessons are structured to serve the needs of each individual student., cognitively and academically. Individual academic portfolios are kept in record for each student as a tool to access their progress. This will determine the amount of tutoring and ESL intervention that the school will put in place for this specific child.

4e. The ELL instructional plan also makes accomodations to provide ELL special needs students with testing and instructional modifications. Testing modifications are provided as stated on their individualized educational plan. Programs are incorporated to provide additional supplementary language services.

How Instruction is Delivered to ELL Students

Levels	Units of Instruction	Daily Number of Instructional Periods Based on 45 Minutes Class sessions	Daily Number of Minutes	Subjects
Beginner	3	3	135	ELA SS Science Math. Total: 540 min
Intermediate	2	2	90	ELA SS Science Math. Total: 360 min
Advanced	1	1	45	ELA SS Science Math. Total: 180 min

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.

Professional Development and Support for Staff:

The LAP will be supported by on-going communication with the school principal, teacher teams, counselors, parents, students, staff development ELL consultants, and the "New Visions" instructional support specialists, BOCES, BETAC, other community resources, after-school and Saturday programs, parent participation support, Small Schools Networking, and Title III Supplementary Services as the needs arise.

Professional Development Plan:

Assistant Principals and school staff receive the following staff development:

- o Off-site and on-site staff development workshops
- o ELL consultant visitations
- o Staff will attend ESOL-TESOL conferences and workshops
- o Staff will attend ESL seminars and institutes during the regular school year.
- o Create teacher study groups
- o Conduct continuous parental meetings
- o Allow and encourage teacher inter-visitations
- o Establish schools networks to learn about best practices
- o Maintain an open line with BOCES, BETAC, and VESID for instructional support
- o Maintain an open Line with NYS Office of Bilingual Education Services
- o Staff will attend summer ESL institutes when available
- o Coordination of Saturday and after-school programs
- o Articulate with middle schools to provide "Project Jump Start" opportunities for new students before the beginning of the school year (summer).
- o Consult and research Fordham University's "Project Jump Start" initiatives to address the needs of students that have just arrived to the United States and that will enroll at the High School for Contemporary Arts in September of 2011
- o Hire certified and well qualified instructional staff (NYS ESL Certified Teachers and content area teachers with bilingual extension credentials)
- o Native language arts program placement of students with native speakers of English that have enrolled in Foreign Language Classes (dual language program approach)
- o ARIS and Skedula student data software staff training.

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?

Parental Involvement:

During the course of the year a series of dinner activities and workshops for parents are conducted to orient parents on different issues pertaining to ELL learners.

The family worker in conjunction with the guidance counselors develop multicultural gatherings where parents meet to discuss issues related to attendance and the different types of ESL programs available at the school and across the school district.

In addition, the PTA, the parent coordinator, and guidance counselors interact as a team to involve parents in "Awards Night" presentations. Also, the family worker meets one-on-one with parents of ESL and ELL/Special Education students to discuss concerns

related to the students or any other family issues that parents might be confronting.

Parents are briefed on immigration issues that might affect the students' ability to receive financial aid for college. Parents and students are informed of the graduation requirements as mandated by the State of New York Department of Education. Parents are trained to gain access to ARIS and New Visions Skedula (www program containing students' historic academic profile) so that they can view the student's academic standing. During these meetings, parental networking amongst parents is encouraged so that parents work as a team to provide support to the school and their children. The family worker is currently contemplating on creating a parent interdisciplinary network for the English Language Arts program and selecting a parent leader for each grade level to coordinate the networking process.

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)										2	4	1	1	8
Intermediate(I)										4	10	1	5	20
Advanced (A)										8	5	2	0	15
Total	0	0	0	0	0	0	0	0	0	14	19	4	6	43

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	9	1	8	1
Math	44	0	17	0
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	36	5	19	5
Physics				
Global History and	16	0	2	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government	5	0	1	0
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	4	4	9	0				
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.

ASSESSMENT ANALYSIS:

In reviewing the LAB-R teacher teams found that there are very specific common focuses that each instructor maintains. ESL content area teachers use this teaching method that are detailed on the test. eg. emphasizing reading and writing skills and specifically applying listening and speaking strategies to the instruction. After the test is administered students will write and teachers will write

teachers, parents, and ELL students. Assessment data will include instructional trends and methodologies used by New York State Certified ESL and General Education teachers with ELL students as a means to identify areas of strengths and weaknesses across different content areas. Future staff development interventions and collaborative team work will address the academic needs of the students and professional needs of teachers and other staff. In addition, the NYC Periodic Assessment results are analyzed to see areas of strengths and weaknesses for future academic intervention and staff development planning. Analyses of discrepancies among different modalities are graphed and shared with students and teachers as a means to balance instruction so that a particular language-learning modality is not neglected over another, and to let the students know their strengths and weaknesses and with which modality they must work the hardest with. The native language arts results are used to compare performance levels among different modalities in English and the target native language. Performance levels comparisons between English and the native language can also be used as indicators of a possible potential or latent learning disability of the target student. This information can be shared with the Special Education School Based Support Team and the parent for special academic intervention. Percentiles of Language Assessments in English and the native language are used to compare the proficiency levels in both languages and to determine which academic interventions need to be implemented to improve either the native or English language skills. Proficiency level comparison of modalities between the LAB-R and the NYSESLAT reveal that ELL students develop different degrees of bilingualism with a tendency to favor the spoken form over other language modalities. In other words students develop a higher degree of speaking skills before they develop the written, auditive, and reading comprehension skills. It makes educators aware that although a student might become a fluent speaker of English, he or she might not have reached a high degree of performance or fluency in the other language modalities. These comparisons are very useful to plan future academic interventions according to the individual needs of each particular student. Without this factor differentiated instruction cannot take place.

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.

COMMENT: It would be better if a different type of format or program is used to edit the LAP. These pages are default and would not allow for formatting or page setup features. A Microsoft default Word format would probably solve this problem. If charts and or graphs are requested the page should allow us to cut and paste on this section. In summary, this format needs improvement. This would speed up the process of preparing the entire document.

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: 11X544

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:	318,315.00	204,563.00	523,878
2. Enter the anticipated 1% set-aside for Parent Involvement:	3183.15	2,045.63	5,228.78
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	15,915.75	*	
4. Enter the anticipated 10% set-aside for Professional Development:	31,831.50	*	

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school

and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

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

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

3. Instruction by highly qualified staff.

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

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

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

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

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

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

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

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

Explanation/Background:

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓				267,384.60	28
Title I, Part A (ARRA)	Federal	✓				202,517.31	28
Title II, Part A	Federal			✓		N/A	N/A

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

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

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

Title III, Part A	Federal	✓				15,000	24
Title IV	Federal			✓		N/A	N/A
IDEA	Federal	✓				42,810.00	39
Tax Levy	Local	✓				2,166,084.00	1-44