



COMMUNITY SCHOOL FOR SOCIAL JUSTICE

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 07x427

ADDRESS: 350 GERARD AVENUE, BRONX, NY 10451

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 427 **SCHOOL NAME:** Community School for Social Justice

SCHOOL ADDRESS: 350 Gerard Avenue, Bronx, NY 10451

SCHOOL TELEPHONE: 718-402-8481 **FAX:** 718-402-8650

SCHOOL CONTACT PERSON: Sue-Ann Rosch **EMAIL ADDRESS:** SRosch@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Patrick Reimer

PRINCIPAL: Sue-Ann Rosch

UFT CHAPTER LEADER: Patrick Reimer

PARENTS' ASSOCIATION PRESIDENT: Charlice Trumpler

STUDENT REPRESENTATIVE:
(Required for high schools) Cenelsy Perez and Adela Cruz

DISTRICT AND NETWORK INFORMATION

DISTRICT: 07 **CHILDREN FIRST NETWORK (CFN):** 102

NETWORK LEADER: Alison Sheehan and Joe Cassidy

SUPERINTENDENT: Geraldine Taylor-Brown

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
Sue-Ann Rosch	*Principal or Designee	
Patrick Reimer	*UFT Chapter Chairperson or Designee	
Charlice Trumpler	*PA/PTA President or Designated Co-President	
Nancy Torres	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Adela Cruz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Cenelsy Perez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Lisette Nieves	CBO Representative, if applicable	
John DeRosa	Teacher	
Yomari Severino	Parent	
Kemar Kidd	Student	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Community School for Social Justice is a small, caring and intellectually demanding high school. Young people learn to solve and resolve, collaborate and create, and develop the intellectual and social skills to become thoughtful and engaged members of their communities. Our job is to make sure that all students are thoroughly prepared not only to enter college and the work world, but also to succeed in both. We honor each student's heritage and values and we help them connect their dreams with hope and possibility. We place an emphasis on developing critical thinking through inquiry and project-based instruction. CSSJ weaves core values of community membership and social action into our curriculum and school culture beginning with the *Facing History and Ourselves* curriculum in 9th grade and culminating with the Social Action Research PBAT (Performance Based Assessment Task) in 12th grade. Through this, students address real-life issues, giving them experiences in research, public speaking, team building, and leadership that they can carry into college and future careers. As students grow, learn, and reflect, we strive to guide them towards a sense of power and personal discovery to make change for themselves, for their own futures, and for the world in which they live.

At CSSJ, students are required to participate in a rigorous and college preparatory performance based assessment system (PBAT) instead of taking NYS Regents exams in Science, Math, Global and US History. Only 28 high schools in the state have been granted this honor by the NYS Education Department. Students study topics in-depth, write analytic research papers and complete complex mathematical problems. They present their work in multi-media oral presentations attended by teachers, community members and their peers. In these presentations, students demonstrate what they have learned, why their topics are important, and how their topics connect to their lives and the lives of others. Our PBAT system also supports our Habits of Mind and Habits of Work.

Additional skills and habits practiced and strengthened by PBATs include:

- In-depth research
- Writing and revision
- Reading increasingly sophisticated books and articles
- Multi-step problem solving
- Critical thinking
- Examining issues from multiple perspectives
- Evidence-dependent discussion
- Public speaking/presentation
- Managing multiple tasks and deadlines
- Organizing and categorizing information
- Collaboration and teamwork
- Innovation and creativity
- Self-reflection of student learning

Our core curriculum encourages students to value diversity, unity and to respect one another. Many of these skills are taught and reinforced in our Family Group advisement program. Each student is assigned to a family group in 9th grade and remains with that group until graduation. Each family group cohort, of approximately 15 students, meets four times a week. Our family group advisors are the primary link between the school, student and home and work hard to help students succeed. Family group is an important support system that helps

students develop strong, positive relationships within the CSSJ community. In family group, students learn how to set goals and develop strategies for reaching these goals. Students receive individual academic support from their peers and advisor. Academic progress is reviewed on a weekly basis. Family group curriculum focuses on topics affecting teenagers, including an intensive two year college preparatory program. At our school, relationships formed in family group continue beyond graduation, with alumni continuing to play an active role in the school community.

We work hard to foster a college going culture at CSSJ. In 10th grade, we introduce our students to the college admissions process. Our sophomores participate in the CUNY *College Awareness* program that includes workshops, speakers and other activities to orient them to planning life after high school and understanding the skills and habits needed to be successful in college. Our juniors and seniors participate in a weekly college readiness and preparation curriculum in the family group setting through our partnership with *College Summit*, a non-for-profit organization that provides schools with strategies and tools to improve college preparedness and enrollment throughout the community. Students, teachers and administrators receive professional development from *College Summit* which enhances our capacity to better prepare students for post-secondary education. Selected students participate as Peer Leaders and train their peers. These influential students become experts on the college admissions process; maintain a college information bulletin board; co-facilitate college meetings, workshops and events; support their classmates in transitioning from high school to higher education; and serve as role models for their peers. The Peer Leaders meet weekly with our college advisor for training and to plan activities. As well, our juniors and seniors participate in the CUNY *College Now* program, taking college courses at local community colleges while still in high school. Students participate in college fairs, meet at our school with representatives from numerous college admissions offices, and visit universities in NYC, NYS and out-of-state.

Last year, 98% of our graduates were accepted into colleges and universities.

Our partner, BronxWorks, facilitates our service learning program for our sophomores who complete two semester-long service learning internships at community organizations and complete and present their service learning internship PBATs. Additionally, BronxWorks offers after school clubs and provides services, such as immigration and housing, to our families. CSSJ's after school program includes both support to students who are struggling academically and provides enrichment, leadership and recreational activities.

Our strong team of special education teachers provides collaborative team teaching and resource room support to our IEP students and help transition these students from high school to college and other post-secondary programs through collaborations with VESID and NYC School for Cooperative Technical Education. English Language Learners have their needs met through both a push-in and a pull-out service program which supports the individual needs of these students. Together, the special education and ELL teachers co-plan with the general education teachers and provide on-going professional development on differentiation of instruction.

Our teachers are dedicated and highly qualified. Annual school goals are targeted, monitored and assessed collaboratively. Through our culture of collaboration and diversified school leadership, we strive to create a community where everyone is invested in learning. Professional development is fostered through grade level teams focused on student achievement and in departments' developing, mapping and improving curriculum. Coaching and mentoring are integrated within classrooms and based on teachers' expressed needs. Furthermore, the principal and two assistant principals maintain an "open door policy" for both staff and students. Through the practice of open and honest communication and collaboration we have worked to create an environment where students and teachers thrive and our young people receive the education they deserve.

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.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		Community School for Social Justice							
District:		7	DBN:	07X427	School BEDS Code:	320700011427			
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11	√	
	K		4		8		12	√	
	1		5		9	√	Ungraded		
	2		6		10	√			
Enrollment					Attendance - % of days students attended :				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K		0	0	0			80.9	84.6	TBD
Kindergarten		0	0	0					
Grade 1		0	0	0	Student Stability - % of Enrollment :				
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 3		0	0	0			92.6	94.0	TBD
Grade 4		0	0	0					
Grade 5		0	0	0	Poverty Rate - % of Enrollment :				
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Grade 7		0	0	0			73.9	86.6	92.2
Grade 8		0	0	0					
Grade 9		109	117	106	Students in Temporary Housing - Total Number :				
Grade 10		122	107	99	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 11		51	70	74			1	15	TBD
Grade 12		78	53	64					
Ungraded		0	0	0	Recent Immigrants - Total Number :				
Total		360	347	343	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
							3	3	0
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes		0	0	0	Principal Suspensions		33	126	TBD
# in Collaborative Team Teaching (CTT) Classes		41	42	40	Superintendent Suspensions		2	21	TBD
Number all others		24	24	32					
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
CTE Program Participants		N/A	0	0	Early College HS Program Participants		0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)					Number of Staff - Includes all full-time staff:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	0	0	Number of Teachers		28	28	TBD
# in Dual Lang. Programs		0	0	0					
# receiving ESL services only		28	19	30					

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	7	17	Number of Administrators and Other Professionals	9	10	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	10	14	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	25.0	39.3	TBD
				% more than 5 years teaching anywhere	25.0	25.0	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	68.0	68.0	TBD
American Indian or Alaska Native	0.8	1.2	0.3		92.5	89.8	TBD
Black or African American	35.8	40.1	37.9				
Hispanic or Latino	61.9	57.3	59.5				
Asian or Native Hawaiian/Other Pacific Isl.	0.3	0.0	0.3				
White	1.1	1.4	1.2				
Male	42.2	41.5	41.4				
Female	57.8	58.5	58.6				
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:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)			√	Basic	Focused	Comprehensive
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		X	
Math:				Math:			
Science:				Graduation Rate:		√	
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				X		√	74
Ethnicity							
American Indian or Alaska Native				-			
Black or African American				-			
Hispanic or Latino				X			
Asian or Native Hawaiian/Other Pacific Islander						-	
White				-		-	
Multiracial							
Students with Disabilities				-		-	
Limited English Proficient				-		-	
Economically Disadvantaged				X			
Student groups making AYP in each subject				0		1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	B			Overall Evaluation:	√		
Overall Score:	59.7			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	√		
School Environment: (Comprises 15% of the Overall Score)	11.6			Quality Statement 2: Plan and Set Goals	√		
School Performance: (Comprises 25% of the Overall Score)	11.8			Quality Statement 3: Align Instructional Strategy to Goals	√		
Student Progress: (Comprises 60% of the Overall Score)	28.3			Quality Statement 4: Align Capacity Building to Goals	√		
Additional Credit:	8			Quality Statement 5: Monitor and Revise	√		
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

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?
-

Accomplishments

- Created a system of performance-based assessment tasks (PBATs) at each grade level including Demonstrations of Learning in January for 9th graders; Foundations of Literacy and Community Portfolio in June for 9th graders; Service Learning Internship, Project and Presentation for 10th graders; graduation level PBATs in Math, Science and Social Studies in 11th and 12th grades; and the graduation level Social Action Project in 12th grade. Students present their PBATs to a small panel comprised of staff, students and invited guests (i.e., family members, representatives from our CBO, the DOE, our network and other educational organizations)
- Granted a waiver by the NYS Department of Education to graduate students by PBATs in lieu of the NYS Regents exams in the areas of Math, Science and Social Studies
- Implemented the revised ELA curriculum including the development and implementation of revised grade level curriculum maps and school-wide writing and reading rubrics for each grade
- Developed an ELA writing program that works to improve student writing fluency, and scaffolds skills from grade level to grade level
- Revised math curriculum to scaffold problem-solving skills for grades 9 – 12, and to develop a more project-based and PBAT-driven math curriculum
- Hired an additional math teacher to provide upper level students with higher level mathematical tasks, and practice in preparation for college
- Collects significant amounts of data on student achievement and uses it to develop department and grade level routines and practices; to inform curriculum and instruction; and to develop credit recovery opportunities
- Designed and implemented credit recovery programs: Guided Project Program, interdisciplinary and project-based summer program, and grade level project-based courses
- Teachers implement consistent grade level thinking and learning routines based upon discussion and consensus within their grade level groups
- Grade level teams meet weekly to plan curriculum, share lessons, share data to review student progress, and monitor the grade level credit recovery program
- Expanded a collaboration with the *College Summit* organization, to use their curriculum, both in family group advisory and in classes, to better prepare our students for college. This collaboration creates a strong college culture to help students become aware of college expectations and to create

peer leaders. It expands “ownership” of college readiness and preparation activities to our 11th and 12th grade family group advisors and teachers.

- Approximately 98% of our graduating students each year are accepted to colleges including our first Ivy League university acceptance this past year.
- Expansion of opportunities for high achieving students including Mock Trial, Honors English and Social Studies classes and College Now college courses at various CUNY community colleges in the Bronx.
- Consistently provided student-centered after school program in which the student body has significant input into the activities we offer. It is also an example of a strong collaboration between community organizations, especially our lead partner BronxWorks.
- Continually develops an effective advisory system called Family Group. This year the family group structures were revised. A student assessment rubric was designed and implemented, and curriculum in key focal areas was developed to share between grade level advisors.
- Created and implemented a strong year-long, service learning internship and PBAT experience for our 10th grade students in collaboration with BronxWorks.
- Routinely communicates to both students and parents about student academic progress via transcript and report card reviews, conferences and weekly updates on Edline (a web-based assessment system)
- Provides a strong support system for students and families by coordinating the work of youth services, the social work and guidance staff, the family group advisors and teachers.
- Though a variety of conduits, we maintain strong connections with parents and have earned a high degree of trust from the families of our students
- Maintains strong collaborations with a number of outside (community, arts and educational) organizations including our partner, BronxWorks, our school-based health clinic Morris Heights Health Clinic, Facing History and Ourselves, College Summit and Manhattan Theatre Club.
- Builds a strong sense of community where student views, voice and values are embraced, especially through our Young Leaders group, Student Council and our newly formed Student Campus Council
- Developed a strong teacher mentoring and support system for new or struggling teachers that includes individual and small group support, teacher lesson co-planning, and class inter-visitations
- Fosters teacher leadership through strong professional development, teacher collaboration and creation of a professional community in which teachers and staff participate in real decision-making. Examples: Planning Committee, Hiring Committee, Family Group Committee and the Inquiry Team
- Implements a strong professional development program that is teacher led and teacher driven and which has strengthened students’ skills, confidence and readiness for the PBATs and for college.

Challenges and Trends

- Students increasingly enter 9th grade struggling academically because of low reading, writing and math skill levels as well as poorly developed habits of learning and behavior. This year, more than 85% of our entering 9th graders scored a “1” or a “2” on their 8th grade ELA assessment. This year, according to the reading diagnostic tests we administered to incoming 9th graders, approximately 20% of our 9th graders read on a first to fourth grade level; 60% read on a grade five to seven level and the remaining 20% on a grade eight to ten reading level. The challenge that we face with this is certainly reflected by student performance on the ELA Regents exam. In the 2008-9 school year, we did not make AYP in the area of performance on the English Regents for the 2005 accountability cohort. Our Performance Index was 129 for all students. In addition, we did not make AYP in the ELA Regents exam for any sub-group. During the 2009-10 school year we implemented several instructional, programmatic and support changes to better develop student reading and writing skills. The number of students passing the ELA Regents in 2009-10 greatly increased. Our Performance Index for the 2006 accountability cohort jumped to 160. That was a 31 point gain. We made AYP in the Hispanic student sub-group. However, we missed AYP by one

point in the sub-group of economically disadvantaged and by five points in the total population. This data shows us that we have developed more effective practices to develop student literacy skills but increasingly low student literacy skills demand that we implement further instructional strategies.

- From our ARIS data, we see the trend of a large number of over-aged entering 9th grade students. For instance, last year 62% of our students were overage for entering the 9th grade.
- We see a trend of the Office of School Enrollment sending OTC 9th graders to us who have been retained in 9th grade for at least two to three years and who are now expected to repeat 9th grade for another year. These over-age students are mixed in with our 14 year old 9th graders and historically we see that they do not succeed. OSE does not send them to transfer schools, which would be more appropriate, because transfer schools will not accept a 16 or 17 year old student with only a few credits.
- Students come to our school with a pattern of poor attendance as defined by the DOE guidelines. According to ARIS, last year, 65% of incoming 9th graders had a history of chronic absenteeism. This has a direct correlation on student performance in areas of credit accumulation, PBATs/exams and graduation.
- Effectively implementing an early reading intervention for 9th grade students
- Employing effective reading strategies to help struggling readers, especially in the areas of fluency, decoding and comprehension, across content areas. Please refer to goal two for further information.
- Developing the teachers' capacity to reach our most struggling learners while simultaneously attending to needs of our students who are on track or who are high achievers. Please refer to goal two for further information.
- While we have a high college acceptance rate, we need to deepen and expand our college preparation program so that students are not only accepted, but stay on track while in college and are successful in completing their degrees. Please refer to goal number one for more discussion about this.
- As well, the poverty rate of our students is increasing and this has serious social, emotional and academic effects on our students. In 2007-8 school year, the poverty rate of our students was 78%. In 2008-9 it jumped to 87%. Last year it increased again to over 92% and this year, it remains in the 91-92% range. We see the effects of this in a variety of ways: increased ACS cases, decreased attendance, increased behavioral incidents, increased counseling referrals, increased struggle to stay focused on learning and to complete school work.
- Reduction of current school budgets is certainly both a trend, which we have seen for the past two years, and an additional obstacle to student success. We need more funding to provide additional teachers, smaller classes and more academic support and enrichment, including strong after school programs, for our student population.

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. **College Preparedness and Sustainability:** To expand our college going culture into all 11th grade family groups so that students become experts in the college preparation and admissions process, learn to advocate for themselves and leave prepared to succeed in college. As well, to train 100% of our 11th grade family group advisors in the College Summit curriculum and resources so that they will gain expertise in providing college preparation guidance to their advisees.

2. **Reading:** To pilot our revised reading diagnostic system in order to identify and provide interventions for entering 9th graders with low reading levels and to track those students throughout their high school careers. Emphasis will be on the areas of comprehension, fluency, and decoding. Doing this we hope to improve the median baseline grade level score for our target population (9th graders in need of literacy intervention) by ½ a grade level in reading.

3. **Social Studies PBAT:** To increase the Social Studies Graduation Level PBAT completion and pass rate for cohort 2007 so that a minimum of 60% of the ten targeted seniors will successfully complete and present their graduation level social studies PBAT by January 2011.

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 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): College Preparedness and Sustainability

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ▪ To expand our college going culture into all 11th grade family groups so that students become experts in the college preparation and admissions process, learn to advocate for themselves and leave prepared to succeed in college. As well, to train 100% of our 11th grade family group advisors in the College Summit curriculum and resources so that they will gain expertise in providing college preparation guidance to their advisees.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>College Summit</u></p> <ul style="list-style-type: none"> ▪ Expand our partnership with the <i>College Summit</i> program to include 100% of the 11th grade family groups. <i>College Summit</i> is a non-for-profit organization that provides schools with curriculum, training, strategies and tools to improve the college preparation and admissions process for our students and helps schools provide the tools students need to stay in college and succeed ▪ 100% of 11th and 12th grade family group advisors will be trained in the <i>College Summit</i> curriculum and program so that they will gain expertise in providing college preparation guidance to their advisees. ▪ 100% of the 11th and 12th grade family groups will receive college readiness and preparation training weekly through the <i>College Summit</i> program. ▪ The <i>College Summit</i> liaison will provide college preparation and application process support to students via workshops and peer leader training. ▪ <i>College Summit</i> will conduct professional development and curriculum support workshops and one-to-one support to 11th grade advisors in addition to the support provided to 12th grade family group advisors and related staff. ▪ Select 11 and 12th grade students will participate as Peer Leaders and be trained in

leadership and facilitation skills during the summer.

- These Peer Leaders will speak with 11th grade students and help implement the curriculum by facilitating small groups, serving as mentors, and serving as additional support for other students.
- The Peer Leaders will meet weekly with our college advisor for training and to plan activities for the 11th and 12th grade.
- 11th and 12th grade family group advisors will receive a standards-based, data-driven curriculum framework that guides educators through the process of post secondary planning.
- The *College Summit* liaison, college advisor and principal will meet 1 – 2 times each semester to assess the success of the program.
- The *College Summit* liaison, college advisor, and the 11th and 12th grade family group advisors will meet each semester to discuss progress and troubleshoot any problems.

Family Group:

- The 11th and 12th grade family group advisors and family group committee members will meet monthly to co-plan and implement the college curriculum
- The 11th and 12th grade family group advisors will attend trainings by *College Summit* to learn to implement the college preparation curriculum with their family group advisees
- Junior students will participate in the college preparation lessons a minimum of once weekly. Senior students will participate in the college curriculum once to twice weekly during the fall and once weekly during the spring semester. This curriculum will be implemented by the 11th and 12th grade family group advisors
- Our college advisor and the *College Summit* liaison will visit family groups to help support the implementation of the curriculum
- The college advisor will plan and facilitate college activities throughout the year including college trips, college representative visits to our school, alumni visits with family groups, etc.

Personal Statements

- The 11th grade English teacher will work with students to begin the process of creating personal statements for college. The 12th grade English teacher will help students

	<p>finalize their personal statements during the first marking period of the fall semester so that they are ready for submission with their college applications.</p> <p><u>Parent Workshops</u></p> <ul style="list-style-type: none"> ▪ A minimum of one workshop during the year will be held to prepare parents for the college application process and how they can apply for financial aid ▪ The college advisors will also conduct individual conferences with parents seeking assistance during the application process.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Use of Title One SWP funds to pay the <i>College Summit</i> organization to provide college preparation curriculum and training to students, staff and families. Title One Parent Involvement funds for parent workshops. Creation of a SBO position for a college advisor using Tax Levy Fair Student funding. See above action plan for full description of the use of our family group advisors and our 11th and 12th grade English teachers to support this goal.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Indicators of Interim Progress</u></p> <ul style="list-style-type: none"> ▪ Introduction of the <i>College Summit</i> program to the 11th graders. ▪ The <i>College Summit</i> liaison will provide college preparation and application process support to students via workshops and peer leader training. <i>College Summit</i> will provide workshops for parents and conduct professional development and curriculum support workshops and one-to-one support to 12th grade family group advisors and related staff. ▪ All 11th and 12th grade family group advisers will implement the college curriculum in family group twice a week in the fall semester and once a week in the spring term. ▪ The 11th grade and 12th grade English teachers will also support the curriculum by having students develop their personal statement application essays as part of the English course curriculum. ▪ <i>College Summit</i> and the school will conduct parent/guardian workshop(s) that inform parents/guardians about the college preparation and application process as well as workshops that provide support for parents/guardians of 11th and 12th grade students. ▪ Documentation from monthly family group committee meetings that include agendas and minutes ▪ Walkthroughs and observations of 11th and 12th grade family group advisers implementing the college curriculum in family group on a weekly basis.

▪ **Evidence of Accomplishments**

- 100% of the 11th grade family groups used the College Summit college readiness and preparation curriculum weekly in family group
- Family group college preparation curriculum is embedded in the 11th and 12th grade advisory curriculum
- 100% of 11th and 12th grade family group advisors were trained in the *College Summit* curriculum and program and gained expertise in providing college preparation guidance to their advisees.
- Documentation of training workshops provided by the *College Summit* liaison to the 11th and 12th grade advisors
- Completion of personal statements by students for their college applications
- Agendas from parent workshop(s)
- Workshops and college-culture building activities provided by *College Summit* to students and teachers
- College information bulletin board created by the Peer Leaders.

Subject/Area (where relevant): Reading

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> ▪ To pilot our revised reading diagnostic system in order to identify and provide interventions for entering 9th graders with low reading levels and to track those students throughout their high school careers. Emphasis will be on the areas of comprehension, fluency, and decoding. Doing this we hope to improve the median baseline grade level score for our target population (9th graders in need of literacy intervention) by ½ a grade level in reading.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ▪ The literacy coach and our special education teacher who is a Orton-Gillingham certified reading specialist will work jointly with the two 9th grade teachers to implement the revised reading diagnostic system that our reading inquiry team developed last year. ▪ They will administer the Scantron reading diagnostic tool in September to all 9th graders. The information from this will be used to identify students with reading delays (target population). ▪ Additional diagnostics, including the Woodcock Johns Identification, Attack and Passage Comprehension, will be used to further clarify the potential reading problems of this target group of students. ▪ Upon identification of students who are struggling readers a blended curriculum will be used to help us determine student skill sets in the areas of fluency, decoding and comprehension. Students will then be grouped homogeneously with leveled readers and will receive direct instruction using Orton-Gillingham multi-sensory methodology for a minimum of two periods a week. ▪ Interim assessments will take place mid-year and at the end of the year to determine progress and improvement in reading levels and in the targeted skills. . ▪ In the English classroom, the teachers will use leveled literature circles and leveled libraries to support the development of reading skills. ▪ Create scheduled professional development meetings with 9th grade teach team during the year to build their capacity to work more effectively with our targeted group of students. ▪ Create professional development opportunities for the 9th grade team, the literacy coach and the reading specialist to meet with the 10th grade team to more formally pass along the information about the reading skills of each of these students to their 10th grade teachers.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>40% of the literacy coach; 40% of each 9th grade English teacher; 20% of the Special Education reading specialist teacher; PD per session to build teacher capacity; Use of NYSTL funds for leveled class library books.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Indicators of Interim Progress</u></p> <ul style="list-style-type: none"> ▪ By the end of the year, we will have piloted a reading diagnostic system in which we: <ul style="list-style-type: none"> ○ Assess student reading skills and progress using the Scantron diagnostic tool three times a year ○ Train 100% of 9th grade teachers and the literacy coach how to use the Scantron and how to interpret the information about each student. ○ Use the information from the Scantron diagnostic and additional reading assessments to identify a target group of struggling readers ○ Create a reading instruction intervention program for struggling readers ○ Expand and refine our 100% of our 9th grade ELA leveled classroom libraries. <p><u>Evidence of Accomplishments</u></p> <ul style="list-style-type: none"> ▪ 100% of 9th grade ELA classes will conduct reading diagnostics to entering 9th graders three times throughout the school year to first obtain a baseline and then to measure progress. ▪ The median score of the students in the targeted group will move up at least one half grade level by the end of the school year as shown by the results from three administrations of the Scantron tool and additional assessments. ▪ Leveled classroom libraries will be created using the information from the Scantron diagnostic and additional reading assessments to target reading instruction and the selection of fiction and non-fiction texts for each of the students. ▪ Meeting agendas for training teachers and sharing results ▪ Instructional intervention plans to support reading skill development in targeted group of students ▪ Results from three administrations of the Scantron tool. ▪ Meeting agendas for training teachers and sharing results ▪ Student use of diagnostic and assessment rubric as evidence of reading skill growth in their Foundations Portfolio presentations ▪ Instructional plans to support reading skill development in targeted group of students.

Subject/Area (where relevant): Social Studies PBAT

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase Social Studies Graduation Level PBAT completion and pass rate for cohort 2007.</p> <ul style="list-style-type: none"> ▪ Part A: Target a group of senior students who did not pass their Social Studies graduation level PBAT (Performance Based Assessment Task) during their junior year, then develop and implement an intervention plan which will allow them to successfully complete and present their Social Studies PBAT by January 2011. ▪ Part B: A minimum of 60% of the ten targeted senior students who did not pass/complete their Social Studies graduation level PBAT (Performance Based Assessment Task) during their junior year will successfully complete and present the Social Studies PBAT by January 2011.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ▪ Using same successful intervention practice employed in the past, we will create small tutoring/coaching groups of 3-4 students to one social studies teacher. The teachers will meet twice weekly with students during and after school to provide small group and one-to-one instruction tailored to individual student’s needs and progress ▪ Teachers will provide after school PBAT tutoring ▪ Teachers will provide Saturday PBAT prep tutoring sessions ▪ The Social Studies department, AP and Principal will meet monthly to monitor progress and initiate additional supports and interventions as needed ▪ The Social Studies department will revise curriculum across grade levels to strengthen support systems in targeted areas of instruction and to better scaffold skills, knowledge and concepts from one grade level to the next. ▪ The department will revise the process for completing and presenting the graduation level PBAT. ▪ Professional development workshops to strengthen instruction, lesson planning and curriculum will be conducted in collaboration with school administrators throughout the year.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Use of part of the 10% set aside for staff professional development around the areas of curriculum development, lesson planning, instruction and assessment. Use CEIS funds for Saturday and after school PBAT tutoring/prep sessions.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Indicators of Interim Progress and Evidence of Accomplishment</u></p> <ul style="list-style-type: none"> ▪ Documentation of tutoring/coaching groups meeting weekly including documentation of student progress made ▪ Student attendance in after school and Saturday PBAT tutoring sessions ▪ Documentation of monitoring meetings with school leadership ▪ Documentation of monthly department meetings to revise and re-align curriculum and PBAT preparation processes (agendas and minutes) ▪ Revised social studies curriculum ▪ Revised PBAT preparation and presentation process ▪ Successful completion and pass rate of the targeted students

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	105	105	105	105	30	Only students for initials or re-evals	31	
10	83	83	83	83	35	Only students for initials or re-evals	44	
11	79	79	79	79	30	Only students for initials or re-evals	32	
12	66	66	66	66	15	Only students for initials or re-evals	41	

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

- o 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.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

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:	<p><i>All students including at-risk students in all sub-groups (Hispanic, Black, SWD, ELL):</i> AIS in ELA is being implemented in several different ways:</p> <ul style="list-style-type: none"> • ELA teachers offer individual and small group tutoring to students after school, and on Saturdays. • A zero period reading and writing intervention program will be implemented for at-risk 9th graders. • The ELA department offers a supplemental Regents prep course to Senior students who have previously not passed the ELA Regents in their Junior year. • The ELA department offers a supplemental non-fiction current event class 10th graders who are struggling readers and writers. • The ELA department offers a supplemental multi-media class that uses creative writing and other media to help develop writing fluency and reading in a variety of genres. • Family group advisors provide homework help in a small group setting one period every week for 45 minutes and create academic action plans with students and families. • Our partner, BronxWorks, provides tutoring through its after school program. • Our summer program provides academic support and credit recovery for at risk students in ELA. • All 10th grade students complete an additional 30 minutes weekly in an after school workshop focusing on service learning and writing skill development. • The ELA department offers after school credit recovery classes for students • Special education teacher and literacy coach provide academic support to both IEP and at risk students in ELA, both in reading and by using Judith Hochman’s “Basic Writing Skills Program” through full class collaborative team teaching and in small group instruction. <p><i>English as a Second Language:</i> AIS in ESL is being implemented in several different ways:</p> <ul style="list-style-type: none"> • The ESL teacher provides after school tutoring as well as Saturday tutoring. <p>The ESL teacher works with ELL students in ELA classes. The ESL teacher provides academic</p>

	support to students who are mandated for service and to those who are no longer mandated but who still need support, in the ELA classroom.
Mathematics:	<p>AIS in math is being implemented in several different ways:</p> <ul style="list-style-type: none"> • Math teachers offer tutoring to students after school and on Saturdays. • Family group advisors provide homework help in a small group setting one period a week for 45 minutes and create academic action plans with students and families. • Our partner, BronxWorks provides small group tutoring in its after school program. • We provide a summer program for academic support and credit recovery for at risk students in math. • In preparation for Math PBAT, students work with teachers on Saturdays, as well as after school. <p>The Math department offers after school credit recovery classes for students</p>
Science:	<p>AIS in Science is being implemented in several different ways:</p> <ul style="list-style-type: none"> • Science teachers offer tutoring to students before and after school, and on Saturdays. • Make-up science labs are offered after school. • In preparation for the Science PBAT, students work with teachers on Saturdays, as well as after school. • The Science department offers after school credit recovery classes for students who need to earn additional science credits. • Family group advisors provide homework help in a small group setting one period a week for 45 minutes and create academic action plans with students and families • Our partner, BronxWorks, provides small group tutoring in its after school program. • We provide a summer program for academic support and credit recovery for at risk students in science. <p>Through a partnership with Columbia University, students have access to Columbia University staff and resources to assist with content area research and knowledge acquisition.</p>
Social Studies:	<p>AIS in Social Studies is being implemented in several different ways:</p> <ul style="list-style-type: none"> • Social studies teachers offer tutoring to students before and after school. • The Social Studies department offers after school credit recovery classes. • In preparation for the Social Studies PBAT, students work with teachers on Saturdays, as well as after school. • A supplementary course is offered for 12th graders who need additional support in order to successfully complete their Social Studies Research Paper PBAT.

	<ul style="list-style-type: none"> • Family group advisors provide homework help in a small group setting one period a week for 45 minutes and create academic action plans with students and families • Our partner, BronxWorks, provides small group tutoring in its after school program. • We provide a summer program for academic support and credit recovery for at risk students in social studies.
At-risk Services Provided by the Guidance Counselor:	<p>The guidance counselor provides guidance and crisis counseling services during the school day to all students and especially to at risk students in the targeted sub-groups of SWD, LEP, Black, Hispanic and Economically Disadvantaged. She provides mediation and intervention counseling with students who have been referred for behavioral issues. As well, she provides individual and small group counseling intervention with students who are having attendance/academic problems a minimum of one period per day. The guidance counselor coordinates services with the attendance teacher and attendance committee. Students are assisted in learning how to deal with a variety of personal issues including school, family, friends, and relationships. Finally, she provides support and intervention services to students who are not meeting academic expectations. She collaborates with grade level advisors and special education teachers to monitor student progress. As well, she provides referrals to alternative programs. (i.e. transfer schools, GED, and vocational services).</p>
At-risk Services Provided by the School Psychologist:	<p>The itinerant school psychologist does not provide any at-risk services. She does provide evaluations for students identified at risk and who appear to be in need of mandated services. She conferences with IEP teachers, conducts initial evaluations and triennials and chair MDR meetings.</p>
At-risk Services Provided by the Social Worker:	<p>The two school social workers provide individual and small group counseling, family interventions, crisis management, and conflict resolution support to at risk students, especially those students in the targeted sub-groups of SWD, LEP, Black, Hispanic and Economically Disadvantaged. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting their progress. The school social workers provide support to teachers who serve as family group advisors, both through professional development and by co-facilitating workshops in family groups with the advisors. The social workers meet on a regular basis with teachers to monitor specific student progress, both academic and behavioral, as well as to identify students in need of counseling services. The special education teachers, school psychologist, and school social workers meet regularly to conference about struggling students and identify strategies to meet their needs, which are presented and discussed at weekly grade level team meetings. The school social workers are members of the attendance committee and provide support and interventions for students with chronic absenteeism and/ or lateness issues. The school social workers refer students in need of a home visit to the attendance teacher, and also serve as liaisons between the school and Children's Services, and also between the school and community social service agencies. Finally, the social workers coordinate with the school-based health clinic, which provides mental health services and</p>

	referrals for assessment. The clinic social worker provides individual and group counseling to students who are referred by our staff.
At-risk Health-related Services:	Health related services are offered during the school day to all students, especially those students in the targeted sub-groups of SWD, LEP, Black, Hispanic and Economically Disadvantaged. Students are assisted in learning how to cope with health related issues such as asthma, relationship abuse, obesity and diet, diabetes, and HIV/AIDs and STDs. All students receive a minimum of six lessons

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: 39 LEP 39 Non-LEP 0

Number of Teachers 5 Other Staff (Specify) Assistant Principal; Parent Coordinator

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.

-
- During the school year, we will establish a Saturday Academy program to supplement content area learning for our ELL students for four sessions per semester. Staff will include the ESL teacher, content area teachers plus a supervisor and will be conducted in English. Supplies for this program will include:
 - Bilingual dictionaries for each student to aid in language acquisition in the content areas.
 - Paper, markers, pens, poster paper and chart paper_
 - Funding will include per-session pay for teachers and the Assistant Principal_

 - We have planned an after school tutoring program for our ELL students, targeting at risk ELL students. It is a year-long program and is administered by ESL teacher and content area teachers. We anticipate servicing 15 – 20 students each semester. To support this program, we will purchase:
 - A computer based language acquisition program such as the Write to Learn program
 - Desktop and laptop computers to help administer the program
 - Target level supplemental novels for use after school, at home and in classes
 - Supplemental bilingual textbooks and workbooks
 - Classroom supplies such as pens, paper, notebooks and markers

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.

-
- Monthly study group sessions focusing on implementing Sheltered Instruction Observation Protocol into the content core curriculum. It will be led by the ESL teacher and includes 3-4 subject area teachers. Per session pay will be provided for teachers and assistant principal.
 - The ESL teacher and content area teachers will participate in outside professional development opportunities throughout the school year.
-

Section III. Title III Budget

School: 07X427 BEDS Code: 320700011427

NOTE: We are a SWP that conceptually consolidates. Therefore, we do not have to submit a separate budget for Title III funds.

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) <ul style="list-style-type: none"> - Per session - Per diem 	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We use ATS reports to ascertain the home language of our students. For new admits we use the HLIS. As well, at the beginning of the school year, family group advisors contact the homes of new admits and ascertain the language the parents/guardians speak and read in order to provide effective communication with our families.

We then use this information to ensure that all written and verbal communication (such as the phone messenger system) goes home in English as well as in the parents'/guardians' preferred choice of language.

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.

Approximately 45% of our parents prefer communication in Spanish. No other languages were requested or identified. Findings were announced during a staff meeting.

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.

The school provides all communication to parents in both Spanish and English. For written translations, we utilize the Department of Education's translation services as well as school staff. For translation during meetings and conferences, we use bilingual school staff to translate including our assistant principal, Spanish teacher, parent coordinator, and paraprofessional. Our phone messenger system sends messages and information to parents in both English and Spanish.

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.

Translation services are available to all teachers and parents when requested. We utilize a bilingual Assistant Principal, Parent Coordinator, Spanish teacher and Paraprofessional. All oral translation services are provided in-house by school staff. Our phone messenger system sends messages and information to parents in both English and Spanish.

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>.

As from the above information, the school sends all notifications to parents in both English and Spanish including the student and parent handbook which is provided at the beginning of each school year and which contains required Chancellor's Regulations, school safety information, graduation requirements, bell schedule, staff directory, and other important information about school policies and support resources. Additionally, we send bilingual monthly parent letters, announcements and calendars. We have posted by the entrance a sign stating that Spanish oral translation services are available. Our phone messenger system sends information home in both Spanish and English.

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:	335,075	123,690	458,765
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,351	1,237	4,588
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	16,754	*	
4. Enter the anticipated 10% set-aside for Professional Development:	33,508	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 96.3% (26 of 27)
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Lily-Rayman Read has taken and passed her certification exams in Social Studies and her certification is finalized.

* 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.

Community School for Social Justice – School Parent Involvement Policy 2010-11:

1. Community School for Social Justice will take the following actions to involve parents/guardians in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Ensure translation of materials to be sent home in every language spoken by students' families
 - The Parent Coordinator will support the PTA and SLT in reaching out to families to improve attendance of meetings, open school nights and afternoons, PBAT presentations, and other school functions.
2. Community School for Social Justice 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:
 - Provide stationary, printing, and postage to facilitate outreach to families.
 - Family Group advisors will reach out to families to encourage participation and involvement in student and school achievement and performance.
3. Community School for Social Justice will coordinate and integrate Title I parental involvement strategies in the following ways:
 - Our current group of active parents/guardians will reach out to and recruit the parents/guardians of our new students. We will hold family-based activities like dinners, ice cream socials and other events to introduce the parents/guardians to the school and to get them involved in school activities. Advisors will call parents and get to know families. They will invite them into the school and encourage them to work with advisors on academic needs for their child.
 - Our parent coordinator will act as a liaison between the school and the parents/guardians to promote greater participation in school-related activities.
 - The SLT will train parents to understand the school budget, help to prepare the CEP, and practice facilitation skills.
 - Our community based partner, BronxWorks, will offer workshops to introduce families to services they can provide.
 - We will host SAT and PBAT and Regents Prep Information Sessions, as well as College Readiness meetings and Financial Aid workshops. The college advisor will reach out to parents/guardians to involve them in creating their child's post-graduation college and career plan.

4. Community School for Social Justice will take the following actions to conduct, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents/guardians in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents/guardians) its parental involvement policies.
5. Community School for Social Justice will build the school's and parents'/guardians' capacity for strong parental involvement, in order to ensure effective involvement of parents/guardians and to support a partnership with the parents/guardians, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents/guardians of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described:
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents/guardians work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.
 - c. The school will, with the assistance of its parents/guardians, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents/guardians as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
 - d. The school will take actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents/guardians of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents/guardians can understand.

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.

Community School for Social Justice School-Parent Compact 2010-11

Community School for Social Justice, 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.

School Responsibilities

Community School for Social Justice 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:

- 1. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held twice annually*
- 2. Provide parents/guardians with frequent reports on their children's progress. Specifically, the school will provide reports as follows: marking period report cards six times annually and mid-marking period progress reports six times annually.*
- 3. Hold grade level meetings with parents/guardians at the beginning of each semester to review and discuss the grade level academic and behavioral expectation, as well as to review school-wide and grade-level requirements for graduation and to review the grade level curriculum in each subject area.*
- 4. Provide parent/guardians reasonable access to staff. Specifically, staff will be available for consultation with parents/guardians as follows: all students have a family group advisor who is the primary liaison between the school and home. As well, the school has an open door policy for parents and guardians.*
- 5. Provide parents/guardians opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: participating in organizing and running school events, participating in student PBAT presentations, conducting fundraising events and visiting classes.*
- 6. Involve parents/guardians in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.*
- 7. Involve parents/guardians in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.*

8. *Hold an annual meeting to inform parents/guardians 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/guardians, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents/guardians as possible are able to attend. The school will invite to this meeting all parents/guardians of children participating in Title I, Part A programs (participating students), and will encourage them to attend.*
9. *Provide information to parents/guardians of participating students in an understandable and uniform format, including alternative formats upon the request of parents/guardians with disabilities, and, to the extent practicable, in a language that parents/guardians can understand.*
10. *Provide information about Title I Part A programs to parents/guardians of participating children in a timely manner. Information 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.*
11. *At the request of parents/guardians, provide opportunities for regular meetings for parents/guardians 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.*
12. *Provide each parent/guardian 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.*

Parent/Guardian Responsibilities

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

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television my child watches.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my child's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Encouraging my child to participate in after school and Saturday tutoring, homework help and PBAT/Regents and RCT exam preparation*
- *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.*
- *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.*

Student Responsibilities:

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

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Attend Saturday and after school tutoring and/or PBAT and Regents Prep classes if recommended or mandated by my teachers*
- *Give my parent(s), or the adult(s) responsible for my welfare, all notices and information received by me from my school every day.*

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

The school examines all data including state accountability data, the school progress report, the quality review, city and state assessment results, NYSESLAT results, ATS reports, student performance on school performance based assessment tasks as well as on teacher-made class or grade level based assessments. Through this we identify areas in which there is strong performance and in which there is need for improvement. As well, we examine performance of sub-groups in the school to identify any patterns of performance. From there we create or revise programs, practices and strategies to improve performance of all academically at-risk students.

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.

School-wide reform strategies will include:

- Extended day program that includes tutoring, enrichment and recreation
- Longer class periods for more time on task
- Interdisciplinary project-based summer program
- Credit recovery program facilitated by grade level teachers
- Credit recovery and PBAT/ELA Regents prep classes for struggling students
- Enrichment classes such as Pre-Calculus, Honors English, Honors Law and Justice and Creative Writing and Media
- Early diagnosis and academic intervention provided for incoming 9th graders who are struggling readers
- Saturday day school for tutoring, PBAT/Regents prep and SAT prep, IF funding is available
- Weekly tutoring and homework help in our advisory groups
- Partnership with *College Summit* to provide a college readiness and preparation program for all junior and senior students and their family group advisors
- Service learning program for all 10th grade students
- *College Now* program collaboration with Hostos Community College in which students earn college credit while in high school
- Counseling groups for targeted populations such as teen parents and anger management groups
- Individual counseling
- Grade level intervention meetings
- PPT meetings as well as other student conferencing meetings
- Using *Schools Attuned* strategies in classrooms for support and intervention
- Use of advisory system to support student learning
- Use of violence prevention and conflict resolution curriculum with 9th and 10th grade advisories
- Performance based assessments including Demonstrations of Learning, Foundations Literacy and Community Membership portfolio for 9th graders; Service Learning project for 10th graders; graduation level PBATs in Science, Math and Social Studies in 11th grade; ELA PBAT and Social Action Research project for 12th graders
- Connecting students to services through VESID
- Special education and general education teachers co-planning and co-teaching classes
- Professional development on differentiation provided to general education teachers by special education teacher

3. Instruction by highly qualified staff.

In the 2009-10 school year, all teachers except for one were highly qualified (96.3%). The social studies teacher who was not, has completed her requirements and is now highly qualified. This year, all teachers will be highly qualified.

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

Professional development will be provided by educational programs, and staff trained in these programs, that are approved and used by the NYC DOE including: Facing History and Ourselves, The Center for Inquiry, Understanding by Design, and Judith Hochman's Basic Writing Skills. As well, our professional development is planned and facilitated by lead teachers, our literacy coach, a math coach and school leaders. Sharing practices, examining student work and co-planning lessons and curriculum are on-going and routine professional development practices.

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

We create high quality and highly qualified teachers to our school through the following strategies:

- Our teacher-led hiring committee conducts outreach and school visits for prospective teachers prior to scheduling any interviews.
- Creating links to local universities with student teaching programs. We have partnered with Barnard and Lehman to date
- Outreach through listservs of universities such as NYU, Teachers' College, Lehman, Fordham, Hunter, Queens College
- Outreach to partner organizations who post job openings such as the *New York Performance Standards Consortium*, the *Coalition for Essential Schools* and *Facing History and Ourselves*
- Attending hiring fairs sponsored by the DOE

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

Our community partner, BronxWorks, provides a wide variety of services to the families of our students including ESL classes and job readiness workshops. As well, we will continue to increase parental involvement through evening and Saturday programs. We are also writing a grant to create a multi-media and digital literacy center that would provide digital literacy training to parents/guardians of our students.

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

N/A

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

Teachers work together with department members and grade level members as well as with administration to develop, assess, and improve ongoing assessments, with an eye towards identifying students' deficiencies, and improving the instructional program. They regularly attend meetings with teachers outside of our schools, visit schools, attend conferences and participate in roundtables at other schools to compare and refine academic assessments.

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.

We will continue to train teachers in differentiation strategies, as well as in Schools Attuned methodologies, which will enable them to identify students' individual learning styles and struggles and to use more effective instructional techniques and materials. Teachers will modify lessons, assessments and materials to accommodate these differences. Tutoring will be provided after school and on Saturdays to give students additional time for assistance outside of regular class meeting times.

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.

We will continue to enrich our school program through the coordination and integration of the following federal, state, and local services and programs:

- Full service health care center on site
- College Access Center
- Services in collaboration with our community based organization – BronxWorks: housing programs, immigration, computer literacy, homework help, social services assistance, job training, pregnancy prevention program
- CUNY/College Now program
- External Partnerships: College Summit, Facing History and Ourselves, Barnard University, Lehman College etc.

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

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to

coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$ 335,075	x	11-20; 22-26; 30-31; 37-40
Title I, Part A (ARRA)	Federal	X			123,690	x	11-20; 22-26; 30-31; 37-40
Title II, Part A	Federal			X			
Title III, Part A	Federal	X			15,000	x	27-29
Title IV	Federal			X			
IDEA	Federal						
Tax Levy	Local	X			1,809,623	x	11-20; 22-26; 30-31; 37-40

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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.

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: Improvement Year 1 **SURR³ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

We need to improve in the area of performance on the ELA Regents exam. In the 2007-8 school year, we needed to meet a performance index of 165 in performance on the ELA Regents for the 2006 accountability cohort. While we DID meet that for the Hispanic student sub-group, we missed it for the economically disadvantaged sub-group by one point (we scored 164) and we missed it by five points for the all students category. This was the second year that we did not make AYP in performance on the ELA Regents exam, although the results from last year showed a big improvement over the prior year.

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.

The follow is a description of the focused interventions designed to support improved performance on the ELA Regents exam:

- Creation of an ELA Regents prep class for seniors (accountability cohort 2007) who scored below a 65 on the ELA Regents exam or who did not take the exam last year.
- Analysis of individual student strengths and weaknesses on the prior ELA Regents exam as well as identification of patterns of strength and weakness in this cohort of students as identified by the use of the sample new Regents exam as a diagnostic test and by teacher assessments. This will allow teachers to more systematically target instruction in the prep class as well as in the lower grades to better prepare students.

School Under Registration Review (SURR)

- Use the task analysis spreadsheet created to analyze individual and cohort performance in each specific area in order to create a blueprint for instruction and support
- Provide ELA Regents and RCT Reading/Writing prep after school by English and special education department teachers
- Provide Saturday ELA Regents and RCT Reading/Writing prep by English and special education department teachers
- Individual and small group conferences will be conducted with each student, the principal, the Regents prep teacher and the student's family group advisor to discuss student progress in the prep class and to create an action plan of support during and after school.
- Letters will be sent home to parents/guardians outlining the areas of instruction in which their child needs additional support and detailing the additional supports that will be provided during the day and outside the regular school day
- The English department will meet regularly to monitor progress of the targeted student group
- Twice monthly planning and status meetings will take place with ELA teachers, literacy coach, AP and Principal
- The English department will work together to revise curriculum and instruction to better assist students in developing the reading, writing and test preparation skills needed to pass the state examinations. This will include direct ELA Regents instruction in grades 9, 10 and 11 in areas where students need the most work and in response to the new format for the ELA Regents.

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.

We will use the 10 percent to partially fund the assistant principal who is in charge of ensuring that high quality professional development is provided to the English department and to content area teachers in order to improve our ELA exam performance rate. He will work together with the English department and with the literacy coach to redesign the curriculum. He will work with the literacy coach to ensure that she provides professional development to the English teachers as well as to content area teachers.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Our literacy coach mentors our new English teachers. We routinely pair new teachers and other teachers in need of support with experienced lead teachers. We pair them with a content area teacher as well as with a special education teacher to strengthen their skills in areas such as differentiation. We pair them with the literacy coach in order to teach them literacy strategies.

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.

The school has drafted a letter to parents/guardians in both English and Spanish that will be sent home informing them of the area in which the school is in need of improvement and of our improvement plans.

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.)

We currently have 8 students in temporary housing.

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

Our two school social workers will provide emotional and supportive counseling services as needed to our students in temporary housing.

Outreach services will be provided by our social workers and attendance committee members to work closely with the shelter liaisons and with parents/guardians to communicate about attendance, academic progress and any other needs.

We provide academic support services and enrichment as well, through after school, Saturday and credit recovery programs.

In addition to the counseling, outreach, academic and educational support services, we use funds to provide our students in temporary housing with school supplies such as binders, paper, pens and backpacks.

Our community-based partner BronxWorks provides support services and resources to the students and their parents/guardians through their housing and outreach services and by obtaining emergency supplies for our STH population. In addition, we provide new clothing items such as winter scarves, hats, and gloves, as well as T shirts, to our STH students through BronxWorks.

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:	Community School for Social Justice					
District:	7	DBN:	07X427	School		320700011427

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		80.9	84.6	83.1
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	117	106	105				
Grade 10	107	99	83				
Grade 11	70	74	79				
Grade 12	53	64	66				
Ungraded	0	0	0				
Total	347	343	333				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	92.6	94.0	95.6

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	73.9	92.2	94.4

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	1	15	11

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	3	3	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	33	126	114
# in Collaborative Team Teaching (CTT) Classes	42	40	44	Superintendent Suspensions	2	21	12
Number all others	24	32	24				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	28	28	28
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	10	7
# receiving ESL services only	19	30	TBD	Number of Educational Paraprofessionals	1	1	2
# ELLs with IEPs	7	17	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	10	14	59	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	25.0	39.3	67.9
				% more than 5 years teaching anywhere	25.0	25.0	42.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	68.0	68.0	89.3
American Indian or Alaska Native	1.2	0.3	0.0	% core classes taught by "highly qualified" teachers	92.5	89.8	96.7
Black or African American	40.1	37.9	36.0				
Hispanic or Latino	57.3	59.5	62.8				
Asian or Native Hawaiian/Other Pacific	0.0	0.3	0.3				
White	1.4	1.2	0.9				
Male	41.5	41.4	43.5				
Female	58.5	58.6	56.5				

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	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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				X		v	74
Ethnicity							

American Indian or Alaska Native				-		
Black or African American				-		
Hispanic or Latino				X		
Asian or Native Hawaiian/Other Pacific Islander						-
White				-		-
Multiracial						
Students with Disabilities				-		-
Limited English Proficient				-		-
Economically Disadvantaged				X		
Student groups making				0		1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:			P	
Overall Score:	73.3	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data			P	
School Environment:	10.5	Quality Statement 2: Plan and Set Goals			P	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals			P	
School Performance:	17.3	Quality Statement 4: Align Capacity Building to Goals			WD	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise			P	
Student Progress:	42.5					
<i>(Comprises 60% of the</i>						
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

**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 CFN	District 07	School Number 427	School Name Social Justice
Principal Sue-Ann Rosch		Assistant Principal Jaime Guzman	
Coach Joan Jubela		Coach type here	
Teacher/Subject Area Suzanne Kott/ ESL Teacher		Guidance Counselor Celeste Hill	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Alane Sosa	
Related Service Provider type here		Other type here	
Network Leader Joseph Cassidy		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
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	332	Total Number of ELLs	39	ELLs as Share of Total Student Population (%)	11.75%
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Part II: ELL Identification Process

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

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

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

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

1. When a new admit arrives to the Community School for Social Justice, the ESL teacher, Suzanne Kott, or the Assistant Principal, Jaime Guzman, are called to the office to administer the Home Language Identification Survey. They work with each parent to complete the survey. Based on the results of the survey, the parent and the student are given an in-depth interview. The Parent Coordinator, Alane Sosa, may be called to help translate if necessary. Parents and students are queried as to how many years of education the student received, what language the education was administered in, where that education took place, and what language is primarily spoken in the home. Based on those responses, as well as those relevant sections of the HLIS, a determination is made to administer the LAB-R. The LAB-R is then administered within 10 days of enrollment and hand scored. A placement, if warranted, is made. The AP, Mr. Guzman, orders the NYSESLAT each spring from the Bronx district testing coordinator, Sharon Cahr. The test is also returned to her office. The NYSESLAT is administered by our licensed ESL teacher, Ms. Kott who also packages and returns the tests to the scanning center. Once the NYSESLAT scores are received in August, the ESL teacher disaggregates the scores, determining whether students scored beginner, intermediate or advanced, for the following sub-component levels: Reading, Writing, Listening, and Speaking. The ESL teacher lists clusters students by grade levels and then breaks down the scores first by overall performance level then by the components to determine which subgroups each student needs to address. This is done for not just the current score but the score the previous year. Additionally, the teacher lists the number of years each student has been receiving service, the native language, SIFE status and any Special Education services. This information is then used to cluster students into two classes in ninth grade and one class in grades 10-12. The ESL teacher focuses any pull-out instruction on the sub-component each student needs improvement on. For example, students needing improvement in writing skills are pull-out together and put into one class in the ninth grade while reading skills are targeted with another group. The staff is then given relevant information including years of service, native language, special education identification, the overall level of each student and the sub-group levels. The ESL teacher reviews the information at staff meetings then meets with each grade level to discuss specific student needs, accommodations and to assist in directing instruction.

2. Every May, prior to beginning school, a 9th grade orientation is held and the ESL teacher, Ms. Kott, meets with incoming ELLs and their parents to discuss the program the school implements and explains the options the parent is entitled to. This meeting is for students who are currently enrolled in NYC schools and have been admitted to the high school as incoming ninth graders for the next fall. A parent orientation meeting is also held in September and November by the ESL teacher, Assistant Principal, Mr. Guzman, and Parent Coordinator, Ms. Sosa, who provides translation services. The parent video is shown in parent's native language and the brochure is distributed in both the native language and English. The school only employs free standing ESL, as per state regulations, so parents who request a different program are educated in their rights, given a list of schools that have Bilingual Programs and directed back to the ISC. They also meet with the school's guidance counselor who helps shorten the list by identifying local schools possessing their desired program. The same program is scheduled for the the spring for any new admits should it be necessary. Should a student arrive mid-year, the parent is called for a meeting after the LAB-R is administered and the results calculated.

3. Every September, entitlement letters are mailed home and given to each student. Attached to each letter is a receipt asking parents to sign acknowledging their awareness of their child's continued services. If the letter is not returned, parents are called and asked to verify that they received the letter and to return it to the school. Records of the calls are kept. In addition, letters are handed out and collected at parent orientation and meetings. Letters are stored in a secured binder in the the AP's, Mr. Guzman's office and collected by Mr. Guzman and Ms. Kott.

4. Currently, only one general education parent and one special education have requested Bilingual education; therefore, the school only possesses an ESL program. We explain our push-in program. At parent meetings, all program options are explained and relevant literature describing each program is given to the parent in both their native language and English. A translator is arranged in the parents native language and they guarantee the parent's understanding of their options. The relevant video is also shown. Parents who request a different program are educated in their rights and given a list of schools that possess their desired program. The Guidance Counselor then meets with the parent and student to discuss the schools. Parents are then directed back to the ISC.

5. We have not received any new admits who meet the above criteria in the past two years. We had 29 ELLs last year and none of the parents indicated they wanted a Bilingual program. Currently, we have 8 special education students whose IEPs mandate Bilingual education. Their parents were contacted and asked to meet with the ESL teacher and the Assistant Principal. Program choices were all explained to the parents and they all chose to have their child remain in ESL. Bilingual para-professionals are provided as per their IEPs. One ninth grade parent wants his son in returned to a bilingual self-contained class. We are working to help him resolve the situation

with the Office of Student Enrollment(OSE). One ninth grade parent expressed a preference for a change to bilingual education and we followed the procedure we outlined in questions 1 and 2. The rest of the students are either long term or mandated ELLs who previously chose and wish to remain in an ESL program

6. An ESL program is provided as per parent request. Only one Special Education student's parent and one general education student's parent requested a bilingual program. The school only employs free standing ESL, as per state regulations, so parents who request a different program are educated in their rights and directed back to the OSE. They also meet with the school's guidance counselor who helps identify local schools possessing their desired program.

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In										9	6	6	3	24
Total	0	0	0	0	0	0	0	0	0	9	6	6	3	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	16
SIFE	6	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	27

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

Dual Language (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
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										24	7	5	2	38
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	25	7	5	2	39

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

1. a. The ESL program utilizes a Push-in and Pull-out program. The ESL teachers Push-in to Social Studies and Science classes.
- b. Students travel as a block. Students are heterogeneously grouped in classes. Beginners and Intermediate students participate in pull-out.
2. The Push-in ensures that mandated minutes are met because the ELLs are spread throughout the four grades. The licensed ESL teacher works with students in all four grade levels. Ninth grade beginner and intermediate level students are pulled-out heterogeneously. In addition to their mandated ESL minutes, all students, regardless of level, receive ELA with their cohort. However, every attempt is made to schedule pull-out during this time. Students are scheduled to receive NLA minutes from the Spanish teacher.
- a. Each of our periods is 57 minutes long. Ninth grade is pushed into 7 times which meets the requirements for Intermediate and Advanced students. Intermediate and Beginner students are pulled out 3 times to meet the requirements for Beginners and provide extra support for Intermediates. Tenth grade only has Intermediate and Advanced students to they are pushed into 3 times which meets the requirements for Advanced students. Intermediates are pulled out 3 times to meet their requirements. The Eleventh grade, all advanced and intermediate students, are pushed into three times and pulled out three times. The twelfth grade, all intermediate students, are pushed into three times and pulled out three times.
3. Content areas are taught in English. Using the push-in model, the ESL teacher co-plans with subject area teachers and also provides direct instruction on occasion. She ensures that ESL students receive explicit instruction throughout the program. Teachers have access to bilingual materials to supplement their assignments. Students are paired with a non-ELL bilingual student who can provide translation when necessary. Students are supplied with pictures to help them understand concepts. Additional time is provided after school. Many assignments are adapted to student's levels. Students receive bilingual dictionaries when needed. Teachers use graphic organizers in the subject area classes., including; T-Charts (list ideas and explain), Venn Diagram (categorize, compare and contrast) Tree Diagram (Organize pre-writing)

§ Implementation of cross-curricular word analysis and language dissection: Word Walls, reinforcement of content area vocabulary in ESL, English, Science and Social Studies Classes focusing on cognates, definitions and usage of prefixes and suffixes § Direct Vocabulary instruction including the use of student generated personal dictionaries to define new words using first formal definitions then re-phrasing. Definitions include content area terminology as well as conversational language.
4. A. SIFE students are identified at the beginning of the school year. Parents of all SIFE students are called and the ESL teacher, Assistant Principal, Parent Coordinator and the students staff advisor attempt to meet with the student and their parent to identify the cause of the concern, discuss a plan to aid the student in improving their attendance and implementing a tutoring schedule with the ESL teacher and the subject area teachers to help bring the student up to grade level. Students are given modified work assignments that target content needs in addition to language needs. Students work in small groups based on deficiencies. During tutoring, subject area teachers focus on each student's deficiencies while reinforcing new material. When necessary, although we use a monlingual program, materials are given in the students' native language to aid in acquisition. If the parent is unavailable, the meeting is held with the student and the parent is called to

seek their assistance in implementing the program. The student's attendance is monitored by the Advisor and ESL teacher and the parents are called if a pattern begins to develop. Should attendance become an issue, the Parent Coordinator brings the concern to the attendance committee who use their resources to help the student.

B. Newcomers will receive ESL methodologies through a push-in and pull-out model by the ESL teacher. New ESL students will pair up with another bilingual English proficient student who speaks their native language. They will also receive tutoring during the week and on Saturdays. They will receive periodic assessments to ensure that they are progressing, and intervention strategies will be provided if they are not. Subject area teachers make use of bilingual materials available to them to help aid the student. During tutoring and Saturday School, the ESL teacher addresses the English Regents. Students are given direct instruction on the test starting in the second semester of tenth grade, practicing their reading comprehension, listening and note taking and the four different forms of writing required. Students are given materials, including extra vocabulary, to study at home.

C. 4th-6th year students are individually assessed by the ESL teacher at the start of school to determine their strengths and weaknesses. Writing and reading diagnostics are administered and the results are discussed with the subject teachers and the student so target areas can be determined and addressed. The ESL teacher then uses this information along with the NYSESLAT to design a program for use in ESL. Instruction is normally focused on further acquisition of reading and writing skills as the majority of students are at or near proficiency in reading and writing. The ESL teacher focuses their instruction on helping students acquire the targeted skills and extend its use to the subject areas. Instruction is also more focused at this time on acquiring content area terminology and reading and writing across the subject areas. The teacher works with the subject area teachers to help them differentiate instruction to focus on the students needs. Teachers make use of group assignments, pairing the student with another student who has strong skills in those areas. They also provide extra instruction on content area vocabulary acquisition and give students extra vocabulary sheets to aide in content knowledge acquisition.

D. Long-term ELLs are fully serviced as per the NYSESLAT scores. Assessments are made to determine which modalities need to be addressed. The student's attendance, admission and test history are researched to help determine possible causes for the student's status and addressed as needed. Students are encouraged to come to tutoring after school and on Saturdays. Tutoring focuses on content area acquisition as well as intensive ESL instruction. We are currently reviewing different on-line language programs we want to implement.

E. Special needs students are serviced as per their IEPs. The ESL teacher meets with the Special Education team to discuss the student's needs and helps implement a program based on their needs. Students whose needs cross-over into both areas are grouped and serviced together. Regular meeting are held between the departments to continue to update and address those students needs.

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

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

Native Language Arts and Native Language Support

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

NLA Usage/Support		TBE		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5. Content areas are taught in English. Using the push-in model, the ESL teacher co-plans with subject area teachers and also provides direct instruction on occasion. She ensures that ESL students receive explicit instruction throughout the program. Teachers have access to bilingual materials to supplement their assignments. Students are paired with a non-ELL bilingual student who can provide translation when necessary. Students are supplied with pictures to help them understand concepts. In math, teachers will color code problems to help students learn the order of operations, use number sense, review basic operations, work with students on extra problems. There is also an extra math teacher

in the class to give extra help to students. Native language texts are provided. Additional time is provided after school. Many assignments are adapted to student's levels.

6. Former ELLs are assigned to classes serviced by the ESL teacher. They receive support from the ESL Teacher during class time. In addition, they can see the ESL teacher during after school tutoring. They receive additional time to complete assignments. They are given all mandated testing accommodations for two years, including: time estensions, separate loations, translation dictionaries, native language translations, and third reads on listening sections.

7. Implementing a.m. tutoring for students who cannot come after school and would prefer morning tutoring is being considered. We hope to provide more tutoring opportunities this way. We are looking at different on-line language learning programs like "Writeto Learn."

8. None

9. ELL students have the same access as any other student to all programs. They are encouraged by the ESL teacher and their Advisors to attend school programs. All information is provided in English and the Native Language. Students are provided with tutoring after school and on Saturdays.

10. Students have access to texts and worksheets in the Native Language. They have access to computers in every classroom and smartboards in grades 9-11. Students have access to bilingual books in the Library. Each student is given access to a bilingual dictionary. They can use language learning programs on the internet. The following strategies are used across the curriculum; graphic organizers in the subject area classes. T-Charts (list ideas and explain), Venn Diagram (categorize, compare and contrast) Tree Diagram (Organize pre-writing) Implementation of cross-curricular word analysis and language dissection: Word Walls, reinforcement of content area vocabulary in ESL, English, Science and Social Studies Classes focusing on cognates, definitions and usage of prefixes and suffixes. We also use manipulatives where applicable, visuals are provided to help students grasp concepts, and teachers use role playing. Students are given choices of how they want to complete written classroom assessments ranging from oral responses for beginners to letters, essays, pamphlets or posters for more advanced students. Mini-Lessons for direct instruction of identified grammatical errors. Individual student conferencing to address specific student's needs. Reviewing student generated writing with the individual student to address their specific needs. Direct Vocabulary instruction including the use of student generated personal dictionaries to define new words using first formal definitions then re-phrasing. Definitions include content area terminology as well as conversational language.

11. Materials are translated for the students. They are brought to the Library regularly to take out materials in their native language.

12. Yes, appropriate first and second language resources are available throughout grades and age levels

13. Every May, prior to beginning school, a 9th grade orientation is held and the ESL teacher meets with incoming ELLs and their parents to discuss the program the school implements and explains the options the parent is entitled to. A three day team building workshop stressing collaboration, teamwork and community building is held each July. ELLs are called and asked to attend to help them become more comfortable and better acclimated. The ESL teacher meets individually with students to assess them. The teacher will also meet with parents.

14. As a small school, we only offer Spanish as a foreign 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)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. The ELL teacher goes to several workshops each year provided by BETAC and the Office of ELLs such as the LAP workshop to better implement instruction. In addition, the ELL teacher will often utilize workshops given by outside agencies like the New York Times. The ESL teacher may bring English and subject area teachers. The ESL teacher provides professional development for teachers and other relevant staff members in the building during staff meetings, on professional development days and during department meetings. She turns PD she attends for staff and works one-on-one with staff members who are struggling to differentiate instruction for ELLs. She also works with Para-professionals assigned to ELLs to help them work more effectively with their students. Teachers are being trained to use SIOP in their classrooms to better meet the needs of ELLs.
2. Teachers are provided with background information on each student such as: NYSESLAT scores and years of service. Also, the ELL teacher attends the three day ninth grade orientation and meets and evaluates each student and reports back to the teachers.
3. Training for staff begins in the start of the school year with the ESL teacher reviewing NYSESLAT scores and testing levels. She also explains the scores to the staff. The ESL teacher attends weekly grade level meeting to review student progress and train teachers on meeting the needs of the ELLs in their cohort. The ESL teacher gives training at staff meeting on improving instruction with topics including: vocabulary acquisition, writing across the curriculum, using visual aids to improve subject comprehension, modifying language on materials and exams, and testing compliance. Teachers are being trained to use SIOP in the classes. Training occurs during staff meetings, on professional development days and during department meetings.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Families will be involved through outreach provided by the ESL teacher and family group advisors. Parents have several opportunities each year to meet with teachers including: Student-Parent Orientation for incoming ninth graders in May and July, Meet the Teacher night for all grades in September, and Awards Ceremonies. ESL parents are represented on the PTA advisory board and the SLT team. Opportunities will be provided for parental interaction during the school day. Two additional meeting times are provided for ESL parents during the school day in September and March where our ESL program and parent options and student progress are reviewed. Translation services are provided by our Assistant Principal, Spanish Teacher, Parent Coordinators and Bilingual Paraprofessionals.
2. We work closely with our Community Based Organization, Bronx Works, to provide opportunities for the families in our school community to be informed and involved in the planning and implementation of our ESL program. They offer a variety of services to parents of ELLs, including: English classes, legal aide, and immigration help.
3. The school uses the Learning Environment Survey to evaluate the needs of the parent community. Furthermore, the school also provides an orientation for all grade levels in order to inform parents of the goals and expectations for their child and to answer parental concerns. The parent coordinator is available to speak and assist parents. Family group advisors also keep in regular contact with the parent of the students in their group and aid in determining their needs.
4. Our parent community has requested improved communications with teachers concerning grades and assignments. Therefore, the following has been implemented:
 - Edline grading system that gives parents access to the most recent student progress and allows parents to email teachers with concerns.
 - Family group advisors are pivotal in maintaining parental involvement and remain with the student throughout their 4 years in school to develop a personal relationship with the student. All communication is bilingual.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										4	1	0	0	5
Intermediate(I)										12	2	3	2	19
Advanced (A)										9	5	1	0	15
Total	0	0	0	0	0	0	0	0	0	25	8	4	2	39

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										1	0	0	0
	I										1	0	0	0
	A										9	6	1	0
	P										14	1	4	2
READING/ WRITING	B										4	1	0	0
	I										10	3	3	2
	A										11	3	3	0
	P										0	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					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
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	2		0	
Math	2		2	
Math				
Biology				
Chemistry	2		2	
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government	2		1	
Foreign Language	1		1	
Other				
Other				
NYSAA ELA				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. We are a portfolio assessment school with a Regents waiver from the state. Students are assessed first based on their NYSESLAT scores. The ESL teacher then meets individually with students and administor assessments to assess their needs. We use this information to adapt class curriculum and focus study during pull-out. We have had no new ELL admits for either the 2009-2010 or 2010-2011 and none of our students were in the country for less than a year when they started at our school. Therefore, we focus on their NYSESLAT scores rather than using the LAB-R to determine starting English Proficiency. As 19/39 students are passed the Listening and Speaking section and 16/39 students scored Advanced versus 17/39 scoring Advanced and 18/39 scoring Intermediate on the Reading and the Writing sections we emphasize building reading and writing skills in classroom instruction.

2. Most students are either achieving a higher score or passing the Listening/Speaking sections than the Reading/Writing sections. Progress is faster on the Listening/Speaking sections than the Reading/Writing. Newly admitted students (1-6 year range) are progressing more quickly than long term ELLs. Special Education ELLs who have been ELLs for their entire school careers are having difficulty passing the Reading/Writing Sections. Those students whose IEPs mandate Bilingual Education, all of whom are now being served in an ESL setting, are

parents chose an ESL program. Teachers will use more graphic organizers to improve reading comprehension and writing skills.

4. A. The current patterns across grade levels are that most students are either achieving a higher score or passing the Listening/Speaking sections than the Reading/Writing sections. Progress is faster on the Listening/Speaking sections than the Reading/Writing. Newly admitted students (1-6 year range) are progressing more quickly than long term ELLs. Special Education ELLs who have been ELLs for their entire school careers are having difficulty passing the Reading/Writing Sections. Those students whose IEPs mandate Bilingual Education, all of whom are now being served in an ESL setting, are having the greatest difficulty making progress. However, current tenth graders who left bilingual programs after eighth grade and spent ninth grade in ESL made progress in the writing modality.

B. Our school community constantly reflects upon student achievement and teachers assess student learning daily and reinforce key concepts. Grade levels and departments each meet weekly to review student progress and reevaluate curriculum. Alternative teaching methodologies are discussed and implemented and interventions are set into place.

C. The school is learning that students need more focused instruction on writing strategies and vocabulary development. In addition, as an alternative assessment high school, our students are benefiting from a revised curriculum that focuses on research, reading, writing, and presentation skills with a concentration on group work and cooperative learning. These Performance Based Assessments Tasks are assisting students in acquiring a deeper comprehension of key concepts that will help them become more successful in college.

4. Not Applicable

5. Our ELLs have been successful in earning 10 credits or more and as a result have moved onto the next grade level. For example, 78% of ELLs earned 10 credits or more during the 2009-2010 school year, which was the highest achieving sub-group in our population. Furthermore, 7 out of 23 students in grades 9-11 passed the NYSESLAT exam and an additional 5 students moved up 1 level.

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		