



THE HIGH SCHOOL FOR SERVICE AND LEARNING

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 17/K/539
ADDRESS: 911 FLATBUSH AVENUE
TELEPHONE: (718) 564-2551
FAX: (718) 564-2552

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: 17K539 **SCHOOL NAME:** HS for Service and Learning

SCHOOL ADDRESS: 911 Flatbush Ave.

SCHOOL TELEPHONE: 718-564-2551 **FAX:** 718-564-2552

SCHOOL CONTACT PERSON: Peter Fabianski **EMAIL ADDRESS:** pfabianski@scho
ols.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mr. Leonard Kassan

PRINCIPAL: Mr. Leonard Kassan

UFT CHAPTER LEADER: Ms. Jessica Hubbard

PARENTS' ASSOCIATION PRESIDENT: Ms. Catherine Borneo

STUDENT REPRESENTATIVE:
(Required for high schools) Jed Baptiste

DISTRICT AND NETWORK INFORMATION

DISTRICT: 17 **CHILDREN FIRST NETWORK (CFN):** New Visions for Public
Schools

NETWORK LEADER: Janet Price

SUPERINTENDENT: Karen Watts

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
Mr. Leonard Kassan	*Principal or Designee	
Ms. Jessica Hubbard	*UFT Chapter Chairperson or Designee	
Ms. Catherine Borneo	*PA/PTA President or Designated Co-President	
Ms. Catherine Borneo	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Pearl Cummings	DC 37 Representative, if applicable	
Tamika Anthony	Student Representative	
Keisha Sarjeant	Student Representative	
	CBO Representative, if applicable	
Jamie Weyerbacher	Member/Teacher	
Irma Hilaire	Member/Parent	
Karen Cintron	Member/Parent	
Selina Baldwin	Member/Parent	
Roslyn Oliver	Member/Parent	
Judy Kamilar	Member/Teacher	
	Member/	

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

* Core (mandatory) SLT member_

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.

The High School for Service and Learning is located in the Flatbush section of Brooklyn, New York, and opened in September 2004 with 108 culturally diverse ninth grade students. HSSL is one of six campus schools that share Erasmus Hall High School. For the September 2010 school year HSSL will include 344 returning and newly transferred students and 78 freshmen. The community is home to many new immigrants from the Caribbean Island nations. Erasmus Hall Campus is a famous New York City landmark, and is a central part of the community to many of the students and their families.

All students are offered a rigorous standards-based curriculum. The curriculum is equipped to provide students with the knowledge and skills needed to take and pass the five NYS Regents examinations mandated for a regents diploma. Students also have the opportunity to take additional coursework to earn a diploma with academic distinction. Advanced Placement courses and electives are available.

Our core curriculum is aligned with state and local standards. In addition, our community, culture, and civic engagement curriculum and service learning focus reflect HSSL's commitment to develop young people who have an astute understanding of their place in a local, national, and global community. It is this commitment that empowers our students to become agents of change, and exposes them to practical and positive life decisions.

In the ninth grade students strengthen their basic skills (literacy, numeracy, critical thinking, problem solving, etc.) to prepare them for the ninth grade Living Environment Regents and to lay the skills foundations for the future grades. Coursework in the Humanities, Mathematics, and Sciences is structured to maximize interdisciplinary connections. Ninth grade students will study Language Arts (using the balanced literacy approach with a focus on World Literature and the Classics) along with Global History (focusing on Ancient Civilizations). In all grades, the Math and Science classes will use the theme of Community, Culture, and Civic Engagement to help students make connections with that particular grade's central focus and build skills. Students in the ninth grade study comparative geometric patterns from the Ancient World, statistics, data collection and analysis, points of view, representation, with an eye to making connections with the world at large.

The tenth grade students study Language Arts (using the balanced literacy approach with a focus on European and American Literature) in connection with Global History. Students in the tenth grade study statistics, data collection and analysis, manipulation, points of view, representation, comparative environments with an eye to making connections to the world at large.

Eleventh grade students study American History in conjunction with an American Literature course. They also study Math B, Geometry, Statistics, and Business Mathematics which supports

understanding of math applications and make connections to literature being used in language arts and other subjects. These classes integrate the wireless technology in the classroom.

Twelfth grade students study Playwrighting and Drama, US Government, Math Applications/ Calculus, Economics, and Spanish. Electives are Theatre, Journalism, and Workplace Technology II, which make connections to Literature being used in Language Arts and other subjects. The school is in the 2nd year of a very successful Law and Forensics program which is operating thanks to a VTEA grant..

- Service and Learning projects planned and implemented by students in their advisory classes like Life Skill, Leadership and Mediation classes. Advisory periods are programmed into the students' schedule with the classes meeting twice per week. Advisory is a place where Service and Learning projects are discussed, coordinated and reviewed; youth development issues are addressed; student led workshops are developed and facilitated; and where social skills such as violence prevention and conflict resolution are focused on.
- HSSL's organizing theme of Community, Culture, and Civic Engagement are the strands that flow through all core academic subjects on all four grade levels. At each progressive grade level, the student's immersion into the service learning program deepens. Our standard in the 9th grade is "SELF" and the students' development is focused on discovering ones emotions, aspirations and self awareness. In the 10th grade the focus is "SCHOOL" and we explore the need for education and how the school community effects an individual. In the 11th grade we focus on "COMMUNITY". Emphasis is placed on relating to the school's neighborhood and how different ethnic groups create and enrich the environment in which we live. In the senior year we focus on "NATION" and using Participation in Government and other classes emphasize what it means to be a patriot, a citizen of the US and one of the 6 billion people co-responsible for our planet.
- The pace and type of service learning experiences developed are directly related to the academic needs and maturity level of students. Students continue to identify social concerns that affect their community/world, and develop a plan of action that attempts to remedy the issues. Teachers receive support from the YMCA, YDI, New Visions, Carnegie Hall, and Professional School Based Development. The Principal focuses his staff on best practices. Brooklyn Museum and Brooklyn College also offer instructional opportunities giving young people the chance to get involved in social action projects.

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 checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" 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					83.9	84.8	85.4		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					92.7	94.3	TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					70.6	70.6	79.8		
Grade 8									
Grade 9	130	121	76	Students in Temporary Housing: Total Number					
Grade 10	134	127	125	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	76	88	102		4	10	6		
Grade 12	76	84	108						
Ungraded	1	1	2	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	417	421	413		10	2	5		
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	9	5	4	Principal Suspensions	13	28	6		
No. in Collaborative Team Teaching (CTT) Classes	17	29	35	Superintendent Suspensions	6	12	10		
Number all others	20	17	20						
<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)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants			
# in Dual Lang. Programs	0	0	0	Early College HS Participants			
# receiving ESL services only	30	25	26	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	2	4	(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	24	25	25
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	4	4	4
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	4	3
	22	22	22	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	100.0	100.0	100.0
American Indian or Alaska Native	0.7	0.5	0.2	Percent more than two years teaching in this school	16.7	44.0	88.0
Black or African American	87.0	89.1	89.1	Percent more than five years teaching anywhere	29.2	44.0	66.0
Hispanic or Latino	10.8	9.7	9.2				
Asian or Native Hawaiian/Other Pacific Isl.	1.0	0.7	1.5	Percent Masters Degree or higher	75.0	76.0	96.0
White	0.5	0.0	0.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	85.3	96.0	100
Multi-racial	0.0	0.0	0.0				
Male	51.1	54.4	55.9				
Female	48.9	45.6	44.1				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" 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				✓	✓	✓	74
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				3	3	1	

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	A	Overall Evaluation:	NR
Overall Score	89.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	49.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	7	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?
-

Data for the 2010-11 school year indicate that our students will gain at least a 4% increase in the number of students who will graduate and receive either Regents or Advanced Regents diplomas.

Student achievement has been one of our most profound accomplishments. Although we are a young school, we have managed not only to have a significant graduation rate, we have also installed systems via our Inquiry Teams that track students to ensure each will graduate with a Regents or Advanced Regents diploma. We achieve this goal through the use of our ongoing Extended Day and Saturday School programs, combined with the rigorous instruction provided by our teachers in the classroom.

Special focus is paid to ESL and Special Education students. Our ESL classes are reduced in size and the total number of children in each class does not exceed 20. The teacher is using methods of differentiated instruction to better meet the various needs of the children. We have purchased the Rosetta Stone language learning program to allow our students to practice their English skills with the use of computer software and its virtual components. Collaboration between general education students and special education students is paramount to functionally carrying out the educational goals of the Special Education program. The general education and special education teachers regularly monitor student progress. This allows them to analyze whether or not goals need to be updated. This method proves to be effective because the support that is given has a direct impact on academics.

One of the most significant barriers to the High School for Service Learning's continuous improvement are the budget cuts the school has been subjected to. These cuts have drastically affected our ability to fund extra-curricular academic programs such as Saturday School. As a further result, we have had to siphon our allowance previously allocated for technology and textbook acquisition that otherwise informs and enhances our students' learning experience.

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. The school has installed in the 2009/10 school year permanent SMART boards in every classroom. For the 2010-11 school year our goal is to conduct professional development and guarantee that every teacher infuses the new technology into their curriculum. The expectation being that over 50% of lessons will be taught with the use of SMART boards.
2. The Inquiry Team will use data analysis (sources: ARIS, NYSTART, ATS, HSST) to identify patterns in student absenteeism and increase the attendance rate by 3% to a yearly rate of 90%.
3. The Inquiry Team will conduct an in debt analysis of current rates of credit accumulation within the four core subject areas and design a strategy to increase the number of students achieving 10 or more credits per year by 5%.

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 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1. The school has installed in the 2009/10 school year permanent SMART boards in every classroom. For the 2010-11 school year our goal is to conduct professional development and guarantee that every teacher infuses the new technology into their curriculum. The expectation being that over 50% of lessons will be taught with the use of SMART boards.</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>Actions/Strategies: During the summer, administration will meet and create a comprehensive professional development plan for the upcoming school year. This plan will include sessions for training teachers to use the SMART board technology in their lessons, with the goal of increasing student engagement with lessons and also to improve student performance across the curriculum. Teachers who are experienced in smart board technology will give demonstrations and outside resources will be used to help teachers implement this technology in the classroom. Along these lines, teacher leaders will be assigned to mentor new teachers and help them design curriculum that utilizes SMART board technology. These teachers will report to administration and discuss ways to craft professional development moving forward to best meet the needs of the teachers so they can best serve the students. Planning for this program will begin in July 2010. Professional development will begin in August 2010 and will continue throughout the year. Planning meetings with teacher leaders and administration will begin in October and continue on a biweekly basis throughout the school year.</p> <p>Responsible Staff: Administrators, Guidance Counselors and Teachers</p> <p>Implementation of Timelines: Review of progress – classroom observations and meetings with departments.</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>TL Fair Student Funding funds will be used to organize PD in August for all teachers to become proficient in the use of SMART boards. Title I funds will be used to purchase software that can be used in each core subject area as an instructional tool. Software will be purchased from CLASS.COM. This type of program also allows for credit recovery.</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>Interval of Periodic Review: Ongoing and continuous Instruments of Measure: Classroom observations and visits. Teacher</p> <p>Projected Gains: Ability by every teacher to use SMART board technology as an integral, relevant and innovative part of classroom instructions. Scholarship reports will be monitored to gauge the effect introduction of SMART boards will have on class and exam passing rates.</p>

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>2. The Inquiry Team will use data analysis (sources: ARIS, NYSTART, ATS, HSST) to identify patterns in student absenteeism and increase the attendance rate by 3% to a yearly rate of 90%.</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>Actions/Strategies: The Inquiry Team in conjunction with the Attendance Team will review NYSTART, ARIS, transcripts of students whose attendance is below par. Joint meetings of the Attendance and Inquiry teams will be held once a week. Analysis of patterns of absenteeism and causes of below par attendance will be conducted. Strategies to improve attendance will be developed and implemented.</p> <p>Target population: All students</p> <p>Responsible Staff: Administrators, Inquiry and Attendance team members, Guidance Counselors and Teachers</p> <p>Implementation of Timelines: Review of progress – weekly during meetings with Inquiry and Attendance teams and overall assessment conducted after every marking period.</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>Additional resources (TL-Fair Student Funding) will be allocated to the Guidance staff to reach out to every child that has an attendance problem. We will use Title I funding create a tutoring and Extended Day/Saturday School program that will be geared towards helping students who have not accumulated the minimum number of credits required by their cohort's standards; including the number of Regents examination passed</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Interval of periodic Review: Ongoing</p> <p>Instruments of Measure: Attendance Report – ATS (RSAL) reports. Interim progress will be measured through weekly PSAL reports.</p> <p>Projected Gains: Increase in classroom attendance by 5% as compared to the 2009-2010 school year..</p>

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>3.The Inquiry Team will conduct an in debt analysis of current rates of credit accumulation within the four core subject areas and design a strategy to increase the number of students achieving 10 or more credits per year by 5%.</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>Actions/Strategies: The Inquiry Team with the assistance of the Guidance staff will review NYSESLAT, ARIS and HSST data to identify students who are behind in their credits. On-going review of report cards and transcripts will be conducted. Meetings held once a month in individual and group sessions with Guidance Counselors. Saturday and Extended Day credit recovery and Regents preparation classes to be provided when necessary.</p> <p>Target population: All students</p> <p>Responsible Staff: Administrators, Inquiry and Attendance team members, Guidance Counselors and Teachers</p> <p>Implementation of Timelines: Review of progress – weekly during meetings with Inquiry and Attendance teams and overall assessment conducted after every marking period.</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>Additional resources (TL-Fair Student Funding) will be allocated to the Guidance staff to reach out to every child that is behind his/her cohort in the number of acquired credits. p We will use Title I funding create a tutoring and Extended Day/Saturday School program that will be geared towards helping students who have not accumulated the minimum number of credits required by their cohort's standards; including the number of Regents examination passed</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Interval of periodic Review: Ongoing</p> <p>Instruments of Measure: Scholarship reports and data from ARIS and NYSESLAT.</p> <p>Projected Gains: Increase in the average amount of credits each child accumulates in the 2010-11 school year by 10%.</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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	21	11	14	6	1	1	3	0
10	32	12	14	18	4	2	2	0
11	12	4	24	34	6	4	1	0
12	4	2	2	8	3	3	0	0

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:	Saturday School prepares students for the English Regents. The Extended Day Tutoring Program prepares students for the ELA Regents and helps them pass and excel in their classes. Focus is given to extensive review of past Regents exams and practice of essay writing skills. Different types of instructional delivery are used, including differentiated instruction, peer-tutoring, small-group instruction, and whole class instruction using the workshop model. During the school day, academic intervention takes the form of small group pull out in instructional team teaching settings. Students are given extra support to complete assignments and builds necessary skills to complete their Regents tasks.
Mathematics:	Saturday School prepares students for the Mathematics Regents examinations, and provides extended day for credit classes for students showing deficiencies in credits. The Extended Day Tutoring Program prepares students for the Mathematics Regents and helps them pass and excel in their classes. Saturday School and the Extended Day programs provide students with attendance deficiencies with the opportunity to learn additional credits. Different types of instructional delivery are used, including differentiated instruction, peer-tutoring, small-group instruction, and whole class instruction using the workshop model. During the school day, academic intervention takes the form of small group pull out in instructional team teaching settings. Students are given extra support to complete assignments and builds necessary skills to complete their Regents tasks.
Science:	The Extended Day Tutoring Program prepares students for the Science Regents and helps them pass and excel in their classes. The Extended Day and Saturday School programs provide students with attendance deficiencies with the opportunity to learn additional credits. Different types of instructional delivery are used, including differentiated instruction, peer-tutoring, small-group instruction, and whole class instruction using the workshop model. Saturday School prepares students for the Science Regents examinations, and provides an opportunity for students to pass classes where they need to make up deficiencies. During the school day, academic intervention takes the form of small group pull out in instructional team teaching settings. Students are given extra support to complete assignments and builds necessary skills to complete their Regents tasks.
Social Studies:	Administrators, teachers and guidance counselors identify students in need of additional credits Social Studies credits or in need of passing the Social Studies Regents. Students receive new programs with Extended Day and Saturday School classes entered on their program cards. Saturday

	School prepares students for the Social Studies Regents. The Extended Day Tutoring Program prepares students for the Social Studies Regents and helps them pass and excel in their classes. Various types of instructional delivery are used, including differentiated instruction, peer-tutoring, small-group instruction, and whole class instruction using the workshop model. During the school day, academic intervention takes the form of small group pull out in instructional team teaching settings. Students are given extra support to complete assignments and builds necessary skills to complete their Regents tasks.
At-risk Services Provided by the Guidance Counselor:	Guidance counselors identify students in need of additional credits in all subject areas or in need of passing the Regents exam. Students receive new programs with Extended Day and Saturday School classes entered on their program cards. Likewise, Guidance counselors are available during the day for support of students in crisis, as well as support in academic endeavors.
At-risk Services Provided by the School Psychologist:	Attend monthly PPT meetings; provide individual and small group counseling for crisis intervention; meet with parents, teachers, and school staff to assist with classroom management; conduct FBAs and formulate behavior intervention plans for students experiencing behavioral challenges.
At-risk Services Provided by the Social Worker:	Students attend monthly meetings organized by the Social Worker. The Social Worker provides individual, group, and family counseling; crisis intervention in emergency situations; provide assistance and mediation between student-parent, student-teacher, student-student relationships; connect parents and students with recreational, educational, medical and self-empowering programs and services; conducts parent outreach and makes appropriate referrals.
At-risk Health-related Services:	On-site medical facilities. On-site Vision and Hearing Screening

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 9-12 **Number of Students to be Served:** 30 **LEP** _____ **Non-LEP** _____
Number of Teachers 1 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

HS for Service and Learning is one of the 5 schools located at the Erasmus Campus in Flatbush, Brooklyn. The school has a population of 408 students. The staff consists of 24 teachers, 4 AP’s.
HS for Service and Learning is a school dedicated to educating a child that not only is proficient in English, Mathematics, Social Studies and Science but is a well rounded, sensitive individual comfortable with serving the community and our country.

HS for Service and Learning has an ESL program with instruction provided by one teacher at the advanced, intermediate and beginning levels. Our ESL program is rooted in the belief that all students can reach their full potential if supported in a learning environment that is customized

to meet their individual needs. We have 30 ELL students. For 23 of the students their native language is Haitian Creole, for 4 Spanish and for 3 French.

All ESL students at HS for Service and Learning are identified through the LAB-R examination which is administered to all immigrant children coming from non English speaking countries. Students who score below minimum proficiency are targeted for service. Each year, identified children are reassessed using the NYSESLAT examination.

On staff at HS for Service and Learning we have various employees fluent in many languages. This allows us to meet the needs of ethnically diverse communities that arrive at the school. Staff members meet with the students and parents of newly arrived immigrants entering the school. Assigned personnel give advice in the native languages of the student to make the adjustment to the new environment as easy as possible. The Translation and Interpretation Unit is contacted in situation where the school can not provide translation services.

The school has various administrative forms written in the most often used languages: Haitian Creole and Spanish. Translators are always available to assist in any situation where the language barrier may be an obstacle to a quick resolution of any problem. Non- English speaking parents coming into the school are helped by an interpreter and receive notification in their primary language about the availability of translators and information about the Translation and Interpretation Unit. First, organizational meeting for non-English speaking parents is always held at the end of August. Follow up meetings about graduation requirements, scholarships, college application process etc are held once a month, usually on the first Monday of the month.

Letters about open school events, PTA meeting and School Leadership Team meetings are sent to parents in their primary language or phone calls to the homes made by staff fluent in the language of the parents.

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.

Our ESL pull-out program serving the 30 students is organized to maximize and challenge each child's linguistic strengths in an environment that is encouraging and supportive. This type of environment is important as the students have to know that they are "safe" to take risks as our academic programs promote critical thinking. In order to ensure that this is achieved we have insisted that the class size remain small so

that each student receives personalized instruction that meets their individual needs. To facilitate the personalization of instruction our classes are also organized into learning environments that support whole-class, small group and individual work projects.

Of the 30 students 12 are in 9th grade, 11 in 10th, 4 in 11th and 3 in 12th. Of the 31 students 1 is a Special Education student.

The Title III funds will be used to create a Saturday Institute. The ESL teacher and 2 core subject area teachers (Mathematics and Science) willing to teach students with limited English skills will be involved in the Saturday Institute. The possibility of non bilingual licensed teachers who are fluent in the languages spoken by large groups of our ESL students will also be considered. The Saturday Institute will be held every Saturday from 9:00-12:00. The program will run for 13 weeks.

A supervisor (Ms. Dufresne) will monitor the program. Since most of our students are speakers of Haitian Creole it is critical that the supervisor is also fluent in that language. The supervisor's role will be to reach out to students and parents, monitor the progress of each child and guarantee that the program is provided with security, supplies, transportation passes are issued and students are given snacks.

The OTPS funds (\$7,000) will be used to purchase supplies for the Saturday Institute (paper, markers, work pads). Every Saturday we are conducting a Saturday program. The Lab technician, who comes for the Saturday Program, will be able to set up a lab demonstration for the ESL Saturday Institute. OTPS funds will be used to purchase science supplies for these lab classes. For Math classes calculators, compasses, protractors and rulers will be purchased.

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.

Teachers interested in attending conferences and meeting outside of the school were encouraged to do so.

Professional development entitled "Quality Teaching for English Language Learners" was offered during July and August by the ELL Teacher Academy, New Visions Network, and West ED. Classroom support will be provided by the during the 2009-2010 school year to support the implementation of the methodologies proposed at the training. This training emphasizes scaffolding as an instructional strategy and the integration of language and literacy in academic content. The focus is how to accelerate academic achievement and English language development for secondary English Language Learners.

Section III. Title III Budget

School: K539 BEDS Code: 331700011539

Allocation Amount:: \$15,000		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$8,000	Teacher per-session 120 (hours)*49.89=\$5,986.80 Supervisor per-session 38.5 (hours)*52.21=\$2,013
Purchased services - High quality staff and curriculum development contracts.	0)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$7,000	Books on Tape, General Supplies, Textbooks
Educational Software (Object Code 199)	0	(
Travel		
Other		
TOTAL	\$15,000	

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.

There are two main types of translation needs at our school:

- a. Written translation. Documents - birth certificates, transcripts, health records, court documents etc.

These documents are translated by school staff fluent in the language. In cases of transcripts where the amount of credits and subject area is often not clear documents are faxed to approved NYCDOE Translation and Interpretation Unit for processing.

- b. Oral translation. Translation for non-English speaking adults and students.

Most of the parents and students arriving from non-English speaking countries speak only their native language. Upon entering the school the guidance counselor identifies the language spoken by the family and enrolls the help of a translator. At present we have native speakers of Haitian-Creole, Spanish and Urdu.

Another important aspect of our translation needs is the fact that we do not have a bilingual program (not enough students in any grade level). Students are taught in core subject areas in English and many times other students translate for newcomers

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.

We do not have enough support staff (school aides, Para-Professionals) to guarantee an environment where a child's translation needs can be met at all times. Needs of incoming parents/guardians are a priority and so far we were always able to meet them. We are encountering problems in emergency situations where either a non-English speaking parent calls the school or when the school in an emergency must contact the home of a child. The delay caused by the school's need to find a interpreter is frustrating to the parent/guardian.

Part B: Strategies and Activities

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

Upon arrival the native language (primary language) of the family will be determined. If the primary language is one of the NYCDOE covered languages all efforts will be made to give assistance to the parent/guardian in their native language. All documents will be forwarded to staff members (guidance counselors, teachers) who are native speakers of the language. The Erasmus Campus has staff fluent in Haitian Creole, Spanish and Urdu. Translators conduct a conference with the guidance counselor during which all relevant documents are translated. In cases where a written translation is necessary and it can not be done during regular school hours staff are offered per-session. In extreme situations when the document is complicated, and the potential for misinterpreting the document is extremely high, documents are faxed to approved NYCDOE Translation and Interpretation Unit.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

At all times staff members (school aides, paras, teachers, guidance counselors) are available to translate for parents/guardians visiting the school or bringing children to be registered. In emergency cases (accidents, safety violations, family emergencies) the same staff is asked to assist. In extreme situations (after regular school hours) other students may be used to translate or calls are made to homes of appropriate staff members interpreters who translate over the phone.

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

HS for Service and Learning provides each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered language, and instructions on how to obtain such services. Also Erasmus HS posted in a conspicuous location in the General Office a sign in each of the covered languages indicating that a copy of such notification can be obtained in room 1E4 and 1S46

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:	\$288,091	\$116,720	\$404,811
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,881	\$1,167	\$4,048
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$14,405	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$28,809	*	

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**.

SCHOOL PARENTAL INVOLVEMENT POLICY 2010-2011

PART I – GENERAL EXPECTATIONS

The **High School for Service and Learning** agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118-Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- 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 (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111-State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- This policy will be reviewed on June 22nd, 2010.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

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 111-8-Parental Involvement of the ESEA.*

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

The **High School for Service and Learning** will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112-*Local Educational Agency Plans* of the ESEA:

1. To convene our Title I Parent Advisory Council at least three times a year, so as to advise parents as to the Title I programs, and to their right to be involved in the creation and implementation of the District Parental Involvement plan.
2. To inform parents about regularly scheduled parent association meetings, and to make it possible for all parents to attend.

The **High School for Service and Learning** will take the following actions to involve parents in the process of school review and improvement under Section 1116-*Academic Assessment and Local Educational Agency and School Improvement* of the ESEA

1. To provide parents with information concerning extra-curricular programs during the school day, as well as after school and on weekends.
2. To provide parents with a written assessment of their children's progress at least six times a year.
3. To provide parents with copies of the School Report Card and other reports indicating the school's progress.
4. To ensure School Leadership Team activities and learning opportunities about standards of academic performance and promotion standards.

The **High School for Service and Learning** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: (Head Start, Reading First, Even Start, Parents As Teachers) by:

1. Ensuring a parent's ability to participate in school wide activities (Head Start, Reading First, Even Start, Parents As Teachers) by advertising these activities and programs during parent workshops, SLT councils, professional development activities etc.
2. Providing informative training for parents.
3. Providing instruction in citizenship, values and civic responsibilities coordinated with Title I, Part A activities.

The **High School for Service and Learning** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to 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.

1. During meetings of the Title I Parent Advisory Council a review will be conducted of the parental involvement policy. Programs and activities that are funded with Title I funds will be presented by the school administration. In conjunction with the Parent Advisory Council the administration will review pertinent statistics (attendance, number of participants, relevancy of the program, goals of the program etc.). After the analysis, programs will be evaluated and programs assessed as successful will be continued and/or expanded. Programs whose value is questionable will be terminated and/or scaled down.
2. The person overall in charge of assessing the programs will be Marie Prendergast, Principal.
3. Parent involvement in the programs and activities is critical to the success of the programs. Parents should receive postcards and letters informing them about all the programs and activities offered by the school. A phone messenger will be run a day before the program is to commence to remind the parents about ongoing activities.

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

1. In state and out of state workshops and conferences deemed necessary for training and continuous updating of skills by staff participating in the program will be attended by school personnel. Sufficient Title I funds will be set aside for the trips and meetings.
2. List of supplies needed for each of the activities and programs will be ordered by staff conducting the activity and program. The list will be evaluated by the Title I Parent Advisory Council and Title I funds will be allocated.
 - The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: organizing weekend and PM computer classes, conducting workshops on immigration and citizenship issues. During PTA meeting the guidance staff will explain to the parents the requirements for graduation and evaluate each individual child's progress.

- The schools will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals 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: conducting training for staff and having staff meet with representatives of the Lead Partner Organization for the school: Community Counseling Mediation (CCM).
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Even Start, the Parents as Teachers Program and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by widely advertising the programs and activities and doing everything possible to guarantee the largest possible participation in the program. Parents will be informed about the educational, social and economic benefits achieved by students who participate in the programs.
- The school 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 Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Efforts will be made to inform the parents about the programs running at the school through letters sent to homes, postcards and phone messengers.

PART III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Other activities may include:

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

teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

- adopting and implementing model approaches to improving parental involvement;
- participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title 1, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under *Section 1118-Parental Involvement*, as parents may request.

PART IV ADOPTION

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by minutes from School Leadership Team meetings.

This policy was adopted by the **High School for Service and Learning** on **6/27/10** and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before **9/15/10**

SCHOOL-PARENT COMPACT

The **High School for Service and Learning** and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2010-11

Note: provisions bolded in this section are required to be in the Title I, Part A School-Parent Compact.

PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The High School for Service and Learning will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
HS for Service and Learning will provide computer access to all students, so that they may be prepared adequately for college and/or a career.
HS for Service and Learning will guarantee high quality instructions provided by fully licensed teachers that meets all the State's standards.
- **hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
HS for Service and Learning will convene our Title I Parent Advisory council at least three times a year, so as to advise parents as to the Title I programs, and to their right to be involved in the creation and implementation of such programs
HS for Service and Learning inform parents about regularly scheduled parent association meetings, and to make it possible for all parents to attend.
- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
HS for Service and Learning will provide parents with a written assessment of their children's progress at least six times a year.
HS for Service and Learning will provide the parents with copies of the School Report Card and the Grow Report..
- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
HS for Service and Learning will provide parents with access to any staff member if the request is submitted 24 hours in advance. The meeting will be arranged in the Principals' Conference Room.
HS for Service and Learning will conduct bi-annual Open School Night/Afternoon meetings where parents will meet with all their children's teachers.
HS for Service and Learning will hold Parent Teacher Conferences once a month during which teachers from various departments will discuss their departments goals and progress.

- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
HS for Service and Learning will provide parents with information concerning programs during the school day, as well as after school and on weekends. Parents will be informed in writing about opportunities to observe their children's classes, participate in after school activities and meet with the child's teachers.

Parent Responsibilities

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

- *supporting my child's learning by making education a priority in our home by:*
 - *making sure my child is on time and prepared everyday for school;*
 - *monitoring attendance;*
 - *talking with my child about his/her school activities everyday;*
 - *scheduling daily homework time;*
 - *providing an environment conducive for study;*
 - *making sure that homework is completed;*
 - *monitoring the amount of television my children watch;*
- *volunteering in my child's classroom;*
- *participating, as appropriate, in decisions relating to my children's education;*
- *promoting positive use of my child's extracurricular time;*
- *participating in school activities on a regular basis;*
- *staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;*
- *reading together with my child every day;*
- *providing my child with a library card;*
- *communicating positive values and character traits, such as respect, hard work and responsibility;*
- *respecting the cultural differences of others;*
- *helping my child accept consequences for negative behavior;*

- *being aware of and following the rules and regulations of the school and district;*
- *supporting the school's discipline policy;*
- *express high expectations and offer praise and encouragement for achievement;*

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

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

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning- pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *follow the school's dress code;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for tests and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES (REQUIREMENTS THAT SCHOOLS MUST FOLLOW, BUT OPTIONAL AS TO BEING INCLUDED IN THE SCHOOL-PARENT COMPACT)

The High School for Service and Learning will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics; and
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

OPTIONAL SCHOOL RESPONSIBILITIES

To help build and develop a partnership with parents to help their children achieve

the State's high academic standards, the High School for Service and Learning will:

- recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams;
- notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information;
- work with the LEA in addressing problems, if any, in implementing parental involvement activities in *Section 1118- Parental Involvement* of Title I, Part A.
- work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

SIGNATURES

School Staff-Print Name	Signature	Date
Mr. Leonard Kassan, Principal		
Parent(s)- Print Name(s)		
Catherine Borneo		
Student (if applicable)- Print Name		
Latoya Sarjeant		

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

The school uses the HS Report Card, Scholarship and Regents Reports, the ATS Cohort Reports and results of District, Region, DOE and State visits to assess the school's needs and shortcomings. The Principal with his cabinet conducts a review of each report and creates a response plan to remediate each existing problem. Administrators are given specific assignments and goals with a clear timeline when the Principal expects an outcome and a report.

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

Schoolwide reform strategies are focused on reducing class sizes and a comprehensive extended day/Saturday school program.

Using Title I funds we were able to reduce the average class size to 24.6 students. This reduction has enabled teachers to dedicate more time to each individual child. Such reduction allowed for teachers to use differentiated instruction and create a more student centered environment. Our extended day/Saturday school program allows each child to recover credits that he/she missed and makes it possible for students to graduate on time. We offer a wide variety of classes in each of the core subject areas and on Saturday a Physical Education class. Students who have passed all their classes but would like to take accelerated class are also welcome. The program is also open to every child from the other schools at the Erasmus campus and we even had children attend from schools like Grady HS and Brooklyn College Academy.

3. Instruction by highly qualified staff.

All of the teachers employed at HS for Service and Learning are teaching within their subject areas. All teachers attend Professional Development sessions either within their department or within the cohort group. Professional Development sessions are conducted at least once a week.

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.

All teachers attend Monday PD sessions and whenever possible conferences, courses and workshops in their subject areas. AP's and coaches constantly monitor the teachers' progress and problems and whenever possible modify the Professional Development sessions to address the issues and problems they are facing. All classrooms have State and City standards clearly displayed. Teachers are constantly reminded and monitored on the importance of teaching to the standards.

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

The Hiring Committee in conjunction with the Principal carefully screens all applicants. Priority is given to teachers who already meet the definition of "highly qualified".

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

The Parent Coordinator will continue to outreach to parents holding workshops and informing them of various services within the community that are available to them.

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.

NA

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.

Information on the use of academic assessments will be made available to the teachers through professional development and department meetings. It is only through formative assessments that we can ensure that our students meet all of their graduation requirements

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.

Students who are in need of assistance will be identified by their classroom teachers as needing help in the respective subject area. Those students in need of assistance will be encouraged to attend extended day tutoring as well as Saturday classes. Parents will be contacted by the Parent Coordinator and letters will be sent home with the students.

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.

The school received \$10,000 in HOST funds. We also received substantial amounts of ARRA funds. These funds in conjunction with Title I and TL funds were used to create an extensive Extended Day and Saturday Tutoring program. The purpose of the program is to allow students to make up lost credits and guarantee that students academically stay on track and obtain the highest type of diploma possible. The school also received a grant of \$12,741 in VATEA funds that was used to create a program of legal studies.

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,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
--------------	--	---	--	---

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
TEMPLATE - MAY 2010

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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	✓			241,996	✓	12, 13, 15, 71
Title I, Part A (ARRA)	Federal	✓			115,523	✓	12, 49, 51, 71
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓				✓	32, 33, 34, 65, 66
Title IV	Federal			✓			
IDEA	Federal	✓			100,341	✓	65, 66, 67
Tax Levy	Local	✓			2,071,029	✓	12,13, 14, 15, 20, 70

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.

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.

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.)

The High School for Service and Learning currently has four students in temporary housing for the 2010 school year.

2. Please describe the services you are planning to provide to the STH population.

The services The High School for Service and Learning provides students in temporary housing are academic programs and educational support services, such as tutoring services which are offered during school hours, after school and on Saturdays. The school offers students in temporary housing free meals and transportation. The school also provides students in temporary housing basic school supplies. The school offers extended library hours through Brooklyn College's After School Program. The school also offers students in temporary housing counseling services through the Lutheran Family Health Center and S.P.A.R.K. Counseling services are also provided through the schools guidance department in which both school counselors conduct individual and group counseling sessions that focus on social and emotional awareness. The school promotes the involvement of parents of students of temporary housing by offering parent training and workshops which focus on G.E.D outreach, graduation requirements, career development, finances, computer literacy and ESL classes. The High School for Service and Learning offers intervention programs for students in temporary housing such as counseling services, guidance intervention plans, and attendance outreach. In the schools effort to identify and assist students in temporary housing new admits are required to fill a residency questionnaire upon registration and receive the McKinney-Vento Homeless Assistance Guide for Parents. Also, the schools liaison for students in temporary, Ms. Cumming, outreaches to students in temporary housing in assisting them in accessing

school programs available to them. The liaison also works closely with shelter based programs in assisting students in temporary housing. Our liaison works with students, school staff and parents to ensure that students in temporary housing are receiving services entitled to them, that their needs are met, and that their rights are protected. The school also collects data such as credit accumulation, exam scores, class grades, attendance and number of years in temporary housing to better learn how to better serve students in temporary housing

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	High School for Service & Learning at Erasmus					
District:	17	DBN:	17K539	School		331700011539

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		83.9	84.8	85.1
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	121	76	106				
Grade 10	127	125	103				
Grade 11	88	102	107				
Grade 12	84	108	89				
Ungraded	1	2	0				
Total	421	413	405				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	92.7	94.3	91.8

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	70.6	79.8	76.0

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	4	10	9

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	10	2	5

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	5	4	3	Principal Suspensions	13	28	6
# in Collaborative Team Teaching (CTT) Classes	29	35	58	Superintendent Suspensions	6	12	10
Number all others	17	20	7				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	17	16
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	24	25	30
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	9	11
# receiving ESL services only	25	26	TBD	Number of Educational Paraprofessionals	2	2	3
# ELLs with IEPs	2	4	TBD				

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
	22	22	60	% fully licensed & permanently assigned to this school	100.0	100.0	96.2
				% more than 2 years teaching in this school	16.7	44.0	63.3
				% more than 5 years teaching anywhere	29.2	44.0	60.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	75.0	76.0	83.3
American Indian or Alaska Native	0.5	0.2	0.2	% core classes taught by "highly qualified" teachers	85.3	96.0	93.2
Black or African American	89.1	89.1	6.9				
Hispanic or Latino	9.7	9.2	92.8				
Asian or Native Hawaiian/Other Pacific	0.7	1.5	0.0				
White	0.0	0.0	0.0				
Male	54.4	55.9	59.8				
Female	45.6	44.1	40.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

	Phase		Category			
	In Good		v	Basic	Focused	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:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	74
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:				NR
Overall Score:	86	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	11.2	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	18.5	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	51.8					
<i>(Comprises 60% of the</i>						
Additional Credit:	4.5					

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 New Visions	District 17	School Number 539	School Name HS Service&Learning
Principal Leonard Kassan		Assistant Principal Peter Fabianski	
Coach type here		Coach type here	
Teacher/Subject Area Jaime Weyerbacher/English		Guidance Counselor Radika Doracncy, MaryKate Oate	
Teacher/Subject Area Casper Terrell/Social Studies		Parent type here	
Teacher/Subject Area Marc Abraham		Parent Coordinator Pearl Cummings	
Related Service Provider Woodrow Wilson		Other type here	
Network Leader type here		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		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		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School		Total Number of ELLs	30	ELLs as Share of Total Student Population (%)	%
------------------------------------	--	----------------------	-----------	---	----------

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.

Paste response to questions 1-6 here

1. All ESL students are identified as such through the Home Language Survey, an informal interview conducted by a pedagogue (in the student's native language, if necessary) at the time of the new student's enrollment, and ultimately the LAB-R examination, which is administered to all immigrant children whose home language is not English, as determined by the Home Language Survey and the interview. Students who score below minimum proficiency are targeted for ESL services. Beginner level students are programmed for three 45 minutes periods of ESL instruction per day five times per week, intermediate level students receive two 45 minutes periods per day, and advanced level students receive one 45 minutes period of ESL per day in addition to an English Language Arts class. Each year, identified children are reassessed using the NYSESLAT examination.
2. Parents are invited to ESL /PTA meetings once a month. Letters are written and distributed to students, and the ESL teacher personally calls parents to inform them of these meetings. At these meetings, parents view an orientation video in which they learn about the programs offered to English language learners. At High School for Service and Learning, we only offer a free-standing ESL program. We cannot offer a bilingual or dual language program because we do not have enough students of one ethnicity to create these programs. However, parents are informed that they have the option of enrolling their children at other high schools in which these programs are offered.
3. All forms are handed out and collected by the Guidance Counselor handling the admission process. In addition, parents are notified of the type of program offered at our school at Parent Orientation Meetings. At this time, they are also informed that the child can transfer to another school where more options are available if the parent or guardian chooses.
4. The only ESL program offered at High School for Service and Learning (HSSL) is the Self-Contained ESL model (if parents request dual language or transitional programs at the parent orientation they are assisted in finding another school placement). Our self-contained ESL program serving the 31 students is organized to maximize and challenge each child's linguistic strengths in an environment that is both encouraging and supportive. This type of environment is essential for ELLs, as the students have to know that they are "safe" to take risks in order to meet the rigorous standards, such as critical thinking, that our academic programs promote. In order to ensure that this is achieved we have insisted that the class size remain small so that each student receives personalized instruction that meets their individual needs. To facilitate the personalization of instruction our classes are also organized into learning environments that support and include whole-class, small group and individual work projects.
5. Parents for the most part choose the free-standing ESL program offered by our school.
6. The programs are aligned with the 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										3	2	1			6
Push-In															0
Total	0	0	0	0	0	0	0	0	0	0	3	2	1	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	24	Special Education	3
SIFE	4	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	24	1	0	2	0	1	4	3	2		30
Total	24	1	0	2	0	1	4	3	2		30

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
Yiddish														0
Other														0
TOTAL	0													

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										2	2	0	0	4
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										7	8	3	5	23
French										2	0	1	0	3

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	11	10	4	5	30								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. a. We use the self-contained ESL model.
 - b. In the ninth grade, students are block scheduled. In upper grades, each student carries an individual program designed specifically to meet the needs of the child. Students of similar English language proficiency levels are placed in the same class.
2. Students are programmed specifically to ensure that all required minutes are met, and ESL classes are designed in such a way that all mandates are met in full. Advanced ESL students are also programmed for an ELA class that specifically meets the needs of English Learners. NL instruction is not explicitly provided; however, supports such as bilingual glossaries, dictionaries, and exams are utilized. All self-contained ESL classes are scheduled as mandated, and by definition these classes guarantee that students' content area needs are met.
3. Both the ESL teacher and content area teachers use a range of instructional methods to ensure that comprehension of content is achieved coupled with English language enrichment. These include, among others, scaffolding of lessons, use of visual aids, infusing art into the curriculum, drawing upon students personal interests and backgrounds, independent reading, journaling, vocabulary development, read-alouds, think alouds, and direct literacy strategy instruction. Although all instruction (with the exception of FL instruction) is delivered in English, NL supports are provided and encouraged.
4. a. Educational interventions are written and implemented for all SIFE at HS for Service and Learning based on the consistent communication between content area teachers, guidance counselors, and the ESL teacher in regards to the students' ongoing academic development. The students' strengths are drawn upon in planning curriculum and designing differentiated means of assessment in the students' classes so that the students are able to experience and exhibit significant amounts of success throughout their academic careers. In addition, these students are given the resources of extra tutoring during and after school.
 - b. These students participate in our Balanced Literacy program at HSSL. Beginners have three periods of ESL every day; Intermediates

have two periods of ESL; and Advanced Students have one period of ESL and an English Language Arts class. In ESL class, the teacher models reading strategies for 10 minutes at the beginning of each reading session. The students have to practice these reading strategies individually or in pairs to improve their reading comprehension skills. A library consisting of several genres for beginners, intermediates, and advanced students is easily accessible in the classroom. Students read these books in class and they take them home to read and complete story maps. Students also improve their writing skills by writing memoirs, science fiction, and realistic fiction pieces. Again, the teacher models for the students before they are asked to write. Whenever possible, art and music are included in the ESL curriculum. In addition, Saturday Academy courses are offered to students who would like to earn more credits and better prepare themselves for the standardized exams given in June and January, as well as after school tutoring and Regents prep classes. Many class activities and assignments are modeled after the ELA Regents tasks at the intermediate and advanced levels of ESL; however, the tasks are scaffolded in a way that allows for students to build both linguistic and academic proficiency simultaneously.

c. In addition to using the Balanced Literacy Program, these students are tracked academically by both the ESL and content area teachers in order to determine the student's overall achievement. In addition, both the student's ESL and ELA teachers identify the student's weakest linguistic modality--reading, writing, speaking or listening--via the NYSESLAT results and additional formal and informal class assessments. Once the area in need of development is identified, the teachers differentiate lessons and activities to specifically target that student's weakness.

d. Programs have been created to help long-term ELLs achieve academic success. After-school classes are offered for the content area courses, such as history, English, and science. There is also an SAT class on Tuesday and Thursday afternoons. Students are informed in writing and orally about these important programs that will prepare them for Regents exams. They are encouraged to attend by their ESL and content area teachers. In addition, Saturday Academy classes are offered to students who need extra support in their core academic classes. These classes run from 9AM to 12PM on Saturdays.

e. English language learners who are identified as special needs students will receive a paraprofessional who will provide assistance if they are eligible. Scaffolding techniques will be used to help them achieve academic excellence. Lessons that target their strengths as well as their weaknesses will be utilized to help them become proficient in English. They will also be included in all aspects of our school as well as in our ESL classes.

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

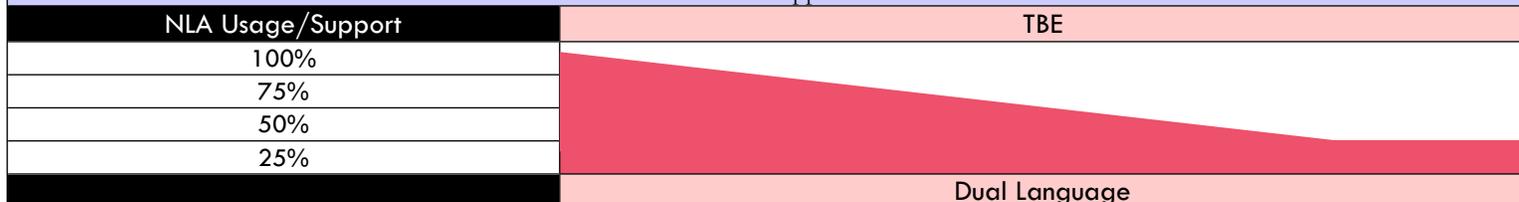
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



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

B. Programming and Scheduling Information--Continued

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

5. We offer after school tutoring to all ELLs on top of the contained ESL classes. Students also have access to peer tutors throughout the day to aid in their acquisition of the necessary skills to be able to thrive in said content area. Likewise, ESL students are given continual access to resource materials as well as pertinent data on their progress so as to self monitor and self-motivate.

6. Students who have passed the NYSESLAT will continue to receive support in their academic classes. Tutoring services are available after school; all teachers who instruct in these programs are certified in their academic fields. Saturday Academy courses are offered to students who would like to earn more credits and prepare themselves for the standardized exams given in June and January. In addition, students who have achieved proficiency on the NYSESLAT often come to the ESL teacher for help. She helps them write Regents essays and corrects their College Now and college application essays. She also gives them advice about applying to college and taking the standardized tests in a timely manner. Furthermore, the mandated extra time and access to bilingual glossaries and exams in a student's native language are available to these students.

7. There are currently no new programs being considered for the upcoming school year. As it is the current ESL teacher's third year of teaching at this school, she is still focusing on fine-tuning the programs currently in place.

8. No programs or services for ELLs will be discontinued this year.
9. All students are offered and afforded access to all available programs (including clubs, sporting teams, leadership committee, after school class and regents prep, etc.) at HSSL. The ESL teacher assists in the responsibility of communicating the activities and programs available at the school via an information posting board in her classroom to which all ELLs have daily access.
10. We use a variety of materials to support the learning of ELLs. We have a leveled library consisting of the following genres: informational, realistic fiction, biography, autobiography and memoir, poetry, traditional literature, historical fiction, and careers. We also have audio-books that are used during reading workshop. The teacher has big books that she uses during read alouds. Whenever possible, art, music and video are added to enrich reading and writing workshops. Books that come with software are also available for student use. We use overhead projectors and power point presentations to facilitate ELL's learning. Students view short films from other cultures to increase their multicultural background knowledge. Likewise, SmartBoard technology is used across the curriculum.
11. Native language support is delivered in the self-contained ESL model through the strongly encouraged use of bilingual dictionaries and supplemental materials when necessary. Some students who are struggling beginners are given the resource of a tutor in their native language. The tutors are often former ELLs.
12. All required services, support and resources used are appropriate for high school students, from beginner to advanced levels of English language proficiency.
13. Prior to the beginning of the school year, the ESL teacher contacts incoming ELLs and their parents/guardians, if the contact information is available. This initial contact is attempted in order to welcome new students and their families to the school; to introduce herself (the ESL teacher); to answer any questions they may have; to notify them of upcoming school events, such as new student orientation; and to inform them of available services, such as translation services.
14. The language electives offered to all students, including ELLs, are French and Spanish.

C. Schools with Dual Language Programs

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

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.

1. The professional development programs are based on the belief that all teachers are teachers of language arts and that English as a Second Language is a natural and humanistic extension of English language arts. All teachers who teach ELLs attend several professional development workshops in ESL methodology throughout the course of the year. Among these workshops have been: ELA Regents Support for ELLs, QTEL Workshops, Differentiated Instruction for ELLs, Strategies for the Success of Secondary ELLs, and Targeting and Identifying SIFE. The information acquired at these workshops is then shared with all other teachers at collaborative meetings where the new information and strategies are discussed and then implemented.

2. All 9th grade teachers receive professional development at the beginning of the year on aiding incoming students from middle school with the transition process to high school. This is particularly important and effective for working with ELLs, as it suggests that more scaffolding, repetition, and modeling may be required for these students as they become acclimated to the high school environment.

3. All teachers who teach ELLs are trained in the Balanced Literacy workshop model. They teach the students reading and writing strategies in every lesson. Subject area teachers are introduced to textbooks that are at the reading levels of ELLs. Teachers learn effective methods of teaching ELLs new vocabulary words. Teachers of humanities work cooperatively to create an interdisciplinary curriculum for ELLs. Thus, the reading and writing strategies that students are learning in history, ESL, foreign language, and English classes are reinforced. Science and math teachers also work cooperatively to create an interdisciplinary curriculum. In addition, teachers learn about the students' cultures at professional development workshops. This knowledge is used by teachers to better communicate with newcomers, as well as to help

students adapt to American culture.

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?

1. Parents/guardians of all students are invited to attend a PTA meeting approximately once a month. In addition to letters home, a phone messenger system is used to inform the parents of ESL students of upcoming meetings. The parent coordinator of sharing (ESL) school YCD, Ms. Desdunes (fluent in French and Haitian Creole), as well as Ms. Dufresne (Haitian Creole and Spanish), assist in parent communication both prior to and during the parent meetings. All informative handouts for parents are available in English, Spanish, French, Haitian Creole, Bengali, and Arabic.

At the meetings, parents are informed about their children's workload, academic goals, and progress, as well as how they can assist the children in meeting their goals and/or in making the adjustment to an English speaking environment as easy as possible.

2. Information for adult education classes is on hand at PTA meetings and at the initial parent orientation for new ELLs for parents who are interested in pursuing their own education, particularly English and technology classes.

3. The needs of the parent are often communicated within the context of PTA meetings or parent orientations. However, the ESL teacher (with the assistance of bilingual personnel) does extend an open line of communication to all parents through initial contact at the beginning of the year.

4. At the meetings, parents are informed about their children's workload, academic goals, and progress, as well as how they can assist the children in meeting their goals and/or in making the adjustment to an English speaking environment as easy as possible.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										4	5	0	0	9
Intermediate(I)										7	4	2	3	16
Advanced (A)										1	2	2	0	5
Total	0	0	0	0	0	0	0	0	0	12	11	4	3	30

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

	A										1	2	1	1
	P													

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3			
Math <u>ALGEBRA I</u>	8		7	
Math				
Biology				
Chemistry				
Earth Science	5		4	
Living Environment	10			
Physics				
Global History and Geography	6		4	
US History and Government	3		1	
Foreign Language				
Other <u>FRENCH</u>	3		3	
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

1. N/A.

2. Analyses of data patterns indicate that LEP students in the 11th and 12th grades are more likely to test at an intermediate or advanced level of English proficiency across all modalities. Otherwise, it is likely that the number of students tested at our school each year does not constitute a large enough sample to generate any other meaningful conclusions.

3. Patterns across NYSESLAT modalities are analyzed by the ESL teacher each year and then communicated to the content area teachers in the form of an Individual Improvement Plan for each student. The plan identifies the child's weakest modality(ies) and offers suggestions as to how this particular modality can be emphasized in each of the content areas.

4. a. All ESL students are offered a glossary and/or a copy of the exam in their native language (if available). We do not have bilingual classes, and since instruction is only offered in English students do not take the exams in their native languages. Test result data suggests that students of lower English proficiency have greater success in passing Math Regents (i.e. Algebra) in their first years of English language learning than they do of passing more written text heavy exams, such as Global History, Living Environment and English. These exams are often passed once the student has been living in the country and receiving ESL instruction for at least one year. However, students whose NL is Haitian Creole and/or French are often successful in passing the French Regents on the first attempt.

b. N/A.

c. N/A.

5. N/A.

6. Our self-contained program for ELLs is evaluated on an ongoing basis through both formal and informal means of assessment. Formally, teachers and administration examine NYSESLAT results regarding both movement up levels and passing. In addition, Regents Exam scores are considered, as well as graduation rates, when evaluating the success of our ESL program. Informally, content area teachers and the ESL teacher communicate regularly through student inquiry meetings in which the progress of target populations, such as ELLs, is tracked.

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.

High School for Service and Learning - K539

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/27/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	High School for Service & Learning at Erasmus					
District:	17	DBN:	17K539	School		331700011539

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		83.9	84.8	85.1
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	121	76	106				
Grade 10	127	125	103				
Grade 11	88	102	107				
Grade 12	84	108	89				
Ungraded	1	2	0				
Total	421	413	405				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	92.7	94.3	91.8

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	70.6	79.8	76.0

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	4	10	9

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	10	2	5

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	5	4	3	Principal Suspensions	13	28	6
# in Collaborative Team Teaching (CTT) Classes	29	35	58	Superintendent Suspensions	6	12	10
Number all others	17	20	7				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	17	16
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	24	25	30
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	9	11
# receiving ESL services only	25	26	TBD	Number of Educational Paraprofessionals	2	2	3
# ELLs with IEPs	2	4	TBD				

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

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
	22	22	60	% fully licensed & permanently assigned to this school	100.0	100.0	96.2
				% more than 2 years teaching in this school	16.7	44.0	63.3
				% more than 5 years teaching anywhere	29.2	44.0	60.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	75.0	76.0	83.3
American Indian or Alaska Native	0.5	0.2	0.2	% core classes taught by "highly qualified" teachers	85.3	96.0	93.2
Black or African American	89.1	89.1	6.9				
Hispanic or Latino	9.7	9.2	92.8				
Asian or Native Hawaiian/Other Pacific	0.7	1.5	0.0				
White	0.0	0.0	0.0				
Male	54.4	55.9	59.8				
Female	45.6	44.1	40.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

	Phase		Category			
	In Good		v	Basic	Focused	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:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	74
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:				NR
Overall Score:	86	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	11.2	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	18.5	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	51.8					
<i>(Comprises 60% of the</i>						
Additional Credit:	4.5					

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