



BOYS AND GIRLS HIGH SCHOOL

2009 - 2010

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 16K455

ADDRESS: 1700 FULTON STREET, BROOKLYN, NY 11213

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: K455 **SCHOOL NAME:** Boys and Girls High School

DISTRICT: 16 **SSO NAME/NETWORK #:** LSO-Community/

SCHOOL ADDRESS: 1700 Fulton Street, Brooklyn, NY 11212

SCHOOL TELEPHONE: (718) 467-1700 **FAX:** (718) 221-0645

SCHOOL CONTACT PERSON: Bernard Gassaway **EMAIL ADDRESS:** bgassaway@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Christopher Smith

PRINCIPAL Bernard Gassaway

UFT CHAPTER LEADER Domanique Borgella

**PARENTS' ASSOCIATION
PRESIDENT** TBA

STUDENT REPRESENTATIVE
(Required for high schools) Debroah Akinbowale

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** Ainslie Cumberbatch

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor's Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor's Regulations A-655 on SLT's; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
*Bernard Gassaway	Principal	
*Domonique Borgella	UFT Chapter Chairperson	
Wynter Williams-Huggins, Law and Humanities	Teacher	
Alison Best-Adams, Prep for Success	Teacher	
Emmanuel Doresca, Business and Technology	Teacher	
Craig Knight, Entertainment, Visual Arts and Design Technology	Teacher	
Toye Jackson	PTCA President	
Mrs. Cassandra Thomas, Prep for Success	Parent	
Mrs. Robin Lott, Entertainment, Visual Arts and Design Technology	Parent	
TBA Business and Technology	Parent	
TBA Law and Humanities	Parent	
Debroah Akinbowale	Student Government President	
Crystal Lott, Entertainment, Visual Arts and Design Technology	Student	
Anthony Thomas, Prep for Success	<i>Student</i>	

Medina Alston, Business and Technology	Student	
TBA Law and Humanities	Student	
Christopher Smith	<i>Assistant Principal Organization</i>	

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School.

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.

MISSION STATEMENT

Boys and Girls High School is committed to providing a safe and secure environment that enables our students to display growth and development academically, intellectually and socially. We remain cognizant of the ethnic and social diversity of the school's population. It is imperative that quality learning strategies related to multiculturalism, bilingualism, curriculum content and context that facilitate the learning of the at-risk and special education students be infused into the school's short and long term goals and objectives. It is our moral responsibility to prepare students to become productive citizens. As such, our school serves as a vehicle that will have a remarkable bearing on a child's capacity to thrive. Our approach to urban education is a collaborative effort: dedicated staff + disciplined students + parental involvement + staunch leadership = A large urban high school that works!

VISION STATEMENT

We have set high expectations for students in relationship to literacy and the development of appropriate mathematical skills. Instructional effectiveness is paramount for our school to maintain its academic viability. Furthermore, we realize that it is important that we seek the active interest and intelligent participation of other groups to address concerns related to student attendance and guidance, professional development and parental and community involvement with the learning process. The staff at Boys and Girls has a moral obligation to prepare our students to become responsible and productive citizens. We must see the school as an extension of the child's home and community; a vehicle that can have a tremendous impact on the child's ability to succeed in our society. We must enlist the community and other pertinent organizations to aid in the continual evaluation and implementation of academic programs and processes. Our ultimate goal is to release an educated product that is intellectually and morally competent and committed to the betterment of the human race.

BACKGROUND

Boys and Girls High School (BGHS) is a co-educational comprehensive secondary school. Our educational program is aimed at promoting the academic, vocational and social maturity of students; many with a history of inadequate academic performance, personal and social

problems. When combined, these factors put their graduation at risk. In addition to our normal academic course offerings, the school makes available special activities to help students flourish academically.

Located in the Bedford - Stuyvesant section of Brooklyn, Boys and Girls High School serves a population of students from grades 9-12. The school's October 21, 2008 register was 2980. Our student-body is made up of 91% African/Caribbean American, 7% Latino, 2% other, 62% male and 27% female. Additionally, 65.9% of students are economically disadvantaged and qualify for free lunch.

Students who entered BGHS came from over 100 middle schools around the New York City area. Based on the enrollment data, over 85% of the entering 2008 9th grade students were below the New York State Standards in ELA and/or Mathematics. Many of our struggling students suffer from academic and social problems which impede their ability to attend school regularly. Over 650 students with special needs have Individualized Educational Plans (IEPs). Approximately 500 special needs students are self-contained and 150 are in mainstream courses that receive mandated IEP services. We service 76 English Language Learners (ELL). All students identified will receive extra assistance to meet their deficiencies. The Scholastic Aptitude Test mean scores obtained for the verbal and math portions were 415 and 412 respectively.

All students are assigned to Academic Advisory which is supervised by a guidance counselor, a college advisor and other student support personnel. Our houses include; the Scholars Institute, Collegiate Institute, Technology Institute, Entertainment & Visual Arts, International Academy, Principal's Academy, Instructional Support Institute and Career Development. As we provide alternatives for students to be successful academically, Boys and Girls High School has established an educational support structure that extends outside the boundaries of the traditional school day. Summer School, extended day and Saturday school are productive instruments that allow students the educational opportunity to not only make-up credits but also be exposed to alternative teaching styles and methods. Our incoming freshmen class is mandated to participate in a summer school program designed to address basic math and literacy skills as well as to develop leadership qualities. The after-school tutorial program, The Writing Center, Read On! and the after-school homework helpers program are all geared to providing supplemental services for our at-risk population. Our administrative staff and faculty are encouraged to participate in our "Exemplary Mentoring Program"; in which staff closely monitors selected at-risk students and monitors their individual progress.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	3	16	6	Number of Administrators and Other Professionals	33	45	48
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	7	5
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
<i>(As of October 31)</i>				% fully licensed & permanently assigned to this school	100.0	99.4	100.0
	142	134	71	% more than 2 years teaching in this school	73.3	86.7	89.8
				% more than 5 years teaching anywhere	51.3	55.2	65.3
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09		86.0	85.0	86.0
American Indian or Alaska Native	0.8	1.0	1.0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.7	81.6	85.2
Black or African American	90.1	89.4	89.9				
Hispanic or Latino	7.8	8.3	7.3				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.7	0.7				
White	0.5	0.6	0.8				
Male	55.4	58.5	59.6				
Female	44.6	41.5	40.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	√	If yes, area(s) of SURR identification:				Math	
Overall NCLB/SED Accountability Status (2009-10) Based on 2008-09 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
√	School Requiring Academic Progress (SRAP) – Year 6						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
Individual Subject/Area Ratings:										
Elementary/Middle Level				Secondary Level						
ELA:				ELA:		IGS				
Math:				Math:		IGS				
Science:				Graduation Rate:		IGS				
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:										
				Elementary/Middle Level		Secondary Level				
Student Groups				ELA	Math	Science	ELA	Math	Grad Rate	
All Students							X	X	X	
Ethnicity										
American Indian or Alaska Native							-	-		
Black or African American							X	X		
Hispanic or Latino							X	X		
Asian or Native Hawaiian/Other Pacific Islander							-	-		
White							-	-		
Other Groups										
Students with Disabilities							X	X		
Limited English Proficient							-	-		
Economically Disadvantaged							X	X		
Student groups making AYP in each subject				0	0	0	0	0	0	
CHILDREN FIRST ACCOUNTABILITY SUMMARY										
Progress Report Results – 2008-09					Quality Review Results – 2008-09					
Overall Letter Grade:	TBD				Overall Evaluation:				TBD	
Overall Score:	TBD				Quality Statement Scores:					
Category Scores:					Quality Statement 1: Gather Data					TBD
School Environment:	TBD				Quality Statement 2: Plan and Set Goals					TBD
<i>(Comprises 15% of the Overall Score)</i>					Quality Statement 3: Align Instructional Strategy to Goals					TBD
School Performance:	TBD				Quality Statement 4: Align Capacity Building to Goals					TBD
<i>(Comprises 25% of the Overall Score)</i>					Quality Statement 5: Monitor and Revise					TBD
Student Progress:	TBD									
<i>(Comprises 60% of the Overall Score)</i>										
Additional Credit:	TBD									
KEY: AYP STATUS					KEY: QUALITY REVIEW SCORE					
√ = Made AYP					Δ = Underdeveloped					
√ ^{SH} = Made AYP Using Safe Harbor Target					▶ = Underdeveloped with Proficient Features					
X = Did Not Make AYP					√ = Proficient					
– = Insufficient Number of Students to Determine AYP Status					W = Well Developed					
					◇ = Outstanding					
* = 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.										

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 Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools 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 highlights 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?
-

Results from ATS regarding student achievement levels in the 7th grade ELA and Mathematics exams, indicate a large number of students failed to meet state standards. As a result the Freshmen Summer Academy was designed. Instruction in Mathematics and English were offered in addition to a study skills course. The rationale was to ease the transition of these 8th graders into high school, both socially and academically. Other subjects were offered to students who were at grade level in ELA or Mathematics.

To further assist those 9th graders who were struggling with ELA and/or Mathematics in the fall, double period math and double period English classes were created. The second period of the double period focused on fundamental skills to supplement the proficiency they gained previously to equip them for the 9th grade curricula and complete high school. Teachers of the double period classes meet regularly to plan and discuss curricula that will be evaluated and adjusted to meet the needs of their students. These extra periods were created to provide our freshmen with extra time and support to improve the math and literacy skills, so that they may successfully meet the New York Standards.

An evaluation of transcripts takes place at the beginning of every semester to ascertain in which subject areas sophomore, junior, and senior students need credits. Then the extended day programs are tailored to offer PM School, Saturday, and credit-recovery courses in those very same areas. This assessment is done as a collaborative effort that includes the Principal, and the Assistant Principals of Supervision, Guidance, and Administration.

This year, students who will be taking the Math Regents or the English Regents in January & June 2010 will be given Regents-year English and Integrated Algebra predictive assessments. The results of these assessments will be shared with the teachers and their specific students, so that they may focus instruction in areas that meet the needs of their particular students. The results will also let students know where their strengths are, as well as areas in which they need to improve.

Teachers will begin the school year with a desktop computer that is connected to the internet to assist with data to educate the "whole student". They will be able to take full advantage of the data made available to them from ARIS to find out the history of their students, the exams they have taken, the scores received and their attendance patterns.

The English, Math, and Life Sciences teachers will be able to make use of the assessment tools offered with the Scranton Performance Series Assessments that allow teachers to customize tests based on specific standards relating to New York State curricula. Results from these assessments will be used to revise the lessons to improve any weak areas found.

English and Math teachers will be able to use assessment tools from Acuity to gauge the readiness of their students to take New York State Regents exams, and adapt their teaching accordingly, to best meet the needs of the students.

Houses were developed to meet the needs of all students at Boys and Girls High School. Based on our assessment, we have determined that more staff was needed to provide students academic, attendance, post-secondary, mental-health, counseling intervention. Staff will work together to develop a comprehensive curriculum, intervention programs and other experiences to help students successfully meet NYS standards and compete in the 21st Century. With this new structure will need to develop several committees to meet the demand of all of our academic houses. The following committees will commence will start, fall 2008, attendance, technology, curriculum, activities, house, Title 1-SWP, staff recruitment, middle school articulation and professional development committee.

Finally, the school's Inquiry Team has been monitoring a group of students through the year, and we will be reviewing their recommendations for the school to consider in its plan for the coming year.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (2) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal 1	Boys and Girls High School will provide a rigorous instructional program to enable all students to meet the Regents and graduation requirements as they are implemented.
Objective	<ul style="list-style-type: none"> • By June 2010 overall graduation rate will increase by 2%. • By June 2010, student participation rates on all eligible Regents examination will improve by 2%. • By 2010 promotional rates in all grade levels will increase by 2% • By June 2010, the number of students achieving at or above 65% on the Math A & Integrated Algebra Regents will increase by 2%. • By June 2010, the number of students achieving at or above 65% on the ELA will increase by 2%. • By June 2010, the number of students achieving at or above 65% on the Global and US History will increase by 2%. • By June 2010, the number of students achieving at or above 65% on the Living Environment Regents will increase by 2%.
Goal 2	Boys and Girls High School will improve school wide accessibility to Special Education related services and fully integrate Special Education structures with that of Regular Education leading to improve academic performance of students.
Objective	<ul style="list-style-type: none"> • By June of 2010, the number of noncompliant IEP and Triennials will be reduced by 10% • By June 2010, the number of IEP driven students participating on RCT and Regents examinations will increase by 5%
Goal 2	Boys and Girls HS will provide professional development opportunities and programs that ensure the success of all students.
Objective	<ul style="list-style-type: none"> • By June 2010, all Boys and Girls High School staff will participate in professional development activities focused on subject appropriate issues related to the development of more effective teaching strategies and various methods for conducting assessment and evaluation of instructional material.

	<ul style="list-style-type: none"> • ALL teachers, administrators, para professional, guidance personnel, etc. will be required to participate in professional development opportunities to decrease students' achievement gap. • Faculty and departmental conferences will provide opportunities for administrators and staff members to share best practices and /or curriculum development.
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Goal 4	Boys and Girls will improved the yearly attendance rate
Objective	<ul style="list-style-type: none"> • By June 2010, Boys and Girls High School yearly attendance rate will be increase by 2%. • By June 2010 the number of “no show” students will be reduced by 25%.

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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): All departments & academies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Boys and Girls High School will provide a rigorous instructional program to enable all students to meet the Regents and graduation requirements as they are implemented.</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"> - Supply students with courses that provide topics relevant to all Regents related subjects - Offer in-house tutoring during lunch periods and after school - Infuse reading and writing in daily lessons and homework assignment - Expose students to supplementary math and literacy instruction across the curriculum - Identify students most effective learning styles - Provide training on the workshop model - Participate in the school-wide awards programs in an effort to affective development. - Insure that our curriculum aligns with the established State Regents, DOE, and Regional guidelines. - Increase the level of interdisciplinary instructional activities - Teachers will institute a journal writing system for students - Students that are deficient in academic credits will be identified and enrolled in PM School, Saturday School - Increase parental involvement by inviting them to the awards program, Parent Teacher Conferences, and student intervention conferences. - Student will work in small groups to investigate the lesson topic - Using questioning techniques, teachers will assess students understanding of the lesson. - Meetings will be held for each of the course subcommittees to collaborate and share teaching ideas - Scope and sequence calendars have been developed - New teachers are teamed up with a buddy teacher - Through presentations students learn public speaking, use of power-point and technology, working in heterogeneous groups, using scientific methods to solve real world problems. - Review current curriculum through the use of committees - Review new learning standards - Make needed adjustments to department midterms and finals - Implement school wide Action Research structures. - Conduct Intervisitation and Intravisitation Observations - Use electronic grading systems (EGG and Easy Grade Pro) to record and evaluate student performance data from subject classes and Regents examination results - Provide seven days a week tutoring for Regents/RCT

	<ul style="list-style-type: none"> - Action plans will be developed for struggling teachers - Utilize datacollections tracking system to target the academic needs of specific students - Implement intervistation and intravistation structures to ensure that there is continuity across the academy - Design trips and enrichment activities that are based in the core curriculum standards in order to drive instruction - Student of the month awards by academy - Provide training on Differentiation in the classroom - Tutoring - Use electronic grading systems (EGG and Easy Grade Pro) to record and evaluate student performance data from subject classes and Regents examination results
<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>Funding: Fair Student Funding AIS Contract for Excellence Title I Title 2 Children first CBO' - Brooklyn Music & Arts Program</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - Use the Acuity Assessment tools - Scranton related data - ARIS data - School-wide Scholarship Reports - Teacher Scholarship Reports - Course Scholarship Reports - Department Scholarship Reports - Results on Regents Examination - Student report card grades - Collaborative conferences with teachers - Result on midterms and finals - Data gather from periodic assessment tools - Use of the workshop model by teachers as seen through formal and informal observations - Group Activity - Accountable talk - Independent Reading - Book Talk - Oral Presentations - Portfolio Assessment - Practice Test - Continued alignment of standards with the curriculum - Reflective Committee feedback forms - Teacher Observations

	<ul style="list-style-type: none"> - Evidence of students work throughout the year displayed in the classrooms - Uniform exams - Evidence of lesson planning - Sub-Committee meetings - Lab performance - Post Observation Conferences - Ongoing improvement of all labs to develop a lab manual which better align with the new city-wide scope and sequence. - Teacher development tests - Portfolio assessments - Conferences with teachers - Oral Presentations - Individual reports
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Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Boys and Girls High School will improve school wide accessibility to Special Education related services and fully integrate Special Education structures with that of Regular Education leading to improve academic performance of students.
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"> - By June 2010, all Boys and Girls High School staff will participate in professional development activities focused on subject appropriate issues related to the development of more effective teaching strategies and various methods for conducting assessment and evaluation of instructional material. - ALL teachers, administrators, Para professional, guidance personnel, etc. will be required to participate in professional development opportunities to decrease students achievement gap. - Faculty and departmental conferences will provide opportunities for administrators and staff members to share best practices and /or curriculum development.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Fair student funding Title 1
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	Ongoing Triennials, Annual reviews IEP's

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Boys and Girls HS will provide professional development opportunities and programs that ensure the success of all students</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> - Staff Needs - Activities will be structured to target individual needs and develop specific professional development workshops in and out of the school. - Student expo of scientifically based projects will be designed throughout the year and displayed in May. - Teachers and / or the Literacy Coach will attend teachers College reading and writing Literacy Workshops in order to implement the workshop model. - Literacy workshops will include modeling and demonstration activities for the workshop model. - Interdisciplinary learning will increased through collaboration of Social Studies and English. Activities will be structured for application in the classroom. - Teacher resource center will be established - New teachers will be assigned buddy teachers - Communication will be established with new teacher mentors - Performance Standards will be reviewed to show new staff members how to incorporate standards in the curriculum. - Discuss model and develop lessons using the workshop model during monthly department conferences - Administer a modalities test to identify students most effective learning styles - Utilize professional development workshops to train teachers in the writing of lesson plans that focus on three or more learning styles -
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding: Fair Student Funding AIS Contract for Excellence Title I Title 2 Children first CBO' - Brooklyn Music & Arts Program</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> - Results on Regents Examination - ARIS data - School-wide Scholarship Reports - Teacher Scholarship Reports - Course Scholarship Reports - Department Scholarship Reports - Student report card grades - Greater alignment of standards with the curriculum provided during daily instruction - Recognition and the utilization of various instructional strategies to meet students multiple

	<p>intelligences and various learning styles</p> <ul style="list-style-type: none"> - Increase the use of technological based resources and instructional methods to support the learning needs of students - Increase the willingness to actively engage students and provide more student-centered instruction - The use of action research to design instructional programs that enhance students ability to meet learning standards in all content area subjects - Teacher surveys, students surveys
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Boys and Girls will improved the yearly attendance rate</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"> ❖ Principal, Assistant Principals, Attendance Teachers, Guidance Counselors and Grade Advisors will conduct parent interviews, facilitate the placement of students in the appropriate education settings and complete assigned PIFs. ❖ Teachers identify at risk students and make phone calls home as well as notify guidance personnel. ❖ Group many at-risk students as (P) official advisories. Counselors and social workers will work closely with CBO to address student attendance and academic performance. ❖ Letters are sent to parents when 407's are generated ❖ An attendance retrieval plan is in affect for the entire school year, including summer school. ❖ BGHS provides students a host of after-school support programs, as well as, in school workshops, tutorial sessions, and academic advisement. Students meet with guidance counselors/advisors along with mentors or school based support staff to help them effectively transition through the high school experience ❖ AIDP, Student/Staff Mentoring Program are just some of our programs that address the needs of at-risk students. ❖ Parents are called daily to inform them that their child did not arrive at school. School counselors follow up with inquiries and conferences when absences become extreme. Our teachers and our counselors work very closely with attendance personnel to monitor our student's attendance. ❖ Progress reports are sent to homes for students that display poor attendance ❖ Guidance Personnel (guidance counselors, grade advisors, social workers) meet with students regularly in small groups and individual sessions to inform students about graduation requirements (credits and Regents Examinations). ❖ Attendance teachers assess students' attendance patterns and do home visits. They bring in long term absentees for a conference which includes the parent and guidance personnel. An attendance teacher works on Saturday to make phone calls and home visits as a follow up procedure. Attendance teachers close 407's when appropriate.

<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>Funding: Fair Student Funding AIS Contract for Excellence Title I Title 2 Children first CBO' - Brooklyn Music & Arts Program</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Weekly Attendance team meetings ATS Reports</p>

REQUIRED APPENDICES TO THE CEP FOR 2008-2010

Directions: All schools must complete Appendices 1, 2, 2, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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 2: 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 SINI AND SRAP SCHOOLS

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

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

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-2: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
2			N/A	N/A				
4								
5								
6								
7								
8								
9	70	25	62	80	200	70	22	?
10	200	90	45	100	278	50	12	50
11	200	200	100	280	200	20	8	41
12	525	400	180	249	460	20	15	2

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

- o Students in Grades K – 2 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>Students will participate in one or more of the Academic Intervention Services to improve their reading & comprehension skills and credit accumulation. The following services will be provided: Read 180, After-school Tutoring, Writing Center, Regents Prep, SAT Prep, Spell Read, Classroom Inc, Mentoring, Weekend & holiday tutoring, use of technology.</p>
<p>Mathematics:</p>	<p>Students will participate in one or more of the Academic Intervention Services to improve their mathematic skills and credit accumulation. The following services will be provided: Classroom Inc, Regents Prep, after-school tutoring, Weekend & holiday tutoring, increased use of TI-navigator, Academic Bowl, Library Studies, Algebra project, Regents Relay, Review and use of various multi-media services.</p>
<p>Science:</p>	<p>Students will participate in one or more of the Academic Intervention Services to improve their scientific skills and credit accumulation. The following services will be provided: Science fair, after-school tutoring, weekend & holiday tutoring, mentoring, courses, Virtual Lab and extended use of technology.</p>
<p>Social Studies:</p>	<p>Students will participate in one or more of the Academic Intervention Services to improve their historical perspectives and credit accumulation. The following services will be provided: after-school, weekend & holiday tutoring, library skills, Regents Warriors, Academic Based Games, Cultural Awareness activities and increased use of technology.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Students will participate in one or more intervention and/or prevention services. The following services will be provided: individual counseling, group counseling, Conflict Resolution, referrals to community based organizations, internships, College awareness, Career Awareness, Mentoring, Community Service Projects, Career Day, College and Community Night, Orientation And Grade assemblies.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Students will participate in one or more intervention and/or prevention services. The following services will be provided: Assessments, & observations, Alternative programs, transitional programs, individual counseling, group counseling, Conflict Resolution, referrals to community based organizations, college and career readiness.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Students will participate in one or more intervention and/or prevention services. The following services will be provided: Crisis counseling, mental health counseling, family counseling and agency referrals.</p>

At-risk Health-related Services:

Students will participate in one or more of the Academic Intervention Services and Intervention services to improve their health awareness. The following services will be provided: Fitness Gram, HIV & AIDS Awareness Programs, presentations from health experts and increased services in the School medical Office.

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

NCLB/SED requirement for all schools

THIS SECTION IS UNDER REVISION BY THE NYSED

APPENDIX 2: 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.
 - All mailing are reviewed and translated by Assistant Principal
 - All students review hand-outs during academic advisory and to the International Advisories
 - Translation via telephone messages

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.
 - Several parent involvement meetings
 - Translated several student pamphlets & brochures, manuals to help students & parents meet requirements
 - Purchase simulations translators

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - Parent conferences/notices of tutoring, extended day programs, Saturday School, state standards & graduation requirements
 - Student handbook
 - Phone Messenger messages will be translated.
 - Translated versions of the program description and language acquisitions policy.
 - Teachers and APs are asked to translate documents through the translations unit.

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.

Boys and Girls High School will purchase simultaneous translations that parents can hold during meetings providing them with instant translation.

Parents are invited to participate in small group meetings to inform them of the issues pertaining to school and parenting their children's challenges & responsibilities.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-662 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-662 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-662%20Translation%202-27-06%20.pdf>.

TBD

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2009-2010 \$2,400,486.00
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$26,629.00

3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$122,198.00
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 81.6%
5. If the percentage of high quality teachers during 2007-2008 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.
 - a. Staff members will teach in their respective license area.
 - b. Staff may be financially supported to complete the necessary coursework to be highly qualified.

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

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm>. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Title I Parent Involvement Policy

I. General Expectations

LIST ACTIONS

Boys and Girls High School agrees to implement the following statutory requirements:

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

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

LIST ACTIONS

1. Boys and Girls High School will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - a. Phone messenger
 - b. Fliers
 - c. Letters
 - d. Open School Conferences
 - e. Email
 - f. Personal contact
 - g. Daily announcements

h. Work with the Parent Coordinator

2. Boys and Girls High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Adult Literacy
 - Computer Literacy
 - Parent Meetings
 - Open School Conferences

 - Presentations
 - On-going conversations about academics
 - Health Fairs

3. Boys and Girls High School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:
 - Read 180, Cornell Reads, interaction with various department curriculums, Parent & Teacher meet & greets, Test prep across disciplines
 - by: attending school-wide/departmental workshops, completing sample assessments , open-dialogues with staff & administration to make improvements to educate children at Boys and Girls High School.

4. Boys and Girls High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to gather participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - At our final meeting, parental evaluations will be provided and reviewed over the summer.
 - BGHS will consult with the Title 1 parent group to make the necessary improvements.
 - The principal we designate a representative to work with the parental group to conduct the evaluation.

5. Boys and Girls High School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State's academic content standards;
 - ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - Workshops
 - Conferences

- Classes
 - Any equipment and other materials that may be necessary to ensure success
- b. Boys and Girls High School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
- Workshops
 - Adult Literacy
 - Meetings
- c. Boys and Girls High School will, with the assistance of the district and parents, educate its teachers, pupil services personnel, administrators and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
- i. Letters
 - ii. Fliers
 - iii. Open-School conferences
 - iv. Phone-master (phone number must be correct)
 - v. E-mail (if on file)
 - vi. Website (after completion)
 - vii. Word of mouth communication (referral)
- d. Boys and Girls High School will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand

III. Discretionary School Parental Involvement Policy Components

LIST ACTIONS

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;

- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

LIST ACTIONS

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by majority vote at the parent's meeting. This policy was adopted by the Boys and Girls High School on _____ and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1, 2009.

PTCA President Signature: _____ **Date** _____

Principal's Signature: _____ **Date** _____

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

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

School Parent Compact

Boys and Girls High School and the parents of the students participating in activities, services, and programs funded by Title I, (Part A of the Elementary and Secondary Education Act ESEA) agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement. It also details the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-2010.

School Responsibilities

Boys and Girls High School will:

⇒ 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:

- *Through a structured program of professional development, we have made every effort to provide teachers with the necessary tools to engage in innovative pedagogical practices, while adhering to New York State standards. These sessions will focus on specifically, differentiated instruction, peer to peer interaction, teacher-student conferences, lesson supplementation, individualized instruction, learning stations, time-on-task activities and cultural relevancy.*
- *Staff members will be work on interdisciplinary curriculum to connect learning to life experiences that will help motivate students to become active learners.*
- *Supportive relationships between teachers and students have been nurtured through structure mentoring. This mentoring initiative is both formal & informal.*

⇒ 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:

Fall 2009

Thursday, October 22, 2009 @ 6pm - 8:30pm
Friday, October 24, 2009 @ 12:30 - 3pm

Spring 2010

Thursday, March 27, 2010 @ 6pm - 8:30pm
Friday, March 28, 2010 @ 12:30 - 3pm

⇒ provide parents with frequent reports on their child progress. Specifically, the school will provide reports as follows:

- *Parents will receive report cards at least 6 times per year - 2 per semester (October, December, January, March, May and June)*
- *Teachers will also be encouraged to provide frequent progress reports to parents*

⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- *Parents will be able to contact departmental supervisors to set appointments to meet with teachers to meet the needs of our children.*

⇒ provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:

- *Parents will work with departmental supervisors to improve the quality of instruction by reviewing curriculums, course outlines and school academic goals.*

- *The Parent Coordinator will work closely with building administration/teachers to model classroom experiences for parents.*
- *Parents will participate in all incentive programs and parent meetings.*

- ⇒ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- ⇒ involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- ⇒ 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.
- ⇒ 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.
- ⇒ 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.
- ⇒ 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.
- ⇒ 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.
- ⇒ 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 (i.e. as per NCLB.)

Parent Responsibilities

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

- ⇒ update school records and include e-mail address
- ⇒ help study for class and Regents exams - assist child with school and class projects;
- ⇒ provide child with the necessary supplies to complete homework and projects;
- ⇒ try to provide nutritious meals;
- ⇒ check my child's notebook and correspond with teachers;
- ⇒ assist child with school/class projects;
- ⇒ supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;

- monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - checking child's 8 ½ x 11 loose-leaf notebook;
 - monitoring child's telephone activity;
 - monitor internet activity
 - providing an environment conducive for studying;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
- ⇒ make a conscientious effort to get to know your child's Guidance Counselor;
- ⇒ participate , as appropriate, in decisions relating to my children's education;
- ⇒ participate in incentive programs, community service projects, mentoring meetings and events on a regular basis;
- ⇒ promote positive use of my child's extracurricular time.
- ⇒ stay 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;
- ⇒ serve, 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.
- ⇒ read together with my child every day;
- ⇒ provide my child with a library card;
- ⇒ communicate positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respect the cultural differences of others;
- ⇒ help my child accept consequences for negative behavior;
- ⇒ become aware of and following the rules and regulations of the school and district;
- ⇒ support the school's discipline policy;
- ⇒ express high expectations and offer praise and encouragement for achievement.)

Student Responsibilities adopted by Student Government & Student body

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

- Do my homework every day and ask for help when I need to.
- Read at least 20 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.
- Participate in extracurricular activities to enhance personal experiences.
- Participate in community service.
- Find exemplars to help navigate through this high school experience
- Follow school rules

Name	Signature	Date
Boys and Girls High School		
Parent(s) - Print Name		
Email Address	Parent Telephone Number	Parent Work Number
Student - Print Name		
Academic Advisory		

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

Results from ATS regarding student achievement levels in the 7th grade ELA and Mathematics exams, indicate a large number of students failed to meet state standards. As a result the Freshmen Summer Academy was designed. Instruction in Mathematics and English were offered in addition to a study skills course. The rationale was to ease the transition of these 8th graders into high school, both socially and academically. Other subjects were offered to students who were at grade level in ELA or Mathematics.

To further assist those 9th graders who were struggling with ELA and/or Mathematics in the fall, double period math and double period English classes were created. The second period of the double period focused on fundamental skills to supplement the proficiency they gained previously to equip them for the 9th grade curricula and complete high school. Teachers of the double period classes meet regularly to plan and discuss curricula that will be evaluated and adjusted to meet the needs of their students. These extra periods were created to provide our freshmen with extra time and support to improve the math and literacy skills, so that they may successfully meet the New York Standards.

An evaluation of transcripts takes place at the beginning of every semester to ascertain in which subject areas sophomore, junior, and senior students need credits. Then the extended day programs are tailored to offer PM School, Saturday, and credit-recovery courses in those

very same areas. This assessment is done as a collaborative effort that includes the Principal, and the Assistant Principals of Supervision, Guidance, and Administration.

This year, students who will be taking the Math Regents or the English Regents in January & June 2010 will be given Regents-year English and Integrated Algebra predictive assessments. The results of these assessments will be shared with the teachers and their specific students, so that they may focus instruction in areas that meet the needs of their particular students. The results will also let students know where their strengths are, as well as areas in which they need to improve.

Teachers will begin the school year with a desktop computer that is connected to the internet to assist with data to educate the "whole student". They will be able to take full advantage of the data made available to them from ARIS to find out the history of their students, the exams they have taken, the scores received and their attendance patterns.

The English, Math, and Life Sciences teachers will be able to make use of the assessment tools offered with the Scranton Performance Series Assessments that allow teachers to customize tests based on specific standards relating to New York State curricula. Results from these assessments will be used to revise the lessons to improve any weak areas found.

English and Math teachers will be able to use assessment tools from Acuity to gauge the readiness of their students to take New York State Regents exams, and adapt their teaching accordingly, to best meet the needs of the students.

Houses were developed to meet the needs of all students at Boys and Girls High School. Based on our assessment, we have determined that more staff was needed to provide students academic, attendance, post-secondary, mental-health, counseling intervention. Staff will work together to develop a comprehensive curriculum, intervention programs and other experiences to help students successfully meet NYS standards and compete in the 21st Century. With this new structure will need to develop several committees to meet the demand of all of our academic houses. The following committees will commence will start, fall 2008, attendance, technology, curriculum, activities, house, Title 1-SWP, staff recruitment, middle school articulation and professional development committee.

Finally, the school's Inquiry Team has been monitoring a group of students through the year, and we will be reviewing their recommendations for the school to consider in its plan for the coming year.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- a. Regents Prep
- b. Smaller Classes
- c. Tutoring
- d. Read 180
- e. Advance Placement
- f. Writing Center
- g. Interdisciplinary Planning
- h. Curriculum Planning
- i. Extended Day Programs
- j. Development of smaller learning communities

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- o Help provide an enriched and accelerated curriculum.
- o Meet the educational needs of historically underserved populations.
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

- Professional Development
- Buddy system for new teachers
- Staff Mentoring
- Intervisitation
- Intravisitation
- Interdisciplinary planning

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.

- Work with Columbia Teacher's College
- Acuity

- Texas Instrument
- LEAP
- Pearson

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

- Attend ISC Professional Developments
- Build relationships with colleges to develop a student teacher program
- Network with alumni of BGHS and provide college mentorship
- Newspaper and other media outlets
- Open Market Posting
- Attend Community Board Meetings to advertise
- Develop school literature to promote the BGHS learning community

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

- Develop a menu of literacy course for parents
- Partner with community based organization to increase awareness issues
- Work closely with the Parent Coordinator to provide the necessary resources for parents
- Attend various parent meetings to learn what is needed

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

- n/a

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

- Easy Grade Pro
- Acuity
- Develop a school grading policy
- Course scholarship reports
- Department scholarship reports
- School-wide scholarship reports
- Teacher scholarship reports
- Incorporate teacher's scholarship in their informal and formal observations
- Interdisciplinary planning workshops

- Conferencing with Assistant Principal
 - Improve school-wide observational process
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- Extended day programs
 - Tutoring
 - Regents Prep
 - Mentoring
 - College Now
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.
- VESID
 - VTEA
 - SAVE ROOM
 - Transitional Programs
 - Work-study

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Data Profile, downloadable from the NYCDOE website at <http://www.schools.nyc.gov>), describe the school's findings of the specific academic issues that caused the school to be identified.
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.

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

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.
 - (a) Provide the following information: 2009-10 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development 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.

¹ School Under Registration Review (SURR)

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: Regents Mathematics Performance

SURR Group/Phase: 16

Year of Identification: 2008-2009

Deadline Year: 2011

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
Office of School Improvement SURR Review March 23rd – 26th, 2009	<p><u>COMMUNITY AND SCHOOL BACKGROUND</u> The school administration should expand the School Leadership Team (SLT) by including one teacher and two parents to assist in the development of the Comprehensive Educational Plan.</p>	<p>For school year 09-10 BGHS will expand SLT as per recommendation.</p> <p>School leadership will collaborate with various representatives of the community in the form of the BGHS Community Advisory Board. The Community Advisory Board will include the Principal, Community Leaders, Alumni of Boys and Girls HS, and Elected Officials.</p>
	<p><u>ADMINISTRATIVE LEADERSHIP AND ORGANIZATION</u> The administration should in The School Leadership Team (SLT) in the shared decision making process, including budget development.</p> <p>The administration and pupil personnel staff should have additional student mentors serve as models in its effort to encourage students to improve their attendance.</p>	<p>School leadership team will be provided with sessions particular to the budget.</p> <p>The existing student mentors will have increased their involvement in student outreach. Effective as of 2009 student attendance has increased 8% over the</p>

	<p>The principal should realign duties and responsibilities of assistant principals to better manage workload. He should modify the requirements of the assistant principal for administration so that all areas that are in need of assistance at this time can be addressed adequately.</p>	<p>previous year.</p> <p>CSA, Community Learning Support Organization (CLSO) Network Leader and Principal will collaborate to realign duties and responsibilities of assistant principals for school year 09-10.</p>
	<p><u>INSTRUCTIONAL LEADERSHIP</u> The district and the school administration should reorganize Boys and Girls High School into Smaller Learning Communities.</p> <p>The administration should implement a systematic procedure that assists with the monitoring of teacher observations. The purpose of this is to maintain centralized confidential personnel files. This would make files accessible for reference, and ensure that instructional recommendations are rigorous and aligned to school goals.</p> <p>The district and school administration should add sufficient details to the Annual Professional</p>	<p>For school year 09-10 BGHS will support the SLC model assisted by and in collaboration with the CLSO and the DOE Office of School Redesign.</p> <ul style="list-style-type: none"> • BGHS has been redesigned into the following academies (all academies will be inclusive of all student populations, including students with disabilities and English language learners): • Prep for Success (9th grade only) • Entertainment Visual Arts and Design Technology (10-12th) • Business and Technology (10-12th) • Law and Humanities (10-12th) <p>All Annual Professional Performance Reviews (APPRs), observations and personnel files are now centralized in the Principals' office.</p> <p>The Network Leader from the CLSO along with staff from the CSA will</p>

	<p>Performance Reviews (APPR) to capture instructional recommendations and goals.</p> <p>The principal and assistant principals should incorporate into teachers' observations the eight components that are defined in the Commissioner's Regulations.</p> <p>The district and administration should provide professional development to assistant principals to support them in becoming instructional leaders and effective supervisors.</p>	<p>conduct a three day summer institute to provide professional development to all BGHS staff. The Network Leader and the team from the CLSO will provide follow up and ongoing professional development throughout the Fall and Winter.</p> <p>Assistant Principals will be supported in examining and analyzing data that will lead to improved teacher observations. Assistant Principals will be trained in developing data profiles that will support classroom teachers.</p> <p>Ongoing professional development will be provided by the CLSO during the Summer/Fall of '09 to Assistant Principals in the 8 components that are defined in the Commissioner's Regulations.</p>
	<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>The administration should develop partnerships with institutions of higher education to expand teachers' knowledge of the content areas.</p> <p>The administration should maximize all assistant principals as instructional leaders by providing them with professional development opportunities designed to meet the needs of teachers and students. Assistant principals should model best instructional practices.</p> <p>Academic assistant principals should provide professional development in project-based learning and team building to teachers of all content areas.</p> <p>The administration should provide professional</p>	<p>The Network Leader from the CLSO along with staff from the CSA will conduct a three day summer institute to provide professional development to all BGHS staff. The Network Leader and the team from the CLSO will provide follow up and ongoing professional development throughout the Fall and Winter.</p> <p>In addition to this professional development, additional training and support will be provided by the following:</p> <ul style="list-style-type: none"> • City Tech • Integrated Service Center • Medgar Evers College

	<p>development to paraprofessionals to increase their role in providing instructional support in the classrooms.</p> <p>The administration should provide teachers with quality professional development in differentiated instruction in math, as well as other subjects; motivating students; learning styles; and literacy strategies for the content areas.</p> <p>The administration should increase professional development in strategies that move instruction from teacher-directed to student-centered learning.</p> <p>The school administration should request that staff from Prentice Hall provide professional development in the use of its resources.</p> <p>Teachers should receive professional development on effective strategies for students to work collaboratively.</p> <p>Teachers should receive professional development in providing closure to lessons</p> <p>The district and administration should arrange professional development for teachers on the integration of technology in the classroom.</p>	<ul style="list-style-type: none"> • Loraine Monroe Leadership • Literacy Enrichment through the Arts LEAP • Carnegie Learning • Pearson Publishing, • Castle Learning • Custom Computer, • NYU Polytechnic University • The Algebra Project • Center for News Literacy from StonyBrook University. <p>These organizations will support the school in the provision of professional opportunities for administrators, teachers and staff, including paraprofessionals.</p> <p>Specifically, these organizations will assist the school in providing:</p> <ul style="list-style-type: none"> • professional development for all assistant principals designed to increase their capacity to assist teachers in effective pedagogy • professional development in strategies that move instruction from teacher-directed to student-centered learning. • professional development in strategies in <ul style="list-style-type: none"> - differentiated instruction in math, as well as other subjects; - motivating students; - learning styles; - literacy strategies for the content areas - use of resources - collaborative student work • professional development in project-based learning and team building to
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	<p>The administration should build internal capacity among staff by cultivating a professional learning community.</p> <p>The administration should utilize the strength of the faculty to provide in-house professional development.</p> <p>The administration, with the support of the district, should hire a full time literacy and math coach. The coaches should serve as ambassadors for their respective content areas</p> <p>The administration should provide professional development to teachers on the CTT model.</p> <p>The administration, with the support of the district, should establish a Teacher Center in the building.</p>	<p>teachers of all content areas</p> <ul style="list-style-type: none"> • professional development in the integration of technology into the classroom . <p>The administration will build internal capacity among staff by cultivating a professional learning community. Each academy will have a Teacher Director in charge. The Directors will analyze data with the CLSO network team of content specialists. They will be provided with technical assistance in the resources and tools that they can use. Each Director will develop a professional development calendar for the individual academies and deliver professional development at grade meetings.</p> <p>As of school year 09-10 the school will employ a full time math and literacy coach. Coaches will work in collaboration with CLSO to provide professional development to all content area teachers.</p> <p>CLSO in collaboration with Special Education Teachers Resource Center (SETRC) will provide professional development to all content area teachers and aid in expansion of CTT program.</p> <p>At the present time, there are no plans to establish a Teachers Center. However, there will be a full time literacy and math coach.</p>
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	<p>The administration should create common planning time for teacher-to-teachers collaboration on curriculum development and lesson planning.</p> <p>The administration should implement academic articulation across grades. Title 1 funding can be used for this purpose.</p>	<p>As of 09-10 the administration will implement the common planning time model for staff-to-staff collaboration on curriculum development and lesson planning. Teacher Directors will be responsible for facilitating the common planning time.</p> <p>Office of Youth Development will collaborate with AP Pupil Personnel/Guidance staff to provide professional development to improve established systems and procedures to improve academic articulation across grades.</p>
	<p><u>INSTRUCTIONAL RESOURCES</u> Teachers in the school should utilize the resources available through the Prentice Hall Mathematics program.</p> <p>The administration, school librarian, and teachers should work together to transform the library into an effective multimedia environment.</p>	<p>Web-based training will also be available for all staff members for our basal and supplemental programs via live webinars and recorded tutorials at www.mypearsontraining.com.</p> <p>Educators using Pearson digital programs also have access to training at Pearson Community Connection to ensure successful implementation. We will be provided with support every step of the way.</p> <p>The Library will be reconfigured into a multimedia learning center funded by a RESO-A Grant.</p>

	<p><u>ATTENDANCE AND SCHOOL CLIMATE</u> The administration should inform students and families of support services that are available.</p> <p>Teacher should monitor hallways between classes to minimize tardiness.</p> <p>The administration should require teachers to adhere to professional expectations to be at work on time, without exceptions.</p> <p>All staff members in the school should model appropriate language and dress for the students.</p> <p>All staff member enforce the rules of the school with consistency. The district, the principal, and the Council of Supervisors and Administrators should provide administrative and instructional mentoring to support assistant principals in fully implementing their roles and responsibilities.</p>	<p>The Network Leader and the team from the CLSO will provide a three day summer institute to BGHS that will include parents. At this institute parents will participate in:</p> <ul style="list-style-type: none"> • Orientation workshops for the four new academies which • Guidance/Intervention strategies for parents of upper classmen • Smaller Learning Communities and the advantages of each • Individualized counseling for parents and families <p>The CLSO, UFT, CSA, and Community Based Organizations (CBOs) will provide all members of the School Community extensive professional development in regards to more effectively meeting their professional obligations to improve school culture and climate.</p> <p>The Teacher Directors and staff from each academy will monitor hallways between classes and enforce the rules of the school and the academy. Each academy will be responsible for its own</p>

	<p>The NYCDOE, the district, and the school administration should reorganize Boys and Girls High School to appeal to more students and create more of a 1:1 family relationship with smaller, individualized learning communities</p> <p>The administration and teachers should provide more incentives and motivation to engage students in the learning process. Success in this area could improve the problem regarding student absenteeism.</p> <p>The administration should require a minimum student attendance rate to determine eligibility for participation in all extracurricular activities.</p> <p><u>CURRICULUM, INSTRUCTION AND ASSESSMENT</u></p> <p>The administration should request technical assistance from the NYC Department of Education (i.e. Office of Curriculum and Professional development, Learning Support Organization, and the Integrated Service Center) in aligning all curricula with the NYS Learning Standards and performance indicators for the Core Curriculum areas.</p>	<p>students.</p> <p>Parent Coordinator will:</p> <ul style="list-style-type: none"> • work with parents in the four Smaller Learning Communities • facilitate workshops to parent community to inform the parent community about support services available for all families. • work in collaboration with all four SLC directors to create and implement programs and services to meet the needs of their specific communities. • develop a monthly newsletter for parents which will be mailed out and available on line at the schools website. <p>Coordinator of Student Activities and Youth Development Administrators will address academic achievement and progress as well as college readiness.</p> <p>Administration will require a minimum student attendance rate in order to determine eligibility for participation in all extracurricular activities.</p> <p>The school will work with the Network Leader and her team of content specialists from the CLSO in aligning all curricula with the NYS Learning Standards and performance indicators for all core curriculum areas.</p>
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	<p>The administration should request technical assistant from the NYCDOE in developing the scope and sequence or pacing guides for each course.</p> <p>The administration should continue to explore how to enrich coursework in the arts.</p> <p>The administration should consider the diversity and interest of the student population in reassessing its extracurricular offerings.</p> <p>The administration should promote extracurricular activities as much as it promotes athletics.</p> <p>The administration should implement Career and Technical Education programs to engage students in career-oriented hands-on learning opportunities.</p> <p>The administration should apply to the State Education Department to request approval of its CTE programs, which provide credibility to the schools programs.</p>	<p>In addition to the work with the CLSO, BGHS will obtain support from the NYCDOE's Office of Teaching and Learning in developing the scope and sequence and pacing guides for each academic area. Staff from BGHS will attend professional development opportunities provided by this office.</p> <p>The academies will continue to explore ways in which to enrich coursework through the Arts. In particular, the staff will be supported by Literacy Enrichment Through the Arts (LEAP).</p> <p>School will continue to expand extracurricular activities, including afterschool clubs and opportunities for the entire student population based on student interest.</p> <p>The school will consult with and collaborate with the CLSO, the ISC and the Office of Career and Technical Education from the NYCDOE in the establishment of CTE courses.</p>
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	<p><u>INSTRUCTION</u> Teachers should encourage students to verbalize their understanding of problem-solving activities.</p> <p>The administration should utilize literacy coaches in the academy structure.</p> <p>The administration should examine the purpose and utilization of double periods for math.</p> <p>Administrators, teachers and staff should embrace the belief that every student can learn. They should communicate high expectations for academic achievement to all students.</p> <p>Teachers should develop and implement lesson plans to include behavioral objectives, purpose,</p>	<p>The CLSO will provide professional development to encourage more active student engagement specific to problem solving activities.</p> <p>The literacy coaches will support teachers and staff in all four academies.</p> <p>The administration will be supported by the CLSO instructional team and the Integrated Algebra Project in designing appropriate strategies for double periods of math.</p> <p>Teachers across the academies will participate in Understanding By Design (UBD). A member of the CLSO network team that is trained in the principles of Understanding by Design and backward planning will provide ongoing, onsite professional development.</p>
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	<p>anticipatory set, content/procedure, modeling, checking for understanding, guided practice, closure and independent practice.</p> <p>The administration, with the support of the Office of Curriculum and Professional Development (NYCDOE), should provide professional development to teachers to help them develop and implement lesson plans that are aligned with the NYS Learning Standards and performance indicators on the State Mathematics toolkit for grades 9 – 12, http://www.emsc.nysed.gov/3-8/guidance912.htm.</p>	<p>Teachers across the academies, supported by the math coach and the assistant principal in charge of mathematics, will participate in the Algebra Project. Five teachers are currently attending the Algebra Project's summer institute. These teachers will turnkey information to other math teachers at the school.</p>
	<p><u>SPECIAL EDUCATION</u></p> <p>The administration should form a Pupil Personnel Team whose focus is serving the needs of at-risk students.</p> <p>The administration should establish protocols for Pupil personnel team members so that initials and triennials can be completed in a timely manner.</p> <p>The administration should examine all students IEPs completed by the Pupil Personnel Team to determine the appropriate placements within the Least Restrictive Environment.</p> <p>The administration should review the Least Restrictive Environments (LREs) for each student to determine the possibility of more CTT</p>	<p>PPT members are identified as follows: all members of the school based support team, AP guidance, AP Special Education, 1-SE teacher, 1-mainstream teacher and Principal/Principal designee.</p> <p>Staff from the Integrated Service Center's Special Education unit will provide technical assistance in compliance issues so that all initials and triennials will be completed in a timely manner.</p> <p>Staff from the Integrated Service Center's Special Education unit will provide technical assistance to the administration to determine appropriate placements within the Least Restrictive Environment and the possibility of creating additional CTT classes.</p>

	<p>classes with appropriately certified teachers in both special education and the content areas.</p> <p>All teachers should support inclusion and the academic achievement of students with disabilities.</p> <p>The Pupil Personnel Team should develop all IEPs after using a standardized assessment.</p> <p>The administration should clarify roles and responsibilities of special education leadership to effectively implement IEP requirements.</p> <p>The administration should develop a transition team that contributes to development of IEPs and assists with planning for life beyond high school.</p> <p>The administration and appropriate inquiry team should utilize the process of action research to determine why students in CTT classes have a higher attendance rate and apply the finding to the school-wide population.</p> <p>The administration and district should provide job-embedded, performance-based professional development to the assistant principal for special education, or explore other options, as appropriate.</p>	<p>Teachers will be actively engaged in the reviewing of and advisement of the IEP process.</p> <p>In collaboration with ISC, SETRC and CLSO, BGHS will develop IEP's using standardized assessments. A tool to be used is IEP Pro.</p> <p>The administration and appropriate inquiry team will focus in the process of action research to determine why students in CTT classes have a higher attendance rate and apply the finding to the school-wide population.</p>
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	<p><u>STUDENT BEHAVIOR, DISCIPLINE, SAFETY and SECURITY</u></p> <p>The administration and teachers must carefully review the finding of the summary report and purposefully investigate and address student concerns regarding bullying, fighting and gang activity.</p> <p>The administration should orient new teachers to various support resources that are available.</p> <p>The administration and designated staff members should address any compliance issues immediately (i.e., facilities, safety, health)</p> <p><u>PARENTS, COMMUNITY INVOLVEMENT AND COMMUNITY-BASED ORGANIZATIONS</u></p> <p>The administration, with the support of the Central Office of the NYCDOE and the NYSED Office of School Improvement and Community Services (NYC), should provide professional development to the parent coordinator on how to conduct outreach to parents.</p> <p>The parent coordinator should conduct workshops to increase parents' involvement in the education of their children.</p> <p>The parent coordinator should work with the administration to develop a parent handbook.</p> <p>The administration, with the support of the district, should designate a parents' room.</p> <p>The parent coordinator and administration should review the websites for the school and</p>	<p>Office of Youth Development (OYD) from the ISC, and the 81st Precinct Community Affairs will provide professional development and opportunities to carefully review the findings of the summary report regarding student discipline, safety and security.</p> <p>Parent Coordinator will:</p> <ul style="list-style-type: none"> • facilitate workshops to parent community to inform the parent community about support services available for all families. • work in collaboration with all 4 SLC directors to create and implement programs and services to meet the needs of their specific communities. • develop a monthly newsletter for parents which will be mailed out and available on line at the schools website. • update the parent handbook which will be mailed out and available on line at the schools website.. • create a parent resource center. • work with administration to provide
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	<p>the NYCDOE to provide greater access and information for parents.</p> <p>School staff working for the administration should provide signage to identify the location of the parent coordinator's office.</p> <p>The administrator should comply with state and city regulations by convening an annual Title I meeting, creating a functional SLT, and identifying strategies to increase the presence of a PTA.</p> <p>The administration should identify opportunities within the schools to support the PTA President in the execution of her responsibilities (e.g., utilize Title I funding and regulations)</p> <p>The administration and parent coordinator should take the necessary and required actions to increase community involvement (i.e., have a concert to bring in parents/community) in the school.</p> <p>The administration should create partnerships with school and community-based social service agencies to assist with interventions that focus on the holistic needs of students.</p>	<p>website information.</p> <ul style="list-style-type: none"> • avail themselves of professional developments provided by the ISC, OYD and District 16 Parent Advocate. • attend all parent based meetings to create a collaborative relationship. <p>School leadership will collaborate with various representatives of the community in the form of the BGHS Community Advisory Board. The Community Advisory Board will include the Principal, Community Leaders, Alumni of Boys and Girls HS, and Elected Officials.</p>
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**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

FORMAT UNDER DEVELOPMENT

APPENDIX 8: CONTRACT FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09

All schools that receive C4E funding in FY'09 must complete this appendix.

Directions: Schools will be asked to complete this appendix via a web-based survey. The URL for this survey will be posted on the NYCDOE website and announced in an upcoming edition of Principal's Weekly. The web-based survey will prompt your school to respond to each applicable question in this appendix to indicate your school's planned uses for 2008-09 C4E funding to support one or more of the listed C4E program strategies. The worksheet below can be used as a tool for advance planning of your responses.

Additional Guidance: In the May 20 edition of "Principals' Weekly", the Office of Teaching & Learning will release a memo mapping instructional strategies to some of the most common high-level school goals as identified through the CEP process. This document will specifically call out initiatives that meet C4E eligibility requirements and is intended to help principals and SLTs brainstorm ways that C4E funds can be effectively and creatively deployed to support overall educational goals.

I. Class Size Reduction

Schools can reduce class size by one or both of the following two strategies:

- Creation of additional classrooms
- Reducing teacher-student ratio through team teaching strategies

For more information on class size reduction strategies and resources, please consult the *2008-09 Class Size Reduction Guidance Memo*, which is forthcoming in Principals' Weekly.

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes (If yes, respond to questions in Parts A and B of this section.)
 No (If no, proceed to Section II – Time on Task)

A. Does your school plan to allocate FY09 funding to reduce class size **via the creation of additional classrooms**?

- Yes
 No

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many new classrooms/class sections will be created for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Average Class Size 2007-08	# New Classrooms/ Class Sections	Projected Average Class Size 2008-09
9 & 10	ENGLISH		24	TBD	25-20
9 & 10	MATHEMATICS		24	TBD	25-20

B. Does your school plan to allocate FY09 funding to reduce class size **by reducing teacher-student ratios in existing classrooms** (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
 No

Note on Reducing Teacher-Student Ratio through Team-Teaching Strategies:

Some schools may not have sufficient space to reduce class size through the creation of additional classrooms. In such cases, schools may elect instead to reduce teacher-student ratios using team teaching strategies. **C4E funds may only be used for true co-teaching models and not for push-in teaching.**

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many existing classrooms will be targeted for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Teacher-Student Ratio 2007-08	# Classes Targeted	Projected Teacher-Student Ratio 2008-09

II. Time on Task

Schools can increase student time on task via implementation of one or more of the following strategies:

- A. Lengthened school day**
- B. Lengthened school year**
- C. Dedicated instructional time
- D. Individualized tutoring**

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
 No (If no, proceed to Section III – Teacher and Principal Quality Initiatives)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

- A. Lengthened school day** (beyond the contractual 27½ minutes)

Program Description:

Is the program described above (lengthened school day) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

Details of Program Expansion:

To provide an educational alternative to those students who need to earn additional credits. The majority of these students are below average for their grade level. Students will participate on a portfolio driven curriculum to assist in knowledge and . Lengthen school day will enable at risk students to stay in school and meet requirements for a High School Diploma. Students will receive an extra hour of intervention assistance. We will also add a component to outreach with parents to assist in the educational process. House advisors, para-professionals, administrators and teachers will be instrumental in this expansion. Extended day credit retrieval.

- B. Lengthened school year** (e.g., summer programs)

Program Description:

Is the program described above (lengthened school year) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., additional summer program offerings, increase in the number of students served, etc.).

Details of Program Expansion:

C. Dedicated instructional time (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)

Program Description:

We will work with our Special Education students to increase their reading and comprehension skills using Spell Read. The classes will be double-period and class size will be reduced.

Is the program described above (dedicated instructional time) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

We will increase the number of students participating in Read 180. Based on the success of this program, students will also continue to receive Read 180 services.

Students will participate in computer software to increase their reading and comprehension skills using Classroom, Inc.

Academic blocks in Mathematics & English

D. Individualized tutoring (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)

Program Description:

Is the program described above (individualized tutoring) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

III. Teacher and Principal Quality Initiatives

Schools can undertake activities to provide staff development opportunities via implementation of one or more of the following strategies:

- A. Programs to recruit/retain Highly Qualified Teachers (HQT)**
- B. Professional mentoring for beginning teachers and principals**
- C. Instructional coaches for teachers
- D. School leadership coaches for principals

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
 No (If no, proceed to Section IV – Middle & High School Restructuring)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

- A. Strategy/program to recruit or retain Highly Qualified Teachers (HQT)** (e.g., Lead Teacher program)

Program Description:

Is the program described above (to recruit or retain HQT) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

B. Professional mentoring for beginning teachers and/or principals (consistent with SED mentor-teacher certification requirements, and limited to 1st and 2nd years of teacher/principal assignment)

Program Description:

Is the program described above (professional mentoring for beginning teachers and/or principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

C. Instructional coaches for teachers (appropriately certified coaches or highly qualified teachers to provide support in content areas needed to attain learning standards)

Program Description:

Is the program described above (instructional coaches for teachers) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

D. Instructional coaches for principals (appropriately certified school leadership coaches, with record of demonstrated success, to provide instructional leadership development across all curriculum areas)

Program Description:

Is the program described above (instructional coach for the principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

IV. Middle and High School Restructuring
A. Implement Instructional Changes
B. Structural Changes to Organization (must also include instructional changes)

For schools with middle or high school grades only:

Does your school plan to allocate FY09 funding to implement instructional changes to improve student achievement and/or structural changes to the school's organization (e.g., Smaller Learning Communities; ninth grade academies; CTT classes; dual language programs; teaming; Academic Intervention Services; accelerated learning, including AP courses; etc.)?

- Yes
- No (If no, proceed to Section V – Full-Day Pre-Kindergarten Programs)

If yes, please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented. Please also indicate whether the instructional and/or structural changes are being newly implemented for school year 2008-09, or whether the changes are the expansion or modification of a current strategy.

Program Description:

Our school will work toward creating smaller learning communities to meet the needs of all students at Boys and Girls High School. During year one. Students will be exposed and accepted into our new house structure. This will allow us to work more effectively with academic, social, post-secondary and attendance intervention.

Houses will have several key staff members assisting. A house will include assistant principals, guidance counselors, intervention advisors, and students. The house director will convene meetings to share data and plan to incorporate teachers in the new house structure.

We recognize the importance of creating smaller learning communities to address the needs of each student.

A new position created to restructure will be the Intervention Advisors. See below

ACADEMIC DIRECTORS

Intervention Advisors work closely with Assistant Principals, Guidance Counselors and other personnel to provide the following intervention services:

Academic Support

Assist to ensure students attend all academic intervention services.

- Extended Day School (PM School, , Saturday School, Summer School)
- Tutoring (individual & group)
- Test Prep (academic courses, PSAT and SAT)
- Workshops (study skills, organizational skills, note-taking skills, etc)
- Internships
- Regents and/or RCT tracking

Attendance

Collaborate with assistant principals, attendance teachers as well as guidance counselors to monitor student attendance.

Parent Outreach

Based on student needs, create programs & activities to strengthen parent involvement and relationships.

- Develop a relationship with the Parent Coordinator and PTCA to assist with programming and activities to help students succeed.
- Help to bridge the gap between the school and parents.

Conflict Resolution

Work closely with assistant principals, deans, guidance counselor, parents and students in conflict resolution/guidance intervention.

Middle School Articulation

Serve as an active member on the Middle School Articulation Committee

College & Career Planning

Serve as an active member on the College Awareness Committee

Grant Writing

Work with the school community to develop opportunities to research and apply for city, state, private and federal grants.

HOUSE DIRECTORS WILL WORK CLOSELY WITH HOUSE STAFF TO IMPLEMENT SMALLER LEARNING COMMUNITIES.

V. Full-Day Pre-Kindergarten Programs

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No (If no, proceed to Section VI. Model Program for ELLs)

If yes, is this a first-time implementation of the pre-kindergarten program in your school, or an expansion of an existing pre-kindergarten program?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., adding pre-kindergarten classes to an existing full-day program, expanding the integration of students with disabilities into existing pre-kindergarten program).

Details of Program Expansion:

VI. Model Programs for Students with Limited English Proficiency (English Language Learners)

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes
- No

If yes, please provide a brief description of the model program for ELLs that will be implemented. Please also indicate whether the program is being newly implemented for school year 2008-09, or whether it is the expansion or modification of a current strategy.

Program Description:

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APPENDIX 9: 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.) 51

Please describe the services you are planning to provide to the STH population. Students in temporary housing (STH) will receive academic intervention services to support their overall success. STH will also receive additional social and emotional support from guidance counselors and social workers. We will work with STH to expose them to positive life- changing activities to compensate for their individual life experience. STH will receive supplies and other necessary support to ensure success and graduation. STH will received the following:

- 1) Academic programs and educational support services
- 2) Transportation once the student is permanently housed
- 3) Basic/emergency supplies
- 4) Extended library hours access school programs
- 5) Outreach efforts to identify the STH population and help them
- 6) Counseling services

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 the borough Integrated Service Center (ISC) or Children First Network.