



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE SCHOOL FOR COMMUNITY RESEARCH AND LEARNING

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X540

PRINCIPAL: JACQUELINE BOSWELL EMAIL: JBOSWEL@SCHOOLS.NYC.GOV

SUPERINTENDENT: DONALD CONYERS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature |
|-------------------------------|--|-----------|
| Jacqueline Boswell | *Principal or Designee | |
| Dan Propper | *UFT Chapter Leader or Designee | |
| Sharon Thomas Payne | *PA/PTA President or Designated Co-President | |
| Cathy Colon | DC 37 Representative, if applicable | |
| Uniqua Thomas Zayre Banzey | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Elizabeth Rosaro | Member/Parent | |
| Jeanette Toomer | Member/ Teacher | |
| Cari Cartagena | Member/ Guidance Counselor | |
| Donald Byrd | Member/ | |
| | Member/ | |
| | Member/ | |
| | Member/ | |

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To provide staff development in the area of City Wide Instructional expectations for Literacy and Math aligned with Common Core Learning Standards.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

80% of core content area teachers will engage in professional planning and development using Literacy Focus: grade Band- 9-12 written opinion or argument based on an analysis of informational text (Reading Informational Text Standards 2 and 10; Writing Standard 1).

Core Subject teachers will engage in Professional Development through CFN 610 Instructional Coach and SCRL School Leaders for two sessions per week.

Core subject teachers will participate in developing Curriculum maps which aligns CCLS, NYS Standards and Citywide Expectations to instructional practices.

Research References :

- *New York City DOE Core Library(on-line) Resources & ARIS Learn(on-line) Resources*
- *Basic Principals of Curriculum and Instruction by Ralph Tyler*
- *Keys to Curriculum Mapping Strategies and Tools to Make it Work by Susan Udelhofen*
- *Common Core Curriculum Maps in English Language Arts, Grader 9-12 by Teachers for Teachers*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

All teachers are teaching in license area and are highly qualified. In order to maintain professional growth, teachers attend professional development workshops in school and outside the school.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Community Resources through our CBO's Lehman college, Ernst & Young and transitional support for students with disabilities are used to align instructional strategies and activities to increase student success.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
Title I, ARRA RTTT, Sig, Fair Student Funding, School Success Grant,

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Increase student attendance by 1%**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

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.

Instructional strategies/activities

Use of School Messenger, wake up calls, RISA reports are sent each month to parents, teachers make calls and send letters to parents.

Strategies to increase parental involvement

- Parents are provided with monthly RISA and RPC reports informing them of their child's absences. Phone calls are made for excessive cutting from administration and teachers.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Community Resources through our CBO's Lehman college, Ernst & Young and transitional support for students with disabilities are used to align instructional strategies and activities to increase student success.

Service and program coordination

Outside vendors and programs, in-house workshops for students during monthly Town Halls

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
Title I, ARRA RTTT, Sig, Fair Student Funding, School Success Grant,

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Students will show progress in using evidence to support arguments. 80% of the students will effectively use evidence to support arguments across subject areas and grades.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

Teachers will develop a Common Core aligned unit of study that incorporates opportunities for students to conduct research papers and use supporting evidence. Teachers meet weekly in collaborative teaching teams to assess students work and plan lessons that demand evidence to support a claim. Teachers meet bi-weekly in collaborative teaching teams to develop a rubric to assess the use of evidence to support a claim. Onsite support by CFN610 Network Instructional Coach

Strategies to increase parental involvement

- We will have Presentations of Learning at the end of each term in which parents will see a showcasing of students work. Parents receive monthly RISA report for attendance, monthly calendars for instructional highlights, and parents have participated in a series of workshops, for transcript, college application and FASA process, Respect for All and Gang Awareness and ELL

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

We have bi-weekly professional development for teachers

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Community Resources through our CBO's Lehman college, Ernst & Young and transitional support for students with disabilities are used to align instructional strategies and activities to increase student success.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
Title I, ARRA RTTT, Sig, Fair Student Funding, School Success Grant,

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To provide teachers with an awareness of Charlotte Danielson's Framework for Teaching to articulate clear expectations for teacher practice and serve as the focus for teacher development.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

To provide teachers with a minimum of two professional learning experiences to understand the Danielson's Framework for Teaching

To have 90% of teachers engaged in discussions about instructional practices. To have 90% of teacher teams focus on the integration of a common language to discuss what's working and what needs to be improved and know which actions to take to improve their practice.

Strategies to increase parental involvement

- *frequent cycles of classroom visits*
- *collaborative examination of students work using FFT*
- *student portfolios*
- *Teacher data portfolios*
- *Ongoing support by School leaders and CFN 610 Instructional Coach*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Formal and Informal observations, curriculum workshops. Community Resources through our CBO's Lehman college, Ernst & Young and transitional support for students with disabilities are used to align instructional strategies and activities to increase student success.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan. SIG, Fair Student Funding, Title I, ARRA RTTT, School Success Grant,

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To promote parents engagement in student learning. 80% of parents/guardians will participate in at least one school related activity.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

Results will indicate 154 parents involved in at least one SCRL activity.

- Copy of parents conference attendance sheets
- Copy of Agenda and attendance sheets for parent workshops.
Copy of Invitations and feedback sheets for students exhibits of research projects

Strategies to increase parental involvement

- Parents/Guardians will receive monthly calendars of school events both in English and Spanish
- Parents/Guardians will receive voice messages about upcoming events.
- Parents/Guardians will participate in parents/guardian workshops
- Parents/ Guardians will participate in students' presentations of research projects conducted at the end of each term.
-

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
Title I, ARRA RTTT, Sig, Fair Student Funding, School Success Grant,

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

| | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | | | | |
| 1 | | | N/A | N/A | | | | |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | 10 | 40 | 6 | 31 | 39 | 3 | 7 | |
| 11 | 15 | 40 | 26 | 48 | 45 | 2 | 5 | |
| 12 | 25 | 29 | 10 | 41 | 30 | 0 | 3 | |

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

| Name of Academic Intervention Services (AIS) | Description |
|--|--|
| ELA | Wilson, Study Island, Adventa, , Plato during the school day – small group Saturday School Regents/RCT Prep |
| Mathematics | Wilson, Study Island, Adventa, Plato during the school day - small group |
| Science | Wilson, Study Island, Adventa, Plato during the school day – small group |
| Social Studies | Wilson, Study Island, Adventa, Plato during the school day - small group Saturday School Regents/RCT Prep |
| At-risk Services provided by the Guidance Counselor | Saturday School support for at risk students for college and career readiness One-to-one |
| At-risk Services provided by the School Psychologist | |
| At-risk Services provided by the Social Worker | |
| At-risk Health-related Services | |

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 08X540 **School Name:** THE SCHOOL FOR COMMUNITY RESEARCH AND LEARNING

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
 - According to SCRL's Learning Environment Survey for 2010-2011 (5.8 score) was indicated for physical fights at school and expression of gang activity by students. A score of 5.3 was indicated for academic expectations.
 - JIT Report indicates a need to improve ongoing lateness and cutting classes, low expectations and the need to internalize college and career readiness.
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - Parent Outreach and SCRL Administrative Team visibility, as well as, hall patrol. Are conducted to ensure students and staff safety.
 - Informal and formal observations to monitor teaching practices which moves instructional alignment with the curriculum, and scope and sequence documents.
 - Implementation of Citywide Instructional Expectations and FIT professional development with teachers on curriculum mapping, bi-weekly professional development workshops and performance tasks. Each teacher has developed, student portfolios for each subject class. and data folios will be used to monitor academic success.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

The School for Community research and Learning has hired Fordham University- Professional Development Consultants to provide support for the teachers in the following areas:

1. Daniels's Domains and Levels of Competency - Instructional Practices
2. Literacy and mathematics Coaching Program

3. Common Core State Standard
4. Individualized Professional Development plans

Staff will attend professional development to support smart board training and use of technology in the classroom.

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

All highly qualified teachers are on staff within their license area. CFN support and bi-weekly professional development are incorporated within the school day to continue staff growth in Common Core Learning Standards and the Danielson Framework for effective teaching practices. Teachers are developing curriculum maps aligned with NYS and CCLS Standards. Teachers share best practices.

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.

- Parents will be notified about the school's identification for school improvement through written translation and oral interpretation.
- Letters will be mailed to our parent community, and we will backpack the students with copies of the letter.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

| | | | |
|--|--------------------|----------------------|--------------------------|
| Cluster Leader/Network Leader Jose Ruiz/Steven Chernigoff | District 08 | Borough Bronx | School Number 540 |
| School Name School for Community Research and Learni | | | |

B. Language Allocation Policy Team Composition [?](#)

| | |
|--|---|
| Principal Jacqueline W. Boswell | Assistant Principal Donaldson Byrd |
| Coach Judith Swanson | Coach Judith Swanson |
| ESL Teacher Mr. Sikora-Kowolik | Guidance Counselor Cari Cartagena |
| Teacher/Subject Area Mr. Propper/Social Studies | Parent Flora Amador |
| Teacher/Subject Area Ms. Torres/ELA | Parent Coordinator Peggy Orellana |
| Related Service Provider Ms. L.Krasiniqi/Speech Therapy | Other Mr. Sikora-Kowolik/ELL Coordin |
| Network Leader Steven Chernigoff | Other N/A |

C. 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 education teachers with bilingual extensions | 0 | Number of teachers of ELLs without ESL/bilingual certification | 0 |
| Number of teachers who hold both a bilingual extension and ESL certification | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|---------------|
| Total number of students in school | 193 | Total Number of ELLs | 20 | ELLs as share of total student population (%) | 10.36% |
|------------------------------------|------------|----------------------|-----------|---|---------------|

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

1. The steps for initial identification of ELLs upon admittance to SCRL are the following: a guidance officer (Cari Cartagena, bilingual English\Spanish) meets personally with parents/guardians. This is completed within 10 days of a students' enrollment. At that time, the ESL teacher/coordinator, Mr. Sikora-Kowolik, bilingual English and Spanish, administers the HLIS, 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 in English. If the ELLs are Spanish Speaking they will be administered the Spanish LAB as well (in Spanish) also within the 10 days of admission.

The LAB-R test is administered to students that require it by the ESL teacher, Mr. Sikora-Kowolik, 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. Mr. Sikora-Kowolik, MA TESOL, is the only teacher that administers the HLIS, LAB-R (both English and Spanish exams), and NYSESLAT exams.

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 Dual Language), along with their rights regarding choice. After a week, the letter is then followed up with a phone call to the parent by the ESL coordinator, Mr. Sikora-Kowolik, MA TESOL, in order to set up an informational meeting where they are shown the video outlining the three programs available in New York City (ESL, TBE, and Dual Language), and are given a description of the different programs (ESL, TBE, and Dual Language) in writing. In addition a general ELL informational meeting is arranged with all ELL parents in the Fall, this year it is on November 15, 2011, to update them on their children's progress and the Common Core curriculum of the ESL program, in addition to show the informational video on the three programs available in New York City, and update the Parent Choice. If a TBE\DL program becomes available the ESL Coordinator, Mr. Sikora-Kowolik, MA TESOL, and the Parent Coordinator, Peggy Orellana will send out letters to parents outlining the programs' availability as well as make phone calls to parents informing them of the new programs' availability.

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. Copies of the entitlement letters are made and kept by the ELL Coordinator, Mr. Sikora-Kowolik, in a locked and safe location in the school. 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. Parent Survey and Program Selection forms are collected by the ELL Coordinator, Mr. Sikora-Kowolik, either from the students returning them directly to him, through the ELL parent meeting with the ELL Coordinator, Mr. Sikora-Kowolik, or from the return of the parent survey and program selection forms being returned by a member of the attendance team. The forms are then kept in the ELL Coordinator file and locked in the school in a safe location.

4. ELL students are placed in either beginner, intermediate, or advanced level ESL classes based on their LAB-R or NYSESLAT scores. Placement letters are mailed to the parents describing which level their son\daughter is entitled to. Copies of the letters are made and kept on file with the ELL Coordinator. Spanish translation is used either by Ms. Rosario, the Spanish teacher, Ms. Cartagena, the counselor who is bilingual in Spanish and English, or by Mr. Sikora-Kowolik, the ELL Coordinator who is bilingual in Spanish and English. Translators from the NYC translation unit are utilized for Bengali and Arabic speakers.

5. Most parents are interested in free-standing ESL once they understand how it works. Out of 20 ELLs, only one parent has expressed interest in bilingual education, which is not enough to hire additional staff certified in TBE\DL. 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. The school monitors parent choice through their Parent Survey and Program Selection forms which are kept on file by the ELL coordinator. If it is found that twenty or more parents in a grade level opt for TBE\DL programs the school would then hire a teacher with said certification or recommend another school in the area for the students to transfer to that has the desired programs.

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. We offer a self-contained ESL program that is homogenous according to ability levels (beginner, intermediate, and advanced) and heterogenous across grade levels (mixed grade levels).

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

This school offers (check all that apply):

| | | | |
|--|--------------------------------------|-------------------------------------|-------------------------------|
| Transitional bilingual education program | Yes <input checked="" type="radio"/> | No <input checked="" type="radio"/> | If yes, indicate language(s): |
| Dual language program | Yes <input checked="" type="radio"/> | No <input checked="" type="radio"/> | If yes, indicate language(s): |

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. Departmentalized schools (e.g., high school) may use the self-contained row.

| ELL Program Breakdown | | | | | | | | | | | | | | To t # |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | 0 | 0 | 0 | 0 | 0 |
| Dual Language (50%:50%) | | | | | | | | | | 0 | 0 | 0 | 0 | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | 2 | 8 | 8 | 2 | 20 |
| Push-In | | | | | | | | | | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 8 | 8 | 2 | 20 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|---|-------------------------------|---|
| All ELLs | 20 | Newcomers (ELLs receiving service 0-3 years) | 7 | Special Education | 6 |
| SIFE | 7 | ELLs receiving service 4-6 years | 4 | Long-Term (completed 6 years) | 7 |

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

| ELLs by Subgroups | | | | | | | | | | |
|-------------------|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | Total |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 10 | 3 | 1 | 4 | 3 | 2 | 6 | 1 | 4 | 20 |
| Total | 10 | 3 | 1 | 4 | 3 | 2 | 6 | 1 | 4 | 20 |

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

C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Spanish | | | | | | | | | | 2 | 7 | 7 | 2 | 18 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | 1 | | 1 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | 1 | | | 1 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 8 | 8 | 2 | 20 |

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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 20 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 Sheltered ESL classes. Content area textbooks are utilized and scaffolded appropriately. The ELA Common Core curriculum is used throughout the year. Informational texts are used and scaffolded appropriately to enable the ELLs to comprehend the material. In addition beginners use Keys to Learning textbooks to increase their English proficiency. ESL strategies are employed to teach the content in the self-contained Sheltered English (ESL) classes, including collaborative group work, and the use of graphic organizers amongst others. Native language support is given through the use of bilingual dictionaries as well as students translating for each other to help with comprehension.

4) In terms of native language proficiency, new admits are administered the LAB-R in Spanish in addition to the English LAB-R. Also our Spanish teacher, Ms. Rosario, gives our students a Spanish placement test to gauge their Spanish ability. For our Bengali and Arabic speaking population, we employ the help of our Bengali speaking para-professional. If there are any additional languages represented in our school we would use the NYC translation unit to help us with assessing those students' language abilities.

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

5a) 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.

5b) 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.

5c) 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.

5d) 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.

5e) Our plan for our ELLs with special needs is the use of graphic organizer to help our visual learners and having students work

A. Programming and Scheduling Information

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.

6) Teachers of ELL-SWDs use a variety of teaching strategies including heterogenous group work, where students are given the opportunity to discuss and teach each other about the topic; various reading strategies are used to enhance comprehension such as identifying the main idea & supporting details, using context clues to identify vocabulary, and the use and implementation of graphic organizers to make content comprehensible. In terms of using grade level materials, in addition to textbooks and worksheets, the curriculum is augmented with visual clips of the topics being taught, students are given the opportunity to listen to a variety of speakers through historical and scientific clips. This allows students to experience primary and secondary documents first-hand.

7) Our school uses the Common Core Curriculum to teach our ELLs. The curriculum is enhanced through the ESL teacher's use of ESL teaching strategies to make the Common Core comprehensible to our ELLs. Our ELLs are programmed according to their English abilities (beginner, intermediate, or advanced) in the self-contained ESL classes thus allowing the teacher to tailor the lessons to the students' levels of comprehension. Beginner & intermediate ELLs are also offered a 9th period to aid them in their English comprehension. The classes are small (12 being the largest class and 3 the smallest) thus enabling the use of small group instruction to aid in comprehension for our ELL-SWD. In these small groups instruction is differentiated according to students' learning styles. The students have portfolio's that are tailored individually to each student and their learning style. Teachers are engaged in interdisciplinary curriculum planning: English with Social Studies and Math with Science. Our ELL-SWD are also programmed into self-contained ELA and Math classes where they are taught by certified math and ELA teachers, using Special Education strategies. In Social Studies our ELL-SWD are programmed into a CTT class where there is a content area teacher and a Special Education teacher co-teaching and using a variety of special education strategies to make the content more comprehensible to the students. In Science, there is a special education teacher that uses special education strategies to teach our ELL-SWD. All content area courses are taught in English. Only Spanish is offered, and taught in Spanish.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

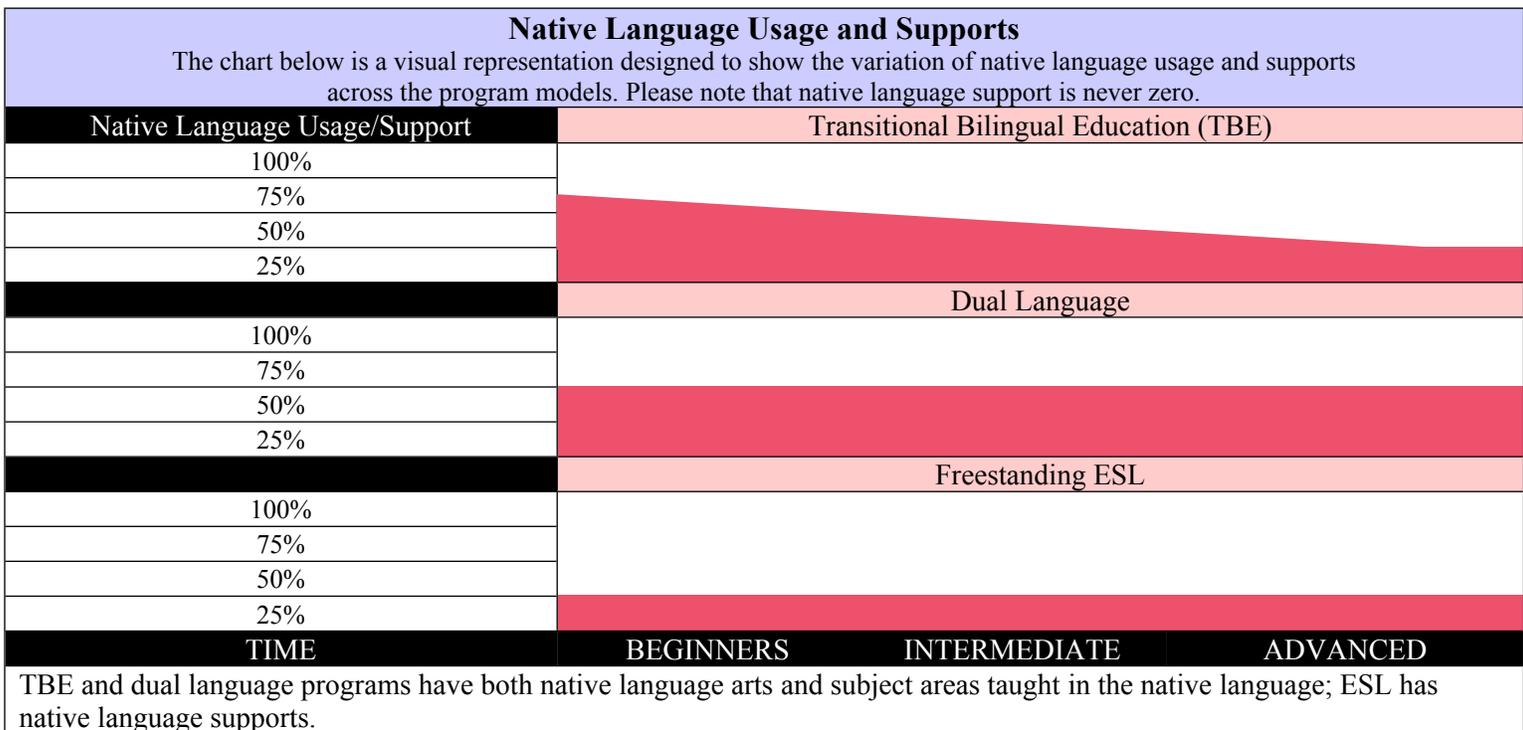
| Class/Content Area | Language(s) of Instruction | | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts | | | | |
| Social Studies: | | | | |
| Math: | | | | |
| Science: | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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

| | | |
|-----------|--------------|----------|
| Beginning | Intermediate | Advanced |
|-----------|--------------|----------|

| | | | |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

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



B. Programming and Scheduling Information--Continued

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

8) There are numerous interventions offered for our ELLs in ELA, math, and other content areas. For our SIFE ELLs, they are taught reading and writing skills with instruction solely in English. Language therapy services include reading, writing, and oral communication.

B. Programming and Scheduling Information--Continued

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

8) 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 ELL-SWD are also programmed into self-contained ELA and Math classes where they are taught by certified math and ELA teachers, using Special Education strategies. In Social Studies our ELL-SWD are programmed into a CTT class where there is a content area teacher and a Special Education teacher co-teaching and using a variety of special education strategies to make the content more comprehensible to the students. In Science, there is a special education teacher that uses special education strategies to teach our ELL-SWD. All content area courses are taught in English. ELLs have the ability to use bilingual dictionaries and are grouped in such a way that will enable students to translate content for each other if need be. In Social Studies, teachers utilize bilingual textbooks to aid student comprehension. Only Spanish is offered, and taught in Spanish.

9) 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.

10) 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.

11) No programs/services will be discontinued for our ELLs.

12) All ELL students are offered equal access to all school programs; Parents receive information by mail in both English and Spanish; after-school programs are offered by Good Shepherd Services. The funding for these programs comes from SIG.

13) Numerous instructional materials are used such as graphic organizers, leveled reading materials, bilingual libraries, and bilingual dictionaries. Students use bilingual glossaries, as well as textbooks (history) in both English and Spanish. All content areas use English textbooks. Bengali and Arabic dictionaries are available as well. In addition students are taught using overhead projectors, computers, and smart boards. A variety of web sites in the students' native languages are utilized as well to aid in their content comprehension.

14) 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. In Spanish class the textbooks used are Paso a Paso, En Espanol, Spanish Now!, Expresaste, and Spanish Verb Tenses.

15) All of the required services and the resources utilized support and correspond to our ELL's ages and grade levels. The curricula taught are taught according to the students' grade level: 11th grade ELLs are taught using 11th grade ELA common core curriculum etc. The readings and assignments are also age appropriate and rigorous, corresponding to the students' age, experience, and maturity.

16) 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

B. Programming and Scheduling Information--Continued

8. 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.
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16) 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

C. Schools with Dual Language Programs

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

We have no Dual Language program.

D. Professional Development and Support for School Staff

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

1. 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 to pedagogues and non-pedagogues alike. They are offered to teachers in all content areas. Professional development will be offered to all staff on November 17, 2011, December 15, 2011, January 12, 2012, February 16, 2012, March 15, 2012, April 19th, 2012, and May 17th 2012. Professional developments include reviewing the LAP, introducing ELL teaching strategies, making content comprehensible to the students, and explaining the difference between ESL, TBE, and DL programs in New York City amongst other topics.

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

3. 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. Professional development will include ESL teaching strategies that can be incorporated into all subject areas, a variety of assessments that ELLs can use to show their grasp of the content, the use of collaborative group work to enhance instruction, and the use of graphic organizers across the content areas. Records are maintained by the ESL coordinator, Mr. Sikora-Kowolik, that includes attendance and the agenda for the given workshop. They are kept on file by Mr. Sikora-Kowolik.

E. Parental Involvement

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

1. 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. According to Peggy Orellana, our Parent Coordinator, 53% of our parents are involved in our school (on the basis of the parent surveys returned). The parents are involved in a variety of workshops, the school PTA, and our SLT. We have staff who speak Spanish fluently (including our Parent Coordinator, Peggy Orellana, and our guidance counselor, Cari Cartagena). Our ESL coordinator/teacher, Mr. Sikora-Kowolik is fluent in Spanish and Polish as well. 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. The parental involvement activities include

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |

NYS Math

| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|-------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |

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

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

- 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.
- 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.
 - 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 leadership, comprised of the SBST (school based support team) meets in regards to our ELLs and assesses how the students did on the NYSESLAT exam and along with the ESL coordinator, Mr. Sikora-Kowolik determines what level of ESL they should be placed in (Beginner, Intermediate, advanced) as well as which other courses the students require for graduation. Our ELL-SWD are placed either in a CTT class for History or Science, and a self-contained class with a Special Education teacher for math or English. In addition all ESL students are enrolled in a self-contained ESL class with our ESL teacher\coordinator, Mr. Sikora-Kowolik.
 - 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.
- We have no Dual Language programs.
- 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 gain proficiency in English and be able to be successful on the Regents exams. Our intermediate and advanced ELLs are given a self-contained ESL class and in addition they are placed in a mainstream

Additional Information

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

Paste additional information here

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

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 17 | 0 | 7 | 0 |
| Integrated Algebra | 0 | 0 | 0 | 0 |
| Geometry | 2 | 0 | 1 | 0 |
| Algebra 2/Trigonometry | 0 | 0 | 0 | 0 |
| Math <u>N/A</u> | 0 | 0 | 0 | 0 |
| Biology | 0 | 0 | 0 | 0 |
| Chemistry | 0 | 0 | 0 | 0 |
| Earth Science | 19 | 0 | 8 | 0 |
| Living Environment | 0 | 0 | 0 | 0 |
| Physics | 0 | 0 | 0 | 0 |
| Global History and Geography | 13 | 0 | 3 | 0 |
| US History and Government | 20 | 0 | 5 | 0 |
| Foreign Language | 0 | 10 | 0 | 10 |
| Other <u>N/A</u> | 0 | 0 | 0 | 0 |
| Other <u>N/A</u> | 0 | 0 | 0 | 0 |
| NYSAA ELA | 0 | 0 | 0 | 0 |
| NYSAA Mathematics | 0 | 0 | 0 | 0 |
| NYSAA Social Studies | 0 | 0 | 0 | 0 |
| NYSAA Science | 0 | 0 | 0 | 0 |

Native Language Tests

| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
|----------------------------|--|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | 5 | 5 | 1 | 1 | | | | |
| Chinese Reading Test | | | | | | | | |

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
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Paste additional information here

Part VI: LAP Assurances

School Name: School for Community, Research

School DBN: 08X540

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|----------------------------|----------------------|-----------|-----------------|
| Jacqueline Boswell | Principal | | |
| Donaldson Byrd | Assistant Principal | | |
| Peggy Orellana | Parent Coordinator | | |
| Lukasz Sikora-Kowolik | ESL Teacher | | |
| Flora Amador | Parent | | |
| Mr. Propper/Social Studies | Teacher/Subject Area | | |
| Ms. Torres/ELA | Teacher/Subject Area | | |
| Judith Swanson | Coach | | |
| Judith Swanson | Coach | | |
| Cari Cartagena | Guidance Counselor | | |
| Steven Chernigoff | Network Leader | | |
| | Other | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **08X540** School Name: **School for Community Research &**

Cluster: **6** Network: **610**

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 ensure 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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| Part A: School Information | |
|--|----------------------------------|
| Name of School: SCRL | DBN: 08X540 |
| Cluster Leader: Jose Ruiz | Network Leader: Steve Chernigoff |
| This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ✱Saturday academy ●Other: |
| Total # of ELLs to be served: 20 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ✱12 |
| Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: To increase ELL achievement on Regents/RCT exams. The subgroups will be all english language learners, grades 9, 10, 11 & 12th. Supplemental instruction will be scheduled for one hour Monday thru Friday and Saturdays 9AM-12PM. The language of instruction is English with one ESL certified teacher. Materials include an online regents prep website, "Study Island" and other english language websites.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: ESL teacher, Luksaz Sikora-Kowolik, attended workshops for: Common Core Standards and Assessment for ELL's, by Las Links, three hours on October 5, 2011
BESIS Workshop given by our CFN on November 21, 2011, no cost to Title III. To maintain awareness in current educational trends.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Student achievement (Research Paper Presentations) held on January 23, 2012, 9AM-12PM at no cost to Title III. Rationale being for students to present their research papers, their methodology of research. The topics to be covered are a variety of english, math, social students and science provided by SCRL pedegogues. Parents were notified by phone and mailing.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

| Allocation Amount: \$11200 | | |
|---|-----------------|---|
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | | |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | | |
| Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. | | ???? |
| Educational Software (Object Code 199) | | |
| Travel | n/a | |
| Other | ???? | |
| TOTAL | | |