Department of Education

ROBERT F. KENNEDY COMMUNITY HIGH SCHOOL

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 25Q670
ADDRESS: 75-40 PARSONS BLVD. FLUSHING, NEW YORK 11366
TELEPHONE: 718-969-5510
FAX: 718-969-5524

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE……..3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE……4

SECTION III: SCHOOL PROFILE……5

PART A: NARRATIVE DESCRIPTION……...……5

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

SECTION IV: NEEDS ASSESSMENT……..10

SECTION V: ANNUAL SCHOOL GOALS……..11

SECTION VI: ACTION PLAN……12

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

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

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

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

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

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

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)…26

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 25Q670 **SCHOOL NAME:** Robert F. Kennedy Community High School

SCHOOL ADDRESS: 75-40 Parsons Boulevard Flushing New York 11366

SCHOOL TELEPHONE: (718) 969-5510 **FAX:** (718) 969-5524

SCHOOL CONTACT PERSON: Ira Pernick **EMAIL ADDRESS:** ipernic@schools.nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Ira Pernick
PRINCIPAL:	Ira Pernick
UFT CHAPTER LEADER:	Lisa Byheny
PARENTS' ASSOCIATION PRESIDENT:	Diana Mendez
STUDENT REPRESENTATIVE: *(Required for high schools)*	Sebastian Corredor

DISTRICT AND NETWORK INFORMATION

DISTRICT: 25 **CHILDREN FIRST NETWORK (CFN):** 201

NETWORK LEADER: Gerard Bierne

SUPERINTENDENT: Juan Mendez

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
Ira Pernick	*Principal or Designee	
Lisa Byheny	*UFT Chapter Chairperson or Designee	
Diana Mendez	*PA/PTA President or Designated Co-President	
Amina Osman	Title I Parent Representative *(suggested, for Title I schools)*	
Sebastian Corredor	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Alex Blanca	Member/Student	
Susan Adams	Member/Administrator	
Joshua Cohen	Member/Teacher	
Angela Miraglia	Member/Parent Coordinator	
Carolyn Lucas	Member/Parent	
Joanne Liotta	Member/Parent	
Threesha Barua	Member/Student	

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The mission of Robert F. Kennedy Community High School is to provide all students with a high quality, comprehensive and personalized education by incorporating the use of technology and numerous research-based teaching styles into our academic program. In addition, through the use of our community service program, we aim to expose our students to the community around them and encourage them to become civic-minded people who are eager to support their community. Finally, as a small learning community, we hope to create a guidance program that fosters open and honest communication among students, their teachers and their parents. Creating this communication "triad" helps us, as a school community, provide the best possible education for our students.

Robert F. Kennedy Community High School is a school culture dream come true. We are a community that truly includes all members of the school community. It provides all community members with access to an education, technology, information, and the freedom to pursue personal goals of an academic, social, emotional or professional nature.

In our school of 749 students, 40 teachers, 5 guidance counselors, 3 administrators, and multiple other school support personnel, students are given an individualized approach to their own education. While the academic programs we offer are limited, mostly due to size, students receive individualized attention to their academic pursuits through a strong guidance program, a strong culture of caring for each individual, and a firm commitment to all students regardless of academic ability.

Our classes are heterogeneously grouped, aside from Advanced Placement, and are taught with a focus on cooperative group work and differentiated instruction. Most classes are 60 minutes in length allowing teachers to add much needed depth to their lessons and more opportunities to vary their instructional techniques. RFK is also a totally inclusive environment with no self-contained classes, providing all students with exposure to many types of students and creates a culture deep with empathy and committed to equal opportunity for all. We maintain a commitment to professional learning as well with a focus on instructional skills, data analysis, and professional growth through exposure to current research on a variety of topics affecting public education today.

In this era of accountability we have sought to foster more ways to provide information to parents through our website (www.rfkschools.org) and through the use of an on-line grade book that allows parents to chart their child's progress in each class. The hope is to increase the level of discourse between parents and students and create the most overt of academic environments.

At RFK , we see our goals as multi-layered. First is that our students are prepared for college or whatever the next step is for each individual. The majority of RFK graduates are accepted to multiple colleges and universities. Second is to foster in each child an understanding of "giving back" to the community that has given so much to them through our community service program. Third is to provide students and their families with proof that people from diverse backgrounds can exist productively together in the world and hope that our small school can serve as a microcosm of the world outside its walls.

SECTION III – Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Robert F. Kennedy Community High School				
District:	25	**DBN #:**	Q670	**School BEDS Code:**	342500011670

DEMOGRAPHICS									
Grades Served in 2009-10:	☐ Pre-K	☐ K	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
	☐ 8	✓☐ 9	✓☐10	✓☐11	✓☐12	☐ Ungraded			

Enrollment:				**Attendance:** *% of days students attended**			
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
Pre-K					89.9	89.9	tbd
Kindergarten							
Grade 1				**Student Stability:** *% of Enrollment*			
Grade 2				(As of June 30)	2007-08	2008-09	2009-10
Grade 3					97.8	97.5	tbd
Grade 4							
Grade 5				**Poverty Rate:** *% of Enrollment*			
Grade 6				(As of October 31)	2007-08	2008-09	2009-10
Grade 7					27.7	28.1	42.2
Grade 8							
Grade 9	222	222	240	**Students in Temporary Housing:** *Total Number*			
Grade 10	189	232	183	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	85	99	171		0	2	tbd
Grade 12	108	112	129				
Ungraded	0	0	0	**Recent Immigrants:** *Total Number*			
				(As of October 31)	2007-08	2008-09	2009-10

DEMOGRAPHICS							
Total	604	665	723		12	10	0
Special Education Enrollment:				**Suspensions:** *(OSYD Reporting) – Total Number*			
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
Number in Self-Contained Classes	0	0	0				
No. in Collaborative Team Teaching (CTT) Classes	33	43	63	Principal Suspensions	0	11	tbd
Number all others	47	74	54	Superintendent Suspensions	4	14	tbd
These students are included in the enrollment information above.							
English Language Learners (ELL) Enrollment:				**Special High School Programs:** Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	n/a	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	30	37	32	**Number of Staff:** *Includes all full-time staff*			
# ELLs with IEPs	1	4	4	(As of October 31)	2007-08	2008-09	2009-10
These students are included in the General and Special Education enrollment information above.				Number of Teachers	31	38	40
				Number of Administrators and Other Professionals	11	13	13
Overage Students: *# entering students overage for grade*							
(As of October 31)	2007-08	1	0	Number of Educational Paraprofessionals	1	0	1
	13	13	tbd				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10

DEMOGRAPHICS							
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.3	0.2	0.1	Percent more than two years teaching in this school	58.1	47.4	Tbd
Black or African American	15.7	14.3	12.3	Percent more than five years teaching anywhere	38.7	36.8	Tbd
Hispanic or Latino	33.3	32.2	32.8				
Asian or Native Hawaiian/Other Pacific Isl.	21.8	26.5	27.5	Percent Masters Degree or higher	71.0	71.0	Tbd
White	28.8	26.8	26.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.2	95.5	Tbd
Multi-racial	TBD	TBD	tbd				
Male	51.2	50.4	52.0				
Female	48.8	49.6	48.0				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY					
2)					
Restructuring (year 1)					
Restructuring (year 2)					
Restructuring (Advanced)					

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

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

Student Groups	**Elementary/Middle Level**			**Secondary Level**			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				✓	✓	✓	74
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American				-	-	-	
Hispanic or Latino				✓	✓		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				✓	✓		
Multiracial				-	-	-	
Other Groups							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				✓	✓	-	
Student groups making AYP in each subject				4	4	1	

Key: AYP Status

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY
*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12. **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY				
Progress Report Results – 2008-09			**Quality Review Results – 2008-09**	
Overall Letter Grade	**B**		**Overall Evaluation:**	NR
Overall Score	62.5		**Quality Statement Scores:**	
Category Scores:			Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	17.8		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	31.6		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2		Quality Statement 5: Monitor and Revise	
Note: Progress Report grades are not yet available for District 75 schools.				

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/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?

English Language Arts: Our ELA program has been a successful program with the vast majority of our recent cohorts meeting graduation requirements. Given our daily program, most classes meet for 60 minutes three days a week; our classes tend to be cooperative learning models. Much of the work is project based with the use of activity guides. Students are grouped heterogeneously allowing for students to work with their classmates experiencing a wide range of abilities among their classmates.

Academic Intervention Services are provided in most areas of ELA. All students are invited to attend, while some are mandated as well. Our AIS program still needs to be more focused on students who exhibit a need for extra instructional time. We have increased the use of technology with the acquisition of Smart Boards for each classroom, two wireless labs, and several rolling carts for using Power Point and other computer applications. Students also have access to computers in all classrooms, as well as the library and computer lab. The library is a constant resource for students. Teachers frequently allow students to conduct their research in the library during class time. Given the size of the school, professional development in one concentrated area is often difficult. However, we have spent a lot of time this year on working with data in the classroom.

Math: Like ELA, our mathematics program has been successful recently with no less than 90% of our recent cohorts meeting graduation requirements. We have recently re-vamped our math program to include sequences for Integrated Algebra and Geometry and Algebra/Trigonometry. We have developed a new method to focus on our incoming students by creating an inventory for all students to gage their knowledge upon entering the building.

We provide AIS for any student seeking assistance in any math area. We, however, must continue to focus our AIS efforts on students most in need. Technology is available for math teachers throughout the building. The use of technology in math classes will again be a priority for this

year. Similarly library and media services are under utilized in mathematics. We anticipate large amounts of professional development in these areas.

Science: While we have experienced a decline in testing numbers in Living Environment we believe that was due, in part, to staff turnover. Now that we have once again regained stability in that area we are confident that gains will be made. There are still large numbers of students ineligible for the Regents exams particularly in Living Environment and Earth Science. We have, through the work of our Inquiry Team, re-vamped our lab work in Living Environment through the creation of a new lab rubric and by creating discrete labs that are completed during lab time and not brought home for completion.

We provide AIS in all areas of the sciences. We have created specific days and times in each science discipline for make-up labs in another attempt to increase the number of students eligible for the regents. Like other subject areas, we need to focus our AIS efforts better by zeroing in on struggling students. Technology use is improved throughout the science classes with two teachers regularly using the rolling computer labs. In addition, they frequently use library and media services. We look forward to continued improvement in this area.

Social Studies: Over the past two years we have seen remarkably consistent academic performances in both our Global History and U.S. History Regents exam scores. In addition, we have seen a dramatic improvement in the instruction in both those areas. We expect the upswing to continue and will continue to devote our professional development to the Essential Elements of Instruction.

Once again AIS is available for students in all areas of social studies. Again, as well, is the need to focus AIS efforts in this area. Our attempts at Regents Preparation are very well received and well attended by students on both Saturday and Sunday. The use of technology and library/media services has improved dramatically this year.

Foreign Language: With our expanding student body, approximately 200 additional students over the past two years, we have expanded our foreign Language program. We are now able to offer Advanced Placement each year and have seen a rise in students taking more than the required one year of Spanish.

Special Education: Having reconsidered the way we provide services to both CTT and SETS students we are in a period of growth and learning. Our CTT program is now in its fourth year and second iteration. Team teachers now work with multiple teachers in several content areas in an attempt to provide identified students with greater continuity and a more personalized approach to their learning. We also have moved from an exclusively pull-out resource room model to a push-in model to provide academic support for students at the site where it is most needed.

As we chart the progress of each student we are able to identify the exact needs and attempt to provide support immediately. This is, however, a learning process for the community and requires professional development and common planning time.

Barriers to Continuous Improvement: The school has sustained a significant increase in the total number of students over the past few years. There has also been a demographic shift that has included an increase in ELL and IEP students. We have been working with network staff and a consultant to assist teachers in their own skill building as a means of supporting students. It also appears that our school schedule may no longer serve the more diverse needs of the students. Options to amend the schedule are under consideration including adding more instructional time per week. Finally, the school is developing teacher leaders to help facilitate meetings and disseminate information within each department.

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.*

- **Professional Development** – To continue our commitment to professional development particularly to instruction, use of data, differentiated instruction and the Common Core Standards. Teachers will, by the end of the school year, be adept at the use of ARIS, utilize differentiated instructional techniques, participate in the inquiry process, and be familiar with the CCS. Each will be monitored through our bi-weekly staff meetings, analysis of teacher data, and observations.
- **Academic Intervention Services (AIS)** – Looking specifically at the credit accumulation of students in the lowest third, we will increase credit accumulation through instructional techniques and through the use of focused AIS. Will we further examine our tutoring program to ensure that we are attempting to capture students with the greatest need for support. This data will be examined and reviewed each marking period.
- **College Advisement** – Continue to increase the percentage of students accepted to both 2 and 4 year college and universities through expanding our post high school program. We have established a college club, increase the number of college visits starting in 9th grade, increase the number of colleges visiting the school, and by having our own college night. Data on college acceptances will be published yearly.
- **Community Service** – After our first graduating class with a community service requirement. We will continue to developed new ways to keep students and parents informed about individual progress each marking period. We will also continue to develop new community service sites yearly and monitor their effectiveness through site visits and reflections written by students each semester.
- **Academic Improvements** – We will show improvements in the following areas: Global History Regents Exam, Algebra 2/Trig Regents Exam, Geometry Regents Exam, and graduation rate. We have changed our guidance services protocol to isolate seniors and provide support to those in danger of not graduating earlier. We also have Inquiry Teams focused on both the Global and Algebra/Trig Regents Exams. In addition, focused data reports from ARIS will be used to assist teachers during each classroom observation.
  English Language Learners - We will increase the number of ELL students making progress toward English Language Proficiency and accumulating credits this year. With our increased ELL population we will introduce staff to current strategies for teaching

ELL students. In addition, we will be using ARIS so teachers are aware of the skill levels of each of their students.

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.

PROFESSIONAL DEVELOPMENT

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	To continue our commitment to professional development particularly in instruction, use of data, differentiated instruction, and the Common Core Standards. Teachers will, by the end of the school year, be adept at the use of ARIS, utilize differentiated instructional techniques, participate in the inquiry process, and have a working knowledge of CCS. Each will be monitored through our bi-weekly staff meetings, analysis of teacher data, and observations.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Bi-weekly meetings with staff to examine the inquiry process. Each staff member will be looking at student data in the areas of greatest need to determine specific skills needed to increase student learning. Each group is responsible for setting both long term and short term goals and will post their findings on our ARIS page by the end of the year. • Use of consultant Heart of Change for professional development for all staff on utilizing the Essential Elements of Instruction. Establishment of inter-visitation schedule for teachers to examine and reflect on their own practice. • Use of Network Instructional Coach to work with all teachers on Differentiation and Literacy. • Monthly meetings with CTT teachers, both General Ed. And Special Ed. To review successful practices in class and discuss better ways to utilize both teachers. • Conduct after school workshops in the utilization of our website, Teacherease, and ARIS. • Further expand our use of technology to create short videos to be posted on our school website and through the use of Twitter in selected classrooms.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	• OTPS for Professional Development - $26,500 Title I Funding • Per Session Hours for Teacher in House PD– 50 hours @ $42.98 = $2099 TL FSF • Network Insructional Coach – no cost • OTPS for teacher attendance at workshops and conferences - $5000 TL FSF
Indicators of Interim Progress and/or Accomplishment	Progress to be determined through periodic observation of teachers, feedback forms, and analysis of students data. We expect to see consistent improvement in pedagogy, specifically in differentiating instruction, throughout the year and provide specific feedback for individual teachers. Success will be determined by examining student outcomes at the end of each marking period and at a portfolio of teacher work that should illustrate both teacher and student progress as well as outreach efforts to struggling students.

ACADEMIC INTERVENTION SERVICES

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	Looking specifically at the credit accumulation of students in the lowest third, we will increase credit accumulation through instructional techniques and through the use of focused AIS. We will focus attention on our tutoring program to ensure we are working with the students in the greatest need of support. This data will be examined and reviewed each marking period.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Whole staff review of Progress Report data with a focus on our specific areas of need. • Examination of our current AIS services by subject area to determine its success both in improving student outcomes and also in attracting students with the greatest need. • Educating teachers about the students in their classes through the use of ARIS so that teachers can become more aware of the needs of specific students and target instructional practices. • Instituting Credit Recovery Program in fall and spring semesters. • Sharing differentiated instruction techniques.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*	• OTPS for Educational Software - $33,392, Contract for Excellence • Teacher Per Session for Credit Recovery 350 hours @$41.98 plus fringe = $17,462 C4E • Teacher Per Session for Tutoring – 1068 hours @$41.98 = $44,865 Title I Funds • Counselor Per Session for Data Specialist – 41 hours @ $45.13 = $2518
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Review of attendance of after school programs. • Examine progress of students in the lowest third by marking period. • Looking at student work of students in lowest third with specific teachers. • Periodic observation of teachers looking for evidence of successful, data driven, differentiation. • Evaluation of Inquiry Team findings. • Looking at student outcomes after each marking period to chart progress. • Showing an increase in credit accumulation for all students in the lowest third of

	each grade at the end of each term.

COLLEGE ADVISEMENT

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	Continue to increase the percentage of students accepted to both 2 and 4 year college and universities through expanding our post high school program. We have established a college club, increase the number of college visits starting in 9th grade, increase the number of colleges visiting the school, and by having our own college night. Data on college acceptances will be published yearly.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Present college acceptance information at prospective student Open Houses. • Increase college awareness throughout school by publicizing faculty college experiences. • Increase the number of college trips with a focus on 9th grade students. • Increase the number of colleges visiting the school. • Expand our college night. • Introduce each student starting in 9th grade to college counselor to review college requirements and begin college planning. • Examine correlation between college visits and applicants to maximize effectiveness of visits.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*	• Guidance Counselor Per Session – 30 hours @ $45.15 = $1354 Title I funds • OTPS for Transportation of Pupils to college campuses - $2,000 TL FSF
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Chart number of colleges attending college night. • Chart number of acceptances per college to further focus students on colleges that have a history of accepting our students. • Increase in the number of students attending 2 and 4 year colleges. • Increase the number of students applying to college by the deadlines imposed by each school. • Comparing the numbers of applicants and acceptances to each of the last three years.

COMMUNITY SERVICE PROGRAM

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	In the second year of a community service requirement for graduation, we will continue to develop a new ways to keep students and parents informed about individual progress each marking period. We will also add new community service sites yearly and monitor their effectiveness through site visits and reflections written by students each semester.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Chart success of community service by month to determine most successful months for students to complete required hours. • Increase contact with students and parents to ensure their own awareness of their progress through Teacherease, the school website and progress reports • Expand number of sites to meet the expanding needs of our students. • Recognize students for exemplary practice and celebrate successes. • Meet with students by grade to discuss community service program requirements.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*	• Teacher Per Session for Community Service Coordinator 100 hours @$41.98 = $4198 TL FSF • OTPS for supplies and refreshments for community service celebrations - $1000 TL FSF
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• An increase in the number of students completing requirement by January of Senior year as compared to last year. • Increased number of students beginning required service by start of 10th grade as compared to last year. • Increased school-wide focus on community service by adding component to existing curriculum. • Increase in number and variety of community service sites and activities. • Increasing the frequency that Teacherease is updated with community service information to once a marking period.

ACADEMIC IMPROVEMENTS

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	We will show improvements by June 2011 in the following areas: Global History Regents Exam, Algebra 2/Trig Regents Exam, Geometry Regents Exam, and graduation rate. We have changed our guidance services protocol to isolate seniors and provide support to those in danger of not graduating earlier. We also have Inquiry Teams focused on both the Global and Algebra/Trig Regents Exams. In addition, focused data reports from ARIS will be used to assist teachers during each classroom observation.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Revise guidance services to isolate seniors and focus attention on students in danger of not graduating. • Create Credit Recovery program for Fall semester. • Establish Inquiry Teams for Global History Regents Exam and Algebra 2/Trig Regents Exam. • Utilize ARIS for every classroom observation. • Increase professional development for all teachers in differentiating instruction. • Re-examine tutoring program to focus on students in need of support.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*	• OTPS for Educational Software - $33,392, Contract for Excellence • Teacher Per Session for Credit Recovery 350 hours @$41.98 plus fringe = $17,462 C4E • Teacher Per Session for Tutoring – 1068 hours @$41.98 = $44,865 Title I Funds • Counselor Per Session for Data Specialist – 41 hours @ $45.13 = $2518
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Reviewing the number of students on track to graduate after each marking period. • Assess success rate of Credit Recovery program. • Monitor Inquiry Team meetings for progress. • Visit tutoring sessions to evaluate quality of each session. • Compare subject class passing rates to those of last year. • Compare Regents results in each area to those of last year.

ENGLISH LANGUAGE LEARNERS

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	We will increase the number of ELL students making progress toward English Language Proficiency and accumulating credits by June 2011.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Conduct full faculty professional development sessions that provide content area teachers with tools and strategies needed to improve instruction for ELLs • Utilize ARIS and NYSESLAT data in order to differentiate instruction for ELLs by creating subject specific glossaries, incorporating visual images into lessons, providing students with transcripts of lessons and slide shows, utilizing text-to-voice software, posting lessons on the school website, creating effective grouping in classes. • Program ELLs for Title III tutoring in ESL and content areas to prepare for Regents Exams. • Infuse literacy into all content area classes by addressing Common Core Standards.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*	• Utilize Professional Developers from the CFN to provide PD after school and during the school day. • Conduct PD sessions during full PD days in November and January • Per-Session: Schedule Title III funds for after-school tutoring for the spring semester. • OTPS: Order text-to voice software using NYSSL funds.

Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Increase in number of classes passes and credits accumulated as seen on interim progress reports, report cards and transcripts as compared to last year. • Classroom observation reports noting evidence of various types of differentiation. • Increase in number of students attending tutoring as evidenced in Title III Tutoring Attendance Logs. • Increase in the percentage of ELLs passing Regents exams in January and June 2011. • Increase in the number of ELLs gaining proficiency in English as indicated by NYSESLAT results.

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	# 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	26	29	56	30	8	N/A	N/A	N/A
10	18	22	29	22	5	N/A	N/A	N/A
11	23	19	22	20	5	N/A	N/A	N/A
12	30	32	36	35	8	N/A	N/A	N/A

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	**Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	**After-school tutoring:** One hour small group tutoring sessions in English Language Arts are scheduled two days per week and are open to all students. Schedules are posted throughout the building and on the internet, as well as mailed home. **Lunch tutoring:** Many teachers provide one-to-one or small group tutoring during their lunch periods. **Homework Club:** Designed to assist students who have trouble completing assignments independently, Homework Club meets for two, one-hour sessions per week, after school. Students are identified through Resource Room, but any student may attend. **Saturday Practice Regents Exams:** Offered in three hour blocks on Saturdays in May and June, these practice exams provide students with Regents-like experience prior to taking the actual exam.
Mathematics:	**After-school tutoring:** One hour small group tutoring sessions in Mathematics are scheduled three days per week and are open to all students. Schedules are posted throughout the building and on the internet, as well as mailed home. **Before-school tutoring**: A one hour small group tutoring session in Mathematics is scheduled one morning per week and is open to all students. Schedules are posted throughout the building and on the internet, as well as mailed home. **Lunch tutoring:** Many teachers provide one-to-one or small group tutoring during their lunch periods. **Homework Club:** Designed to assist students who have trouble completing assignments independently, Homework Club meets for two, one-hour sessions per week, after school. Students are identified through Resource Room, but any student may attend. **Saturday Practice Regents Exams:** Offered in three hour blocks on Saturdays in May and June, these practice exams provide students with Regents-like experience prior to taking the actual exam.
Science:	**After-school tutoring:** One hour small group tutoring sessions in Science are scheduled four days per week and are open to all students. Schedules are posted throughout the building and on the internet, as well as mailed home.

	Make-up labs: To assist students in meeting state requirements for completed lab hours, make-up labs are scheduled after-school. Schedules are posted throughout the building and on the internet. Students in need are identified by subject class teachers and encouraged to attend. **Lunch tutoring:** Many teachers provide one-to-one or small group tutoring during their lunch periods. **Homework Club:** Designed to assist students who have trouble completing assignments independently, Homework Club meets for two, one-hour sessions per week, after school. Students are identified through Resource Room, but any student may attend. **Saturday Practice Regents Exams:** Offered in three hour blocks on Saturdays in May and June, these practice exams provide students with Regents-like experience prior to taking the actual exam.
Social Studies:	**After-school tutoring:** One hour small group tutoring sessions in Social Studies are scheduled three days per week and are open to all students. Schedules are posted throughout the building and on the internet, as well as mailed home. **Lunch tutoring:** Many teachers provide one-to-one or small group tutoring during their lunch periods. **Homework Club:** Designed to assist students who have trouble completing assignments independently, Homework Club meets for two, one-hour sessions per week, after school. Students are identified through Resource Room, but any student may attend. **Saturday Practice Regents Exams:** Offered in three hour blocks on Saturdays in May and June, these practice exams provide students with Regents-like experience prior to taking the actual exam.
At-risk Services Provided by the Guidance Counselor:	**Pupil Personnel Committee:** A Committee comprised of guidance counselors, administrators and teachers meets periodically to discuss the needs of identified at-risk students. The Pre-Referral Intervention Manual is utilized in order to develop instructional and behavioral strategies for individual students.
At-risk Services Provided by the School Psychologist:	School Psychologist is here only two days a week. Provides at risk services as requested.
At-risk Services Provided by the Social Worker:	School has no social worker.
At-risk Health-related Services:	Students meet individually with their guidance counselors who coordinate services with parents and necessary service providers.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 9-12 **Number of Students to be Served: 51** **LEP** **0 Non-LEP**

Number of Teachers 6 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

The Title III program will enhance the current EDL program by providing supplemental instruction targeted specifically at language acquisition and reading comprehension skills necessary to become proficient in the content areas, and gain English proficiency. The program will provide intensive practice for Regents exams and promote credit accumulation, improving the graduation rate for all ELLs. Supplemental instruction sessions will be held on Tuesday, Wednesday and Thursday afternoons. They will run from 2:40 to 3:40 pm and will be taught by the ESL and content area specialists. Regents preparation sessions will be conducted on Saturdays in April and May and run from 9:00 am to 12:00 pm.

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

In 2010-2011 school year our staff development will focus on improving teaching and learning in the core subject areas by implementing Essential Elements of Instruction strategies. Specific Essential Elements of Instruction that will be utilized include: Active Participation, Selecting Objectives at the Correct Level of Difficulty, Time and Proximity of the Authority Figure, among others. This forum will also provide the ESL teacher with the opportunity to address the special needs of ELL students with colleagues. Additionally, throughout the year, meetings will be held as English teachers prepare ESL students for all parts of the NYSESLAT and ELA Regents examinations. We will also utilize the FCN Instructional Coach to provide professional development in literacy.

Section III. Title III Budget

School: 25Q670 **BEDS Code: 342500011670**

Allocation Amount:		
Budget Category	**Budgeted Amount**	**Explanation of expenditures in this category as it relates to the program narrative for this title.**
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	15,000	300 hours of per session for ELL teacher to work with content area teacher to support ELL Students: 300 hours x $49.89 (current teacher per session rate with fringe)
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

   A review of the Home Language Report and current ELL program enrollment is made to ascertain the needs of our ELL parents. Additionally, the parent coordinator surveys parents via phone calls to the home. The guidance staff performs a survey of all juniors which includes the language spoken at home. Teachers and guidance counselors make necessary notations when encountering parents who cannot communicate in English.

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 greatest needs are in Chinese and Spanish.

Part B: Strategies and Activities

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

   Monthly mailings to parents, which include school policies and procedures, calendars, tutoring schedules and PTA information, will include written translations of all information where necessary. Documents issued by the Department of Education will be made available in the translated versions provided by the DOE. All school generated documents will be translated through the Central Translation Unit.

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

   Translators will be available for Parent-Teacher conferences, Orientation sessions, and at the request of the parent at informal meetings throughout the year.

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.

   We will provide oral translations at Parent-Teacher Conferences, Freshman Orientation and Open House, as well as select Parent-Teacher Conferences. We will provide written translations of materials sent home to parents in monthly mailings.

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:		$269,590	
2. Enter the anticipated 1% set-aside for Parent Involvement:		$2,723	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	
5.			
6.			
7.			

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 100%

6. If the percentage of high quality teachers during 2010-2010 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.

Title I Parent Involvement Policy 2010-2011

I. General Expectations

Robert F. Kennedy Community 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.

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

1. Robert F. Kennedy Community High will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

   We will encourage our Title I Parent Representative to attend District meetings and all relevant workshops.

2. Robert F. Kennedy Community High School will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

   We will work with the parent members of our School Leadership Team to continually review and revise the 2010-2011 CEP. We will share achievement and attendance data with our parents at SLT meetings and PTA meetings. We will include parents in the Quality Review Process. We will Review and explain the data included on the Annual School Report Card.

3. Robert F. Kennedy Community High will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)

   We will plan and coordinate a Parents Professional Development Day on January 8, 2010 that will include 6 workshops from which parents may choose. These workshops will focus on topics including Internet Safety for Teens, Drug and Alcohol Abuse, College Readiness, Meeting Graduation Requirements, Communicating Effectively with Your Child, etc.

   We will provide assistance to parents in the planning and coordination of PTA Executive Board and General Meetings.

   We will utilize technology, including the rfkschools.org website, Teacherease and School Messenger to provide parents with information regarding student progress, attendance and student behavior issues.

4. Robert F. Kennedy Community High will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: (*Insert programs such as: Head Start Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs)* by:

We will plan and coordinate a Parents Professional Development Day on January 8, 2010 that will include 6 workshops from which parents may choose. These workshops will focus on topics including Internet Safety for Teens, Drug and Alcohol Abuse, College Readiness, Meeting Graduation Requirements, Communicating Effectively with Your Child, etc. All parents will be invited to participate in this event.

5. Robert F. Kennedy Community High will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

   During School Leadership Team meetings, we will review the Title I programs in place and ask parents to provide feedback as to their effectiveness and relevance to school needs. After the Title I Parent Professional Development Day on January 8th, we will provide participants with feedback forms and ask them to evaluate the workshops they attended and the day overall. We will review these feedback forms at SLT and PTA meetings. We will use these findings to re-evaluate the activities and to plan for next year's policy and future activities.

6. Robert F. Kennedy Community High will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

   a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
      i. The State's academic content standards;
      ii. The State's student academic achievement standards;
      iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

   See #4 above.

   b. Robert F. Kennedy Community High will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

   See # 4 above. We will provide parents with a Resource Center in the library, which includes books and pamphlets about effective parenting

   c. Robert F. Kennedy Community High will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

We will conduct professional development sessions with school staff on how to effectively communicate with parents, including using Teacherease. We will meet regularly with the parent coordinator to address parental concerns

d. Robert F. Kennedy Community High will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

Not applicable to high school.

e. Robert F. Kennedy Community High will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

We will continue to send monthly mailings to parents, which include information on upcoming events, important dates and a school calendar. We will continue to post this and other relevant information on our school website. We will send announcements and emails using Teacherease.
We will provide translations of information when necessary.

III. Discretionary School Parental Involvement Policy Components

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the signatures below. This policy was adopted by Robert F. Kennedy Community High School on October 20, 2010 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 17, 2010.

Principal's Signature:_____
Date _____

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.

School Parent Compact 2010-2011

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

Required School-Parent Compact Provisions
School Responsibilities

Robert F. Kennedy Community High School will:

⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Robert F. Kennedy Community High School provides all students with a high quality, comprehensive, and personalized education, by incorporating the use of technology and numerous research-based teaching styles into our academic program. Our community service program involves our students in their communities and encourages them to become civic-minded people who are eager to support their community. As a small learning community, we hope to create a guidance program that fosters open and honest communication between students, their teachers, and their parents. Creating this communication "triad" helps us, as a school community, provide the best possible education for our students.

Students receive individualized attention to their academic pursuits through a strong guidance program, a strong culture of caring for each individual, and a firm commitment to all students regardless of academic ability.

Our classes are heterogeneously grouped, aside from Advanced Placement, and are taught with a focus on cooperative group work and differentiated instruction. Most classes are 60 minutes in length allowing teachers to add much needed depth to their lessons and more opportunities to vary their instructional techniques. RFK is also a totally inclusive environment with no self-contained classes. This environment creates a culture deep with empathy and committed to equal opportunity for all.

We maintain a commitment to professional learning as well with a focus on instructional skills, data analysis, and professional growth through exposure to current research on a variety of topics affecting public education today.

⇒ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Thursday, October 28, 2010 from 6:00 to 8:30 pm
Friday, October 29, 2010 from 12:30 to 2:30 pm
Thursday, March 17, 2011 from 6:00 to 8:30 pm
Friday, March 18, 2011 from 12:30 to 2:30 pm

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

Report cards will be distributed six times per year, according to the following schedule:

Fall Semester	Spring Semester
October 26, 2010	March 22, 2011
December 15, 2010	May 4, 2011
February 1, 2011	June 28, 2011

Teacherease.com, an on-line, electronic grade book, provides parents with constantly updated progress reports. We will provide parents with Teacherease accounts when we receive their email addresses.

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

Staff are available for consultation with parents during parent-teacher conferences. Parents may also schedule appointments to meet with staff before, during and/or after the school day by calling the school or emailing. Parents may email staff using Teacherease.com or our school website: rfkschools.org.

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

(Describe when and how parents may volunteer, participate, and observe classroom activities.)

⇒ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

⇒ involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

⇒ hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

⇒ provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

⇒ provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
⇒ on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
⇒ provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
⇒ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

Parent Responsibilities

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

⇒ supporting my child's learning by making education a priority in our home by:
- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her activities every day;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed;
- monitoring the amount of television my children watch;

⇒ volunteering in my child's classroom;
⇒ participating, as appropriate, in decisions relating to my children's education;
⇒ promoting positive use of my child's extracurricular time.
⇒ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate and by checking the school website
⇒ checking my child's progress regularly using Teacherease

⇒ serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
⇒ respecting the cultural differences of others;
⇒ helping my child accept consequences for negative behavior;
⇒ being aware of and following the rules and regulations of the school and district;
⇒ supporting the school's discipline policy;
⇒ expressing high expectations and offering praise and encouragement for achievement.

Optional Additional Provisions
Student Responsibilities

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

- Come to class, on time, every day
- Do all assigned work and make up work when absent
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day
- Check my progress regularly using Teacherease
- Check the school website regularly
- Complete my 200 hour community service requirement

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.

   Please see pp 12-13.

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.

   Please see pp15, 16, 19 and 20.

3. Instruction by highly qualified staff.

   Please p 15.

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.

Please see pp 15, 20.

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

   Not applicable.

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

   We will engage in a Parent Professional Development Day featuring six workshops designed to help parents become more involved in their children's education and high school experience.

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.

   Not applicable.

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.

   Please see pp 15, 16, and 19.

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

   Please see pp 16, 19 and 20.

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.
    Not applicable.

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.e., Federal, State, or Local)*	**Program Funds Are "Conceptually"[1] Consolidated in the Schoolwide Program (✓)**			**Amount Contributed to Schoolwide Pool** *(Refer to Galaxy for FY'11 school allocation amounts)*	**Check (✓) in the left column below to verify that the school has met the intent and purposes[2] of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.**	
		Yes	**No**	**N/A**		**Check (✓)**	**Page #(s)**
Title I, Part A (Basic)	Federal			✓			
Title I, Part A (ARRA)	Federal	✓			$272,313	✓	15, 16, 17
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			$15,000	✓	16, 19, 20
Title IV	Federal			✓			
IDEA	Federal		✓				
Tax Levy	Local	✓			$3,055,868	✓	15, 16, 17, 18, 19, 20

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

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

NCLB/SED Status: _____ **SURR[3] 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.

School Under Registration Review (SURR)

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.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

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

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

---

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
   As of this writing we have 2 students in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population.
   Each student and family is provided with any school supplies the child may need including texts, notebooks and writing implements. We also provide counseling services to those children in Temporary Housing and frequently stay in contact with the DOE liaison at the Housing site to help provide support.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Robert F. Kennedy Community High School								
District:	25	**DBN:**	25Q670	**School**		342500011670			

DEMOGRAPHICS

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

Enrollment			
(As of October 31)	2008-09	2009-10	2010-11
Pre-K	0	0	0
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	222	240	235
Grade 10	232	183	209
Grade 11	99	171	142
Grade 12	112	129	153
Ungraded	0	0	0
Total	665	723	739

Attendance - % of days students attended:			
(As of June 30)	2007-08	2008-09	2009-10
	89.9	89.9	88.8

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	97.8	97.5	96.7

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	27.7	42.2	48.4

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	0	2	4

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	12	10	0

Special Education			
(As of October 31)	2008-09	2009-10	2010-11
# in Self-Contained Classes	0	0	0
# in Collaborative Team Teaching (CTT) Classes	43	63	55
Number all others	74	54	64

These students are included in the enrollment information above.

Suspensions (OSYD Reporting) - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
Principal Suspensions	0	11	9
Superintendent Suspensions	4	14	4

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

English Language Learners (ELL) Enrollment: (BESIS Survey)			
(As of October 31)	2008-09	2009-10	2010-11
# in Transitional Bilingual Classes	0	0	TBD
# in Dual Lang. Programs	0	0	TBD
# receiving ESL services only	37	32	TBD
# ELLs with IEPs	4	4	TBD

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

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
Number of Teachers	31	38	41
Number of Administrators and Other Professionals	11	13	13
Number of Educational Paraprofessionals	1	0	1

Overage Students (# entering students overage for				Teacher Qualifications:					
	2007-08	2008-09	2009-10	*(As of October 31)*			2007-08	2008-09	2009-10
(As of October 31)	13	13	63	% fully licensed & permanently assigned to this school			100.0	100.0	97.6
				% more than 2 years teaching in this school			58.1	47.4	65.8
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere			38.7	36.8	51.2
(As of October 31)	2008-09	2009-10	2010-11	*% Masters Degree or higher*			71.0	71.0	82.9
American Indian or Alaska Native	0.2	0.1	0.0	% core classes taught by "highly qualified" teachers			92.2	95.5	91.3
Black or African American	14.3	12.3	11.4						
Hispanic or Latino	32.2	32.8	34.0						
Asian or Native Hawaiian/Other Pacific	26.5	27.5	28.1						
White	26.8	26.7	26.5						
Male	50.4	52.0	53.5						
Female	49.6	48.0	46.5						

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

SURR School (Yes/No)		If yes,							

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		**Quality Review Results – 2009-10**	
Overall Letter Grade:	D	**Overall Evaluation:**	P
Overall Score:	46.9	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	6.8	Quality Statement 2: Plan and Set Goals	P
(Comprises 15% of the		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	12.3	Quality Statement 4: Align Capacity Building to Goals	P
(Comprises 25% of the		Quality Statement 5: Monitor and Revise	P
Student Progress:	24.8		
(Comprises 60% of the			
Additional Credit:	3		

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

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

ROBERT F. KENNEDY COMMUNITY HIGH SCHOOL
75-40 Parsons Boulevard Flushing, New York 11366
Telephone (718) 969-5510 Fax (718) 969-5524
Ira Pernick, Principal
Ipernick@rfkschools.org

Language Allocation Policy Narrative
2010-2011

School ELL Profile

Language Allocation Policy Team Composition

The Language Allocation Policy Team is composed of the principal, the assistant principal, guidance counselors, the parent coordinator, the ESL teacher and content area teachers.

Teacher Qualifications

We have one licensed ESL teacher.

School Demographics

RFK Community High School is a grade 9-12 application only school of 790 students. Our only ed-op program to which students may apply is a community service program. 51 ELL students make up 6.5% of the total school population.

Identification Process

Within ten days of a student's enrollment in the NYC school system, the student and his/her parents are orally interviewed, in English and their native language, by the freshman guidance counselor and/or faculty translator. Translation services are provided if necessary. At this time, the Home Language Identification Survey is also administered. If necessary, the LAB-R is administered to eligible students. Parents are then notified of their child's eligibility. The freshman guidance counselor has been trained to administer both of these assessments.

Parents of newly identified ELL students will be invited to an ELL Orientation held in September. ELL parents will meet with the parent coordinator, assistant principal in charge of ESL, ESL teacher, freshman guidance counselor and translators. The administration will review the three program options for ELL students—ESL, Transitional Bilingual Education and Dual Language—and explain the parents' rights and

responsibilities. All materials are provided to parents in English and their native language. Parents will then view the Orientation Video for Parents of English Language Learners in their native languages and have the opportunity to ask questions about the program options. At this time, selection forms will be distributed in English and the parent's native language. Parents will be asked to complete the parent survey/selection form either at the orientation or by a date to be determined.

After the orientation, the parent coordinator and the freshman guidance counselor will coordinate make up sessions for absent parents. They will then notify parents of their child's placement. If a parent chooses TBE and we do not have 20 students who speak the same language, the parent will be informed that they have the option of transferring their child to a school that has this program.

Throughout the school year, parents of new admits who are newly enrolled to NYC are given the HLIS and LAB-R, if eligible, and the parents survey/program selection form. The same follow up and parent notification occurs with the parent coordinator and guidance counselor. Translation services are provided when necessary.

Since we have a rather small ELL population and very infrequently have newly enrolled ELLs, parent program selections will be entered into a spreadsheet and maintained in the assistant principal's files. The assistant principal will review this list to ensure that all Parent Surveys and Program Selection forms are returned. In the past, parents have chosen the Freestanding ESL program. Because RFK is an application only school, most parents who choose to send their children here are familiar with the programs currently in place, either through our website, high school fairs, word of mouth or our open house. Parents are therefore knowledgeable of the very small number of ELLs enrolled in our school and our limitations. They place a high priority on our small high school setting and opt for the ESL program currently in place.

Each spring, the licensed ESL teacher administers the NYSESLAT to all students identified as ELL to determine their continued ELL eligibility as well as their level of proficiency. The testing is done in the classroom setting with the exception of the speaking portion of the test, which is done one on one in a separate location.

ELL Demographics and Programs

Currently, we have only a Freestanding ESL program in place with self-contained, ungraded ESL classes. Among our 51 students, we have 7 beginner level, 24 intermediate level and 20 advanced level students. Two ELLs are long term LTAs. Beginner level students receive three sixty minute periods of ESL instruction 3 days per week (540 minutes total) and one

sixty minute period of English Language Arts instruction. Intermediate level students receive two sixty minute periods of ESL instruction 3 days per week (360 minutes total) and one sixty minute period of English Language Arts instruction. Advanced level students receive one sixty minute period of ESL instruction 3 days per week (180 minutes total) and one sixty minute period of English Language Arts instruction. All ESL instruction is delivered by a licensed English as a Second Language teacher and is aligned with New York State ELA and ESL standards. English Language Arts classes are taught by certified English teachers and are also aligned with state standards.

All ELL students are enrolled in heterogeneous content area classes taught in English by licensed content area teachers. Teachers infuse ESL methodologies into their lessons and accommodate different learning styles using the Essential Elements of Instruction as well as Smartboard computer technology and mobile laptop carts. Our program emphasizes academic rigor, language development and writing proficiency. For all ELL subgroups, a variety of methods and approaches is incorporated to achieve English proficiency, including the direct method, whole language approach, and the communicative approach. The instructional objectives for all subgroups are to develop the four language skills: listening, speaking, reading and writing. A varied number of strategies, activities and materials are brought into the classroom, such as individualized instruction, cooperative learning, music, manipulatives, newspapers, video and computers. Glossaries are available to ELL students to facilitate their understanding of content material. Students are encouraged to use electronic translators as well.

Since all classes at RFK are heterogeneously grouped, we differentiate instruction by using cooperative learning and utilizing mixed ability groups in all subjects, thereby promoting a positive classroom environment in which ELL students are fully integrated into our school community. Teachers design materials specifically for students who function at varying levels of proficiency in order to meet the needs of all ELL subgroups.

Spanish is the only language elective offered at RFK. All students are encouraged to continue their studies and take the Comprehensive Spanish Regents. We also offer an advanced placement Spanish language class. We do not offer any other form of native language instruction due to our small number of ELL students and a variety of native languages spoken. ELL students are, however, provided with classroom and library resources in their native languages for the content areas. Additionally, since all ELL students are in the same ESL classes, they work closely with classmates who speak their language and are more proficient in English.

At this time, we do not have any SIFE students. Were we to receive a SIFE student, we would provide that student with additional instructional time after school in order to improve academic achievement and language development.

Currently we have 8 long term ELL students. Two of these students are X coded in CAP and do not receive ESL services. Of the remaining 6 students, 5 are advanced and one is intermediate. Four of the advanced students were absent from the Spring 2010 NYSESLAT, therefore we do not have the most current measure of their proficiency. Additionally, excessive absences throughout last school year were an issue for these students. Our goal will be to ensure that these students attend ESL classes regularly and are tested in the spring of 2011. Our attendance teacher will contact these students' homes during the first weeks of school with the assistance of our faculty translators. We will also send letters home stressing the importance of attendance in attaining English language proficiency and ultimately, a high school diploma.

Transitional students are provided with their ELL testing accommodations for two years after reaching proficiency on the NYSESLAT, including extended time, separate location, glossaries, and translations of exams where available. These students have been identified in ARIS in order to be assured of their accommodations.

For all ELL and former ELL students, we offer Title III after-school tutoring in ESL, ELA and all content areas. ELL students are also welcome to attend Title I after school tutoring in all subjects. We also offer intensive Regents Preparation courses on Saturdays during the spring semester.

ELL students are afforded equal access to all school programs, including academic and extracurricular. Our ELL students benefit from a wealth of technology. Every classroom is equipped with a Smartboard and projector. Additionally, we have one dedicated computer room, six mobile laptop labs and a 20 laptop media room for students' use. Teachers are encouraged to incorporate technology into every lesson, including power point presentations, slideshows and internet sources, which further differentiate instruction for our ELL students. Lessons, homework assignments and additional resources are posted on individual class pages on our school website. ELL students participate in our community service program, after-school clubs and PSAL athletics. In June and September, newly admitted ELL students are invited to our freshman orientation sessions.

Professional Development and Support for School Staff

RFK's ELL Professional Development focuses on providing teachers with scaffolding and differentiated instruction strategies for teaching English

Language Learners, preparing students to take and pass NYS assessments and helping students transition from ELL to English proficiency.

The mandatory 7.5 hours will be facilitated by school administrators and the ESL teacher. The schedule is as follows:

- Meeting the Needs of Our Growing ELL Population - 2 hrs September 2010
- Using Essential Elements of Instruction to Improve ELL achievement 2 ½ hrs November 2010
- Strategies for Helping ELLs Pass NYS Assessments 2 hrs February 2011
- Understanding the NYSESLAT 1 hr March 2011

While all teachers participate in this professional development, we are in the process of reviewing teachers' permanent files to determine which teachers need the proper documentation of completion.

Parental Involvement

As with many high schools, parent involvement is not as good as we would like it to be. Although we go to great lengths to inform our parents of upcoming PTA meetings, attendance, overall and among ELL parents, is low. We do, however, have very good parent attendance at the following: New Student Orientation, RFK Ask the Experts Night, Open House, Financial Aid Night and College Night. Parent-Teacher Conferences are also well attended, although more so in the fall than in the spring. We have used telephone translation services for open school. We also have staff available to translate for Chinese, Korean, French and Spanish speaking parents at other events.

Every month, our parent coordinator prepares packets to be mailed home to parents. These packets include a monthly calendar listing PTA meetings, important school deadlines and dates and vacations. It also includes school policies and a monthly letter from the principal, which are translated for parents of ELL students.

As a Title I Schoolwide Program school, we have planned six parent workshops to be held on Thursday evenings beginning in November. After meeting with members of our PTA, discussing parent issues that recur during the year and reviewing the parent survey results, we developed a series of workshops open to all parents that we feel addresses their needs. The topics include Internet Safety, Substance Use and Abuse; College Preparation; Graduation Requirements; Effective Communication with Teenagers and blank. The workshops are described in detail in a pamphlet which will be mailed to all parents. We are currently having the pamphlet translated for our ELL parents. We are asking that parents RSVP to these workshops and will then be able to provide translators for those ELL

parents who attend. We hope that the content of these workshops will attract a wide audience.

After each workshop we will ask parents to complete an evaluation of the content and the presenters. We will review all evaluations and make necessary changes to future workshops. We will also be able to set up meetings for those parents who wish to discuss these topics further.

Currently, we have no partnerships with other agencies or CBOs.

Assessment Analysis

A review of NYSESLAT data reveals the following: Among the 35 ninth graders, 7 are currently at the beginner level, 14 are at the intermediate level and 14 are at the advanced level. In the tenth grade, 0 students are beginners, 7 are intermediate and 3 are advanced. In the eleventh grade, there are 2 intermediate students. In the twelfth grade, there is one intermediate student and three advanced. The movement towards proficiency among the higher grades indicates to us that students are making progress when attending classes on a regular basis. Where attendance is an issue, proficiency suffers. NYESSLAT results in ARIS indicate the need to focus on all four modalities, thus, listening, speaking, reading and writing are emphasized in all classes.

The majority of our ELL population is made up of incoming 9th graders; therefore we have no Regents data to review in ARIS. Attendance among the 9th graders is generally good. A review of ARIS data reveals that most 9th grade ELL students performed at a level 1 or 2 on the 8th grade ELA test, but a large number of 9th graders preformed at level 2 and 3 on both Math and Science tests. Social Studies levels were mostly level 1 for 9th graders. By the end of June will have more data available to us, including Algebra and Living Environment Regents results as well as credit accumulation and absences. As mentioned earlier, professional development will focus on how to best serve our growing ELL population in the content area classes.

A review of Regents exam results for 10th graders indicates that ELLs are achieving moderate success in Math, but are struggling in Science and Social Studies. To address this issue and improve our students' performance on state exams, we will continue to work with content area teachers to develop strategies that will help our English language learners. In addition, 6 of our 10th graders are overage and repeating the grade. Our guidance staff will make outreach to these families and develop plans to help these students move towards promotion and graduation.

Our 11th and 12th graders are making excellent progress toward graduation and need only one or two more Regents exams to earn a diploma. We will

continue to provide intensive Regents preparation classes to these students as the exams near.

For all ELL and former ELL students, we provide after-school tutoring in ESL, ELA and the content areas. The ESL teacher provides supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction focuses on literacy using ESL strategies to help students achieve higher scores on the NYSESLAT and state assessments. One hour tutoring sessions are offered four days a week. Last year, we were disappointed in ELL student attendance at Title III tutoring. We are currently meeting with teachers to think of new ways to encourage student participation. In addition, intensive Regents preparation courses are offered in the spring to prepare ELL students for state exams.

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 2	District 25	School Number 670	School Name RFK Community HS

Principal Ira Pernick	Assistant Principal Susan Adams
Coach n/a	Coach n/a
Teacher/Subject Area Esther Schachne/ESL	Guidance Counselor Eugene Kim
Teacher/Subject Area James Gildea/Social Studies	Parent Amina Osman
Teacher/Subject Area Edward Zawacki/Science	Parent Coordinator Angela Miraglia
Related Service Provider n/a	Other
Network Leader Gerard Beirne	Other

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	3
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	748	Total Number of ELLs	49	ELLs as Share of Total Student Population (%)	6.55%

Part II: ELL Identification Process

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

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

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

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

In order to identify English Language Learners amongnewly enrolled students in the NYC school system, the student and his/her parents are orally interviewed, in English and their native language, by the freshman guidance counselor and/or faculty translator. At this time, the Home Language Identification Survey is also administered by the guidance counselor. When necessary, the LAB-R is administered to eligible students by the assistant principal in charge of ESL. Parents are then notified of their child's eligibility. The freshman guidance counselor has also been trained to administer both of these assessments. Students eligible for ELL services are then programmed according to their NYSESLAT scores.

Each spring, the licensed ESL teacher administers the NYSESLAT to all students identified as ELL to determine their continued ELL eligibility as well as their level of proficiency. The testing is done in the classroom setting with the exception of the speaking portion of the test, which is done one on one in a separate location. Letters of continuation of services are sent out in September in English and the student's native language.

Parents of newly identified ELL students are invited to an ELL Orientation held in September. ELL parents meet with the parent coordinator, assistant principal in charge of ESL, ESL teacher, freshman guidance counselor and translators. The administration reviews the three program options for ELL students and explains the parents' rights and responsibilities. All materials are provided to parents in English and their native language. Parents then view the Orientation Video for Parents of English Language Learners in their native languages and have the opportunity to ask questions about the program options. At this time, selection forms are distributed in English and the parent's native language. Parents are asked to complete the parent survey/selection form either at the orientation or by a date to be determined.

After the orientation, the parent coordinator and the freshman guidance counselor coordinate make up sessions for absent parents. They then notify parents of their child's entitlement and placement. If a parent chooses TBE and we do not have 20 students who speak the same language, the parent will be informed that they have the option of transferring their child to a school that has this program.

Throughout the school year, parents of new admits who are newly enrolled to NYC are given the HLIS and LAB-R, if eligible, and the parents survey/program selection form. The same follow up and parent notification occurs with the parent coordinator and guidance counselor. Translation services are provided when necessary.

Since we have a rather small ELL population and very infrequently have newly enrolled ELLs, parent program selections will be entered into a spreadsheet and maintained in the assistant principal's files. In the past, parents have chosen the Freestanding ESL program. Because RFK is an application only school, most parents who choose to send their children here are familiar with the programs currently in place, either through our website, high school fairs, word of mouth or our open house. Parents are therefore knowledgeable of the very small number of ELLs enrolled in our school and our existing program. They place a high priority on our small high school setting and opt for the ESL program currently in place.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	**K☐ 1☐ 2☐ 3☐ 4☐ 5☐** **6☐ 7☐ 8☐ 9☒ 10☒ 11☒ 12☒**

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										34	8	3	4	49
Push-In														0
Total	0	0	0	0	0	0	0	0	0	34	8	3	4	49

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	**Newcomers (ELLs receiving service 0-3 years)**	29	**Special Education**	6
SIFE	0	**ELLs receiving service 4-6 years**	15	**Long-Term (completed 6 years)**	7

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	28	0	2	15	0	3	6	0	1	49
Total	**28**	**0**	**2**	**15**	**0**	**3**	**6**	**0**	**1**	49
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

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

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

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

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

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

Freestanding English as a Second Language
Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										12	3	0	1	**16**
Chinese										15	2	1	2	**20**
Russian										2	0	0	0	**2**
Bengali										0	0	0	0	**0**
Urdu										0	0	0	1	**1**
Arabic										1	2	0	0	**3**
Haitian										0	0	0	0	**0**
French										1	1	0	0	**2**
Korean										1	0	0	0	**1**
Punjabi										1	0	0	0	**1**
Polish										0	0	0	0	**0**
Albanian										0	0	0	0	**0**
Other										1	1	1	0	**3**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**34**	**9**	**2**	**4**	**49**

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Currently, we have only a Freestanding ESL program in place with self-contained ESL classes. Two of our ESL classes are heterogeneous. A third class is beginner level only and a fourth is advanced only. Among our 49 students, we have 6 beginner level, 23 intermediate level and 20 advanced level students. Beginner level students receive three sixty minute periods of ESL instruction three days per week (540 minutes total) and one sixty minute period of English Language Arts instruction three days per week. Intermediate level students receive two sixty minute periods of ESL instruction three days per week (360 minutes total) and one sixty minute period of English Language Arts instruction three days a week. Advanced level students receive one sixty minute period of ESL instruction three days per week (180 minutes total) and one sixty minute period of English Language Arts instruction three days per week. All ESL instruction is delivered by a licensed English as a Second Language teacher and is aligned with New York State ELA and ESL standards. English Language Arts classes are taught by certified English teachers and are also aligned with state standards.

All ELL students are enrolled in heterogeneous content area classes taught in English by licensed content area teachers. Teachers infuse ESL methodologies into their lessons and accommodate different learning styles using the Essential Elements of Instruction as well as Smartboard

computer technology and mobile laptop carts. Our program emphasizes academic rigor, language development and writing proficiency. For all ELL subgroups, a variety of methods and approaches is incorporated to achieve English proficiency, including the direct method, whole language approach, and the communicative approach. The instructional objectives for all subgroups are to develop the four language skills: listening, speaking, reading and writing. A varied number of strategies, activities and materials are brought into the classroom, such as individualized instruction, cooperative learning, music, manipulatives, newspapers, video and computers. Glossaries are available to ELL students to facilitate their understanding of content material. Students are encouraged to use electronic translators as well.

Since all classes at RFK are heterogeneously grouped, we differentiate instruction by using cooperative learning and utilizing mixed ability groups in all subjects, thereby promoting a positive classroom environment in which ELL students are fully integrated into our school community. Teachers design materials specifically for students who function at varying levels of proficiency in order to meet the needs of all ELL subgroups.

Spanish is the only language elective offered at RFK. All students are encouraged to continue their studies and take the Comprehensive Spanish Regents. We also offer an advanced placement Spanish language class. Currently we offer native language instruction only in Spanish due to our small number of ELL students and a variety of native languages spoken. ELL students are, however, provided with classroom and library resources in their native languages for the content areas. Additionally, since all ELL students are in the same ESL classes, they work closely with classmates who speak their languanges.

At this time, we do not have any SIFE students. Were we to receive a SIFE student, we would provide that student with additional instructional time after school in order to improve academic achievement and language development.

For our ELLs in US schools less than 3 years, (newcomers) we will make every effort to ensure that students attend Title III after-school and Saturday instruction which will enhance ESL instruction and language acquisition. We will use ARIS to determine in which areas individual students' needs are greatest. We will provide translations and glossaries for assessments and ensure that newcomers receive extra time accommodations.

Our plan for ELLs receiving service for 4 to 6 years will focus on preparing students for the NYSESLAT and helping them to achieve proficiency. These students will also be included in the Title III after-school and Saturday program.

Our ELLs who are identified as having special needs will continue to receive ESL services if not x-coded. We will ensure that these students receive resource room, counseling and speech, as indicated on their IEPs. These students will also be encouraged to participate in the Title III after-school and Saturday programs.

Currently we have 6 long term ELL students, 5 of whom are advanced and one who is intermediate. Four of the advanced students were absent from the Spring 2010 NYSESLAT, therefore we do not have the most current measure of their proficiency. Additionally, excessive absences throughout last school year were an issue for these students. Our plan will be to ensure that these students attend ESL classes regularly and take the NYSESLAT in the spring of 2011. Our attendance teacher will contact these students' homes during the first weeks of school with the assistance of our faculty translators. We will also send letters home stressing the importance of attendance in attaining English language proficiency and ultimately, a high school diploma.

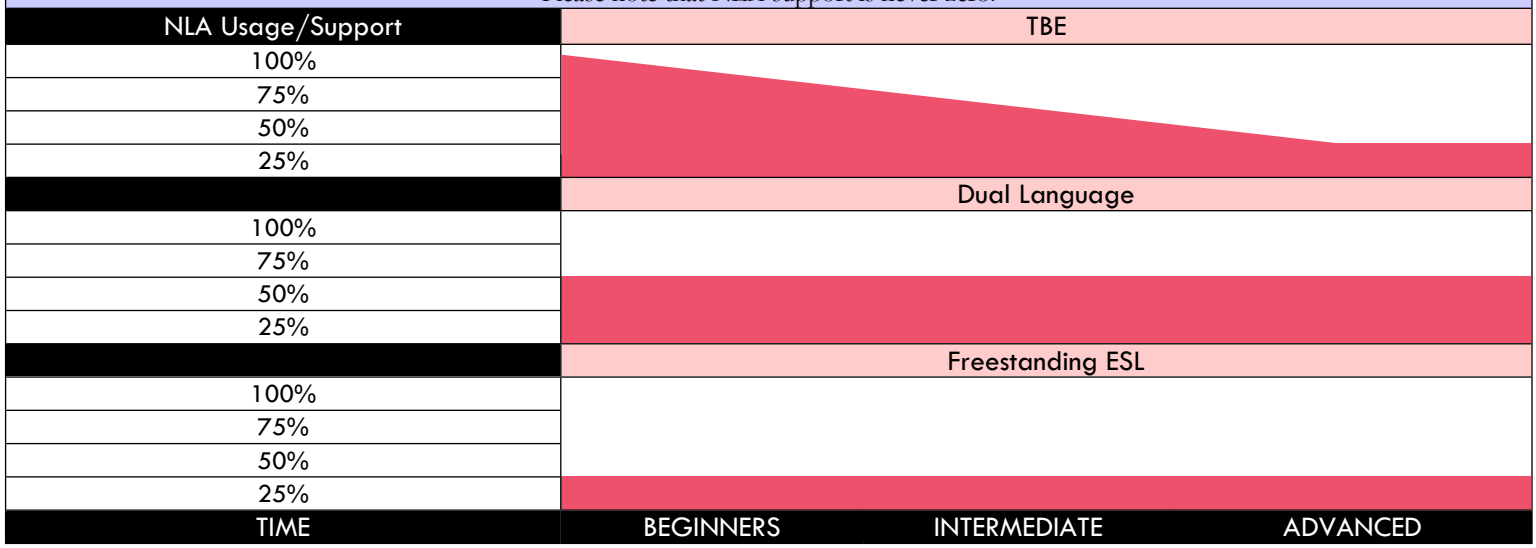
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**

ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

For all ELL and former ELL students, we offer Title III after-school tutoring ELA, math, science and social studies. This tutoring is for ELL students only and focuses on language acquisition in the content areas and is conducted in English. ELL students also attend Title I after school tutoring in all subjects. Both tutoring programs are schedule for after-school, from 2:40 to 3:40, four days a week. ELLs attend intensive Regents Preparation courses in Algebra, Geometry, Algebra & Trigonometry, Global History, US History, Living Environment and Earth Science on Saturdays during the spring semester in order to prepare them for all Regents exams.

Transitional students are provided with their ELL testing accommodations for two years after reaching proficiency on the NYSESLAT, including extended time, separate location, glossaries, and translations of exams where available. These students have been identified in ARIS in order to be assured of their accommodations. Teachers are notified of these students' transitional status in order to ensure that they receive these accommodations.

For the upcoming school year, we will include Title III tutoring on students' programs in an effort to increase student attendance. Last year, students who attended 15 or more one-hour sessions were invited to attend a Broadway show as an incentive. We do not plan to discontinue any programs.

ELL students are afforded equal access to all school programs, including academic and extracurricular. ELL students participate in our community service program, after-school clubs, trips, dances, talent show, fashion show and PSAL athletics.

Our ELL students benefit from a wealth of technology. Every classroom is equipped with a Smartboard and projector, which allows student interaction in the lesson, use of the internet, and the ability to save and copy lesson notes and then post them to the school website. The Smartboard also allows teachers to include audio and visual elements. Several of our teachers use text-to -speech software to accompany written materials. Teachers are encouraged to incorporate technology into every lesson, including power point presentations, slideshows and internet sources, which further differentiate instruction for our ELL students. Lessons, homework assignments and additional resources are posted on individual class pages on our school website. Assignments and grades are posted on our on-line gradebook, Teacherease. Additionally, we have one computer classroom, six mobile laptop labs and a 20 laptop media room for student use.

All ELL services support ELLs at their age and grade levels.

Newly enrolled ELLs are invited to a Freshman Orientation for students and parents in June. In August, prior to the first day of school, ELLS are invited to attend a second freshman orientation for students only during which students tour the building to become familiar with their new surroundings, learn about clubs and activities, policies and procedures and our Community Service Program.

We offer Spanish as an elective to ELLs. All students, including ELLs are encouraged to continue their studies and take the Comprehensive Spanish Regents and in some cases Advanced Placement Spanish Language.

C. Schools with Dual Language Programs

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

Not applicable

D. Professional Development and Support for School Staff

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

RFK's ELL Professional Development focuses on providing teachers with differentiated instruction strategies for teaching English Language Learners and assisting ELLs as they transition from middle school to high school and ultimately, English proficiency. Teachers also receive professional development in preparing students to take and pass NYS assessments and meeting graduation requirements.

The mandatory 7.5 hours will be facilitated by school administrators, the ESL teacher and the Network Instructional Specialist. The schedule is as follows:

• Meeting the Needs of Our Growing ELL Population	1 hr	September 2010
• Using Essential Elements of Instruction to Improve ELL achievement	2 hr	November 2010
• Strategies for Helping ELLs Pass NYS Assessments	1 hr	February 2011
• Improving Literacy in the Content Areas	3 one hour sessions	October 2010 through February 2011

While all teachers participate in this professional development, we are in the process of reviewing teachers' permanent files to determine which teachers need the proper documentation of completion.

E. Parental Involvement

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

As with many high schools, parent involvement is not as good as we would like it to be. Although we go to great lengths to inform our parents of upcoming PTA meetings, attendance, overall and among ELL parents, is low. We do, however, have very good parent attendance at the following: New Student Orientation, RFK Ask the Experts Night, Open House, Financial Aid Night and College Night. Parent-Teacher Conferences are also well attended, although more so in the fall than in the spring. We have used telephone translation services for open school. We also have staff available to translate for Chinese, Korean, French and Spanish speaking parents at other events.

Every month, our parent coordinator prepares packets to be mailed home to parents. These packets include a monthly calendar listing PTA meetings, important school deadlines and dates and vacations. It also includes school policies and a monthly letter from the principal, which are translated for parents of ELL students. Our parent coordinator also sends out a yearly parent survey to assess parent needs.

As a Title I Schoolwide Program school, we have planned a Parent Professional Development Day for January 8, 2010. After meeting with members of our PTA, discussing parent issues that recur during the year and reviewing the parent survey results, we developed a series of workshops open to all parents that we feel addresses their needs. The topics include Internet Safety, Substance Use and Abuse, College Preparation, Graduation Requirements, and Effective Communication with Teenagers . The workshops are described in detail in an invitation which will be mailed to all parents. We are currently having the invitation translated for our ELL parents. We are asking that parents RSVP to these workshops and will then be able to provide translators for those ELL parents who attend. We hope that the content of these workshops will attract a wide audience.

After each workshop we will ask parents to complete an evaluation of the content and the presenters. We will review all evaluations and make necessary changes to future workshops. We will also be able to set up meetings for those parents who wish to discuss these topics further.

Currently, we have no partnerships with other agencies or CBOs.

Part V: Assessment Analysis

A. Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										6	0	0	0	6
Intermediate(I)										14	5	3	1	23
Advanced (A)										14	3	0	3	20
Total	0	0	0	0	0	0	0	0	0	34	8	3	4	49

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening/ Speaking	B										2	0	0	0
	I										9	0	1	1
	A										11	1	1	0
	P										21	7	1	3
Reading/ Writing	B										6	0	0	1
	I										12	4	3	1
	A										11	4	0	2
	P										5	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	20	16	1		37
NYSAA Bilingual Spe Ed					0

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8	5		20		18		5		48
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed	9		21		13		5		48

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	31		9		8				48
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		2	
Math Algebra	18		9	
Math Geometry	5		1	
Biology				
Chemistry	0		0	
Earth Science	6		4	
Living Environment	16		4	
Physics	0		0	
Global History and Geography	9		4	
US History and Government	4		4	
Foreign Language	2		2	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

A review of NYSESLAT data reveals the following: Among the 34 ninth graders, 6 are currently at the beginner level, 14 are at the intermediate level and 14 are at the advanced level. In the tenth grade, 0 students are beginners, 5 are intermediate and 3 are advanced. In the eleventh grade, there are 3 intermediate students. In the twelfth grade, there is one intermediate student and three advanced. The movement towards proficiency among the higher grades indicates to us that students are making progress when attending classes on a regular basis. Where attendance is an issue, proficiency suffers. NYESSLAT results in ARIS indicate the need to focus on all four modalities, with an emphasis on reading and writing.

The majority of our ELL population is made up of incoming 9th graders; therefore we have no Regents data to review in ARISfor these students. Attendance among the 9th graders is generally good. A review of ARIS data reveals that most 9th grade ELL students performed at a level 1 or 2 on the 8th grade ELA test, but a large number of 9th graders preformed at level 2 and 3 on both Math and Science tests.

Saturdays in the spring. In addition, 6 of our 10th graders are overage and repeating the grade. Our guidance staff will make outreach to these families and develop plans to help these students move towards promotion and graduation.

Our 11th and 12th graders are making excellent progress toward graduation and need only one or two more Regents exams to earn a diploma. We will continue to provide intensive Regents preparation classes to these students as the exams near.

For all ELL and former ELL students, we provide after-school tutoring in ESL, ELA and the content areas. The ESL teacher provides supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction focuses on literacy using ESL strategies to help students achieve higher scores on the NYSESLAT and state assessments. One hour tutoring sessions are offered four days a week. Last year, we were disappointed in ELL student attendance at Title III tutoring. We are currently meeting with teachers to think of new ways to encourage student participation. In addition, intensive Regents preparation courses are offered in the spring to prepare ELL students for state exams.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		

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