



SECONDARY SCHOOL FOR RESEARCH

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (15/K/464)
ADDRESS: **237 SEVENTH AVENUE BROOKLYN, NY 11215**
TELEPHONE: 718-832-4300
FAX: 718-788-8127

TABLE OF CONTENTS

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

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

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

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

SECTION IV: NEEDS ASSESSMENT.....10

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

SECTION VI: ACTION PLAN.....12

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

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

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

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

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 464 **SCHOOL NAME:** Secondary School for Research

SCHOOL ADDRESS: 237 Seventh Avenue, Brooklyn NY 11215

SCHOOL TELEPHONE: 718-832-4300 718-788-8127

SCHOOL CONTACT PERSON: Carla Laban **EMAIL ADDRESS:** Claban@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: JILL Bloomberg

UFT CHAPTER LEADER: Nathan Maybloom

PARENTS' ASSOCIATION PRESIDENT: Cassandra Scurry Reid

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 15 **CHILDREN FIRST NETWORK (CFN):** _____

NETWORK LEADER: Kathy Pelles

SUPERINTENDENT: Amy Horowitz

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Jill Bloomberg	*Principal or Designee	
Nathan Maybloom	*UFT Chapter Chairperson or Designee	
Robina Taliaferrow	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Randall Washington	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Cassandra Reid-Scurry	Member/Parent	
Carla Laban	Member/ Administration	
Sharon Washington	Member/Parent	
Meliane Cabo	Member/Parent	
Patricia Perez	Member/Parent	
Julia Miller	Member/Teacher	
Rashan Williams	Member/Teacher	
Maria Braga	Member/Teacher	
Angelina Morelli	Member/Teacher	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

School Vision and Mission

Vision

We envision our school as a community of learners where all members, students, staff and parents actively engage in the pursuit of understanding. We believe that intelligence responds to mediation from other individuals, and that we can all become smarter by learning how to search and research for answers to the questions of the world in which we live. We believe that intelligence grows by learning empathy, respect and cooperation and envision an environment where learners take risks and ownership, and the adults model the discipline, commitment and respect of a learning community that value sharing ideas, constructive criticism, and success.

Mission

We are a small, diverse, grades 6-12 school that prepares all students to go to college. We expect and encourage students to explore and research topics across all academic disciplines rather than specializing in a particular subject. We strive to be a community of creative people who are eager to question and learn. Our instructional program combines direct instruction with group work, independent work and student-to-student talk. Our goal is to provide students with the knowledge, skills and strategies to make meaning of the world around them.

The mission of the Secondary School for Research and the vision for its future are rooted in the following "habits of mind":

- *Persisting*
- *Managing Impulsivity*
- *Considering Other Points of View*
- *Striving for Accuracy*
- *Questioning and Posing Problems*
- *Applying Past Knowledge to New Situations*
- *Responding with Wonderment and Awe*
- *Thinking Interdependently*

We will continue to model and use these habits of mind so that our school community as a whole becomes more successful. We envision our students as critical thinkers thus enabling them to discover the satisfaction that can be derived from self-responsible learning as a life-long endeavor. We also believe that as researchers that learning is a process that requires to "look again" at our course of study so that they can understand the material, think critically and analyze to draw conclusions.

Contextual Information About the School's Community and its Unique/Important Characteristics

The Secondary School for Research is located in what was once the John Jay high school building which has garnered landmark status. The school is in the Park Slope neighborhood in the western section of Brooklyn. Park Slope is roughly bounded by Prospect Park West, Fourth Avenue, Flatbush Avenue and Fifteenth Street. The name "Park Slope" is derived from the fact it's located on the western slope of Prospect Park. Our current enrollment is 429 students in grades 6 -12.

The Secondary School for Research opened its doors in September 2003. Previously the school was an institute in a larger school—the Secondary School for Law, Journalism and Research, part of a collaborative effort between District 15 and B.A.S.I.S. to revitalize the John Jay Building. The majority of students who attend the Secondary School for Research do not come from the Park Slope community. They are from diverse communities such as Downtown Brooklyn, Red Hook, Sunset Park, Park Slope, Windsor Terrace/Kensington, Bedford-Stuyvesant, Canarsie, Flatlands and Flatbush as well as the boroughs of Staten Island, Manhattan, Queens and the Bronx.

According to our NCLB Report it was determined that we have 3 Native Americans, 27 Asian, 220 Hispanic, 151 Black , 27 White and 1 students with no data. The student body includes 38 English Language learners and 82 special education students. In addition, the school is currently identified as a Title I school with over 91% of students receiving free lunch.

Currently the school houses one sixth grade class, one seventh grade class, and one eighth grade classes in the middle school. The high school contains three ninth grade classes, two tenth grade classes, three eleventh grade classes and three twelfth grade classes. There are four self-contained special education classes, two 12:1:1 classes at the middle school level, and two 15:1 classes at the high school level.

The student body is served by 45 professionals and support staff, including one principal, one assistant principal, thirty two teachers, two guidance counselors, one secretary and four school aides. We also have a college counselor, a parent coordinator and a community associate who coordinates programs with external partners.

A study of the data included in our school's MS progress report indicates a stronger need for attention to ELA progress than to progress in mathematics. In 2009-10 the percentage of middle school students at proficiency in ELA was 15.3%. In mathematics it was 27.1%. Our median growth percentile in mathematics is 5.5% higher than in ELA though progress in ELA among the lowest third in ELA was 17% higher than in mathematics.

Our HS progress report indicates little fluctuation in our 4-year graduation rate but more than a 10% rise in our 6-year graduation rate. Additionally, in every subject but Science we saw an increase in the weighted regents pass rates. In the Social Studies where we concentrated the most we made gains of 48% in US History and 18% in Global History. However, we saw significant declines in the percentage of students earning 10+ credits in a year. In part this decline is related to the number of over-aged 9th grade students coming into our school with less of a history of success and lower skills. Often these students need more time to meet the requirements for graduation. Our increased pass rates on the regents and increased six-year graduation rates attest to our willingness and ability to work with students until they achieve success.

Our 2009-10 Quality Review reflected the school's "consistent use of rubrics within a rich, rigorous curriculum engages all students as partners in their own learning and provides them with multiple opportunities to assess their growth" but indicated a need to "develop a driven method of assessment to enable all constituents to evaluate the work of teacher teams in a consistent manner school-wide". We were also encouraged to "increase the levels of attendance significantly, especially at the high school level."

Our recommendations included comments such as being recognized as a school with a "true learning community where the needs of all students are targeted at an intensely granular level" and "Both the teacher and the administration of the school demonstrate an in-depth, first-hand knowledge of each and every student that defines the school's nurturing and supportive culture".

Finally, our most recent Quality Review recommends that we "extend and expand school efforts at parental outreach in order to ensure greater participation by parents in their children's academic achievement" This recommendation is consistent with our Learning Environment Survey which indicates a relatively high overall percentage for academic expectations.

We have successfully instituted college as a goal and continue to strive to communicate to students the level of academic rigor and responsibility needed to prepare for college acceptance and success. This struggle begins in middle school and continues through high school. In September 2009, we utilized the funding from two different grants to implement Advancement Via Individual Determination (AVID) program in grades 7, 8, 9 and 10. AVID targets students in the academic middle - B, C, and even D students - who have the desire to go to college and the willingness to work hard. AVID offers students instruction in what is often referred to as the "hidden agenda" of school: note-taking, organization, the path to college and rigorous engagement in learning.

*Current strategies for continued improvement of instruction and student performance in **English Language Arts** include the use of the Teachers College model for Readers and Writers Workshop in grades 6-9. In grades ten and eleven the curriculum focuses on developing the reading and writing skills in the various genres utilized in the English Regents Examination. Expansion of classroom libraries, push-in academic intervention personnel in the classroom, and the support of a lead teacher in ELA will further support English Language Arts instruction. AIS services include a Saturday School Academy for middle school ELA and math prep, a Wilson Program and the use of Kaplan Keys in mathematics and high school regent's preparation. We will continue to utilize these resources for the middle school, self-contained classes and the high school for the 2010-11 school year to better meet the needs of our struggling students.*

*The focus of **mathematics** instruction this year has been the implementation of the Chancellor's initiatives for Mathematics in grades 6, 7, 8 and 9 in conjunction with utilizing the workshop model as the primary mode of instruction in all mathematics classrooms. Students follow a HS sequence of Algebra, Geometry, Algebra II and pre-Calculus or Calculus. A lead teacher in mathematics works with teachers to shift the focus from procedural learning to conceptual understanding. An additional course helps 10th grade students who have yet to pass the Algebra regents and opportunity to continue in the sequenced Geometry course while still receiving additional instruction in Algebra.*

*The focus of the **Science** Curriculum at the Secondary School for Research was the implementation of a four-year sequence of Regents Science classes. All students in grade 9 were enrolled in Living Environment, in grade 10 - Chemistry, and grade 11/12 in Earth Science, Computer Science or Physics. A partnership with Columbia University allows our MS science teachers to receive on-site*

professional development in designing more projects that enhance students' engagement in scientific study and which highlight the cross-curricular connections between science and the other core disciplines.

*Traditionally we have struggled most in supporting our students' progress in **Social Studies**. In order to better prepare students to pass the Regents Examinations in Global and U.S. History, there will be greater emphasis placed on garnering skills and big understandings. Project Based assessments will allow for critical thinking and reinforce learned skills. In addition, we continue to have a **social studies** coach who was hired through the Urban Memory Project organization. The coach works with a social studies lead teacher in preparation of a Brooklyn History project with the integration of literacy and technology. The Projects are later displayed at the New York Historical Society. We have seen progress in our students' pass rate on the Global Studies regents exam and the US History regents exam.*

***Technology** is infused in to all curricular areas through the use of mobile laptop computer carts that are "loaned" to various classrooms for use. In addition, the entire school campus has wireless Internet access. LCD projectors and smart boards are available for classroom use. In 2005 a librarian was hired and thus the library was reopened and is shared by the other two schools in the building.*

***Arts and Music** classes are a vital part of the Secondary School for Research's curriculum at both the middle and high school levels. Sixth, seventh, eighth and tenth graders take music or art classes. The upperclassmen are offered Guitar Ensemble and Studio Art as electives in their 11th and 12th grade. Also, seniors prepare art portfolios during class and after school.*

***Physical Education** classes are offered two and three times per week to all students. Ninth graders receive health education classes for one semester in lieu of physical education. In conjunction with the other two schools in the building, the school fields PSAL teams at the varsity level in Girls and Boys Basketball, JV Boys Basketball, JV Girls Softball, Volleyball and Track (co-ed). At the middle and high school level a co-ed Sports Club meets during lunch periods.*

*In 2008, we were selected by the **Sports and Arts in Schools Foundation** as their partner in a 21st Century Grant for the next 5 years. The grant funds and afterschool program from 3:20 – 6:00 p.m. four days a week as well as summer programming. The afterschool program offers students the opportunity to receive mentoring, academic enrichment, tutoring, SAT prep and homework help followed by a range of youth development and wellness activities such as community service programs, educational and recreational field trips, guidance counseling, volleyball, basketball, digital photography, graphic arts, jewelry making, drama, hip hop dance, flag football and double-dutch.*

*A **Professional Development** cabinet consisting of the Principal, Grade Team Leaders and Department Leaders planned and coordinated professional development for the 2009-10 school year. Professional development was also given by our Community Learning Support Organization, who visits the school, provides workshops during school and after school and provides resources to the teachers. We continue to believe that diverse, heterogeneous classrooms create the best learning environments.*

*The **teaching staff** is committed to continually learning to meet the needs of all students and participate regularly in various grade level and department team professional development. To provide successful course planning teachers must devote significant time to collaborate with other*

teachers of shared disciplines, grade level teams and in professional learning groups. Common planning time was created in teachers' schedules for teachers to collaborate as a grade level team to create coherent structures, curricular goals, classroom procedures and homework policies. Grade level teams will also allow teachers to review individual student cases and formulate specific intervention strategies. It also allows teachers to monitor student progress from year to year. We will continue to correlate curricula with state standards. Also, we are striving to achieve a direct comparison of standardized test scores with student passing rate per subject class.

The Secondary School for Research uses a data-driven approach as a basis for determining areas needing improvement. During the course of the year, the **Professional Development Cabinet** will examine a variety of indicators including item skills analyses, the Grow Report, the interim assessments devised from Princeton Review, teacher grades and samples of student work at all levels. The data will be shared with and analyzed by teachers at the weekly grade team and department team meetings in order to identify areas required additional instructional support and make instructional decisions on a departmental and classroom level.

The Secondary School for Research organized a **PTA and School Leadership Team** in 2010-11. The PTA will meet and elect officers in September 2010 and will meet monthly for the rest of the year.

At the Secondary School for Research, the **Parent Coordinator** is the key link between parents and the school. She facilitates parental interaction with administration, teachers and school staff, assists in organizing PTA and School Leadership Team meetings, does outreach to families whose students are in need of additional services. She also organizes and conducts tours for potential incoming 6th and 9th graders. A **SPARK counselor**, who is available to the entire campus, assists students and families around issues of drug use and interacts regularly with students through classroom and assembly presentations. **Park Slope Child and Family Center** enters its third year at the Secondary School for Research. The program operates during school hours, school breaks and after school and provides a Counselor who extends support to students and help them grow successfully both academically and emotionally.

A study of our **attendance data** showed a rate of 91% in 2007-08, a slight decrease to 88.9% in 2008-09 and our data for 2009-10 is to be determined. The Attendance team and an Attendance Policy provide the structures within which the team was able to work at improving attendance through phone calls, mailing letters home and conferences with parents and rewarding students for perfect attendance at the Award assembly and at Award Night. Last year the administration purchased School Messenger which is an automated system that delivers phone calls to the homes of absent and late students. The system also delivers announcements concerning school events. The team which is comprised of the Principal, Assistant Principal, guidance counselor, two teachers and the support staff consisting of a Supervisory School Aide and three School Aides closely monitors student attendance and lateness and keeps the school community aware of students whose attendance and punctuality are problematic.

The Secondary School for Research enjoys collaborations with **community-based organizations**. These include the Urban Memory Project, Sports and Arts in Schools Foundation (After school), Park Slope Child and Family Center, Columbia University, Read Foundation, Red Hook Youth Court, YMCA, and the Center for Economy, Environment and Society at Columbia University.

The Federal, State and Local programs for which our school receives allocations are as follows: Tax Levy, Title I, Title III, PCEN LEP and Special Needs, ERSSA Special Needs/AIS, State Standards, State Magnet and Part 154.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

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

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

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

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Middle School Trends:

A study of the data included in our school's MS progress report indicates a stronger need for attention to ELA progress than to progress in mathematics. In 2009-10 the percentage of middle school students at proficiency in ELA was 15.3%. In mathematics it was 27.1%. Our median growth percentile in mathematics is 5.5% higher than in ELA though progress in ELA among the lowest third in ELA was 17% higher than in mathematics.

High School Trends:

Our HS progress report indicates little fluctuation in our 4-year graduation rate but more than a 10% rise in our 6-year graduation rate. Additionally, in every subject but Science we saw an increase in the weighted regents pass rates. In the Social Studies where we concentrated the most we made gains of 48% in US History and 18% in Global History. However, we saw significant declines in the percentage of students earning 10+ credits in a year. In part this decline is related to the number of over-aged 9th grade students coming into our school with less of a history of success and lower skills. Often these students need more time to meet the requirements for graduation. Our increased pass rates on the regents and increased six-year graduation rates attest to our willingness and ability to work with students until they achieve success.

Accomplishments:

Consistent improvement on our Quality Review indicates our commitment to constant reflection and growth. We have established schoolwide:

- *A culture of expectation that all students will graduate and go on to college*
- *Rich and engaging curricula throughout the school*
- *Thoughtful assessment strategies that highlight individual achievement and need*
- *A strong layer of leadership among the faculty who take responsibility for student progress*
- *More college acceptances overall and among more selective schools*

Aids to continuous improvement:

- *Experienced and committed staff*
- *Structures for embedded professional development and team building*
- *Increased commitment among community members to support the school and improve public relations*

Barriers to continuous improvement:

- *Budget cuts leading to decrease in staff and increase in responsibilities among remaining staff*
- *Low enrollment leading to the need to divert and increase attention to recruitment*
- *Higher percentage of overage new 9th grade students*

SECTION V: ANNUAL SCHOOL GOALS

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

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

- 1) **Increase outreach to students with significant absenteeism to include daily phone calls to parents through our automated system and bi-monthly contact with students and parents from grade teams.**
- 2) **Extend outreach to parents for greater participation in student achievement by increasing teacher use of electronic grading systems to a minimum of two teachers per HS grade team.**
- 3) **Increase the consistency of grade and department team meetings by scheduling regular meeting times, assigning team leaders, and standardizing systems of agenda creation and minutes**
- 4) **Expand our AVID program to include AVID elective classes in grades 7-10, a parent workshop and Cornell notes in all Social Studies classes for AVID and non-AVID student's grades 7-10.**
- 5) **Increase community participation in school but hosting at least 5 events within the school year that are attended by prospective students or community members.**

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase outreach to students with significant absenteeism to include daily phone calls to parents through our automated system and bi-monthly contact with students and parents from grade teams.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>School aides will update all ATS contact information from blue cards by the end of September. The automated School Messenger system will begin calling homes of absent students within the first full week of classes. Grade team members will each take responsibility for a designated group of students within the first week of classes. Grade team members will guarantee bi-monthly contact with the parents of all students achieving below 90% attendance by phone call, email, meeting or registered mail.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Continued contract with School Messenger service – TL FSF \$1125 Continued responsibility of Data Specialist to manage and maintain School Messenger service with assistance from Supervisory school aide – TL Data Specialist \$2000 Development and approval of modified schedule allowing for early dismissal of students on Fridays and weekly meetings of staff alternating between department teams and grade teams Assignment of grade team leaders as Professional assignment</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>PAR records Student RISA reports School messenger records Grade team teacher phone logs Parent conference logs</p>

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Extend outreach to parents for greater participation in student achievement by increasing teacher use of electronic grading systems to a minimum of two teachers per HS grade team.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Provide professional development on electronic grading system, Engrade, to all faculty. Set up student accounts within first week of school. Mail student account access codes and instructions to parents within first month of school. Include Engrade update on all grade team meeting agenda.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Development and approval of modified schedule allowing for early dismissal of students on Fridays and weekly meetings of staff alternating between department teams and grade teams Assignment of grade team leaders as Professional assignment Data specialist per session to provide technical support to teachers Title I and ARRA parent involvement funds to support mailing and per session for teachers to provide a training session for parents.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Grade team agenda and minutes Engrade print-outs Engrade data tracking of parent and student log-in</p>

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the consistency of grade and department team meetings by scheduling regular meeting times, assigning team leaders, and standardizing systems of agenda creation and minutes</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Development and approval of modified schedule allowing for early dismissal of students on Fridays and weekly meetings of staff alternating between department teams and grade teams by June 2010 Assignment of grade team leaders and department leaders by September Development of agenda template and minutes template by Principal and cabinet by September Calendar of Cabinet meetings by September</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Lead teachers will be department leaders in ELA and Mathematics. Other department leaders and grade team leaders will use C6 professional assignment periods for planning and preparation of meetings.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Calendar of meetings Meeting sign-in sheets Meeting agendas Meeting notes</p>

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Expand our AVID program to include AVID elective classes in grades 7-10, a parent workshop and Cornell notes in all Social Studies classes for AVID and non-AVID student’s grades 7-10.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Continue AVID site team through 2010-2011 school year Assign experienced AVID elective teacher to be AVID coordinator Implement summer AVID orientation in August Schedule parent workshop Program AVID elective classes in grades 7-10 Program AVID elective teachers in grades 7-10 Plan and implement PD on Cornell note taking for all faculty</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Assignment of one teacher to teach two AVID elective classes (7/8 and 9) and serve as AVID coordinator. Assignment of additional teacher to teach Grade 10 AVID elective. Per session for monthly AVID site team meetings. Parent involvement funds for literature and refreshments at workshop Supplies for AVID elective class OTPS for AVID fee</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>School program Teacher schedules Student schedules Site team sign-in and minutes Teacher lesson plans and grade books Agenda and sign-in for parent workshop</p>

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase community participation in school but hosting at least 5 events within the school year that are attended by prospective students or community members.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Establish team of teachers by June 2010 Schedule Fall events by end of July 2010 Plan performance preparation or student work display preparation into curriculum Produce fliers for outreach to prospective students and community</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Per session for teachers on committee Parent involvement funds for literature to publicize events and provide refreshments</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>School calendar Fliers and invitations Agenda Sign-in sheets</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	NA	NA	N/A	N/A	NA	NA	NA	NA
1	NA	NA	N/A	N/A	NA	NA	NA	NA
2	NA	NA	N/A	N/A	NA	NA	NA	NA
3	NA	NA	N/A	N/A	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA	NA	NA
6	12	0	0	0	6	2	NA	NA
7	3	4	0	2	3	1	NA	NA
8	2	4	0	8	0	0	NA	NA
9	25	19	0	11	1	2	NA	NA
10	19	21	10	0	5	0	NA	NA
11	20	16	17	6	2	1	NA	NA
12	11	2	4	19	2	0	NA	NA

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> ▪ Princeton Review Interim Assessments provides vocabulary instruction such as those created by Curtis or Culyer and ESL strategies for vocabulary acquisition and retention, including Deborah Short’s SIOP model. Eight teachers have been trained and are currently implementing Princeton Interim Assessments during the ELA curricula and during the ELA Saturday Program and extended day. ▪ Teachers College Reading & Writing curricula provide opportunities for vocabulary acquisition and retention. Students reading levels are determined via the Teacher College Assessment Packet and Fountas & Pinnel via the Guiding Readers & Writers plan. ▪ Wilson’s Reading Program a phonemic awareness program, which was originally designed for older students but is currently used for both older and younger students, explicitly teaches encoding (spelling) and decoding, through a multi-sensory, interactive and total word construction approach. Our students who are programmed for the Wilson program attend daily during their advisory class. ▪ SkillsTutor for improvement in ELA. SkillsTutor is an on-line, K-12 basic skills tutoring program. SkillsTutor is scientifically based; diagnostic and prescriptive programs that will help our students improve basic skills. The content is correlated in accordance to NY State Curriculum Standards.
Mathematics:	<ul style="list-style-type: none"> ▪ Essential Skills Foundations (Kaplan) these books cover the following topics: problem solving, numeration, operations, measurement, geometry, data analysis, and statistics, probability, functions and algebra. Each lesson starts with a guided skill builder which introduces the math concept followed by a series of activities designed to allow students to apply the skill in a variety of formats. An extensive teacher’s guide includes tips for each lesson, a diagnostic test, and pre and post assessments for each skill area. Eight teachers have been trained and are currently implementing Essential Skills Foundations during the math curricula and during the math Saturday Program and extended day. ▪ Mathematics Skills Intervention Kit Grades 6 -9 (Globe Fearon) this kit provides skills practice in the following areas: whole numbers, decimals, number theory, fraction concepts, operations with fractions, geometry, measurement, pre-algebra basics, ratio, proportion, and percent. Teachers are provided with diagnostic and placement guides to determine which skills students need to learn and practice. Pre- and post-tests are provided for each unit to assess student progress. The tutorial CD and blackline masters are included to provide options for additional practice. Each kit comes with 25 consumable student workbooks and progress folders. Eight teachers have been trained and are currently implementing Mathematics Skills Intervention Kit during the math curricula and during the math Saturday Program. • We are using SkillsTutor for improvement in Math. SkillsTutor is an on-line, K-12 basic skills tutoring program. SkillsTutor is scientifically based; diagnostic and prescriptive programs that will help our students improve basic skills. The content is correlated in accordance to NY State Curriculum Standards.

Science:	Small Group Tutoring allows teachers and our SETTS and Reading Specialist to push into content area classrooms as part of C6 (professional Activities) or to complete their 25 teaching period schedule. (Occasionally teachers pull out small groups for more intensive guided group work.) Small group tutoring is also done during the 37.5 minutes added to teachers' contractual schedule
Social Studies:	Small Group Tutoring allows teachers and our SETTS and Reading Specialist to push into content area classrooms as part of C6 (professional Activities) or to complete their 25 teaching period schedule. (Occasionally teachers pull out small groups for more intensive guided group work.) Small group tutoring is also done during the 37.5 minutes added to teachers' contractual schedule
At-risk Services Provided by the Guidance Counselor:	We recommend that all at risk students receive both emotional and academic counseling by the guidance counselor who also sits in on any teacher/parent conferences.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

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

Secondary School for Research

Language Allocation Policy

Grades 6-12

2010-2011

School ELL Profile

During the 2010-2011 school year, The Secondary School for Research consists of a total student population number of 447 and an ELL population of 39 students, respectively. ELL students at the Secondary School for Research comprise 8.72% of the total student population. The school has two permanently certified ESL teachers, Jennifer Miller, and Maria Braga as well as one content area teacher with a bilingual extension, Veronica Vega. There are two certified NLA/FL Spanish teachers: Ivelisse Pinet and Joni Tonda. Our Language Allocation Policy team includes: Jill Bloomberg, Principal; Carla Laban, Assistant Principal, Jennifer Miller and Maria Braga (ESL teachers); Alissa Lembo and Gerald Layton (Guidance Counselors); Jill Sandusky (ELA Teacher); Robert La Colla (Math Teacher); Leah Grossman (Literacy Lead Teacher); Jud Ehrbar (Math Lead Teacher) and Patricia Squillari (Parent Coordinator).

ELL Identification Process

At the Secondary School for Research, we implement a carefully structured identification process of those students who may be ELLs. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. The HLIS lets school staff know what language is used in the student's home. The initial screening is conducted by Patricia Squillari, the parent-teacher coordinator, as well as the ESL teacher, Jennifer Miller. The LAB-R is administered by Jennifer Miller, as is the formal initial assessment. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she is administered the Spanish LAB to determine language dominance. The Spanish LAB is administered by Jennifer Miller, ESL teacher.

Each ELL student is administered the NYSESLAT each April and May. The NYSESLAT consists of 4 modalities (Listening, Speaking, Reading, and Writing) and determines student proficiency level. The NYSESLAT is administered under the direction of the testing coordinator, Veronica Boyhan, who works closely with the ESL teacher, Jennifer Miller.

An entitlement letter is provided to parents to inform them about their child's identification and the child is enrolled in the appropriate program within ten days. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents

participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding of each available program. Parents complete the parent selection form and the school conforms to the parental choice selections.

Entitlement letters are distributed to entitled students' home addresses using the mail system. Parent Surveys and Program Selection forms are returned upon conferences scheduled with Patricia Squillari, parent coordinator. At these conferences, Spanish translation is facilitated by Yvette Rojas, pupil personnel secretary. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is overwhelmingly (98%) that of a freestanding ESL program. The program model offered at our school is consistent with parents' requests.

ELL Demographics

In grades 6-12 there are a total of 39 English Language Learners. The breakdown according to grade level is as follows: 6th grade – 2 students; 7th grade - 6 students; 8th grade - 3 students; 9th grade – 10; 10th grade – 7; 11th grade – 3 and 12th grade – 7. There is 1 SIFE student; 13 newcomers, 11 ELLs with 4-6 years of received services, 15 long-term ELLs and 16 Special Education ELLs.

The Secondary School for Research employs a freestanding ESL program – hence, all ELLs receive all instruction in English with native language support. The organizational model used is collaborative, with the ESL teacher (Jennifer Miller) collaborating with ELA teachers. Instructional times for ESL classes are based on student proficiency level. Accordingly, in grades 6-12 there are 8 Beginning level students who receive 520 minutes per week of ESL services; 22 intermediate level students receiving 360 minutes per week of ESL and 9 advanced-level students receiving 360 minutes of ESL services per week.

The program model is homogeneous, with students grouped according to their proficiency levels as measured by their most recent NYSESLAT scores.

Content area courses are also delivered in homogeneous proficiency levels, and by grade level. Language development and support for content instruction in the native language is provided when same language grouping is possible. Such support includes bilingual dictionaries, native language classroom libraries, and peer tutoring. These include translated editions of Regents exams in Global History, Living Environment, US History, Math, and Chemistry.

Instruction is differentiated for ELL subgroups in a variety of manners. The instructional plan used for SIFE students is to accelerate academic and language development by providing additional instructional time before and after school, as well as in Saturday academies.

The plan for ELLs in schools less than three years is as follows:

- *An informal student orientation*
- *Buddy system identifying a similar student in his/her class that will assist during the day*
- *Encourage student to participate in the Saturday Program and After School activities.*
- *An informal assessment is provided to identify possible Academic Intervention programs.*
- *Home school communication via phone calls, mailed letters and e-mails. Translated editions of letters are available in Spanish, Arabic, Bengali, and Urdu.*

In order to help students who have received 4 to 6 years of services as well as long-term ELLs we utilize the following practices:

- *Collaborative planning between ESL and ELA teachers for each unit.*
- *Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Meta-cognition.*
- *Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.*
- *Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.*

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- *Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.*
- *Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.*
- *Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.*

The plan for ELLs identified as having special needs includes:

- *Ensuring that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.*
- *Collaboration between the ESL teacher and IEP contact person.*
- *The delivery of AIS services after school and as part of our Saturday Academy.*

Implications of LAP for English Language Arts

In order to assist our students in ELA, our LAP team has focused on:

- *Analysis of ELL data to become well-informed about the performance of each ELL in order to make sounded educational decisions.*

- *Providing opportunities for students to be involved in purposely conversations*
- *Incorporating all language modalities during the lesson, e.g. group discussions, journals*
- *Ensuring that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction*
- *Encouraging teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.*
- *Ensuring that Literacy coach works closely with teachers (ELA, ESL) to support rigorous instruction*
- *Implementing a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.*

Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there are a variety of solutions that we are working with this year. They embrace the following:

- *Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154*
- *Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.*
- *Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall*
- *Incorporating writing as a component of the mathematics lesson, e.g. journals*
- *Provide opportunities to convey to others problem solving strategies and the justification of their answer*
- *Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction*
- *Collaboration between content area and ESL teachers to map out student specific needs.*
- *Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.*
- *Ensure that lead teacher works closely with teachers to support rigorous instruction*

Instructional Materials:

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the Teacher's College Workshop Model. This includes the use of high interest/low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- *Attanasio and Associates Getting Ready for the New NYSESLAT*
- *New York State Coach: ELA*

Parental Involvement

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- ***Push-In Instruction:*** *Once a week in the 2nd semester an F-status ESL teacher pushes into classes with HS ELL students to support Regents preparation.*
- ***Saturday Academy:*** *Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, ELA, and ESL. Additionally, regent's and SAT preparation are offered. Attendance rates are at over 90% for this outreach program.*
- ***Family Celebrations:*** *Throughout the year, parents come to the school to take part in community celebrations, including the Presentation Night, Awards Night, Karaoke Night and Sports & Arts Presentation. At these events, the school and community can come together to recognize student achievements in arts and academics.*
- ***Translation and Interpretation Services:*** *These services are offered to increase the involvement of parents. Additional funding is available to translate important policy documents, mainly in Spanish. Additionally, interpretation services are a daily help in communication between school staff and parents.*

I. Professional Development:

Professional development is provided by school staff, community learning support personnel organization.

- ***School Staff:*** *Within the schools Professional Development program, the focus is on:*
 - *the literacy needs of our ELL population within the prescription of the Teacher's College program.*
 - *Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.*
 - *Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.*
- ***Support Personnel:*** *Workshops taken by teachers on our ESL staff have included:*
 - *Scaffolding in the content areas*
 - *Active Literacy*
 - *Differentiation*
- ***Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers***
 - I. Quality Teaching Workshop series, which our ELA, ESL, and Social Studies teachers have attended together over the last two years.*
 - II. Social Studies and Technology workshop*
 - III. Wilson Program for Special Education teachers.*

Assessment Analysis

NYSESLAT

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. Most students require one and a half years to advance an entire level. ELLs who are in the beginning level are mostly new comers who have not been placed in bilingual programs. These students often require more time to advance in levels.

After analyzing the ELA scores of ELLs and former ELLs, several facts were noticeable:

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- *Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.*
- *Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.*
- *During the extended day sessions, Identified ELL students will receive instruction in ELA to strengthen their literacy skills.*
- *Small group Academic Intervention classes in ESL to target language modalities according to their needs*
- *Academic Intervention Services for ELL students and those performing below grade level during the school day as well as extended hours.*
- *After School and Saturday classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.*

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

The results of the Regents and Citywide examinations indicate that the content areas are challenging for our ELLs. Academic languages, content-specific vocabulary, as well as more formal grammatical structures that occur on exams and in textbooks are obstacles for the English Language Learner. Below we detail certain interventions that need to be made in order to help students reach NYS standards. For 2010-11, we are planning on the following interventions:

- *monthly meetings with middle school math, science, Social Studies and ESL teachers*

- professional development sessions addressing the infusion of ESL strategies into content instruction
- use of Title 3 monies to fund after school academies for newcomer ELLs and for Regents preparation
- use of Title 3 monies to fund an F-status ESL teacher to support Regents preparation
- intensive after school programs designed for SIFE students and long term ELLs
- bi-monthly meetings with parents of ELLs: focus on how they can support their children for academic success
- For alternative placement in Special Education, peer tutoring and after school programs will be provided
- For students reaching proficiency, we will offer priority in after school programs and individualized tutoring plans
- Common planning periods for ESL and ELA teachers

In examining the NYSESLAT scores for 2009-2010 it is clear that the reading and writing sections of the exam are the most challenging for our ELLs. This pattern emerges at every grade and proficiency level. More specifically, the data reveal that the vast majority of intermediate and advanced ELLs (high school and middle school) consistently scored one proficiency level lower on the combined reading and writing scores as compared with the combined listening and speaking scores.

The implications for the school's LAP and instruction are the following:

1. Literacy must be the focus for the ELL in both the ESL and mainstream classrooms.
2. We need to ensure that Title III monies be used to fund after school literacy-based activities.
3. Parental involvement needs to be cultivated as a means to helping ELLs succeed in reading and writing.

The LAP team will meet twice a year – in June, and then in September, when the most recent NYSESLAT scores are available – in order to review the LAP, and if necessary to make revisions.

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

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

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

revised Title III budget is described in Section III below.

- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s): 6-12 **Number of Students to be Served:** 39 **LEP** 0 **Non-LEP**

Number of Teachers 2 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

The program at The Secondary School for Research is an English as a Second Language Program with all instruction conducted in English. Middle school students are divided into three groups according to ability level in order to accommodate the required minutes of instruction. High school students are similarly divided into three groups. Two ESL instructors have a schedule that allows them to meet with students in each group level for the required minutes. After-school tutoring is also available during the second semester to offer Regents review for the high school students. Of our 54 ELL's 15 are Advanced, 23 are Intermediate, 14 are Beginners and 2 are Proficient. There are 39 Spanish speakers, 5 speak Bengali, 4 speak Arabic, 4 speak Urdu, 1speaks Russian and 1 speaks French. The majority of SSR's ELL population is concentrated in our high school with a total of 45 students compared to 9 ELL's in our middle school.

Classroom teachers and the ESL teachers consult on an ongoing basis about curricular adaptations and assessments for ELL's. Teachers work collaboratively to ensure that each child has the opportunity to meet NYS standards. To this end, the focus in the ESL program is on balanced literacy, and we use various strategies to help our ELL's in the areas of listening, speaking, reading and writing. The ESL program is designed to be flexible – the teacher can be either a support for the ESL student in the content-areas (i.e. Social Studies) or can implement a particular curriculum (i.e. a curriculum designed for newcomers). The particular program adopted depends upon the needs and levels of each group. All instruction takes place in English.

When implementing an instructional model for our school, we need to keep in mind three factors which are critical for our ELLs:

1. language development
2. curricular requirements
3. students' levels of proficiency

At SSR we are committed to readying our ELL population for the NYSESLAT and concentrate on bettering our ELLs in terms of reading, writing, listening and speaking. We apply a great deal of scaffolding methods learned in Quality Teaching for English Language Learners. In terms of reading, students are given ample opportunities to participate in shared reading in a variety of genres including: plays, narratives, short stories, novels, poetry, memoirs, essays, news articles, nonfiction, biography, autobiography, folk tales, songs and rhymes. Students are taught to make predictions about story events, and participate in discussions/dramatizations of different genres of literature. A strong emphasis is placed on matching students to level/content/age appropriate books which will be read independently during ELA/ESL class time and also at home. The goal of this independent reading will be to strengthen students' reading and to provide them with a life-long love of literature. Students are also encouraged to engage in independent reading with texts in their native languages. Discussions of independent reading texts take place revolving around crucial themes presented in the Columbia University's Teachers College Reading and Writing Workshop Model. Read-alouds are implemented to expose students to: the conventions of written English, literary elements, and different genres in literature. Students are taught to retell stories in their own words, offer interpretations of literary elements, and outline story elements. Students keep literary journals/readers' notebooks which will chronicle their growth as readers.

To bolster writing skills, students are involved in a scaffold participation in the Teachers College Reading and Writing Workshop Model, and as such learn of strategies of the writing process. Students participate in a number of pre-writing activities such as oral planning, brainstorming, clustering, questioning and journaling. This allows students to generate and gather ideas for writing prepare for it; identify purpose and audience; and identify main ideas and supporting details. Drafting activities include free writing, journaling, and literature response – which show students how to begin a draft that will ultimately be published. Revising activities focuses on showing, not telling, shortening and combining sentences, and reordering paragraphs/ideas. Editing includes working with peers, proof reading and correcting spelling, grammar, punctuation, and mechanics.

To bolster listening skills among ELL's read-alouds are utilized a great deal to increase listening comprehension/vocabulary and expose students to the rhythm and cadence of English. Read-alouds are conducted by different teachers, guests and a variety of listening sessions of books-on-tape in order to familiarize students with different dialects/accents. Students respond to read-alouds in a variety of ways which increase their listening abilities/academic skills including literary response and note-taking. Dictations are used in order to focus students on particular vocabulary/sounds, and mechanics such as spelling. Students also practice listening to a variety of genres of literature including plays, poetry, folktales, songs, short stories, speeches, skits, and chants.

Speaking is addressed in a number of manners. Students are given a great deal of opportunities to practice speaking while working in pairs and small groups in a variety of activities including: Think-Pair-Share, Venn Diagrams, Mind Maps, Jigsaws, interviewing, ranking ladders, peer review, and reciprocal reading. In group/pair work students will display appropriate turn-taking behaviors, actively solicit another person's comments or opinions, offer his/her opinion, respond to comments and questions, give reasons in support of opinions expressed, clarifies, illustrates, or expands on a response when asked to do so. Students will participate in one-to-one conferences with teachers, with students learning to initiate new topics in addition to responding to adult-initiated topics, asking relevant questions; responding to questions with appropriate elaboration.

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

At SSR all teachers receive ongoing professional development in the most current instructional strategies for supporting English Language proficiency and content area achievement. In addition to addressing the particular needs of ELL’s within the context of best practices for all teachers, we offer our teachers of ELL’s the opportunity to visit model ESL classrooms and onsite coaching by the ELL Instructional Support Specialist assigned to our school by our Community Learning Support Organization. Given the strength of literacy instruction at Research and our commitment to the Workshop Model, we are working to vary the classes English Language Learners are pulled from to allow them greater access to language instruction. Our current ESL instructors have worked extensively with our Literacy Coach who has attended 8 workshops designed for ESL. She worked with our ELA teachers in order to strategize ways of scaffolding the Teachers College Reading and Writing Workshop Model. She also has had great success implementing tools she acquired through extensive professional development at Quality Teaching for English Language Learners, Building the Base and since all the ELL teachers are veteran teachers, they have attended part II of the QTELL sessions in the summer of 2006. They will continue to work with our Literacy coach to plan lessons and to team teach.

- In addition to the activities described above, all faculty members participated during the 2008-2009 and 2009-2010 school years in a study of Heidi Hayes Jacobs’s book Active Literacy Across the Curriculum: Strategies for Reading, Writing, Listening and Speaking. This text introduced all staff to the strategies of language acquisition and argues that these strategies are essential in every classroom as the language of academic discourse can be considered a second language for all students. The text was part of full-faculty professional development days and of grade team and department team meetings.
- All of our teachers of English Language Arts and English a Second Language are invited to work with a staff developer from Columbia University Teachers College Reading and Writing Project. The staff developer spends 10 full days at the school working with teachers on reading and writing strategies and on vocabulary development.
- All ESL teachers were offered a copy of Pauline Gibbons’s text: Learning to Learn in a Second Language.

This year’s professional development text is **Never Work Harder Than Your Students** by Robyn Jackson. Each teacher has selected a mastery skill to pursue and ESL teachers work with their colleagues on a step from the following two lists:

■ Curriculum and Planning

- ◆ Identify and write out the understandings for your course and for each unit that you teach.
- ◆ Design and create the assessments that will serve as evidence of understanding.
- ◆ Determine the minimum standard of proficiency on the assessments (let’s call it a grade of 75) as well as what student work that exceeds standards will demonstrate.
- ◆ Plan the lessons you need to teach to lead students to the understandings you have identified.
- ◆ Identify and list the language students will need to hear, speak, read and write in order to gain and express understanding.
- ◆ Revise your lessons to include opportunities for students to hear, speak, read and write the language they need to gain and express understanding.
- ◆ Identify the common misconceptions about the content in order to anticipate confusion.
- ◆ Review your lessons and revise to address common misconceptions and anticipated confusion.

- ◆ Identify the prior skills, knowledge and understanding students need in order to gain and demonstrate the new understanding you are teaching BUT which some students may be lacking.
 - ◆ Design and create intervention lessons for students to pursue afterschool or on Saturdays.
- **Mastery Principles**
- ◆ Master teachers start where their students are.
 - ◆ Master teachers know where their students are going.
 - ◆ Master teachers expect to get their students to their goal.
 - ◆ Master teachers support their students along the way.
 - ◆ Master teachers use feedback to help them and their students get better.
 - ◆ Master teachers focus on quality rather than quantity.
 - ◆ Master teachers never work harder than their students.
- Our ESL teacher meets with each grade team that serves ELL's to review particular strategies.
- The PD component will be at no cost to the Title III program.**

Section III. Title III Budget

School: Secondary School for Research (15K464) BEDS Code: 331500011464

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - F-Status	\$9561.96	Saturday Program: 1 teacher x 3 hours x 12 sessions x \$49.89 = \$1, 796.04 Saturday Parent Program 1 teacher x 3 hours x 12 sessions x \$49.89 = \$1, 796.04 1 F-status ESL teacher at \$331.66 x 18 days =\$5,969.88
Supplies and materials • Pearson ESL	\$4,500.00	• Pearson ESL curricula • Dual language dictionaries

<p>curricula</p> <ul style="list-style-type: none"> • Dual language dictionaries • Classroom library books • Content classroom books in English at variety of levels • Content classroom books in Spanish <p>Classroom supplies for additional ESL teacher</p>		<ul style="list-style-type: none"> • Classroom library books • Content classroom books in English at variety of levels • Content classroom books in Spanish
<p>Other Parent Involvement</p>	<p>\$938.04</p>	<p>ESL Books for Program Bilingual Dictionaries Lending Libraries Snacks and Refreshments</p>
<p>TOTAL</p>	<p>\$15,000</p>	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We reviewed student's home language and we provide translation in-house via Spanish translation by one School Aide, one Secretary and One Principal. We also us the Office of Translation for other language translation and interpretation services

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

After meeting with the Parent Coordinator to discuss the findings of the assessment of translation and oral interpretation needs of our school community, we plan to implement the following:

- a. More frequent use of the Office of Translation Services*
- b. Translate the following documents in our most covered languages: progress report, permission trip slip and suspension letters. We will also translate the Principal's newsletter which is mailed home about 4 times during the school year.*
- c. We will post the Parent Notice of Translation Services in the covered languages of our school, in the main office, parent room and in our newly created handbook.*
- d. We will continue our practice to look to hire highly qualified teachers whom may also speak either Bangladesh, Spanish, or Chinese*

Part B: Strategies and Activities

4. 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.

SSR has planned for ongoing parental involvement beginning with a Parent Orientation in September where parents will view the NYCDOE orientation video, receive information on programs available, and complete the Parent Needs Assessment Survey. Subsequent orientation for parents of newly enrolled ELLs will be provided as needed. Care will be taken to provide translation services and translated materials in the parents' native language.

Incoming 6th and ninth graders each have an orientation that is held in late June or late August. This orientation is to acquaint new students to the rules and regulations, program schedules and overall expectations of the school. In 2010, the Parent coordinator will continue work with the ELL teacher to translate all communications that are sent home. We will also provide in addition to any assistance, a cover letter or notice on the face of any English document, in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document.

5. 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.

We provide translation services at parent conferences, student orientations, PTA meetings, SLT meetings and parent workshops. Prior to conferences parents are notified that may rely on an adult or relative for language and interpretation services if they choose. We utilize our in-house interpretation services.

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

We will post notice for parents regarding our language assistance services in the main office and the parent room. We will also make this notice available to parent in our annual Welcome back letter to school or when they come to visit our school.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	140,064	387,496	527,560
2. Enter the anticipated 1% set-aside for Parent Involvement:	1400	3875	5275
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	7003	*	
4. Enter the anticipated 10% set-aside for Professional Development:	14006	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Parent Involvement Policy

Parents and families of students in Secondary School for Research will be provided with opportunities to participate in the Parents Association, the School Leadership Team, parent academic activities that relate to building strong home/school partnerships, Regents information sessions, workshops which promote an understanding of performance of standards and the promotional criteria, high school application process, college, financial aid and accessing the services of community resources.

To encourage parent involvement at Secondary School for Research we will:

- Conduct yearly Parent’s Association elections for the Executive Board
- Conduct monthly Parent’s Association Meetings
- Conduct one year parent walk through of all classes
- Provide the opportunity to parents for active and meaningful participation in the school Leadership Team
- Hold 6th and 9th grade levels orientation to parents with classroom teachers, supervisors, guidance and related services providers
- Hold a Curriculum Night to orient parents with specific subject goals, curriculum maps and big understandings
- Distribute all notices in English and Spanish
- Recognize parents accomplishment through parent award dinner once a year

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages

on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Secondary School for Research School-Parent Compact

- **SSR** 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.
 - **SSR** 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.
 - **SSR** will incorporate this parental involvement policy into its school improvement plan.
 - In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
 - **SSR** 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.
 - **SSR** will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - the school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
1. **The Secondary School for Research** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Parents will be provided with a needs survey that will help determine what parents need in order to participate more in student programs and school events. It will also determine what parents want to see implemented at SSR
 - Parents will be invited to attend SSR’s annual school retreat to review the schools goals and objectives and plan for the upcoming school year (if budget allows).
2. **The Secondary School for Research** 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:
- 6th Grade/9th Grade Orientation
 - Curriculum Night
 - Middle School & High School Fairs
 - SSR School Tours
 - Parent Walkthrough
 - Transcript Workshop
 - High School Application Workshop
 - Midwinter Festival
 - Presentation & Arts Night
 - Parent/Student Sports Night
 - Parent/Teacher Conferences
 - Middle School/High School Math Curriculum Workshop
 - Karaoke Night
3. **The Secondary School for Research** 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 school quality. The evaluation will include identifying barriers to greater 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 about 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. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play) INSERT THE NEEDS ASSESSMENT PIECE HERE
4. **The Secondary School for Research** will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. SSR 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: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- b. **SSR** 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:
 - The Parent Room will provide a classroom library of books. The Literacy Coach will explain what reading level their child is at and what type of books should their child look to read
 - We are looking for funding in order to supply the room with a computer for parent to have access to technology and so that the Parent Coordinator can train parents how to navigate sites such as the DOE, NY State Department of Education, homework help, regents help, parent resources etc.
- c. **SSR** will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Grade level teams will meet and determine ways to communicate and work with parents on what methods will help their child succeed. They will also be able to monitor student progress on a more regular basis.
- d. **SSR** will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of 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:
 - **SSR** will to the extent possible provide information in a language the parents can understand by translating mailings and other documents related to students.
 - **SSR** will provide a translator to the extent possible at parent events, conferences and school programs.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

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

3. Instruction by highly qualified staff.

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

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

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

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

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

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

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

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA,

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

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

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

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

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

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

IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) **Total = 3**
2. Please describe the services you are planning to provide to the STH population.

The Secondary School for Research provides services to all our students regardless of need but in accordance to the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780 we will serve our students living in temporary housing by providing as follows:

- *An academic program with targeted assistance during extended day and during an after-school program*
- *Access to basic emergency supplies via our Helping Hands Committee designed to help those in need and supported through donated monies and fund raising activities.*
- *Counseling services via a middle school counselor, high school counselor and a counselor provided by the Park Slope Child and Family Center*
- *Transportation once the student is permanently housed*
- *Using efforts to identify the STH population and utilizing the Parent Coordinator to help them access school programs*
- *Time at grade team meetings will be set aside to analyzing the data of STH students to asses their needs and progress*

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Secondary School for Research						
District:	15	DBN:	15K464	School		331500011464	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.0/80.6	88.9/	89.3 /
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		96.9	95.4	94.2
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	27	30	33	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	35	25	32		70.3	80.9	86.7
Grade 8	35	32	26				
Grade 9	136	121	115	Students in Temporary Housing - Total Number:			
Grade 10	78	109	73	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	89	75	73		3	9	12
Grade 12	81	85	72				
Ungraded	0	2	2	Recent Immigrants - Total Number:			
Total	481	479	426	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					8	15	4

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	31	41	50	Principal Suspensions	181	107	173
# in Collaborative Team Teaching (CTT) Classes	0	1	0	Superintendent Suspensions	5	7	5
Number all others	38	36	31				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	38	37	33
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	6	5
# receiving ESL services only	45	52	TBD				
# ELLs with IEPs	3	15	TBD				

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

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	25	17	54	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	65.8	75.7	90.9
				% more than 5 years teaching anywhere	42.1	51.4	69.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	86.0	87.9
American Indian or Alaska Native	0.6	0.6	0.7	% core classes taught by "highly qualified" teachers	76.4	94.7	90.3
Black or African American	38.0	35.7	35.4				
Hispanic or Latino	48.4	49.5	51.2				
Asian or Native Hawaiian/Other Pacific	7.1	7.1	6.3				
White	5.2	5.8	6.3				
Male	49.5	50.9	54.0				
Female	50.5	49.1	46.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v	X	v	v	77
Ethnicity							

American Indian or Alaska Native	-	-				-	
Black or African American	-	-	-	v	v		
Hispanic or Latino	v	v		vsh	v		
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	
White	-	-	-	-	-	-	
Multiracial							
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient	-	-	-	-	-	-	
Economically Disadvantaged	v	v		X	v		
Student groups making	3	3	1	2	4	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B / C	Overall Evaluation:	WD
Overall Score:	43.3 /	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment: <i>(Comprises 15% of the</i>	6.2 / 8.9	Quality Statement 2: Plan and Set Goals	WD
School Performance: <i>(Comprises 25% of the</i>	7.2 / 15.2	Quality Statement 3: Align Instructional Strategy to Goals	WD
Student Progress: <i>(Comprises 60% of the</i>	29.9 /	Quality Statement 4: Align Capacity Building to Goals	WD
Additional Credit:	0 / 0	Quality Statement 5: Monitor and Revise	WD

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CLSO	District 15	School Number 464	School Name SSResearch
Principal Jill Bloomberg		Assistant Principal Carla Laban	
Coach Leah Grossman - ELA		Coach Jud Ehrbar	
Teacher/Subject Area Jill Sandusky/ELA		Guidance Counselor Alissa Lembo	
Teacher/Subject Area Robert LaColla/Mathematics		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Patricia Squillari	
Related Service Provider type here		Other type here	
Network Leader Kathy Pelles		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	447	Total Number of ELLs	39	ELLs as Share of Total Student Population (%)	8.72%
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Part II: ELL Identification Process

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

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

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

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

100% response to questions 1-6 here

ELL Identification Process

At the Secondary School for Research, we implement a carefully structured identification process of those students who may be ELLs. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. The HLIS lets school staff know what language is used in the student's home. The initial screening is conducted by Patricia Squillari, the parent-teacher coordinator, as well as the ESL teacher, Jennifer Miller. The LAB-R is administered by Jennifer Miller, as is the formal initial assessment. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she is administered the Spanish LAB to determine language dominance. The Spanish LAB is administered by Jennifer Miller, ESL teacher.

Each ELL student is administered the NYSESLAT each April and May. The NYSESLAT consists of 4 modalities (Listening, Speaking, Reading, and Writing) and determines student proficiency level. The NYSESLAT is administered under the direction of the testing coordinator, Veronica Boyhan, who works closely with the ESL teacher, Jennifer Miller.

An entitlement letter is provided to parents to inform them about their child's identification and the child is enrolled in the appropriate program within ten days. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding of each available program. Parents complete the parent selection form and the school conforms to the parental choice selections.

Entitlement letters are distributed to entitled students' home addresses using the mail system. Parent Surveys and Program Selection forms are returned upon conferences scheduled with Patricia Squillari, parent coordinator. At these conferences, Spanish translation is facilitated by Yvette Rojas, pupil personnel secretary. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is overwhelmingly (98%) that of a freestanding ESL program. The program model offered at our school is consistent with parents' requests.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							2	6	3	10	7	3	8	39
Push-In														0
Total	0	0	0	0	0	0	2	6	3	10	7	3	8	39

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	13	Special Education	10
SIFE	1	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	14

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	13	1	0	11	0	8	15	0	8	39
Total	13	1	0	11	0	8	15	0	8	39

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Yiddish														0
Other														0
TOTAL	0													

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	5	2	10	5	2	6	31
Chinese														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian														0
Bengali								1	1		1	1	1	5
Urdu							1						1	2
Arabic										1	1			2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	2	6	3	11	7	3	8	40

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here.

The Secondary School for Research employs a freestanding ESL program – hence, all ELLs receive all instruction in English with native language support. The organizational model used is collaborative, with the ESL teacher (Jennifer Miller) collaborating with ELA teachers. Instructional time for ESL classes are based on student proficiency level. Accordingly, in our high school there are 12 Beginning level students who receive 520 minutes per week of ESL services; 22 intermediate level students receiving 360 minutes per week of ESL and 8 advanced-level students receiving 360 minutes of ESL services per week.

The program model is homogeneous, with students grouped according to their proficiency levels as measured by their most recent NYSESLAT scores.

Content area courses are also delivered in homogeneous proficiency levels, and by grade level. Language development and support for

content instruction in the native language is provided when same language grouping is possible. Such support includes bilingual dictionaries, native language classroom libraries, and peer tutoring. These include translated editions of Regents exams in Global History, Living Environment, US History, Math, and Chemistry.

Instruction is differentiated for ELL subgroups in a variety of manners. The instructional plan used for SIFE students is to accelerate academic and language development by providing additional instructional time before and after school, as well as in Saturday academies.

The plan for ELLs in schools less than three years is as follows:

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the Saturday Program and After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication via phone calls, mailed letters and e-mails. Translated editions of letters are available in Spanish, Arabic, Bengali, and Urdu.

In order to help students who have received 4 to 6 years of services as well as long-term ELLs we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Meta-cognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

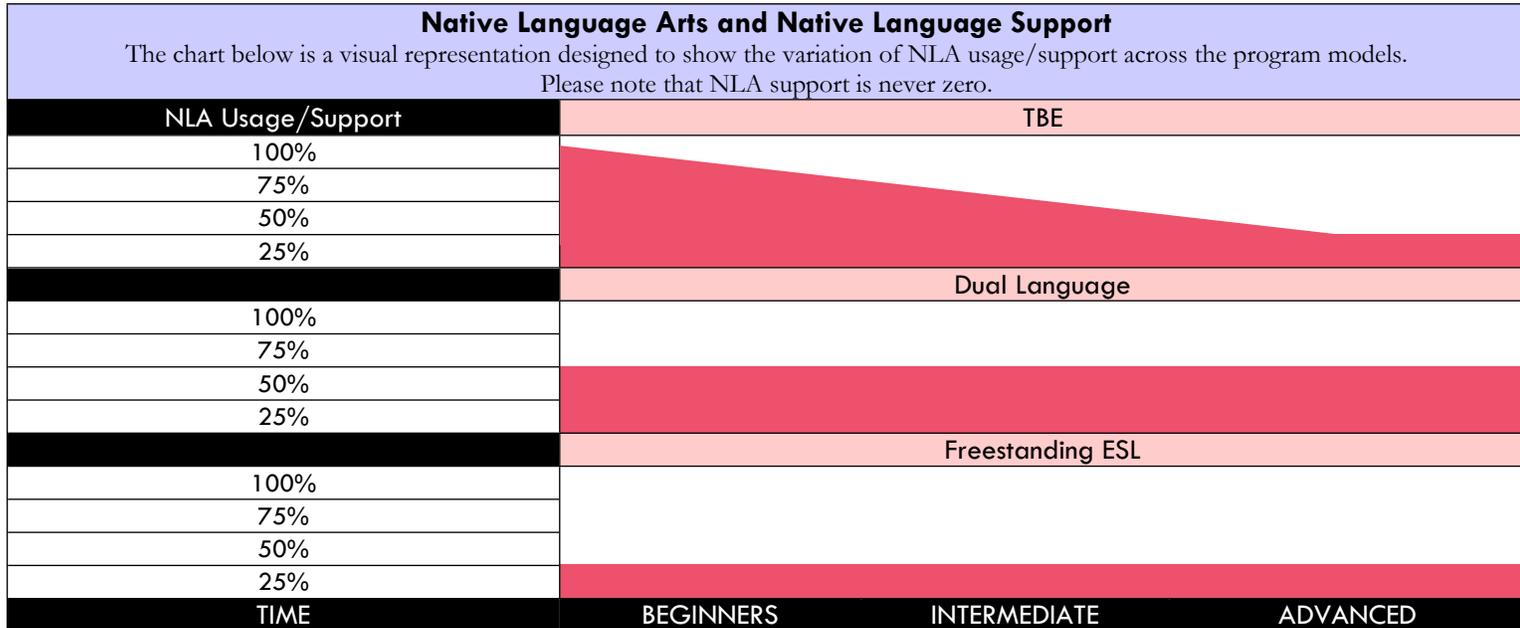
The plan for ELLs identified as having special needs includes:

- Ensuring that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- The delivery of AIS services after school and as part of our Saturday Academy.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

Implications of LAP for English Language Arts

In order to assist our students in ELA, our LAP team has focused on:

- Analysis of ELL data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Providing opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensuring that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Encouraging teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensuring that Literacy coach works closely with teachers (ELA, ESL) to support rigorous instruction
- Implementing a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there are a variety of solutions that we are working with this year. They embrace the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that lead teacher works closely with teachers to support rigorous instruction

Instructional Materials:

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the Teacher's College Workshop Model. This includes the use of high interest/low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT
- New York State Coach: ELA

Supplementary Programs

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- **Push-In Instruction:** Once a week in the 2nd semester an F-status ESL teacher pushes into classes with HS ELL students to support Regents preparation.
- **Saturday Academy:** Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, ELA, and ESL. Additionally, regent's and SAT preparation are offered. Attendance rates are at over 90% for this outreach program.
- **Family Celebrations:** Throughout the year, parents come to the school to take part in community celebrations, including the Presentation Night, Awards Night, Karaoke Night and Sports & Arts Presentation. At these events, the school and community can come together to recognize student achievements in arts and academics.
- **Translation and Interpretation Services:** These services are offered to increase the involvement of parents. Additional funding is available to translate important policy documents, mainly in Spanish. Additionally, interpretation services are a daily help in communication between school staff and parents.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Professional development is provided by school staff, community learning support personnel organization.

- **School Staff:** Within the schools Professional Development program, the focus is on:
 - the literacy needs of our ELL population within the prescription of the Teacher's College program.
 - Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
 - Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- **Support Personnel:** Workshops taken by teachers on our ESL staff have included:
 - Scaffolding in the content areas
 - Active Literacy
 - Differentiation
- Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers
 - Quality Teaching Workshop series, which our ELA, ESL, and Social Studies teachers have attended together over the last two years.
 - Social Studies and Technology workshop
 - Wilson Program for Special Education teachers.

E. Parental Involvement

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

Paste response to questions 1-4 here
Parental Involvement

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- **Push-In Instruction:** Once a week in the 2nd semester an F-status ESL teacher pushes into classes with HS ELL students to support Regents preparation.
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- **Translation and Interpretation Services:** These services are offered to increase the involvement of parents. Additional funding is available to translate important policy documents, mainly in Spanish. Additionally, interpretation services are a daily help in communication between school staff and parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	2		4			1	8
Intermediate(I)								3	2	2	5	3	3	18
Advanced (A)							1	1	1	4	2		3	9
Total	0	0	0	0	0	0	2	6	3	10	7	3	4	35

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

	P													
READING/ WRITING	B													
	I													
	A													
	P													

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Paste response to questions 1-6 here

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
- During the extended day sessions, Identified ELL students will receive instruction in ELA to strengthen their literacy skills.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Academic Intervention Services for ELL students and those performing below grade level during the school day as well as extended hours.
- After School and Saturday classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

The results of the Regents and Citywide examinations indicate that the content areas are challenging for our ELLs. Academic language, content-specific vocabulary, as well as more formal grammatical structures that occur on exams and in textbooks are obstacles for the English Language Learner. Below we detail certain interventions that need to be made in order to help students reach NYS standards. For 2010-11, we are planning on the following interventions:

- monthly meetings with middle school math, science, Social Studies and ESL teachers
- professional development sessions addressing the infusion of ESL strategies into content instruction
- use of Title 3 monies to fund after school academies for newcomer ELLs and for Regents preparation
- use of Title 3 monies to fund an F-status ESL teacher to support Regents preparation
- intensive after school programs designed for SIFE students and long term ELLs
- bi-monthly meetings with parents of ELLs: focus on how they can support their children for academic success
- For alternative placement in Special Education, peer tutoring and after school programs will be provided
- For students reaching proficiency, we will offer priority in after school programs and individualized tutoring plans
- Common planning periods for ESL and ELA teachers

In examining the NYSESLAT scores for 2009-2010 it is clear that the reading and writing sections of the exam are the most challenging for our ELLs. This pattern emerges at every grade and proficiency level. More specifically, the data reveal that the vast majority of intermediate and advanced ELLs (high school and middle school) consistently scored one proficiency level lower on the combined reading and writing

scores as compared with the combined listening and speaking scores.

The implications for the school's LAP and instruction are the following:

1. Literacy must be the focus for the ELL in both the ESL and mainstream classrooms.
2. We need to ensure that Title III monies be used to fund after school literacy-based activities.
3. Parental involvement needs to be cultivated as a means to helping ELLs succeed in reading and writing.

The LAP team will meet twice a year – in June, and then in September, when the most recent NYSESLAT scores are available – in order to review the LAP, and if necessary to make revisions.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 15K464

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$387,496	\$140,064	\$527,560
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,875	\$1,400	\$5,275
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$19,374	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$38,749	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

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

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

Parent Involvement Policy

Parents and families of students in Secondary School for Research will be provided with opportunities to participate in the Parents Association, the School Leadership Team, parent academic activities that relate to building strong home/school partnerships, Regents information sessions,

workshops which promote an understanding of performance of standards and the promotional criteria, high school application process, college, financial aid and accessing the services of community resources.

To encourage parent involvement at Secondary School for Research we will:

- Conduct yearly Parent’s Association elections for the Executive Board
- Conduct monthly Parent’s Association Meetings
- Conduct one year parent walk through of all classes
- Provide the opportunity to parents for active and meaningful participation in the school Leadership Team
- Hold 6th and 9th grade levels orientation to parents with classroom teachers, supervisors, guidance and related services providers
- Hold a Curriculum Night to orient parents with specific subject goals, curriculum maps and big understandings
- Distribute all notices in English and Spanish
- Recognize parents accomplishment through parent award dinner once a year

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be

included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Secondary School for Research School-Parent Compact

- **SSR** 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.
- **SSR** 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.
- **SSR** will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory

children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- **SSR** 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.
- **SSR** will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - the school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

1. **The Secondary School for Research** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Parents will be provided with a needs survey that will help determine what parents need in order to participate more in student programs and school events. It will also determine what parents want to see implemented at SSR
 - Parents will be invited to attend SSR’s annual school retreat to review the schools goals and objectives and plan for the upcoming school year (if budget allows).

2. **The Secondary School for Research** 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:
 - 6th Grade/9th Grade Orientation
 - Curriculum Night
 - Middle School & High School Fairs
 - SSR School Tours
 - Parent Walkthrough
 - Transcript Workshop

- High School Application Workshop
- Midwinter Festival
- Presentation & Arts Night
- Parent/Student Sports Night
- Parent/Teacher Conferences
- Middle School/High School Math Curriculum Workshop
- Karaoke Night

3. **The Secondary School for Research** 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 school quality. The evaluation will include identifying barriers to greater 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 about 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. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play) INSERT THE NEEDS ASSESSMENT PIECE HERE

4. **The Secondary School for Research** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. SSR 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: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. SSR 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:
 - The Parent Room will provide a classroom library of books. The Literacy Coach will explain what reading level their child is at and what type of books should their child look to read

- We are looking for funding in order to supply the room with a computer for parent to have access to technology and so that the Parent Coordinator can train parents how to navigate sites such as the DOE, NY State Department of Education, homework help, regents help, parent resources etc.
- c. **SSR** will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Grade level teams will meet and determine ways to communicate and work with parents on what methods will help their child succeed. They will also be able to monitor student progress on a more regular basis.
- d. **SSR** will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of 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:
- SSR will to the extent possible provide information in a language the parents can understand by translating mailings and other documents related to students.
 - SSR will provide a translator to the extent possible at parent events, conferences and school programs.

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.

SEE PP 14-16

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

SEE PP 17-19

3. Instruction by highly qualified staff.

All but one teacher in the core academic areas is highly qualified. The remaining teacher is currently enrolled in classes to become highly qualified.

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

SEE PP 4-19

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

School staff attends citywide hiring events and publicize vacancies at professional development opportunities outside the school.

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

- 6th Grade/9th Grade Orientation
- Curriculum Night
- Middle School & High School Fairs
- SSR School Tours
- Parent Walkthrough
- Transcript Workshop
- High School Application Workshop
- Midwinter Festival
- Presentation & Arts Night
- Parent/Student Sports Night
- Parent/Teacher Conferences
- Middle School/High School Math Curriculum Workshop
- Karaoke Night

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.

SEE PP 4-19

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.

SEE School goals and AIS services in pp 4-19

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.

See description of after-school programs and AVID in pp 4-19.

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

Explanation/Background:

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

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

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

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

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

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

professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	Yes			\$325,497	✓	Pages 6-10, 18-22

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

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

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

Title I, Part A (ARRA)	Federal	Yes			\$138,664	√	Pages 6-10, 18-22
Title II, Part A	Federal			N/A			
Title III, Part A	Federal	Yes			\$15,000	√	Pages 33 - 38
Title IV	Federal			N/A			
IDEA	Federal	Yes			\$18,054	√	Pages 7, 28-32
Tax Levy	Local	Yes			\$1,762,967	√	Pages 24 – 26, 30 - 36