



**SUNSET PARK HIGH SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 15K667**

**ADDRESS: 153 35<sup>TH</sup> STREET, BROOKLYN, NY 11232**

**TELEPHONE: (718) 840-1900**

**FAX: (718) 840-1925**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 15K667      **SCHOOL NAME:** Sunset Park High School

**SCHOOL ADDRESS:** 153 35<sup>th</sup> Street, Brooklyn, NY 11232

**SCHOOL TELEPHONE:** 718-840-1900      **FAX:** 718-840-1925

**SCHOOL CONTACT PERSON:** Corinne Vinal      **EMAIL ADDRESS:** [cvinal@schools.nyc.gov](mailto:cvinal@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Jerome Parsons

**PRINCIPAL:** Corinne Vinal

**UFT CHAPTER LEADER:** Joseph Tarlo

**PARENTS' ASSOCIATION PRESIDENT:** Terry Mainord

**STUDENT REPRESENTATIVE:** Brianna Santos, Mary Santana, Elisabeth Placencia  
*(Required for high schools)*

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 15      **CHILDREN FIRST NETWORK (CFN):** ESO # 20

**NETWORK LEADER:** Terry Byam

**SUPERINTENDENT:** Linda Waite

**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
Corinne Vinal	*Principal or Designee	
Joseph Tarlo	*UFT Chapter Chairperson or Designee	
Terry Mainord	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
David Garcia	DC 37 Representative, if applicable	
Brianna Santos, Mary Santana, Elisabeth Placencia	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Julie Stein Brockway	CBO Representative, if applicable	
Paulo Andrade	Member/Teacher	
Beth St. John	Member/Teacher	
Norma Amalbert	Member/Parent	
Keely Crawford	Member/Parent	
Anita Peralta	Member/Parent	
Jerome Parsons	Member/Parent	

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

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

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

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Our school is a diverse and inclusive school in its second year that prepares all students for college and for meeting the challenging demands of a changing world. SPHS is dedicated to growing future leaders and is committed to:

- Success for all students
- Partnership with the community
- High expectations
- Service to local and global communities.

The driving values of SPHS are equity, community and collaboration which are evident in the structures and long-term mission of the school. Personalized attention is given to students by grade teams of teachers and counselors in three small learning communities: Performing and Visual Arts, Business and Entrepreneurship and Health and Human Services. We have between 100 and 120 students per grade in each small learning community. Daily instruction is interdisciplinary, includes Advisory and Drop Everything and Read and builds foundational skills while focusing on the habits of critical thinking necessary for success in college. Our school is committed to early college readiness, parent engagement and community involvement. We are a partner school with Institute for Student Achievement and benefit from close partnerships with community-based organizations including: Center for Family Life, Youth Employment Program, Turning Point and Opportunities for a Better Tomorrow. We also have a hospital outreach program with Lutheran Medical Center as well as a partnership with Life Lines Community Arts Program and CUNY College Now.

## 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									
<b>School Name:</b>		SUNSET PARK HIGH SCHOOL							
<b>District:</b>		15	<b>DBN:</b>		15K667	<b>School BEDS Code:</b>		331500011667	
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11		
	K		4		8		12		
	1		5		9	√	Ungraded	√	
	2		6		10				
<b>Enrollment</b>					<b>Attendance - % of days students attended :</b>				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K				0					TBD
Kindergarten				0					
Grade 1				0	<b>Student Stability - % of Enrollment :</b>				
Grade 2				0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 3				0					TBD
Grade 4				0					
Grade 5				0	<b>Poverty Rate - % of Enrollment :</b>				
Grade 6				0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Grade 7				0					60.0
Grade 8				0					
Grade 9				369	<b>Students in Temporary Housing - Total Number :</b>				
Grade 10				0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 11				0					TBD
Grade 12				0					
Ungraded				1	<b>Recent Immigrants - Total Number :</b>				
Total				370	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
									4
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Number:</b>				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes				0	Principal Suspensions				TBD
# in Collaborative Team Teaching (CTT) Classes				33	Superintendent Suspensions				TBD
Number all others				41					
<i>These students are included in the enrollment information above.</i>					<b>Special High School Programs - Total Number:</b>				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
					CTE Program Participants				0
					Early College HS Program Participants				0
<b>English Language Learners (ELL) Enrollment:</b>					<b>Number of Staff - Includes all full-time staff:</b>				
<i>(BESIS Survey)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
<i>(As of October 31)</i>		2007-08	2008-09	2009-10					
# in Transitional Bilingual Classes				0	Number of Teachers				TBD
# in Dual Lang. Programs				0					
# receiving ESL services only				37					

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

# ELLs with IEPs			14	Number of Administrators and Other Professionals			TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals			TBD

<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			TBD	% fully licensed & permanently assigned to this school			TBD
				% more than 2 years teaching in this school			TBD
				% more than 5 years teaching anywhere			TBD
				% Masters Degree or higher			TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% core classes taught by "highly qualified" teachers (NCLB/SED)			TBD
(As of October 31)	2007-08	2008-09	2009-10				
American Indian or Alaska Native			0.3				
Black or African American			7.6				
Hispanic or Latino			78.6				
Asian or Native Hawaiian/Other Pacific Isl.			4.1				
White			7.6				
<b>Male</b>			45.9				
<b>Female</b>			54.1				

**2009-10 TITLE I STATUS**

	Title I Schoolwide Program (SWP)						
√	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
				√			

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes, area(s) of SURR identification:				
<b>Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>						
	<b>Phase</b>			<b>Category</b>		
	In Good Standing (IGS)			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year 1					
	Corrective Action (CA) – Year 2					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area AYP Outcomes:</b>				
<b>Elementary/Middle Level</b>		<b>Secondary Level</b>		
ELA:		ELA:		
Math:		Math:		
Science:		Graduation Rate:		

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>Student Groups</b>							
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>					
<b>Overall Letter Grade:</b>		<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>		<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:		Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:		Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:							
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:							

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
– = Insufficient Number of Students to Determine AYP Status	W = Well Developed
<b>KEY: PROGRESS REPORT DATA</b>	◊ = Outstanding
NR = Data Not Reported	NR = No Review Required

\* = 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.

<b>** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a></b>							

## **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?
- 

Our 9<sup>th</sup> grade CGTs are using several tools to inform our needs assessment, including:

- Evaluate parent and student surveys to assess climate, culture, communication as well as curriculum, instruction and assessments.
- Engage in Kid Talk protocol and plan as well as monitor academic and behavioral interventions, outreach to families and enrichments aligned with the needs of individual students.
- Plan weekly intervisitations and walk-throughs of classrooms.

Our 9<sup>th</sup> grade CGTs also use their grade-team common planning time and Inquiry Team work to do the following needs assessment activities:

- Examining scholarship reports to identify broad patterns and trends, and using those patterns to discuss reasons for student achievement and reasons why students are struggling.
- Looking at student work using the target population of the Inquiry Teams. CGTs are focusing on the specific skills identified as areas of need based on our DY0 assessments.

In addition to the CGTs, our Leadership Team works to do needs assessments that will help us refine our educational program. Twice weekly Leadership Team Meetings are conducted with the principal, SLC Leaders and Grade Team Leaders. At least one meeting per week focuses on instruction, feedback and assessments of measurable and observable data on student achievement, climate and culture, communication, parent involvement, college readiness and community engagement. At least two meetings per month are devoted to building leadership capacity for SLC leaders and grade team leaders. These team meetings are also supported by our coaches from ISA as we deconstruct dilemmas that arise with regard to the governance, support structures and instructional programs of the whole school as well as in each of the SLC's. Additionally, this approach is integral to building the capacity of SLC and grade team leaders to work toward establishing a semi-autonomous approach to creating and maintaining a climate, governance structure and instructional program specific to the theme and emerging culture of the SLC.

## **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?
- 

### **Major Accomplishments**

- **Average daily attendance of 90%**
- **75% of families attended parent-teacher conferences in fall '09 and spring '10**
- **80% average passing rate of 9<sup>th</sup> grade students in all classes each marking period**
- **Well –developed Quality Review, particularly with regard to**
  - **Aligning resources, particularly periodic assessments in ELA, professional development, coaching and mentoring to foster inquiry instruction and literacy across the curriculum**
  - **Youth development through advisory aimed at the transition from middle to high school and co-facilitated by teacher and Center for Family Life social work staff member**
  - **Role of advisor as point of contact to students and families**
  - **Extensive menu of extended day activities funded primarily through out of school time grants obtained by our partnership organization**

### **Challenges**

- **Growing by one grade next year, thus adding approximately 350 students and 24 additional teaching staff members**
- **Students entering having scored an average of 2.9 on ELA and Math 8<sup>th</sup> grade standardized exams**
- **11% English Language Learners**
- **20% Students with IEP's, one half of whom received SETSS**
- **85% Free and Reduced Lunch**

## 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.

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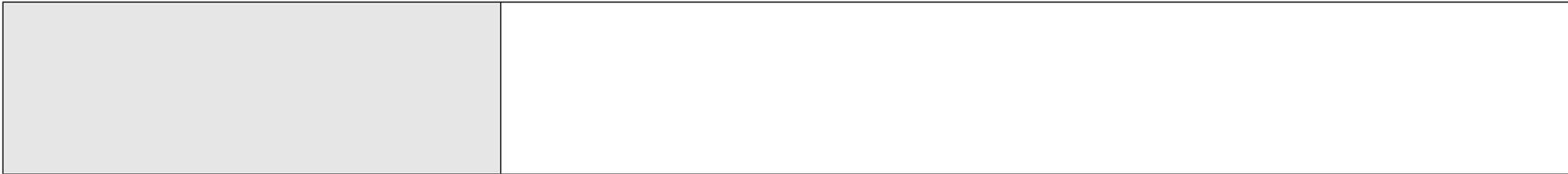
- 1) To provide a program of professional development that is aligned to the goal of furthering inquiry instruction
- 2) To provide a program of professional development that is aligned to the goal of Literacy Across the Curriculum
- 3) To provide a program of professional development that is aligned to the goal of Numeracy Across the Curriculum
- 4) To utilize the DYO periodic assessments in efforts to build students' skills in writing
- 5) To utilize grade teams for the purpose of building capacity in establishing a culture that aligns to the ISA principles of distributed leadership, distributed counseling and parent involvement

**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):** Professional Development for Inquiry Instruction

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide a program of professional development that is aligned to the goal of furthering inquiry instruction. All teachers will engage in ongoing professional development around inquiry instruction.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will meet weekly in grade teams with coach from Institute for Student Achievement and will deconstruct ISA rubrics for inquiry instruction. Rubrics will be utilized during post-observation conferences, conferences around student work and debriefs of learning walks as a basis to measure the extent to which lessons and/or student work meets evidence for approaches to inquiry. Monthly pd for the whole school within each SLC will address methods for moving from beginning to mature implementation of approaches for inquiry instruction in all subjects across both grades.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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>Daily common planning will be supported in the 9<sup>th</sup> and 10<sup>th</sup> grades by assigning students to physical education, art, music and/or dance classes. Full-time teacher mentor will support professional development.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Teacher lesson plans for all teachers across all subjects and both grades are evidently planned around inquiry approaches and are moving from beginning to mature implementation. Teacher observations and walkthroughs reveal that lessons across all subjects and both grades utilize inquiry-based approaches and are moving from beginning to mature implementation. Student projects and performance based tasks in all subjects across both grades are organized around inquiry and are moving from beginning to mature implementation.</p>



**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):** Professional Development for Literacy Across the Curriculum

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To provide a program of professional development that is aligned to the goals of Literacy Across the Curriculum. All teachers will engage in ongoing professional development around literacy across the curriculum.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Teachers will meet weekly in grade teams with coach from Institute for Student Achievement and will deconstruct ISA rubrics for literacy across the curriculum. Rubrics will be utilized during post-observation conferences, conferences around student work and debriefs of learning walks as a basis to measure the extent to which lessons and/or student work meets evidence for approaches to literacy. Monthly pd within each SLC will address methods for moving from beginning to mature implementation to approaches to literacy across the curriculum.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <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>Daily common planning will be supported in the 9<sup>th</sup> and 10<sup>th</sup> grades by assigning students to physical education, art, music and/or dance classes. Full-time teacher mentor will support professional development.</p>

**Indicators of Interim Progress and/or Accomplishment**

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

**Teacher lesson plans are evidently planned to include approaches to improving literacy and are moving from beginning to mature implementation. Teacher observations and walkthroughs reveal that lessons utilize approaches to improve literacy and are moving from beginning to mature implementation.**

**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):** Professional Development for Numeracy Across the Curriculum

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To provide a program of professional development that is aligned to the goals of Numeracy Across the Curriculum. All teachers will engage in ongoing professional development around numeracy across the curriculum.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Teachers will meet weekly in grade teams with coach from Institute for Student Achievement and will deconstruct ISA rubrics for numeracy across the curriculum. Rubrics will be utilized during post-observation conferences, conferences around student work and debriefs of learning walks as a basis to measure the extent to which lessons and/or student work meets evidence for approaches to numeracy. Monthly pd within each SLC will address methods for moving from beginning to mature implementation to approaches to numeracy across the curriculum.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <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><b>Daily common planning will be supported in the 9<sup>th</sup> and 10<sup>th</sup> grades by assigning students to physical education, art, music and/or dance classes. Full-time teacher mentor will support professional development.</b></p>

**Indicators of Interim Progress and/or Accomplishment**

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

**Teacher lesson plans are evidently planned to include approaches to improving numeracy and are moving from beginning to mature implementation. Teacher observations and walkthroughs reveal that lessons utilize approaches to improve numeracy and are moving from beginning to mature implementation.**

## 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):** DYO Periodic Assessments

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>To Utilize the DYO periodic assessments in efforts to build students’ skills in writing</b>
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p><b>Within each SLC, teams will develop and maintain protocols for Writing classes on the 9<sup>th</sup> and 10<sup>th</sup> grades. Within each SLC, 9<sup>th</sup> and 10<sup>th</sup> grade teams will develop methods for assessing student performance to inform writing classes. Within each SLC, teachers of content areas will include opportunities for students to build literacy skills in writing in daily lessons, assessments and interdisciplinary projects.</b></p> <p><b>Design Your Own assessments in writing will be administered in September, January and June to provide grade teams with student performance data as a baseline and then as an indicator of the extent to which individual writing performance is progressing.</b></p>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <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><b>Students on the 9<sup>th</sup> and 10<sup>th</sup> grade will receive an elective in writing that will be taught by teachers of English, Social Studies, ESL and Special Education in each of the SLC’s.</b></p>

**Indicators of Interim Progress and/or Accomplishment**

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

**Student work on normative DYO assessments, in class assessments and interdisciplinary projects in writing will be examined in grade teams to inform protocols, assessments and instructional approaches utilized to improve student writing. Performance and progress of students in writing within each SLC's Inquiry Team focus group will be reviewed in grade team to inform protocols, assessments and instructional approaches (thus professional development) throughout the year as well as in planning for next year.**

**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):** Grade Teams

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To utilize grade teams for the purpose of building capacity in establishing a culture that aligns to the ISA principles of facilitative leadership, distributed counseling and parent involvement.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Grade teams within each SLC will meet once each week with Guidance Counselor and/or Social Worker to engage in Kid Talk Protocols around individual students that may include looking at student work to inform approaches to individual student progress in social, emotional as well as academic growth. Advisors will make outreach to parents with regard to emerging issues such as attendance, lateness and patterns that arise in student behavior and performance. Advisors will also meet with advisees to make contracts and to follow-up. Each SLC grade team will develop methods for logging interventions and maintaining files for each student.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <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><b>Circular 6R professional period for all teaching staff is common planning.</b></p>

**Indicators of Interim Progress and/or Accomplishment**

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

**Each SLC grade team will develop methods for logging interventions and maintaining files for each student. Observations of Wednesday grade team sessions will include use of Kid Talk Protocols and referrals as needed to advisor, counselor, SBST, and outside agencies as appropriate. Target attendance at Parent-Teacher conferences for families of 9<sup>th</sup> graders will be at 75%. Target average daily attendance of 9<sup>th</sup> graders in each SLC will be 90%.**

## **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								
10	179	143	197	268	151	N/A	N/A	N/A
11								
12								

**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**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA: Writing Across the Curriculum, Drop Everything and Read, After-School Tutoring AIS for ESL: morning support class</b></p>	<p><b>Writing Across the Curriculum (Tier I):</b> during the school day (2 hours per week), direct instruction, small group instruction, and individual conferences.  <b>Drop Everything and Read (Tier I):</b> during the school day (2.5 hours per week), sustained silent reading.  <b>Tutoring (Tier II):</b> after school, small group and one-to-one tutoring.  <b>AIS for ESL:</b> Students meet four times per week for 45 minutes during 0 period. Students receive additional literacy support as well as content area support.</p>
<p><b>Mathematics: Math Applications, Drop Everything and Read, After-School Tutoring</b></p>	<p><b>Math Applications (Tier I):</b> during the school day (1 hour per week), direct instruction, small group instruction and individual conferences.  <b>Drop Everything and Read (Tier I):</b> during the school day (2.5 hours per week), sustained silent reading.  <b>Tutoring (Tier II):</b> after school, small group and one-to-one tutoring.</p>
<p><b>Science: Writing Across the Curriculum, Drop Everything and Read, Math Applications, After-School Tutoring</b></p>	<p><b>Writing Across the Curriculum (Tier I):</b> during the school day (2 hours per week), direct instruction, small group instruction, and individual conferences.  <b>Drop Everything and Read (Tier I):</b> during the school day (2.5 hours per week), sustained silent reading.  <b>Math Applications (Tier I):</b> during the school day (1 hour per week), direct instruction, small group instruction and individual conferences.  <b>Tutoring (Tier II):</b> after school, small group and one-to-one tutoring.</p>
<p><b>Social Studies: Writing Across the Curriculum, Drop Everything and Read, After-School Tutoring</b></p>	<p><b>Writing Across the Curriculum(Tier I):</b> during the school day (2 hours per week), direct instruction, small group instruction, and individual conferences.  <b>Drop Everything and Read (Tier I):</b> during the school day (2.5 hours per week), sustained silent reading.  <b>Tutoring (Tier II):</b> after school, small group and one-to-one tutoring.</p>
<p><b>At-risk Services: Provided by the Guidance Counselor and Social Worker. Distributed counseling through Advisory program, Individual and Small Group counseling. Tier II intervention for identified students with guidance</b></p>	<p><b>Advisory (Tier I):</b> during the school day (1.5 hours per week), group of up to 22 students assigned to school staff member and staff member from community partner that meet twice per week and participate in activities that foster healthy adolescent growth and development in the social, emotional, physical and cognitive domains. School staff member also acts as point person and family liaison for academic and emotional issues.  <b>Individual and small group counseling (Tier II):</b> Intervention for identified students with guidance counselor and through referrals to community-based organizations.</p>

<b>counselor and through referrals to community-based organizations.</b>	
<b>At-risk Services Provided by the School Psychologist:</b>	<b>N/A</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>N/A</b>
<b>At-risk Health-related Services:</b>	<b>N/A</b>

**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.

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**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.
- \*X 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.

\*Our plan remains the same, except that we will have both 9th and 10th grade students, so we will be serving twice as many students using the same model, as described below.

**Section I. Student and School Information**

**Grade Level(s)** 9 and 10      **Number of Students to be Served:** 40 per grade **LEP** \_\_\_\_\_ **Non-LEP**

**Number of Teachers** 4      **Other Staff (Specify)** \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

## **Section II. Title III, Part A LEP Program Narrative**

### **Instructional Program**

#### **Type of Program: *SPHS Before School Program***

**Rationale for program:** Based on our analysis of NYSESLAT data showing the strong need for literacy instruction for our Beginner ELLs, this class was developed to accelerate the language acquisition of Beginner ELLs through explicit English language instruction that parallels the content- area curriculum. This supportive learning environment develops academic and social confidence and provides one to one teacher support to meet individual needs.

**Description of Program:** This is a 0 period ESL class that counts as an English elective credit (.5 per semester). This was created to give beginner ELL students extra time and is held across communities. A licensed ESL teacher provides direct instruction for English language acquisition including vocabulary development, grammar, reading strategies, and writing process support using content-area themes. Thematic libraries provide high-interest, yet accessible texts to support literacy and content scaffolding.

**Frequency of program:** The class meets from 8:00-8:45 am four times per week.

**Duration of program:** The entire school calendar year.

**Language(s) of Instruction:** Programs will be taught in English with supplemental native language materials.

**Service provider:** ESL certified.

**Number of students:** ~11 Beginners per grade

**Grade levels:** 9<sup>th</sup> & 10<sup>th</sup> grade

**Materials:** Multi-level thematic libraries

**Type of Program: *Saturday Intensive Academy: SPHS Reinforcement of Regents Standards***

**Rationale for program:** NYSESLAT data indicate that our ELLs score higher on listening and speaking than reading and writing. To address these needs, this Saturday series was developed to provide ELLs with the explicit academic literacy instruction they need to meet the standards and pass Regents exams in all content areas.

**Description of Program:** Two licensed ESL teachers will provide intensive academic literacy instruction using thematic units aligned to the content standards. These inquiry-based, hands-on learning experiences will develop content skills and knowledge while developing the literacy skills needed for Regents exams.

**Frequency of program:** Three Saturdays of 6 hours each that meet from 9:00 – 3:00pm.

**Duration of program:** The program will begin at the end of April in preparation for the Regents exams in June.

**Language(s) of Instruction:** Programs will be taught in English with supplemental native language materials.

**Service provider:** ESL certified.

**Number of students:** All ELLs will be invited to participate (maximum 50 students).

**Grade levels:** 9<sup>th</sup> & 10<sup>th</sup> grade

**Materials:** Multi-level thematic libraries

### **Parental Involvement**

#### **Activities: We Are New York**

In addition to curriculum nights and other events, we started a series of workshops aimed at all parents interested in furthering their English language skills called “We Are New York”. “We Are New York” was created by the Mayor’s Office of Adult Education and the City University of New York, Office of Academic Affairs. “We Are New York” is intended to help people learn English in a way that will be useful to them by showing people speaking English in important and realistic situations.

**Service provider qualifications:** The facilitator is a representative of the “We Are New York” program created by the Mayor’s Office of Adult Education and the City University of New York, Office of Academic Affairs. Our Parent Coordinator established this workshop series and serves as the liaison to all parents.

**Refreshments:** Light refreshments will be served during the workshop.

**Frequency:** The program is expected to run every 2 – 3 weeks.

**Duration:** The program has up to 9 sessions

**Form TIII – A (1)(b)**

**School:** Sunset Park High School

**BEDS Code:** 331500011667

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session	\$9,000	<b>180 hours of per session for ESL to support ELL Students: 180 hours x \$49.89 (current teacher per session rate with fringe) = \$8980.20. Before School Program = 144 hours Saturday Program = 36 hours</b>
<b>Non-Contractual Services</b>	\$1,500	<b>Parent Involvement Workshops and Orientations including “We Are New York</b>
<b>Supplies and materials</b>	\$2250 for supplemental day program. \$2250 for extended day program.	<b>Thematic libraries and resources to scaffold and support content-area and interdisciplinary units of study that follow the Global Studies, Living Environment, Algebra, and English curriculums.</b>
<b>Educational Software (</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$15,000	



Sunset Park High School  
Corinne Vinal, Principal

## **I. SCHOOL ENGLISH LANGUAGE LEARNER PROFILE**

The following is a description of our programs that are related to English Language Learner (ELL) students for Sunset Park High School.

### **A. LANGUAGE ALLOCATION POLICY TEAM COMPOSITION**

<b><u>SSO/District</u></b>	ESO #20/15	<b><u>School</u></b>	Sunset Park High School
<b><u>Principal</u></b>	Corinne Vinal	<b><u>Assistant Principal</u></b>	Janice Novet
<b><u>Coach</u></b>	Julie Miele	<b><u>Coach</u></b>	
<b><u>ESL Teacher</u></b>	Elizabeth Messman	<b><u>Guidance Counselor</u></b>	Tai Nesbit-Leslie
<b><u>Teacher/Subject</u></b>	Paulo Andrade/Spanish	<b><u>Parent</u></b>	
<b><u>Teacher/Subject</u></b>	Beth St. John/ Librarian	<b><u>Parent Coordinator</u></b>	LaRissa Arocho
<b><u>Related Service Provider</u></b>	Brian Oestreich	<b><u>SAF</u></b>	Francesca Pena
<b><u>Network Leader</u></b>	Terry Byam	<b><u>Other</u></b>	Vicki Antonini

## **B. TEACHER QUALIFICATIONS**

Sunset Park High School has several teachers servicing our English Language Learner population. All teachers are committed to ensuring our students' success and all teachers have high expectations for **all** students. This is a new school model with two grade levels (10<sup>th</sup> grade) and three small learning communities (SLC's). The expectation is that we will grow each year to full capacity with 9<sup>th</sup>-12<sup>th</sup> grades. Within each SLC (Health, Business, Arts), there is one fully licensed, full time ESL teacher, and one additional ESL teacher to serve all three communities, for a total of 4 ESL teachers. The ESL teacher is responsible for serving the ELLs in their respective communities with mandated instructional time, with additional support from the fourth ESL teacher. Each ESL teacher within the community also meets daily with all of the other core content area teachers for common planning time. During these meetings, all members of the small learning community (SLC) have the opportunity to discuss the progress of our English Language Learners. The goal is to ensure that all teachers are working toward meeting the various learning needs of the ELL students in their respective communities.

## **C. SCHOOL DEMOGRAPHICS**

Sunset Park High School is an exciting new high school located in Sunset Park, Brooklyn on Fourth Avenue and 35<sup>th</sup> Street. Sunset Park High School is a diverse and inclusive high school that prepares all students for college and for meeting the demands of a changing world. Our students' home languages include Spanish, Chinese, and Arabic and range in their reading, writing, speaking, and listening proficiencies. **There are a total of 368 students in our 9<sup>th</sup> grade, with 42 students identified as ELL students. The ELL population represents approximately 11% of our total population. We expect a similar population in the next year.**

## **II. ENGLISH LANGUAGE LEARNER IDENTIFICATION PROCESS**

At Sunset Park High School it is very important that we identify the needs of our students. To address the needs of newcomers into the New York City public school system, the first step would be for the Guidance Counselor to ask the parent or guardian registering the child to complete a Home Language Identification Survey (HLIS) along with other required paperwork. If the interview needs to be conducted in another language we have several staff members available for translation. We have a diverse staff who speak several languages and who can support the needs of our community.

One of our ESL teachers skilled in HLIS evaluation will determine if the student should sit for the Language Assessment Battery, LAB-R. If the LAB-R is to be administered, the Parent Coordinator would inform the parents. If the student is deemed eligible for mandated ESL service he/she will start attending right after the LAB-R is assessed and the Parent Coordinator will again contact the family. It will be easy to transition a newcomer into our ESL program at Sunset Park High School due to the unique inclusivity of our learning communities. There is an equal distribution of ELLs of all levels in each SLC.

All English Language Learners at Sunset Park High School will take the NYSESLAT test in the spring. The teachers at Sunset Park High School understand the importance of preparing students to be successful English Language Learners while not ostracizing or labeling them. ELLs will be included in all interdisciplinary units and projects. Instruction in all classes is differentiated and prepares all students, including ELLS, for success on exams and in all facets of their life. Data driven instruction coupled with other assessments will guide all instruction leading to the NYSESLAT.

At Sunset Park HS we follow a model of distributive counseling. This distributive counseling shares responsibility and creates an atmosphere of accountability and communication with the home. The teachers are viewed as the first line of communication with the student and each teacher is supported by their Small Learning Community and their partner from Center for Family Life, a community social work organization, who all share a vested interest in the success of the school and each student.

The ESL teacher will send eligibility letters to ESL students within the first week of school. If parent program selection forms need to be returned, the ESL teachers can ask the student’s teacher advisor or social work advisor for help in the event that forms are not returned. All outreach will be done in a language with which parents feel comfortable. Bilingual staff of either Sunset Park HS or our community support organization, Center for Family Life, will ensure this. If we do not have the linguistic resources at our disposal our Secretary, Parent Coordinator or ESL teacher will avail themselves to the translation services offered by the Department of Education.

At SPHS we stress the importance of integrating all parents into our school community. We work very closely to make sure that we meet every parent / guardian of all of our students, especially our English Language Learners. We make sure that through discussion, parent orientations, translated letters home and phone calls from teacher advisors that all parents of ELLs know about and understand the opportunities available to them. We will meet the language acquisition needs of our students as evolving and continuous data analysis indicates.

### **III ENGLISH LANGUAGE LEARNER DEMOGRAPHICS**

We have a total of **42** ELL students in the 10th grade who receive Push In/Pull out services. The following is a breakdown of our ELL’s by Home Language and Years of Service:

<b>Home Language</b>	<b>Number of ELL’s</b>
Spanish	34
Chinese	4
Arabic	4
Other	
<b>Total</b>	<b>42</b>

<b>Years of Service</b>	<b>Number of ELL's</b>	<b>Special Education</b>
0-3	20	3
4-6	7	3
More than 6	15	9
SIFE	0	0
<b>Total ELLs</b>	<b>42</b>	<b>15</b>

<b>NYSESLAT Proficiency Results</b>	<b>Grade 10</b>
Beginner	11
Intermediate	16
Advanced	15
<b>Total</b>	<b>42</b>

### **Programming and Scheduling Information**

The following table represents a breakdown by level and the number of minutes of instruction each student receives. Class codes are included with a description below the table.

<b>Level</b>	<b>Required Time</b>	<b>Time Scheduled</b>	<b>Classes</b>	<b>Time Left Over</b>
Beginner	540 min (9 hrs)	579 min	LIPPP, LTIPP, LTIPPB	39 min
Intermediate	360 min (6 hrs)	444 min	LIPPP, LTIPP	84 min
Advanced	180 min (3 hrs +regular English)	264 min	LTIPP	84 min

### **Description of classes:**

**LIPPP:** This is a push-in ESL Model that counts as the core English credit and is parallel programmed with English Classes (3 hours per week). All levels of ELS students are included in this model with differentiation based on Beginner, Intermediate, or Advanced.

**LTIPP (SLC):** This is for ESL students only and counts as an English elective credit and is parallel programmed with DEAR/WAC in each community. DEAR refers to Drop Everything and Read and WAC refers to Writing Across the Curriculum. DEAR accounts for 144 minutes and WAC for 120 minutes which totals to 264 minutes.

**LTIPPB-** This is a 0 period ESL class that counts as an English elective credit (.5 per semester) as it meets from 8:00-8:45 am four times/wk. This was created to give beginner ESL students extra time and is held across communities.

## **Part 1: INSTRUCTIONAL PROGRAM**

The current model for ELL students includes a push-in co-teaching model for instruction where ESL teachers plan and teach collaboratively with content teachers to develop full English proficiency in a content-rich, supportive and differentiated learning environment. The model also includes a Literacy Enrichment Class and the Writing Across the Curriculum class where ELLS receive explicit language instruction and support. The model also ensures that Beginner ELL students also have additional instruction during 0 period where they are working only with other ELL students in a supportive environment focused on accelerated development of language skills and knowledge. (See above for program details and below for description of all classes.)

In addition, ESL teachers and content-area teachers work collaboratively during grade team meetings and prep periods to deliver differentiated instruction infused with ESL strategies across all content areas. Some examples of content-based differentiation to develop academic literacy include:

- Scaffolding strategies such as graphic organizers and through contextualizing content.
- Providing comprehensible input such as visuals, models, clear explanations and demonstrations.
- Explicit academic vocabulary instruction using word analysis, links to prior knowledge, and picture dictionaries.
- Fostering interactions among students for practice and application of content and language skills and knowledge such as partner reading, and group projects and presentations.
- Use of instructional technology and adaptive materials.
- Increased use of multicultural and native language materials and resources.
- Developing students metacognition and use of literacy strategies.
- Developing numeracy.

**LIPPP:** This co-taught class was designed so that ELLs receive direct support for language acquisition by an ESL teacher while being engaged in a rigorous, standards-based curriculum with a content-area specialist. In these heterogeneous groups, ELLs have frequent opportunities to interact with peers to develop conversational and academic language. Long term ELLs, in particular, benefit from this dual focus.

**LTIPP (SLC):** These literacy enrichment classes taught by an ESL teacher provide the explicit instruction in reading, writing, speaking, and listening for ELLs of all levels. Students are encouraged to be self-reflective and metacognitive. These mixed-ability groups provided opportunities for peer support in language development.

**LTIPPB:** This class was developed to accelerate the language acquisition of Beginner ELLs through explicit English language instruction that parallels the content- area curriculum. This supportive learning environment develops confidence and provides one to one support to meet individual needs.

## **Part 2: PROFESSIONAL DEVELOPMENT FOR TEACHERS**

All professional development activities are focused on **all** students, regardless of designation. Each professional development experience is carefully planned to address the needs of every student while at the same time allowing for differentiation and personalization. In this context, the needs of ELLs at all levels are addressed. Essential questions for professional development include the following:

- What do we want our students to know, understand and be able to do when they graduate?
- How do project/performance based assessments help us to gauge what students know, understand and are able to do?
- How can we identify the “Big Ideas” around which assessments and curriculum should be organized?

Professional development is provided by our school staff as well as our Institute for Student Achievement instructional coaches and Inclusion staff development providers. In addition to twice-monthly faculty meetings, monthly Inquiry Team meetings, and professional development days, teachers meet daily during common planning periods. Grade teams meet to:

- Plan differentiated interdisciplinary curriculum and assessments.
- Look at student work to inform curriculum, instruction and assessments for all sub-groups.

- Examine student achievement patterns and differentiate curriculum, instruction and assessments to meet the needs of individual learners.
- Plan Advisory/Drop Everything and Read/Writing Across the Curriculum units and instruction.
- Evaluate parent and student surveys to assess climate, culture, communication as well as curriculum, instruction and assessments.
- Engage in Kid Talk protocol and plan as well as monitor academic and behavioral interventions, outreach to families and enrichments aligned with the needs of individual students.
- Plan weekly intervisitations and walk-throughs of classrooms.
- Use Tuning Protocol, Critical Friends protocols and Descriptive Consultancy to share feedback on classroom practice, pedagogical approaches, curriculum and classroom assessments as well as to assist in problem-solving.

Sunset Park High School is committed to utilizing professional development to address student work, achievement patterns, and curriculum that relate to every student and to utilize common planning periods that are held daily to discuss students' needs. Teachers work collaboratively to plan instruction that will lead to high student achievement across the entire grade.

## **I. PARENTAL INVOLVEMENT**

Sunset Park High School understands the importance of collaborating with parents and families to increase student achievement and create well-balanced young adults. We are committed to working closely with all our parents, especially our English Language Learners. Through a spiral of communication that involves teachers, advisors, guidance, and our community partner, Center for Family Life, we create authentic relationships with families that strengthen our partnerships.

In addition to regular parent teacher conferences, parents are invited to various events that describe the curriculum and celebrate student achievement. In particular, we hold a Curriculum Night which invites parents to learn more about our course offerings and how these offerings support our students. We also hold evenings where we celebrate student work and achievement. These activities are ongoing and developed by grade teams in each small learning community. We also started a series of workshops aimed at all parents interested in furthering their English language skills called "We Are New York". Our parent coordinator established this workshop series and has reached out to all parents through email blasts, a newsletter, and phone contact. In this way we maximize the involvement of all parents in our school community.

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

---

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

We utilized data on ARIS to identify our translation needs.

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.

Our major findings suggest that our primary translation needs are for Spanish with Chinese and Arabic as lower incident languages. Our community partner Center for Family Life has worked with us to disseminate this information to the school community.

#### **Part B: Strategies and Activities**

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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.

All written communication to parents is provided in English and Spanish with translations as needed for lower incident languages. In-house staff, the parent coordinator, and our community partner will assist in this translation. No outside vendors will be needed.

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.

All oral communication to parents is provided in English and Spanish with translations as needed for lower incident languages. In-house staff, the parent coordinator, and our community partner will assist in this translation. No outside vendors will be needed.

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>.

Assessment for home languages is established through the Home Language Survey for new students in addition to student data provided through ARIS. Staff members also use the translation unit services provided by the DOE.

## 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:	\$646,323	\$178,970	\$825,923
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6463	\$1790	\$8253
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$32,316	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$64,632	*	

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

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

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

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

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

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

**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.

### **Title I Parent Involvement Policy**

#### **I. General Expectations**

Sunset Park High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

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

2. Schoolwide reform strategies that:

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

Sunset Park High School plans to use our Title I funds to fund our schoolwide writing initiative in grades 9 and 10. In each grade, students will take an elective class to build foundational writing skills such as developing a main idea, using supporting evidence, structure and syntax, etc. In addition to building foundational skills, we use these writing classes to support literacy development across the curriculum. For example, students working on developing and carrying out a science experiment spent time in the writing class learning how to formulate their ideas into a coherent presentation. The staff of SPHS is currently developing a comprehensive curriculum for these courses to layout exactly how we will use the enrichment time to develop students' writing skills towards our ultimate goal of college readiness for all students.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

### ***Explanation/Background:***

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> 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	✓			\$646,323	✓	pp. 14-15
Title I, Part A (ARRA)	Federal	✓			\$ 178,970	✓	pp 11-21
Title II, Part A	Federal			N/A			
Title III, Part A	Federal			N/A			
Title IV	Federal			N/A			
IDEA	Federal		✓				
Tax Levy	Local	✓			\$3,995,940	✓	pp 11-21

#### 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.

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

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

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

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

**NCLB/SED Status:** In Good Standing      **SURR<sup>3</sup> 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.

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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.

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

## **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>

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### **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.)

We have 1 student identified as a Student in Temporary Housing.

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

We will provide required instructional materials such as notebooks, pens, pe uniforms that students are required to purchase. We will also provide additional guidance services.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in 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**

<b>School Name:</b>	SUNSET PARK HIGH SCHOOL						
<b>District:</b>	15	<b>DBN:</b>	15K667	<b>School</b>		331500011667	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K		0	0				90.0
Kindergarten		0	0				
Grade 1		0	0				
Grade 2		0	0				
Grade 3		0	0				
Grade 4		0	0				
Grade 5		0	0				
Grade 6		0	0				
Grade 7		0	0				
Grade 8		0	0				
Grade 9		369	354				
Grade 10		0	337				
Grade 11		0	0				
Grade 12		0	0				
Ungraded		1	2				
<b>Total</b>		<b>370</b>	<b>693</b>				

<b>Student Stability - % of Enrollment:</b>			
(As of June 30)	2007-08	2008-09	2009-10
			97.8

<b>Poverty Rate - % of Enrollment:</b>			
(As of October 31)	2008-09	2009-10	2010-11
		60.0	84.9

<b>Students in Temporary Housing - Total Number:</b>			
(As of June 30)	2007-08	2008-09	2009-10
			6

<b>Recent Immigrants - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
			4

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes		0	0	Principal Suspensions			84
# in Collaborative Team Teaching (CTT) Classes		33	76	Superintendent Suspensions			17
Number all others		41	84				

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	TBD	Number of Teachers			27
# in Dual Lang. Programs		0	TBD	Number of Administrators and Other Professionals			8
# receiving ESL services only		37	TBD	Number of Educational Paraprofessionals			5
# ELLs with IEPs		14	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
			8	% fully licensed & permanently assigned to this school			100.0
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			18.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native		0.3	0.3	% core classes taught by "highly qualified" teachers			100.0
Black or African American		7.6	6.9				
Hispanic or Latino		78.6	80.1				
Asian or Native Hawaiian/Other Pacific		4.1	4.5				
White		7.6	8.2				
<b>Male</b>		45.9	48.6				
<b>Female</b>		54.1	51.4				

#### 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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES 9-12 LANGUAGE ALLOCATION POLICY WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

### Part I: School ELL Profile

#### 1. Language Allocation Policy Team Composition

SSO/District <b>ESO#20/15</b>	School <b>Sunset Park High School</b>
Principal <b>Corinne Vinal</b>	Assistant Principal <b>Janice Novet</b>
Coach <b>Julie Miele</b>	Coach <b>type here</b>
Teacher/Subject Area <b>Elizabeth Messman/ESL</b>	Guidance Counselor <b>Tai Nesbit-Leslie</b>
Teacher/Subject Area <b>Paulo Andrade/Spanish</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Beth St John/Librarian</b>	Parent Coordinator <b>LaRissa Arocho</b>
Related Service Provider <b>Brian Oestreich</b>	SAF <b>Francesca Pena</b>
Network Leader <b>Terry Byam</b>	Other <b>Vicki Antonini</b>

#### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	<b>4</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	<b>4</b>
Number of Content Area Teachers with Bilingual Extensions		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	<b>695</b>	Total Number of ELLs	<b>95</b>	ELLs as Share of Total Student Population (%)	<b>13.67%</b>
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### Part II: ELL Identification Process

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

- 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).
- 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.
- 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].)

- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

## Part III: ELL Demographics

### A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>					0
<b>Dual Language</b> <small>(50%:50%)</small>					0
<b>Freestanding ESL</b>					
Self-Contained					0
Push-In	64	31			95
<b>Total</b>	<b>64</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>95</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	95	Newcomers (ELLs receiving service 0-3 years)	37	Special Education	24
SIFE	14	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	39

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	37	3	3	19	9	7	39	2	14	95
<b>Total</b>	<b>37</b>	<b>3</b>	<b>3</b>	<b>19</b>	<b>9</b>	<b>7</b>	<b>39</b>	<b>2</b>	<b>14</b>	<b>95</b>

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					
	9	10	11	12	TOTAL
Spanish					0
Chinese					0
Russian					0
Bengali					0

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): \_\_\_\_\_ Number of third language speakers: \_\_\_\_\_

Ethnic breakdown of EPs (Number)

African-American: \_\_\_\_\_ Asian: \_\_\_\_\_ Hispanic/Latino: \_\_\_\_\_  
 Native American: \_\_\_\_\_ White (Non-Hispanic/Latino): \_\_\_\_\_ Other: \_\_\_\_\_

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	52	26			78
Chinese	9	2			11
Russian					0
Bengali					0
Urdu					0
Arabic	3	3			6
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0

Albanian					0
Other					0
<b>TOTAL</b>	<b>64</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>95</b>

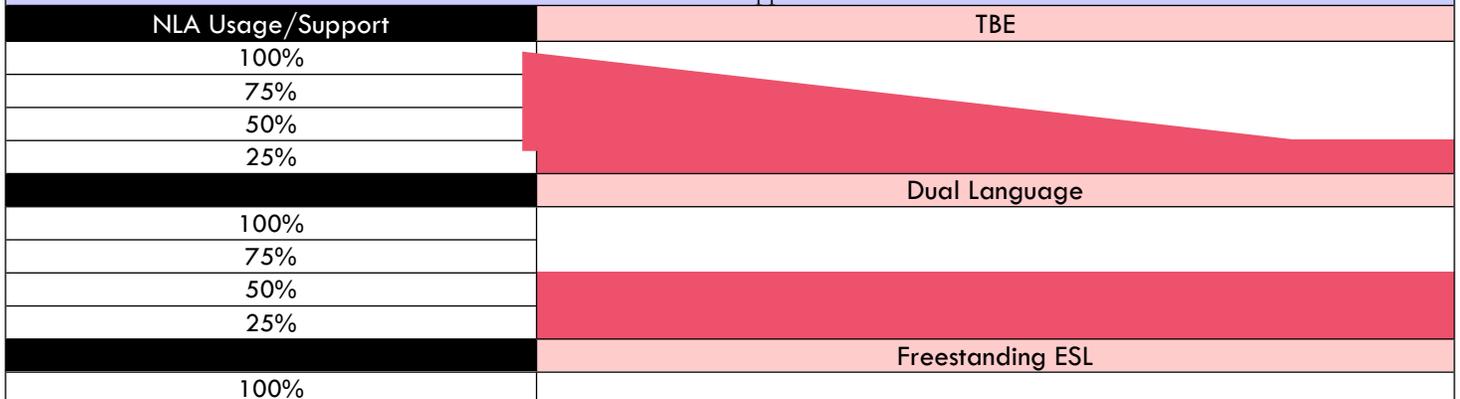
**Programming and Scheduling Information**

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.

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>FOR ALL PROGRAM MODELS</b>			
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
<b>FOR TBE /DL PROGRAMS</b>			
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.



75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

**Programming and Scheduling Information--Continued**

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to, ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

**Schools with Dual Language Programs**

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

**Professional Development and Support for School Staff**

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

**Parental Involvement**

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

**Part IV: Assessment Analysis**

**A. Assessment Analysis**

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL
Beginner(B)	21	5			26
Intermediate(I)	21	13			34
Advanced (A)	22	13			35

Total	64	31	0	0	95
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NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	3	2		
	I	19	7		
	A	14	5		
	P	25	13		
READING/WRITING	B	19	3		
	I	21	14		
	A	19	11		
	P	1			

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math A				
Math B				
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science	31			
Living Environment	64			
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
NYSAA ELA				
NYSAA Mathematics				

NYSAA Social Studies				
NYSAA Science				

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

- B. After reviewing and analyzing the assessment data, answer the following**
1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
  2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
  3. For each program, answer the following:
    - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
  4. For dual language programs, answer the following:
    - a. How are the English Proficient students (EPs) assessed in the second (target) language?
    - b. What is the level of language proficiency in the second (target) language for EPs?
    - c. How are EPs performing on State and City Assessments?
  5. Describe how you evaluate the success of your programs for ELLs.

## Part VI: LAP Team Assurances

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Janice Novet	Assistant Principal		
LaRissa Arocho	Parent Coordinator		
Elizabeth Messman	ESL Teacher		
	Parent		
Paulo Andrade	Teacher/Subject Area		
	Teacher/Subject Area		
Julie Miele	Coach		
	Coach		
Tai Leslie	Guidance Counselor		
Francesca Pena	School Achievement Facilitator		
Terry Byam	Network Leader		
	Other		
	Other		

Signatures

School Principal

Date

Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

Rev. 10/7/09