



SCHOOL FOR COMMUNITY RESEARCH AND LEARNING

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL: SCHOOL FOR COMMUNITY RESEARCH AND LEARNING
ADDRESS: 1980 LAFAYETTE AVE., BRONX, NY 10473
TELEPHONE: 718-892-2054
FAX: 718-892-3580**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 08X540 **SCHOOL NAME:** School for Community Research and Learning

SCHOOL ADDRESS: 1980 Lafayette Ave., BRONX, NY, 10473

SCHOOL TELEPHONE: 718-892-2054 **FAX:** 718-892-3580

SCHOOL CONTACT PERSON: JOHN P. TORNIFOLIO **EMAIL ADDRESS** JTornif@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Shantel Patterson

PRINCIPAL: JOHN TORNIFOLIO

UFT CHAPTER LEADER: Daniel Propper

PARENTS' ASSOCIATION PRESIDENT: Shantel Patterson

STUDENT REPRESENTATIVE: *(Required for high schools)* Ashlie Henderson

DISTRICT AND NETWORK INFORMATION

DISTRICT: 08 **CHILDREN FIRST NETWORK (CFN):** New Visions for Public Schools

NETWORK LEADER: Barbara Gambino

SUPERINTENDENT: ELENA PAPALIBERIOS

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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/ronlyres/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
John P. Tornifolio	*Principal or Designee	
Daniel Propper	*UFT Chapter Chairperson or Designee	
Shantel Patterson	*PA/PTA President or Designated Co-President	
Sharon Thomas	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Victoria Cippolaro	DC 37 Representative, if applicable	
Ashlie Henderson	Student Representative	
N/A	CBO Representative, if applicable	
Lillian Rivera	Member/ Parent	
Dulcenia Aviles	Member/ Parent	
Melisande Torres	Member/ Teacher	
Lenyce Laviscount	Member/ Teacher	
Imani-aa Brown	Member/Student	
Leesage Perez	Member/ Student	
Natalie Pinero	Member/ 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.

School Philosophy of Education/Mission:

Our mission is to establish and maintain a broad community of learners focused on community project-based research, supported with technology.

Our diverse student body serves as community leaders, developing advanced college-bound academic competencies by investigating and researching local community problems and issues. Individual students collaborate face-to-face and virtually through telecommunications-- with local community members, researchers, business leaders, community based organizations, and other experts in the field-- to develop solutions.

This school's non-traditional, project-based and proactive curriculum supports social justice through informed community planning!

Our community of learners includes students, teachers, administrators, parents, not-for-profit organizations, local businesses, and the ever-expanding array of community members available through the use of technology.

Vision:

The School for Community Research and Learning is a learning community and our members are committed to thinking, growing, and inquiring. It is a place where learning is for everyone, an attitude as well as an activity, a way of life as well as a process.

To this end the principal and teachers of this school have committed themselves to a spirit of collective inquiry as they reflect on their practice and search for solutions to the problems they face and to the continuous development of their expertise and to the ideals of professional virtue.

We are a collegial community in that we recognize that all of the members of this school are tied together for mutual benefit and pursue common goals by a sense of felt interdependence and mutual obligation. We recognize also, that as such, economic, religious, cultural, ethnic, family, and other differences are brought together into a mutually respectful whole.

School wide Goals:

1. Student Attendance
2. Graduation Rate
3. Credit Accumulation across all Grades
4. Cohort 2011 Regents Examination Passing Rate in All Regents Examinations

School Overview

The School for Community Research and Learning is built on the premise that students will learn best when they proactively identify and investigate social, environmental, political, public policy and education problems and issues in their local communities and are able to see the constructive and positive results of their research. In collaborative teams they will be brought into the world of real research as apprentices, working with their teachers and experts from the many diverse fields including historian, investigative reporters, mathematicians, and scientists. The school's culture is characterized by academic achievement that contributes to the health and progress of the local community. This also includes students' contributing to and promoting needed improvements in their communities. Students become valued members of a community of practice in which they contribute to problem posing and problem solving alongside their teachers, community members, scientists, historians, and investigative reporters.

When diverse groups of students collaborate with identified community members and leaders to identify and solve problems in their local community, students become highly motivated and self-directed. Our research based learning promotes students to become future community leaders who are prepared to make decisions as team members and respond to challenges as they arise. Over time, students will be expected to develop personal, social, and academic competencies so they perceive themselves as a resource for others. Students will come to describe themselves as change agents who are better prepared to successfully address the challenging issues of their community. It must also be noted that how a community is defined will be at times expanded far beyond students' local neighborhoods.

Our goal is to prepare each student to graduate within four years and to be eligible for acceptance at major colleges and universities. To accomplish this goal, we focus on the competencies reflected in advanced placement courses and early-entry-into-college courses. This does not mean that students will take such courses but that they are able to meet the requirements reflected in advanced courses. We also realize that to achieve these standards, some students and their families will need additional social and academic support which will be provided by the school's CBO, Good Shepherd Services and additional organizations and individuals who serve as tutors, mentors, and support after-school and summer academies. Students will be supported so they successfully

achieve high standards when they learn to set challenging and realistic goals for themselves and actively reflect on their progress toward these goals.

Another one of our important goals is our use of various forms of technology to facilitate and support a learning community and it must be noted that decisions regarding technology and its use is made collaboratively by the stakeholders of the school community. Flexibility will be assured in the decision making process to select and upgrade technology based on ongoing reviews of its instructional and administrative value. Particular attention will be given to providing technology support for physically disabled and learning disabled students.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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:		School for Community Research and Learning					
District:	8	DBN:	08X540	School BEDS Code:	320800011540		
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:			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of June 30)
Pre-K	0	0	0	78.9	78.4		TBD
Kindergarten		0		0	0		
Grade 1	0		0	0			Student Stability - % of Enrollment:
Grade 2	0	0	0	2007-08	2008-09	2009-10	(As of June 30)
Grade 3	0	0	0	88.8	86.3		TBD
Grade 4		0		0		0	
Grade 5	0		0	0			Poverty Rate - % of Enrollment:

Grade 6	0	0	0	2007-08	2008-09	2009-10	(As of October 31)
Grade 7	0	0	0	0	77.4	81.8	94.0
Grade 8		0		0		0	
Grade 9		156			132		
							Students in Temporary Housing - Total Number:
Grade 10	99	111	106	2007-08	2008-09	2009-10	(As of June 30)
Grade 11	87	69	79	2	29		TBD
Grade 12		50		58		66	
Ungraded		0	2		1		
							Recent Immigrants - Total Number:
Total	392	375	384	2007-08	2008-09	2009-10	(As of October 31)
8		5			2		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of June 30)
# in Self-Contained Classes	19	31	33	31	44	TBD	Principal Suspensions
# in Collaborative Team Teaching (CTT) Classes	62	59	59	15	8	TBD	Superintendent Suspensions
Number all others		1		0		3	
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
2007-08		2008-09		2009-10			(As of October 31)
N/A		0		0			CTE Program Participants
2	0		0		English Language Learners (ELL) Enrollment: (BESIS Survey)		Early College HS Program Participants
(As of October 31)		2007-08		2008-09		2009-10	
# in Transitional Bilingual Classes	0		1	0			Number of Staff - Includes all full-time staff:
# in Dual Lang.	2	0	0	2007-08	2008-09	2009-10	(As of October 31)

Programs # receiving ESL services only	46	39	54	33	38	TBD	Number of Teachers
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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?
-

What student performance trends can you identify?

After a review of our educational program, data analysis from DOE and NYSED resources and a comprehensive needs assessment, we have identified four target areas that needing improvement:

- Student Attendance
- Graduation Rate
- Credit accumulation across all grades
- Cohort 2011 Regents Examination passing rate in all Regents Examinations

Firstly, the average student attendance rate for 2009-10 was 80.0%, well below the Chancellor's expected rate of 90%. The 80% attendance rate disaggregates among the four grade levels as follows: 9th grade at 75%, 10th grade at 81%, 11th grade at 86%, and the 12th grade at 84%.

Secondly, in three consecutive graduating cohorts, 2007, 2008, and 2009, the school has not yet achieved a minimum graduation rate of 55% as evinced by the following graduation rates: 2007 at 50.3%, 2008 at 47.3%, and 2009 at 43.9%. Demonstrably, the school's graduation rate has been in decline since 2007.

Thirdly, we have observed that students are earning insufficient course credits per year in order to graduate with their cohort. According to the school's 2009 Progress Report, only 53.1% of students earned 10+ credits their first year, 60.7% earned 10+ credits their second year, and 59.3% earned 10+ credits their third year.

Finally, less than 50% of all students have passed a required Regents Examination by June 2010. The Regents pass rate for Cohort 2010 is Science 40%, Global History 32%, US History 46%, and ELA 44%. The Cohort 2011 Regents pass rate is Science 32%, Algebra 39%, Global History 27%, US history 38%, and ELA 32%. The Cohort 2012 Regents pass rate is Science 25% and Algebra 32%. The Cohort 2013 Regents pass rate is Science 7%, Algebra 22%, and US History 31%.

What have been the greatest accomplishments over the last couple of years?

The school did not have a quality review during the 2009-10 academic school year. The Quality Review completed in 2008-09, which rated the school Proficient, indicated that the school does the following well:

- The principal's good leadership is driving the vision of continually improving student achievement.
- The principal, assistant principals and teachers work effectively in teams to plan curriculum, instruction and interventions to support student learning.
- The school has excellent data systems for periodically tracking the progress of students' achievements.
- Students in greatest need of improvement receive valuable support from the teachers and other staff and make good progress in their achievement levels.
- There are good communication systems, which engage parents as partners in their children's education.
- The high expectations of teachers, students and parents are in evidence in all aspects of the work of the school.
- Parents are very positive about the high level of care and support their children receive from the school.
- There are good procedures in place, which lead to the school having a calm and caring culture.
- Good partnership arrangements are providing excellent support for students' academic and social achievement.

What are the most significant aids or barriers to the school's continuous improvement?

1. According to the school's 2008-09 Progress Report, the school earned a "C" score. The School Environment section of the report scored a "B" with the Student Performance and Student Progress sections each earning a "D" score, with students earning insufficient numbers of credits per year and large percentages of students failing to pass Regents Examinations. It should be noted that student attendance rate is higher this school year than last school year but is below the Chancellor's expected 90%.
2. According to the 2009-10 school survey, students indicated that they feel most faculty and staff don't know their names and they do not feel academically challenged.
3. Student credit accumulation is low with only 53.1% of students having earned 11 credits in 2009-10.
4. According to the School Quality Review for 2008-09, our identified areas for improvement continue to include:
 - Improve the marking policy to ensure there is a consistent approach to the periodic assessment of students' progress across the curriculum.

- Continue to develop the differentiation of instruction and activities to provide consistency in addressing students' individual learning needs.
- Further improve the monitoring of teacher outcomes to ensure the consistency of the impact on student achievements in classrooms.
- Improve the use of the school's data systems to analyze periodically the progress of students' achievement by ethnic and gender groupings.
- Further develop goal setting for improving achievement by negotiating challenging and differentiated goals for classrooms, grades and subjects.

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.

The Performance Conservatory High School has identified the following four goals:

Student Attendance

Graduation Rate

Credit Accumulation across all Grades

Cohort 2011 Regents Examination Passing Rate in All Regents Examinations

Annual Instructional Goals:

Annual Goal	Short Description
<p><input type="checkbox"/> Our goal is to raise average student attendance by June 2011 to 75.0%.</p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/> Although average student attendance has risen for each of the last three years, it remains a concern. Identified trends show that the days immediately before and after a mid-week holiday are historically low attendance days. The school will create and continually modify an Attendance Action Plan to reflect the on-going data collection. All staff will complete attendance absence and lateness [printed by 12 noon from ATS] to correct attendance/lateness errors. The attendance teacher will provide daily outreach and facilitate the removal of long-term absences LTA students as well as make home visits to chronically at-risk students. A school aide will make morning wake-up calls to chronically late students and our auto dialer telephones parents/guardians daily to inform them of absences and/or lateness.</p>
<p><input type="checkbox"/> Our goal for June, 2011 is to achieve a minimum graduation rate of 50% by August 2011.</p>	<p><input type="checkbox"/> To facilitate a higher rate for the 2010-11 school year, at-risk students will be programmed into credit recovery and/or Regents preparation classes on an as needed basis. Individualized plans, which will be created in collaboration with guidance, teachers and students, will identify a timeline for credit accumulation and a Regents schedule that will allow students to graduate in June or August, 2011. Our projected graduation rate by August 2011 will be 80%.</p>
<p><input type="checkbox"/> Our goal is to raise credit accumulation rates this academic school year across all cohorts and all grades so that each student will earn a minimum 11 credits per year per grade to be on track to graduate with their respective cohort. This goal will be achieved by June, 2011 as measured by student transcripts.</p>	<p><input type="checkbox"/> The 2009 Progress Report indicates that we are on the low end of the grade "C" category. Significant progress must be made in order to raise that grade and we understand that the bar for next year has been raised even further with a "B" grade target to meet a score of 54.0-69.9]. In assessing our current data, we have targeted student credit accumulation. Our student progress indicator, as reflected in the Progress Report shows our school to be performing below the 50% level and lower in our Peer Schools and in comparison to all city schools. We are focusing on proficiency gains for high-need students, ELLs, Special Education and bottom third of Hispanic and bottom third of black students.</p>
<p><input type="checkbox"/> Our goal is to raise the Regents Examination passing rate in all Regents Examinations for the Cohort 2011 to 50.0% by June 2011 and 55% by August 2011.</p>	<p><input type="checkbox"/> We will identify those Cohort 2011 students, who are testing in both January and June and provide them intensive preparation through remediation classes and tutoring, both 1:1 and small group.</p>

SECTION VI: ACTION PLAN

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

**Subject Area
(where relevant) :**

Attendance Improvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Our goal is to raise average student attendance to 75.0% by June 2011. <input type="checkbox"/></p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Although average student attendance has risen for each of the last three years, it remains a concern. Identified trends show that the days immediately before and after a mid-week holiday are historically low attendance days. The school will create and continually modify an Attendance Action Plan to reflect the on-going data collection. All staff will utilize attendance absence and lateness logs [printed by 12 noon from ATS] to correct attendance/lateness errors. The attendance teacher will provide daily outreach and facilitate the removal of long-term absences LTA students as well as make home visits to chronically at-risk students. A school aide will make morning wake-up calls to chronically late students and our auto dialer telephones parents/guardians daily to inform them of absences and/or lateness.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> IDEA Mandated Counseling Funding for substitutes or coverage by teachers through Tax Levy Teacher release time paid for through Tax Levy Assistant Principal is funded through Tax Levy Consultants are being funded through Title I Attendance Teacher funded through AIDP and Tax Levy Attendance Team funded through Title I</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><input type="checkbox"/> Initial indicator September 2010: Attendance average for 2009-10 was below 80% based on ATS daily data. Midterm: Attendance team will review data to date and revise, refine the attendance plan as necessary to meet identified interim goal of 90.0% by January 31, 2011. End-term: Attendance will remain at an average of 90.0% by June, 2011.</p>

Subject Area
(where relevant) :

Graduation Rate

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Our goal for June, 2011 is to achieve a minimum graduation rate of 50% by June 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Our action plan for raising the graduation rate includes a focus on improving student attendance, and improving the Regents passing rate and credit accumulation. We have identified all students in the 2011 cohort and will have created individualized plans for each student by mid-term fall 2011. Students in danger of failing to graduate will be assigned to an Inquiry Team consisting of the students, their teachers, guidance counselors, and administrators who will meet regularly to plan for student success, to motivate the students, assess progress, and adapt/adjust strategies as necessary to support student graduation. Each student will receive a copy his/her individualized data report with target dates for Regents testing and a program schedule that includes credit recovery classes, PM school classes and independent study projects that will allow the student to makeup missing credits. The school will create ICT and SETSS classes as per students' IEPs to help SWDs earn credits and pass Regents. Each student's schedule will be reassessed in December, 2010, and adjusted for the Spring semester February 2011 as needed to keep the student on track for graduation by June, 2011.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Additional classes funded through Fair Student Funding, Tax Levy, and Title I Funding for substitutes or coverage by teachers through Tax Levy Textbooks and supplementary materials funded through NYSTL Graphing Calculators funded through Tax Levy Science lab materials and supplies funded through Tax Levy and Title I Teacher release time paid for through Tax Levy Assistant Principal is funded through Tax Levy Consultants are being funded through Title I Inquiry Team funded through Title I IDEA Mandated Counseling</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><input type="checkbox"/> Initial indicator September 2010: Cohort 2011 students will have customized programs for maximum credit accumulation. Midterm: We expect 50% of students will be on track to graduate by January 2011 End-term: We expect 55% of Cohort 2011 students to graduate by August 2011</p>

Subject Area
(where relevant) :

Credit Accumulation across all
Grades

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Our goal is to raise credit accumulation rates this academic school year across all cohorts and all grades so that each student will earn a minimum 11 credits per year per grade to be on track to graduate with their respective cohort. This goal will be achieved by June, 2011 as measured by student transcripts.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Each student will be monitored and supported by his teachers across disciplines as well as his guidance counselor who will meet with students regularly to plan for their academic success, assess their progress, and adjust the plan. Additional Special Ed ICT and SETSS classes will be created in accordance with students' IEPs to help SWDs earn credits and pass Regents needed for graduation. Differentiated instructional practices, interim goal setting and targeted professional development for staff will be the components of the action plan. Data will show an increase in students earning 11 credits this year by June 2011.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Additional classes funded through Fair Student Funding, Tax Levy, and Title I Funding for substitutes or coverage by teachers through Tax Levy Textbooks and supplementary materials funded through NYSTL Graphing Calculators funded through Tax Levy Science lab materials and supplies funded through Tax Levy and Title I Teacher release time paid for through Tax Levy Assistant Principal is funded through Tax Levy Consultants are being funded through Title I Inquiry Team funded through Title I IDEA Mandated Counseling</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><input type="checkbox"/> Initial indicator September 2010: Targeted goals for individual students will be created and reviewed weekly by the guidance staff from the students' first report card to monitor and support credit accumulation Midterm: Data from report cards in January 2011 will determine the next steps for each student and allow the school to monitor student progress of credit accumulation. Expected gains in January, 2011 should be an 80% rate of all students earning a minimum of 6 credits earned per student. End-term: 80% of all students will have earned 11 credits for the year by June, 2011.</p>

**Subject Area
(where relevant) :**

**English Language Arts Regents
Examination**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Our goal is to raise the ELA Regents passing rate for Cohort 2011 from 32% to 50% by June 2011 and 55.0% by August 2011 with a minimum test score of 65.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Professional Development will be given to all ELA teachers, with additional focus on Cohort 2011 ELA remediation teachers in the areas of using the interim assessment, rubrics for evaluation of student artifacts, use of student data for goal setting, and differentiation of instruction facilitated by data. Professional development will be facilitated by staff developers through hands-on activities and student case studies. The use of this programming and scheduling will be revisited at mid-year and revised accordingly to meet student learning needs. An Inquiry Team will support and monitor Cohort 2011 students’ efforts in preparing to take and pass the ELA Regents Exam. Each student will receive a copy his/her individualized data report with target dates for taking the Regents exam.</p> <p>The school Instructional team members will train teachers in the use of student data. This will include cross curriculum data focusing on SWD and ELL/at risk students, the monitoring of student progress, initial goals for students in ELA, midterm assessment of progress and follow-up assessments.</p> <p>Teachers will share, during professional development periods, student progress based on the triangulation using a variety of the following data sources: interim assessment, work evaluated through rubrics, teacher generated exams, student portfolios and/or research projects. Administrators and peers will visit classrooms to observe and give constructive feedback.</p> <p>Critical reading is a priority as we work to create a “culture of readers.” Selection of high-interest literature and relevant, real-world texts will help to engage and sustain student interest in reading. Students will be prepared to take the English Regents Exam in January 2011. Small group tutorials, one-on-one instruction, ELA Regents Review curriculum will be followed to prepare Cohort 2011 students to take the ELA Regents.</p>

	<p>These students also will be enrolled in the College Summit and follow their prescribed curriculum to prepare them for college entrance, including application process, college essay, and financial aid for Cohort 2011 students who may still need to complete these activities. Guidance counselors will work with classroom teachers to provide additional support to insure students pass their ELA Regents Exam.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Funding for remedial classes through Tax Levy Funding for substitutes or coverage by teachers through Tax Levy Per session funding for tutors through Tax Levy Textbooks and supplemental materials funded through NYSTL Assistant Principal is funded through Tax Levy Consultants are being funded through Title I Inquiry Team funded through Title I IDEA Mandated Counseling</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><input type="checkbox"/> Initial indicator September 2010: Acuity Pre-Regents tests will provide information about individual student strengths and next steps as well as identifying individual independent reading levels. This will enable teachers to differentiate instruction within the classroom. Midterm: Cohort 2011 students will have attained at least a 60% pass rate with a grade of 65 on the January English Regents. End-term: Cohort 2011 students will attain an 50% passing rate on the English Regents in June 2011 with a score of 65 or greater. 55% of Cohort 2011 will have passed the ELA Regents Exam by August 2011 with a score of 65 or higher.</p>

**Subject Area
(where relevant) :**

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Our goal is to raise the Algebra 1 Regents passing rate for Cohort 2011 from 39% to 80% by June 2011 and 50.0% by August 2011 with a minimum test score of 65.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Professional Development will be given to all Mathematics teachers focusing on Cohort 2011 Mathematics remediation teachers in the areas of using the interim assessment, rubrics for evaluation of student products, use of student data for goal setting, and differentiation of instruction facilitated by data. Professional development will be facilitated by staff developers through hands-on activities and student case studies.</p> <p>The school Instructional team members will train teachers in the use of student data. This will include cross curriculum data focusing on SWD and ELL/at risk students, the monitoring of student progress, initial goals for students in Mathematics, midterm assessment of progress and follow-up assessments, including SWDs. Student programming and scheduling will be revisited at mid-year and revised accordingly to meet student learning needs. An Inquiry Team will support and monitor Cohort 2011 students' efforts in preparing to take and pass the Algebra 1 Regents Exam. Each student will receive a copy his/her individualized data report with target dates for taking the Regents exam.</p> <p>Teachers will share, during professional development periods, student progress based on the triangulation using a variety of the following data sources: interim assessment, work evaluated through rubrics, teacher generated exams, student portfolios and/or research projects. Administrators and peers will visit classrooms to observe and give constructive feedback.</p> <p>Students will receive remedial training in the use of graphing calculators in order to attain support for taking and passing Mathematics Regents examinations. Guidance</p>

	<p>counselors will work with classroom teachers to insure students receive needed support to insure they pass their exams.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>Funding for remedial classes through Tax Levy Funding for substitutes or coverage by teachers through Tax Levy Per session funding for tutors through Tax Levy Textbooks and supplemental materials funded through NYSTL Graphing Calculators funded through Tax Levy and Title I Assistant Principal is funded through Tax Levy Consultants are being funded through Title I Inquiry Team funded through Title I IDEA Mandated Counseling</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><input type="checkbox"/>Initial indicator September 2010: Acuity Pre-Regents tests will provide information about individual student strengths and next steps as well as identifying individual independent reading levels. This will enable teachers to differentiate instruction within the classroom. Midterm: Cohort 2011 students will have attained at least a 60% pass rate with a grade of 65 on the January Algebra 1 Regents Exam. End-term: Cohort 2011 students will attain a 50% passing rate on the Algebra 1 Regents Exam in June 2011 with a score of 65 or greater. 55% of Cohort 2011 will have passed the Algebra 1 Regents Exam by August 2011 with a score of 65 or higher.</p>

Subject Area
(where relevant) :

US History Regents Passing Rate

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Our goal is to raise the US History and Government Regents passing rate for Cohort 2011 from 38% to 50% by June 2011 and 55.0% by August 2011 with a minimum test score of 65.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> The school will identify all Cohort 2011 students who have not passed the US History & Government Regents exam and provide them with remediation to take and pass the exam. Students will be scheduled for Regents remediation classes and tutoring both 1:1 and small group. Student schedules will be reassessed at mid-term and adjusted as needed to meet student learning needs. An Inquiry Team will be set in place to provide support and monitor student success. Each student will receive a copy his/her individualized data report with target dates for taking the Regents exam.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Funding for remedial classes through Tax Levy Funding for substitutes or coverage by teachers through Tax Levy Per session funding for tutors through Tax Levy Textbooks and supplemental materials funded through NYSTL Assistant Principal is funded through Tax Levy Consultants are being funded through Title I Inquiry Team funded through Title I IDEA Mandated Counseling</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><input type="checkbox"/> Initial indicator September 2010: Acuity Pre-Regents tests will provide information about individual student strengths and next steps as well as identifying individual independent reading levels. This will enable teachers to differentiate instruction within the classroom. Midterm: Cohort 2011 students will have attained at least a 60% pass rate with a grade</p>

<i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<p>teachers to differentiate instruction within the classroom.</p> <p>Midterm: Cohort 2011 students will have attained at least a 60% pass rate with a grade of 65 on the January Global History Regents.</p> <p>End-term: Cohort 2011 students will attain an 50% passing rate on the Global History Regents in June 2011 with a score of 65 or greater. 55% of Cohort 2011 will have passed the Global History Regents Exam by August 2011 with a score of 65 or higher.</p>
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**Subject Area
(where relevant) :**

Science Regents Passing Rate

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Our goal is to raise the Science Regents passing rate for Cohort 2011 from 32% to 50% by June 2011 and 55.0% by August 2011 with a minimum test score of 65.
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>	<input type="checkbox"/> The school will identify all Cohort 2011 students who have not passed either an Earth Science Regents Exam, or Living Environment Regents Exam or both and therefore need remediation services. Students will be scheduled for a Science Regents remediation class and scheduled for tutoring both 1:1 and/or small group. Each student will receive a copy his/her individualized data report with target dates for taking a Science Regents.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> Funding for remedial classes through Tax Levy Funding for substitutes or coverage by teachers through Tax Levy Per session funding for tutors through Tax Levy Textbooks and supplemental materials funded through NYSTL Lab equipment and supplies funded through Tax Levy and Title I Assistant Principal is funded through Tax Levy Consultants are being funded through Title I Inquiry Team funded through Title I IDEA Mandated Counseling

Indicators of Interim Progress and/or Accomplishment

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

Initial indicator September 2010: Acuity Pre-Regents tests will provide information about individual student strengths and next steps as well as identifying individual independent reading levels. This will enable teachers to differentiate instruction within the classroom.

Midterm: Cohort 2011 students will have attained at least a 60% pass rate with a grade of 65 on their January Science Regents.

End-term: Cohort 2011 students will attain an 50% passing rate on a Science Regents in June 2011 with a score of 65 or greater. 55% of Cohort 2011 will have passed a Science Regents Exam by August 2011 with a score of 65 or greater.

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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	34	37	20					
10	3	64	23	10				
11	2	21	25	4				
12	65	4	15	44				

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Intervention programs for ELLs in content areas include extra help before and after school, peer tutoring and software-aided instruction. SES tutoring service is offered students in this area. Wilson and one to one tutoring are offered during the school day and after school.
Mathematics:	Math classes are team taught. One on One tutoring is offered during the day and a remediation Math class is offered during PM school. SES tutoring service is offered students in this area.
Science:	Classes are team taught. Teachers conduct more regents-aligned assessment and conduct item analyses in order to drive instruction. Students have extended lab time after school. SES tutoring service is offered students in this area.
Social Studies:	Classes are team taught. Teachers spend time conducting regents aligned assessment and conducting item analyses in order to help drive instruction. Students engage in regents aligned inquiry based research. Before school small group tutoring is provided along with a PM school US History & Government class. SES tutoring service is offered students in this area.
At-risk Services Provided by the Guidance Counselor:	Individual academic action plans are provided for all at-risk students.
At-risk Services Provided by the School Psychologist:	These services are offered through Annual and Tri-annual reviews.
At-risk Services Provided by the Social Worker:	Referrals and initial evaluations are conducted by the Social Worker.
At-risk Health-related Services:	The Guidance Counselors in conjunction with the doctors and hospitals of selected students communicate on an ongoing basis with students and their parent to make sure that students are receiving all assigned and appropriate medical care. Students are referred to outside agencies, crisis intervention, and mental health & substance abuse facilities as needed.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy

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:

LEP 41

Non-LEP 287

Number of Teachers 1 ESL Teacher

Other Staff (Specify) 4 Guidance Counselors, 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.

S.C.R.L. provides a Free-standing ESL program, using both pull-out and push-in models. We serve 41 General Ed and SWD students in grades 9, 10, 11 & 12. English is the primary language of instruction, with support available in the native language. Parents choose this program. The school employs 1 certified ESL teacher, 1 Spanish Native Language Arts teacher, and 1 Bengali speaking Paraprofessional to provide a 7 period/day of ESL instruction. ESL is provided for all entitled students.

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.

Professional development centers on best practices. The information acquired at these professional development programs are then presented during faculty meetings and DOE professional development days. Certified ESL teachers assist content area teachers with differentiating their lessons to assist ELLs at all levels. Professional development for the staff will focus on understanding SCRL's Language Allocation Policy, explaining who our ELL students are, and what are the different needs for ELLs at all levels of proficiency in order to help them advance.

***Attached LAP**

School for Community Research and Learning Language Allocation Policy

ELL Identification

The steps for initial identification of ELLs upon admittance to SCRL are the following: a guidance officer (Jahaira Troche) meets personally with parents/guardians. At that time, a HLIS is administered, including the informal oral interview in English and in their native language, after which the ESL teacher looks over the form to determine if further steps are needed. If upon determining from the HLIS that a language other than English is spoken at home, the ESL teacher will conduct the LAB-R test.

The LAB-R test is administered to students that require it by the ESL teacher, once the student's schedules are determined. Once the student is identified as an ELL, the NYSESLAT is administered each year to gauge the student's progress.

Once an identified student takes the LAB-R and does not pass, a letter is sent to the parent\guardian detailing each program (ESL, TBE, and Bilingual), along with their rights regarding choice. After a week, the letter is then followed up with a phone call to the parent in order to set up an informational meeting where they are shown the ESL DVD, and are given a description of the different programs (ESL, TBE, and Bilingual) in writing.

After a student takes the LAB-R, and is classified as an ELL, entitlement letters are mailed out to the parents along with the parent survey and selection forms. If the parent surveys are not returned within 10 days, a member of the attendance team makes a home visit and has the parent fill out the parent survey. ELL students are placed in either beginner, intermediate, or advanced level ESL classes based on their LAB-R or NYSESLAT scores. Letters are sent to parents describing which level their son\daughter is entitled to.

Most parents are interested in free-standing ESL once they understand how it works. Out of 41 ELLs, only one parent has expressed interest in bilingual education. In addition, since SCRL only offers free-standing ESL, the parents are usually amiable to having their son\daughter in an ESL program. As a small school, we are unable to provide other types of ELL programs at this time. Since the majority of the parents are open to having their students in the ESL program that is the program that we offer at SCRL.

ELL Programming & Demographics

Instruction is delivered through ESL self-contained classes. The program model is ungraded and homogenous. Students of various grades (9-12) are grouped into beginner, intermediate, and advanced ESL classes.

At SCRL we have one ESL teacher who services the 41 ELLs. The ESL classes fulfill mandates for instructional time. In addition, intermediate and advanced students receive regular ELA classes. All students received Spanish instruction during high school: these are self-contained Spanish classes. In addition we have we have a Bengali paraprofessional who is able to provide support to our Bengali speaking students.

All content area classes are taught in English. In addition, content is also taught in the self-contained ESL classes. ESL strategies are employed to teach the content in the self-contained classes, including collaborative group work, and the use of graphic organizers amongst others.

Instruction is differentiated for all ELL subgroups on basis of what students need and require. The instructional plan for our SIFE students is focused on building students' background knowledge prior to the teaching of content. By building up their background knowledge, it allows the students to have a greater understanding of the context of the units. It also aids in making content comprehensible.

Our plan for our newcomer ELLs (1-3 years) is to accelerate their vocabulary development using graphic organizers, multimedia, picture dictionaries, glossaries, and bilingual libraries.

The plan for our students who have been ELLs 4-6 years is focused on test taking strategies. Giving them practice Regents exams in order to acclimate our students to the format. That includes vocabulary development, teaching reading comprehension strategies such as using context clues to determine the meaning of a question or the list of possible answers.

Our plan for our long term ELLs is focused on teaching them reading comprehension strategies in addition to a variety of writing strategies in order to help them pass the NYSESLAT and the ELA Regents.

Our plan for our ELLs with special needs is the use of graphic organizer to help our visual learners and having students work collaboratively in heterogeneous groups. These groups are formed on the basis of students' strength in reading and writing. Repeating directions and restating important concepts are also utilized to help our ELLs with special needs.

There are numerous interventions offered for our ELLs in ELA, math, and other content areas. For our SIFE ELLs, they are taught socialization skills, with instruction solely in English Language; they are given leveled reading stories and story excerpts, writing sentences, paragraphs, and essays with intro, body, and conclusion paragraphs; they are placed in heterogeneous pairs and small groups working collaboratively on lesson content, using bilingual Spanish/English and Bengali/English dictionaries; they are instructed in the use of essay rubrics i.e. understanding them and using them in writing essays; the use of drama for students to act out plots to reading selections, vocabulary building activities including word definition, using definitions in sentences, and creating pictographs based on word definitions. For our students who don't meet the standard in reading on the NYSESLAT, Students read leveled texts, the reading levels of which are based on diagnostic tests, students work in heterogeneous reading pairs to practice reading for comprehension, then they write essays about the stories being read from the perspective of one of the characters in the story, they write essays explaining how the themes of the stories relate to students' daily lives; they are engaged in whole class reading exercises in which students read then paraphrase and summarize the readings in which one student read aloud to the class and other students paraphrase and/or summarize what was read. For our ELLs that do not meet the standard in writing, students use graphic organizers to help students plan and organize essays, the teacher models what sentences, paragraphs and essays should look like; students use paraphrases and summaries of in-class readings as content for essays, which writing explain how the themes of the stories relate to students' daily lives.

Our plan for continuing transitional support (2 years) for our ELLs reaching proficiency on the NYSESLAT are to offer them ELL Regents modifications for two years post attaining Proficiency on the NYSESLAT. They are also offered ESL services for two years post attaining proficiency on the NYSESLAT if they so chose.

In terms of new programs for the upcoming school year, there is the possibility of hiring an additional ESL teacher to help service our ELL population. This would also allow an ESL teacher to push-in to content area classes. No programs/services will be discontinued for our ELLs. All students are offered equal access to all after-school programs offered by Good Shepherd Services. In addition beginner ELLs are offered a Regents prep after-school program twice a week, where students are taught test taking strategies, reading comprehension strategies, writing strategies, and expanding their vocabulary.

Numerous instructional materials are used such as graphic organizers, leveled reading materials, bilingual libraries, and bilingual dictionaries. In addition students are taught using overhead projectors, computers, and smart boards.

Native language support for our Spanish speaking ELLs students is offered through a self-contained Spanish class. They have Native Language libraries (Spanish and Bengali) as well as bilingual dictionaries and glossaries.

All of the required services and the resources utilized support and correspond to our ELL's ages and grade levels. At the beginning of the school year, we organize a "Meet and Greet" night where parents go through their students' schedule, and a discussion is conducted for their students' academic plans. At this point, in the future we plan on implementing the ESL DVD and introduce parents to the different programs offered in New York City (TBE, Dual Language, and ESL).

Spanish is offered as a language elective to our ELLs. In addition, in English, students are offered courses in Short Stories, English Expansion, and Introduction to English. All of these courses in English aim to help students pass the English Regents exam.

Some parents are more involved than others, however when meetings with parents of ELLs are necessary, it is possible to arrange them to address language issues. Most of our front staff speaks Spanish fluently (including our Parent Coordinator and a number of our guidance counselors). Within the school we have staff that is fluent in Spanish and Bengali.

SCRL partners with Good Shepherd, our Community Based Organization, to provide workshops or services to our ELL parents. We evaluate the needs of our parents through parent surveys, and parent-teacher conferences. Also, letters informing parents of what is happening in the school are sent in English and in Spanish. The parental involvement activities help the parents with their students' achievement as well as creating a plan of action for academic interventions.

Assessment Analysis

We use numerous assessment tests to gauge the progress of our ELL population. We use the Performance series tests, the Acuity Predictive Assessments, mock ELA and Math Regents throughout the year, and the yearly NYSESLAT tests. The information gathered from these tests helps us to differentiate instruction to teach our students the skills that they are struggling in, in order for them to be successful, and advance toward graduation. An example of differentiation is the use of graphic organizers in content area classes to help our ELLs visualize the information. While ten of our ELLs are proficient in the Listening\Speaking parts of the NYSESLAT, none achieved proficiency in reading and writing in 2010.

Across grades and proficiency levels, the LAB-R and NYSESLAT data show that while we have 25% of our ELLs scoring as Proficient in the listening\speaking sections, none scored proficient in the reading\writing sections. As a result, we need to focus our instruction on reading comprehension skills, and essay writing strategies.

The results of the NYSESLAT modalities will drive instruction. Based on the 2010 NYSESLAT results, students need an intensive writing course, and help with reading comprehension, across the content areas. Our ELLs are always offered Regents exams in both English and their native language, with translators provided if so required. However, students are more likely to pass these exams if they take them in English, which most of our students elect to do. Students who do not pass may be placed into support classes to help them prepare for the exam, and teachers are aware of the needs of the students. Knowing the students' abilities helps teachers plan their lessons in ways that will reach students with limited English proficiency. The school leadership and teachers use Scantron and NYSESLAT results to drive instruction. By analyzing the skills that the students are lacking in, teachers are able to plan lessons to help students in their areas of need. The school has learned, that since content is taught in English, students are more likely to pass the Regents exams if they take them in English. Although students are provided with NLA support in Regents exams, it is still necessary for English to be learned, as is evidenced by the NYS

requirement that all students pass the ELA exam. While native language support may help students access content initially, it is not the end of the learning process, it is used as a stepping stone to acquiring proficiency in English.

Finally, while our programs for ELLs have been successful, there is always room for improvement. We understand how difficult it is for students who arrive speaking a language other than English, and are constantly striving to smooth the switch to English. We especially look at the passing rate of the Regents exams, as well as proficiency on the NYSESLAT. For example, we are moving towards more formalized self-contained support classes for intermediate students, to help them as they transition from beginning ESL to regular ELA class.

08X540 REVISED PLAN APPROVED 1/25/10

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 9-12 Number of Students to be Served: 22 LEP

Number of Teachers 3 Other Staff (Specify) 1 supervisor

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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.

Instructional Program

08X540 is a high school that serves about 56 ELLs, including 10 SIFE. We plan to have an after school program to serve these students, three days per week for 24 weeks. We will focus on our SIFE population, especially in the areas of Social Studies and ELA.

• ***Rationale for programs.***

We have studied the data collected in the LAP, and are concerned about the progress of our ELLs, particularly SIFE students. The after-school program will focus on helping subgroups of SIFEs and ELLs (including those who are over-age, under-credited and long-term ELLs) move towards graduation. Long-term ELLs make up 39% of our ELL population; 50% are over-age and under-credited.

• ***Description of Program***

Our focus will be on SIFEs and long-term ELLs, and content. Instruction will be delivered three times per week for 1 hour per day for 24 weeks. The after school program will focus on Social Studies and ELA, since that is where most of our students are struggling. (Only 3 have passed the Global history Regents, 4 have passed the US history Regents, and 3 have passed the ELA Regents.) The

classes will be held on Mondays, Wednesdays, and Thursdays from either 3:00 pm to 4:00 pm or 4:00 pm to 5:00 pm, depending on the target students' schedules.

- ***Language(s) of Instruction***

English, although one teacher is also bilingual (English-Spanish).

- ***Service providers (must be ESL/Bilingual certified)***

Two certified ESL teachers and one certified bilingual teacher will deliver instruction in the ESL after-school program. Our goal is to help students pass Regents exams, and therefore move forward towards the ultimate goal of graduation. Because there are no other after-school programs running on these days, we will need a supervisor for these days.

- ***Frequency of program***

After-school will run Mondays, Wednesdays, and Thursdays for one hour each day. This means that there will be three teachers working for three hours each week, a total of 9 hours per week.

- ***Duration of program***

The program will last for 24 weeks.

- ***Number of students***

We anticipate small group instruction, with a ratio of about 1:10.

- ***Grade levels***

9-12

- ***Materials (must be supplementary and should not exceed 20% of the total allocation)***

We plan to use Spanish-language US History textbooks to supplement students in their native language. This will align the language of assessment to the language of instruction, since most of our beginning ESL students plan to take their Regents exams in Spanish. This is directly targeted to beginning ESL students who are also taking a US History class. We do not anticipate having more than 5 students who would require this supplemental material. In addition, we will need dictionaries for our low-incidence language ELLs.

School: 08X540 BEDS Code: 320800011540

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

Allocation Amount:

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	\$10,776.	<p><u>After School Program</u> Two ESL Certified & 1 Bi-lingual Certified teachers will provide direct instruction to the targeted ELL population (55for three 1 hour weekly for a duration of 24 weeks <u>3 teachers</u> X 3 hours per week = 9 hours per week X 24 weeks = 216 hours total 216 x 49.89 (per session rate w/fringe)= \$10776. (two classes from 3pm to 4pm and one class from 4pm to 5pm Monday, Wednesday, Thursday)</p> <p>One supervisor will oversee the program, as there is no other after-school program in session during these days. He will be paid at the supervisor per-session rate for the duration of the program (3 hr/ 24 weeks) <u>1 supervisor</u> X 3 hours per week X 24 weeks = 72 hours total 72 X 52.21 = \$3759.</p>
1. Per session 2. Per diem	\$3759.	
Purchased services		
1.		
Supplies and materials	\$465	<p>Five "One Nation, Many People Spanish Edition Volume 1 – \$25.99 X 5= \$129.95 Five of Volume 2 - \$25.99 X 5= \$129.95 Three English-Bengali & Bengali-English Combined Dictionary - \$57.54 x 3= \$172.62 One Arabic Practical Dictionary @ \$22.27 \$10.00 General Supplies</p>
2. Must be supplemental.		
3. Additional curricula, instructional materials.		
4. Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The school conducts a home language survey and interviews with students and their families to determine needed translation and interpretation services.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

According to our findings, translation and oral interpretation needs were determined by the home language spoken by our students' families as per ATS and the home language survey, which is kept on record.

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.

 All correspondence and other school records are translated into the home language of the ELLs parents by the school. The translations are completed prior to any dissemination of school information and/or documents so that these translated items are included in the information dissemination, which is sent to English Language speaking parents and families.

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.

Faculty members fluent in the home languages of ELLs' families are present at any and all meetings with ELLs' parents to insure on the spot translation of oral communication into the home languages of ELLs families.

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>.

The school translates all correspondence into students' home languages to insure that Section VII of A-663 is satisfied. In addition to correspondence translation, several faculty members are fluent speakers of ELLs' home languages and provide oral interpretation services to all ELL parents at all school functions.

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$358,354.00	\$118,934.00	\$477,288.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,583.54	\$1,189.34	\$4,772.88
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$17,917.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$35,835.40	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Not Applicable

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: 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. It is strongly recommended that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

The School for Community Research and Learning agrees to implement the following statutory requirements:

- The School will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The School will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The School will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The School will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The School will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The School will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation : 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school.

□

Explanation: 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

School Responsibilities

The School for Community Research and Learning will:

1. 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: Curriculum Maps and Units of Instructions are based on NYS Learning Standards and NYS Student Academic Standards.
2. Hold parent-teacher conferences (Fall, Spring) during which this compact will be discussed as it relates to the individual child's achievement. Specifically those conferences will be held twice a year during parent-teacher conference and as needed
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: regular marking period report cards, students' transcripts and periodic teachers' letters.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents at each school wide conferences and as needed.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Teachers will invite parents to visit their classes.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents 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 of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

1. Monitoring attendance.
2. Make sure that homework is completed.
3. Monitor the amount of television our children watch.
4. Volunteer in my child's school.
5. Participate as appropriate, in decisions relating to my children's education.
6. Promote positive use of my child's extracurricular time.
7. Stay 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.
8. Serve 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.

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.



Pages 11-13

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.



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b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Pages 14-27

- o Help provide an enriched and accelerated curriculum.

Pages 14-27

- o Meet the educational needs of historically underserved populations.

Pages 14-27

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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- o Are consistent with and are designed to implement State and local improvement, if any.

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3. Instruction by highly qualified staff.

- 100% of the staff is 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.

- High-quality and ongoing professional development for all administration, faculty, staff, and paraprofessionals is conducted by the administration and the support staff of the SSO, the Leadership Learning Support Organization. The professional development is given 1:1, small group, and whole group. Individuals also attend professional development offered by academic support organizations.

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

- In order to attract high-quality highly qualified teachers, the administration maintains contact with colleges and universities, which graduate educators licensed by the state and who meet the criteria of highly qualified teachers.

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

- The school through the Parent Coordinator and Parents Association provides literacy workshops to parents.

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 are integral members in the school's instructional team, which makes decisions regarding the use of 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.

- Students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards have their needs identified by their respective teachers on an ongoing bases and are provided with 1:1 and small group tutoring before school four days weekly and attend PM school four days weekly.

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



The school provides violence prevention programs, and peer and adult mediation services. Students are provided with free breakfast each school day and reduce and/or free lunch each school day depending upon students' Title 1 status.

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 specifically identified needs of its students.

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

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

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

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

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

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) 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 goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$358,354.00	True	Pages 14-27
Title I, Part A (ARRA)	Federal	Yes			\$118,932.00	True	Pages 14-27
Title III	Federal	Yes			\$15,000.00	True	Pages 28-38
Title II	Federal		No		None	True	N/A: We do not receive this funding
Title IV	Federal		No		None	True	N/A: We do not receive this funding

IDEA	Federal	Yes			\$157,298.00	True	Pages 14-27
Tax Levy	Local	Yes			\$1,650,128	True	Pages 14-27

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

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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



Pages 14-27

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



Pages 14-27

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;



Pages 14-27

b. Help provide an accelerated, high –quality curriculum, including applied learning; and



Pages 14-27

c. Minimize removing children from the regular classroom during regular school hours;



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4. Coordinate with and support the regular educational program;



Page 33

5. Provide instruction by highly qualified teachers;



Pages 14-27 and 33

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



Pages 33

7. Provide strategies to increase parental involvement; and



Pages 25-36

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



Pages 25-36

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

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB / SED STATUS: N/A

SURR PHASE / GROUP (IF APPLICABLE):

N/A

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

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

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
 N/A

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

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.

N/A

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.)

6

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

STH students receive academic programs and educational support services commensurate with all students in the school. Basic/emergency supplies are offered to students upon request. Guidance counselors identify the STH population and help them with issues presented by the STH. All library services and after school programs are afforded all STH including child care services during the school day to enable STH with small children to attend school without interruption to their formal education. Counseling services are provided to STH through the school's guidance counselors and school social worker. The Parent Coordinator reaches out to the parents of STH to offer support and to encourage their participation in the school's activities as well as to engage them actively in support of their children's education. All STH are provided with academic intervention programs to support academic success. Attendance outreach is conducted by the school's Attendance Teacher to insure student attendance in school.

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	School for Community Research and Learning								
District:	8	DBN:	08X54	School		320800011540			
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11	v	
	K		4		8		12	v	
	1		5		9	v	Ungrade	v	
	2		6		10	v			
Enrollment				Attendance - % of days students attended:					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
Pre-K	0	0	0				78.9	78.4	79.2
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-	2008-	2009-
Grade 3	0	0	0				88.8	86.3	90.9
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>			2008-	2009-	2010-
Grade 7	0	0	0				77.4	94.0	90.5
Grade 8	0	0	0						
Grade 9	135	132	86	Students in Temporary Housing - Total Number:					
Grade 10	111	106	98	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 11	69	79	67				2	29	19
Grade 12	58	66	63						
Ungraded	2	1	2	Recent Immigrants - Total Number:					
Total	375	384	316	<i>(As of October 31)</i>			2007-	2008-	2009-
							8	5	2
Special Education				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
# in Self-Contained Classes	31	33	29	Principal Suspensions			31	44	35
# in Collaborative Team Teaching (CTT)	59	59	52	Superintendent Suspensions			15	8	5
Number all others	0	3	2						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>			2007-	2008-	2009-
				CTE Program Participants			N/A	0	0
				Early College HS Program Participants			2	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)									
<i>(As of October 31)</i>	2008-	2009-	2010-						
# in Transitional Bilingual Classes	1	0	TBD	Number of Staff - Includes all full-time staff:					
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>			2007-	2008-	2009-
# receiving ESL services only	39	54	TBD	Number of Teachers			33	38	33
# ELLs with IEPs	13	15	TBD	Number of Administrators and Other Professionals			10	12	7
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			4	1	4

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	23	32	107	% fully licensed & permanently assigned to this	100.0	100.0	96.8
				% more than 2 years teaching in this school	42.4	55.3	84.8
				% more than 5 years teaching anywhere	33.3	36.8	57.6
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		73.0	76.0	97.0
American Indian or Alaska Native	0.3	0.3	0.6	% core classes taught by "highly qualified" teachers	95.0	97.0	86.1
Black or African American	33.1	29.9	31.6				
Hispanic or Latino	63.5	65.1	62.3				
Asian or Native Hawaiian/Other Pacific	2.4	3.1	4.7				
White	0.8	1.3	0.6				
Male	48.8	51.0	51.6				
Female	51.2	49.0	48.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,							
-------------	---------	--	--	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	X	X	55
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	D	Overall Evaluation:				NR
Overall Score:	42.8	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	7.5	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	10.6	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	24.7					
<i>(Comprises 60% of the</i>						
Additional Credit:	0					

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 DSSI Cluster 05	District □□□	School Number 540	School Name School for Community
Principal John Tornifolio		Assistant Principal Donaldson Byrd	
Coach type here		Coach type here	
Teacher/Subject Area Mr. L. Sikora-Kowolik/ESL		Guidance Counselor Ms. Troche	
Teacher/Subject Area Ms. Rosario/Spanish		Parent type here	
Teacher/Subject Area Ms. Del Valle/ELA		Parent Coordinator Peggy Orellana	
Related Service Provider Ms. L. Krasniqi/Speech Therapy		Other Ms. Favius/Counselor	
Network Leader Barbara Gambino		Other Ms. Cartagena/Counselor	

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	327	Total Number of ELLs	41	ELLs as Share of Total Student Population (%)	12.54%
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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. The steps for initial identification of ELLs upon admittance to SCRL are the following: a guidance officer (Jahaira Troche) meets personally with parents/guardians. At that time, a HLIS is administered, including the informal oral interview in English and in their native language, after which the ESL teacher looks over the form to determine if further steps are needed. If upon determining from the HLIS that a language other than English is spoken at home, the ESL teacher will conduct the LAB-R test.

The LAB-R test is administered to students that require it by the ESL teacher, once the student's schedules are determined. One the student is identified as an ELL, the NYSESLAT is administered each year to gauge the student's progress.

2. Once an identified student takes the LAB-R and does not pass, a letter is sent to the parent\guardian detailing each program (ESL, TBE, and Bilingual), along with their rights regarding choice. After a week, the letter is then followed up with a phone call to the parent in order to set up an informational meeting where they are shown the ESL DVD, and are given a description of the different programs (ESL, TBE, and Bilingual) in writing.

3. After a student takes the LAB-R, and is classified as an ELL, entitlement letters are mailed out to the parents along with the parent survey and selection forms. If the parent surveys are not returned within 10 days, a member of the attendance team makes a home visit and has the parent fill out the parent survey.

4. ELL students are placed in either beginner, intermediate, or advanced level ESL classes based on their LAB-R or NYSESLAT scores. Letters are sent to parents describing which level their son\daughter is entitled to.

5. Most parents are interested in free-standing ESL once they understand how it works. Out of 41 ELLs, only one parent has expressed interest in bilingual education. In addition, since SCRL only offers free-standing ESL, the parents are usually amiable to having their son\daughter in an ESL program. As a small school, we are unable to provide other types of ELL programs at this time.

6. Since the majority of the parents are open to having their students in the ESL program, that is the program that we offer at SCRL.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	<input type="text"/>	0												
Dual Language (50%:50%)	<input type="text"/>	0												
Freestanding ESL														
Self-Contained	<input type="text"/>	4	4	4	4	16								
Push-In	<input type="text"/>	0												
Total	0	4	4	4	4	16								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	<input type="text"/>
SIFE	9	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	10

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	<input type="text"/>	<input type="text"/>	<input type="text"/>	0						
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	0						
ESL	20	4	1	9	5	5	12	0	3	41
Total	20	4	1	9	5	5	12	0	3	41

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	<input type="text"/>	0												
Chinese	<input type="text"/>	0												
Russian	<input type="text"/>	0												
Bengali	<input type="text"/>	0												
Urdu	<input type="text"/>	0												
Arabic	<input type="text"/>	0												
Haitian	<input type="text"/>	0												
French	<input type="text"/>	0												
Korean	<input type="text"/>	0												
Punjabi	<input type="text"/>	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	<input type="text"/>	11	11	6	6	34								
Chinese	<input type="text"/>	0												
Russian	<input type="text"/>	0												
Bengali	<input type="text"/>	2	2	<input type="text"/>	<input type="text"/>	4								
Urdu	<input type="text"/>	0												
Arabic	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	<input type="text"/>	1								
Haitian	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	1									
French	<input type="text"/>	0												
Korean	<input type="text"/>	0												
Punjabi	<input type="text"/>	0												
Polish	<input type="text"/>	0												
Albanian	<input type="text"/>	0												
Other	<input type="text"/>	0												
TOTAL	0	14	14	6	6	40								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1a) Instruction is delivered through self-contained ESL classes.

1b) The program model is ungraded and homogenous. Students of various grades (9-12) are grouped into beginner, intermediate, and advanced ESL classes.

2) At SCRL we have one ESL teacher who services the 41 ELLs. The ESL classes fulfill mandates for instructional time. In addition, intermediate and advanced students receive regular ELA classes. All students received Spanish instruction during high school: these are self-contained Spanish classes. In addition we have we have a Bengali paraprofessional who is able to provide support to our Bengali speaking students.

3. All content area classes are taught in English. In addition, content is also taught in the self-contained ESL classes. ESL strategies are employed to teach the content in the self-contained classes, including collaborative group work, and the use of graphic organizers amongst others.

4) Instruction is differentiated for all ELL subgroups on basis of what students need and require.

4a) The instructional plan for our SIFE students is focused on building students' background knowledge prior to the teaching of content. By building up their background knowledge, it allows the students to have a greater understanding of the context of the units. It also aids in making content comprehensible.

4b) Our plan for our newcomer ELLs (1-3 years) is to accelerate their vocabulary development using graphic organizers, multimedia, picture dictionaries, glossaries, and bilingual libraries.

4c) The plan for our students who have been ELLs 4-6 years is focused on test taking strategies. Giving them practice Regents exams in order to acclimate our students to the format. That includes vocabulary development, teaching reading comprehension strategies such as using context clues to determine the meaning of a question or the list of possible answers.

4d) Our plan for our long term ELLs is focused on teaching them reading comprehension strategies in addition to a variety of writing strategies in order to help them pass the NYSESLAT and the ELA Regents.

4e) Our plan for our ELLs with special needs is the use of graphic organizer to help our visual learners and having students work collaboratively in heterogeneous groups. These groups are formed on the basis of students' strength in reading and writing. Repeating directions and restating important concepts are also utilized to help our ELLs with special needs.

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

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

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

A. Programming and Scheduling Information--Continued

1. 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.
2. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
3. What new programs or improvements will be considered for the upcoming school year?
4. What programs/services for ELLs will be discontinued and why?
5. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
6. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
7. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
8. Do required services support, and resources correspond to ELLs' ages and grade levels?
9. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
10. What language electives are offered to ELLs?

5) There are numerous interventions offered for our ELLs in ELA, math, and other content areas. For our SIFE ELLs, they are taught socialization skills, with instruction solely in English Language; they are given leveled reading stories and story excerpts, writing sentences, paragraphs, and essays with intro, body, and conclusion paragraphs; they are placed in heterogeneous pairs and small groups working collaboratively on lesson content, using bilingual Spanish/English and Bengali/English dictionaries; they are instructed in the use of essay rubrics i.e. understanding them and using them in writing essays; the use of drama for students to act out plots to reading selections, vocabulary building activities including word definition, using definitions in sentences, and creating pictographs based on word definitions. For our students who don't meet the standard in reading on the NYSESLAT, Students read leveled texts, the reading levels of which are based on diagnostic tests, students work in heterogeneous reading pairs to practice reading for comprehension, then they write essays about the stories being read from the perspective of one of the characters in the story, they write essays explaining how the themes of the stories relate to students' daily lives; they are engaged in whole class reading exercises in which students read then paraphrase and summarize the readings in which one student read aloud to the class and other students paraphrase and/or summarize what was read. For our ELLs that do not meet the standard in writing, students use graphic organizers to help students plan and organize essays, the teacher models what sentences, paragraphs and essays should look like; students use paraphrases and summaries of in-class readings as content for essays, which writing explain how the themes of the stories relate to students' daily lives.

6) Our plan for continuing transitional support (2 years) for our ELLs reaching proficiency on the NYSESLAT are to offer them ELL Regents modifications for two years post attaining Proficiency on the NYSESLAT. They are also offered ESL services for two years post attaining proficiency on the NYSESLAT if they so chose.

7) In terms of new programs for the upcoming school year, there is the possibility of hiring an additional ESL teacher to help service our ELL population. This would also allow an ESL teacher to push-in to content area classes.

8) No programs\services will be discontinued for our ELLs.

9) All students are offered equal access to all after-school programs offered by Good Shepherd Services. In addition beginner ELLs are offered a Regents prep after-school program twice a week, where students are taught test taking strategies, reading comprehension strategies, writing strategies, and expanding their vocabulary.

10) Numerous instructional materials are used such as graphic organizers, leveled reading materials, bilingual libraries, and bilingual dictionaries. In addition students are taught using overhead projectors, computers, and smart boards.

11) Native language support for our Spanish speaking ELLs students is offered through a self-contained Spanish class. They have Native Language libraries (Spanish and Bengali) as well as bilingual dictionaries and glossaries.

12) All of the required services and the resources utilized support and correspond to our ELL's ages and grade levels.

13) At the beginning of the school year, we organize a "Meet and Greet" night where parents go through their students' schedule, and a discussion is conducted for their students' academic plans. At this point, in the future we plan on implementing the ESL DVD and introduce parents to the different programs offered in New York City (TBE, Dual Language, and ESL).

14) Spanish is offered as a language elective to our ELLs. In addition, in English, students are offered courses in Short Stories, English Expansion, and Introduction to English. All of these courses in English aim to help students pass the English Regents exam.

A. Assessment Breakdown

A. 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)?

We have no dual language program.

A. Professional Development and Support for School Staff

1. Describe parent involvement in your school, including parents of ELLs.
 2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
 3. How do you evaluate the needs of the parents?
 4. How do your parental involvement activities address the needs of the parents?
1. Some parents are more involved than others, however when meetings with parents of ELLs are necessary, it is possible to arrange them to address language issues. Most of our front staff speak Spanish fluently (including our Parent Coordinator and a number of our guidance counselors). Within the school we have staff who are fluent in Spanish and Bengali.
2. SCRL partners with Good Shepherd, our Community Based Organization, to provide workshops or services to our ELL parents.
3. We evaluate the needs of our parents through parent surveys, and parent-teacher conferences. Also, letters informing parents of what is happening in the school are sent in English and in Spanish.
4. The parental involvement activities help the parents with their students' achievement as well as creating a plan of action for academic interventions.

Part V: Assessment Analysis

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	<input type="checkbox"/>	1	10	3	<input type="checkbox"/>	14								
Intermediate(I)	<input type="checkbox"/>	2	7	9	4	22								
Advanced (A)	<input type="checkbox"/>	3	1	2	6									
Total	0	0	0	0	0	0	0	0	0	3	20	13	6	42

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)	<input type="checkbox"/>	1	10	3	<input type="checkbox"/>	14								
Intermediate(I)	<input type="checkbox"/>	2	7	9	4	22								
Advanced (A)	<input type="checkbox"/>	3	1	2	6									
Total	0	0	0	0	0	0	0	0	0	3	20	13	6	42

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SP EAKING	B	<input type="checkbox"/>	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
	I	<input type="checkbox"/>	5	6	3	<input type="checkbox"/>								
	A	<input type="checkbox"/>	3	2	<input type="checkbox"/>	1								
	P	<input type="checkbox"/>	2	4	3	5								
READING/WR ITING	B	<input type="checkbox"/>	6	2	3	<input type="checkbox"/>								
	I	<input type="checkbox"/>	7	8	3	6								
	A	<input type="checkbox"/>	2	<input type="checkbox"/>	<input type="checkbox"/>									

	P	<input type="checkbox"/>											
--	---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
NYSAA Bilingual Spe Ed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	<input type="checkbox"/>	0							
4	<input type="checkbox"/>	0							
5	<input type="checkbox"/>	0							
6	<input type="checkbox"/>	0							
7	<input type="checkbox"/>	0							
8	<input type="checkbox"/>	0							
NYSAA Bilingual Spe Ed	<input type="checkbox"/>	0							

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	<input type="checkbox"/>	0							
8	<input type="checkbox"/>	0							
NYSAA Bilingual Spe Ed	<input type="checkbox"/>	0							

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	<input type="checkbox"/>	0							
8	<input type="checkbox"/>	0							
NYSAA Bilingual Spe Ed	<input type="checkbox"/>	0							

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	11	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Math <input type="checkbox"/> Algebra <input type="checkbox"/>	15	12	5	2
Math <input type="checkbox"/> <input type="checkbox"/> Geometry <input type="checkbox"/>	2	1	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Biology	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Chemistry	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Earth Science	3	1	2	1
Living Environment	9	4	3	2
Physics	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Global History and Geography	9	5	2	2
US History and Government	16	8	3	1
Foreign Language	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4
Other <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Other <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
NYSAA ELA	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
NYSAA Mathematics	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
NYSAA Social Studies	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
NYSAA Science	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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

Part VI: LAP Assurances

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

1. We use numerous assessment tests to gauge the progress of our ELL population. We use the Performance series tests, the Acuity Predictive Assessments, mock ELA and Math Regents throughout the year, and the yearly NYSESLAT tests. The information gathered from these tests helps us to differentiate instruction to teach our students the skills that they are struggling in, in order for them to be successful, and advance toward graduation. An example of differentiation is the use of graphic organizers in content area classes to help our ELLs visualize the information. While ten of our ELLs are proficient in the Listening\Speaking parts of the NYSESLAT, none achieved proficiency in reading\writing in 2010.
2. Across grades and proficiency levels, the LAB-R and NYSESLAT data show that while we have 25% of our ELLs scoring as Proficient in the listening\speaking sections, none scored proficient in the reading\writing sections. As a result, we need to focus our instruction on reading comprehension skills, and essay writing strategies.
3. The results of the NYSESLAT modalities will drive instruction. Based on the results from the 2010 NYSESLAT students need an intensive writing course, and help with reading comprehension, across the content areas.
- 4a. Our ELLs are always offered Regents exams in both English and their native language, with translators provided if so required. However, students are more likely to pass these exams if they take them in English, which most of our students elect to do. Students who do not pass may be placed into support classes to help them prepare for the exam, and teachers are aware of the needs of the students. Knowing the students' abilities helps teachers plan their lessons in ways that will reach students with limited English proficiency.
- 4b. The school leadership and teachers use Scantron and NYSESLAT results to drive instruction. By analyzing the skills that the students are lacking in, teachers are able to plan lessons to help students in their areas of need.
- 4c. The school has learned, that since content is taught in English, students are more likely to pass the Regents exams if they take them in English. Although students are provided with NLA support in Regents exams, it is still necessary for English to be learned, as is evidenced by the NYS requirement that all students pass the ELA exam. While native language support may help students access content initially, it is not the end of the learning process, it is used as a stepping stone to acquiring proficiency in English.
5. We have no Dual Language programs.
6. Finally, while our programs for ELLs have been successful, there is always room for improvement. We understand how difficult it is for students who arrive speaking a language other than English, and are constantly striving to smooth the switch to English. We especially look at the passing rate of the Regents exams, as well as proficiency on the NYSESLAT. For example, we are moving towards more formalized self-contained support classes for intermediate students, to help them as they transition from beginning ESL to regular ELA class.

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

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

School for Community Research and Learning
1980 Lafayette Avenue
Bronx, NY 10473

Language Allocation Policy

October 2010

ELL Identification

The steps for initial identification of ELLs upon admittance to SCRL are the following: a guidance officer (Jahaira Troche) meets personally with parents/guardians. At that time, a HLIS is administered, including the informal oral interview in English and in their native language, after which the ESL teacher looks over the form to determine if further steps are needed. If upon determining from the HLIS that a language other than English is spoken at home, the ESL teacher will conduct the LAB-R test.

The LAB-R test is administered to students that require it by the ESL teacher, once the student's schedules are determined. Once the student is identified as an ELL, the NYSESLAT is administered each year to gauge the student's progress.

Once an identified student takes the LAB-R and does not pass, a letter is sent to the parent/guardian detailing each program (ESL, TBE, and Bilingual), along with their rights regarding choice. After a week, the letter is then followed up with a phone call to the parent in order to set up an informational meeting where they are shown the ESL DVD, and are given a description of the different programs (ESL, TBE, and Bilingual) in writing.

After a student takes the LAB-R, and is classified as an ELL, entitlement letters are mailed out to the parents along with the parent survey and selection forms. If the parent surveys are not returned within 10 days, a member of the attendance team makes a home visit and has the parent fill out the parent survey.

ELL students are placed in either beginner, intermediate, or advanced level ESL classes based on their LAB-R or NYSESLAT scores. Letters are sent to parents describing which level their son/daughter is entitled to.

Most parents are interested in free-standing ESL once they understand how it works. Out of 41 ELLs, only one parent has expressed interest in bilingual education. In addition, since SCRL only offers free-standing ESL, the parents are usually amiable to having their son/daughter in an ESL program. As a small school, we are unable to provide other types of ELL programs at this time.

Since the majority of the parents are open to having their students in the ESL program, that is the program that we offer at SCRL.

ELL Programming & Demographics

Instruction is delivered through ESL self-contained classes.

The program model is ungraded and homogenous. Students of various grades (9-12) are grouped into beginner, intermediate, and advanced ESL classes.

At SCRL we have one ESL teacher who services the 41 ELLs. The ESL classes fulfill mandates for instructional time. In addition, intermediate and advanced students receive regular ELA classes. All students received Spanish instruction during high school: these are self-contained Spanish classes. In addition we have we have a Bengali paraprofessional who is able to provide support to our Bengali speaking students.

All content area classes are taught in English. In addition, content is also taught in the self-contained ESL classes. ESL strategies are employed to teach the content in the self-contained classes, including collaborative group work, and the use of graphic organizers amongst others.

Instruction is differentiated for all ELL subgroups on basis of what students need and require.

The instructional plan for our SIFE students is focused on building students' background knowledge prior to the teaching of content. By building up their background knowledge, it allows the students to have a greater understanding of the context of the units. It also aids in making content comprehensible.

Our plan for our newcomer ELLs (1-3 years) is to accelerate their vocabulary development using graphic organizers, multimedia, picture dictionaries, glossaries, and bilingual libraries.

The plan for our students who have been ELLs 4-6 years is focused on test taking strategies. Giving them practice Regents exams in order to acclimate our students to the format. That includes vocabulary development, teaching reading comprehension strategies such as using context clues to determine the meaning of a question or the list of possible answers.

Our plan for our long term ELLs is focused on teaching them reading comprehension strategies in addition to a variety of writing strategies in order to help them pass the NYSESLAT and the ELA Regents.

Our plan for our ELLs with special needs is the use of graphic organizer to help our visual learners and having students work collaboratively in heterogeneous groups. These groups are formed on the basis of students' strength in reading and writing. Repeating directions and restating important concepts are also utilized to help our ELLs with special needs.

B. Programming and scheduling information cont.

There are numerous interventions offered for our ELLs in ELA, math, and other content areas. For our SIFE ELLs, they are taught socialization skills, with instruction solely in English Language; they are given leveled reading stories and story excerpts, writing sentences, paragraphs, and essays with intro, body, and conclusion paragraphs; they are placed in heterogeneous pairs and small groups working collaboratively on lesson content, using bilingual Spanish/English and Bengali/English dictionaries; they are instructed in the use of essay rubrics i.e. understanding them and using them in writing essays; the use of drama for students to act out plots to reading selections, vocabulary building activities including word definition, using definitions in sentences, and creating pictographs based on word definitions. For our students who don't meet the standard in reading on the NYSESLAT, Students read leveled texts, the reading levels of which are based on

diagnostic tests, students work in heterogeneous reading pairs to practice reading for comprehension, then they write essays about the stories being read from the perspective of one of the characters in the story, they write essays explaining how the themes of the stories relate to students' daily lives; they are engaged in whole class reading exercises in which students read then paraphrase and summarize the readings in which one student read aloud to the class and other students paraphrase and/or summarize what was read. For our ELLs that do not meet the standard in writing, students use graphic organizers to help students plan and organize essays, the teacher models what sentences, paragraphs and essays should look like; students use paraphrases and summaries of in-class readings as content for essays, which writing explain how the themes of the stories relate to students' daily lives.

Our plan for continuing transitional support (2 years) for our ELLs reaching proficiency on the NYSESLAT are to offer them ELL Regents modifications for two years post attaining Proficiency on the NYSESLAT. They are also offered ESL services for two years post attaining proficiency on the NYSESLAT if they so chose.

In terms of new programs for the upcoming school year, there is the possibility of hiring an additional ESL teacher to help service our ELL population. This would also allow an ESL teacher to push-in to content area classes.

No programs/services will be discontinued for our ELLs.

All students are offered equal access to all after-school programs offered by Good Shepherd Services. In addition beginner ELLs are offered a Regents prep after-school program twice a week, where students are taught test taking strategies, reading comprehension strategies, writing strategies, and expanding their vocabulary.

Numerous instructional materials are used such as graphic organizers, leveled reading materials, bilingual libraries, and bilingual dictionaries. In addition students are taught using overhead projectors, computers, and smart boards.

Native language support for our Spanish speaking ELLs students is offered through a self-contained Spanish class. They have Native Language libraries (Spanish and Bengali) as well as bilingual dictionaries and glossaries.

All of the required services and the resources utilized support and correspond to our ELL's ages and grade levels.

At the beginning of the school year, we organize a "Meet and Greet" night where parents go through their students' schedule, and a discussion is conducted for their students' academic plans. At this point, in the future we plan on implementing the ESL DVD and introduce parents to the different programs offered in New York City (TBE, Dual Language, and ESL).

Spanish is offered as a language elective to our ELLs. In addition, in English, students are offered courses in Short Stories, English Expansion, and Introduction to English. All of these courses in English aim to help students pass the English Regents exam.

Dual Language

We have no Dual Language program.

Professional Development

At the school we have one ESL teacher who attends numerous ELL professional development programs. The information acquired at these professional development programs are then presented during faculty meetings and DOE professional development days.

Certified ESL teachers assist content area teachers with differentiating their lessons to assist ELLs at all levels.

Professional development for the staff will focus on understanding SCRL's Language Allocation Policy, explaining who our ELL students are, and what are the different needs for ELLs at all levels of proficiency in order to help them advance.

Parental Involvement

Some parents are more involved than others, however when meetings with parents of ELLs are necessary, it is possible to arrange them to address language issues. Most of our front staff speak Spanish fluently (including our Parent Coordinator and a number of our guidance counselors). Within the school we have staff who are fluent in Spanish and Bengali.

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Across grades and proficiency levels, the LAB-R and NYSESLAT data show that while we have 25% of our ELLs scoring as Proficient in the listening\speaking sections, none scored proficient in the reading\writing sections. As a result, we need to focus our instruction on reading comprehension skills, and essay writing strategies.

The results of the NYSESLAT modalities will drive instruction. Based on the results from the 2010 NYSESLAT students need an intensive writing course, and help with reading comprehension, across the content areas.

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