



Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: THE SCHOOL FOR COMMUNITY RESEARCH AND LEARNING

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

PRINCIPAL: JACQUELINE BOSWELL

EMAIL: JBOSWEL@SCHOOLS.NYC.GOV

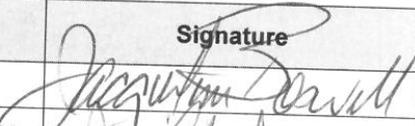
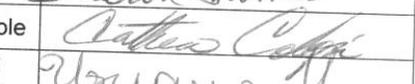
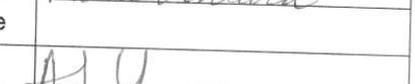
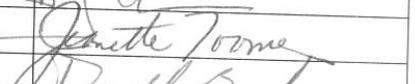
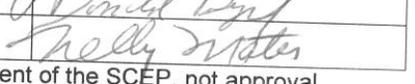
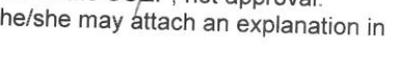
SUPERINTENDENT: **CARRON STAPLE**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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	*PA/PTA President or Designated Co-President	
Cathy Colon	DC 37 Representative, if applicable	
Unique Thomas	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Valerie Venture	CBO Representative, if applicable	
Andrea Chappetta	Member/UFT	
Jeanette Toomer	Member/UFT	
Donald Byrd	ADM/CSA/Designee/	
Nellie Matos	Member/Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.
Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The school leadership should review its approach to evaluating teacher performance and ensure that it is rigorous and brings about sustained improvements in the quality of instruction and student learning. School leaders should seek guidance from the Network to enable them to become highly effective instructional leaders. School leaders should develop a set of skills that enable them to evaluate the quality of learning in classrooms, reach accurate judgments and provide high quality feedback to teachers that bring about improvements. School leaders should use the information from observations to target differentiated PD for teachers that is later assessed as to its impact in the classroom. (JIT Report Page 6)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 2.2 School leader's vision

_____ 2.4 School leader's use of resources

_____ 2.3 Systems and structures for school development

 x 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 100% of the teachers will receive professional development in the area of City Wide Instructional Expectations (2012-2013) for Literacy in ELA, Math, Social Studies and Science aligned with Common Core Learning Standards as evidence by growth in teacher practices using the Danielson rubric. SCRL Administrative Team and teachers will be accountable for continuous improvement as evidence in chart of professional development and the observation chart.

Instructional strategies/activities.

- a) All of the core content area teachers, special education teachers and ELL teacher will engage in professional planning and development using Literacy Focus: Grade Band 9-12. It requires students to ground reading, writing, and discussion in evidence from text (Reading Informational Text Standards 1 and 10; Writing Standards 1, Speaking/ Listening Standard 1; Language Standard 6).
- b) *New York City DOE Core Library (on-line) Resources & ARIS Learn(on-line) Resources*
- c) Professional development for "Read and Succeed." "ILEARNNYC"
- d) Onsite support by CFN610 Network Professional Development off-site, Academic Coach, Instructional Lead and Fordham University Consultants for ELA and Math

- e) *English Learners Academic Literacy and Thinking by Pauline Gibbons*
- f) *The Highly Engaged Classroom by Robert J. Marzano and Debra Pickering*
- g) *Basic Principals of Curriculum and Instruction by Ralph Tyler*
- h) *Keys to Curriculum Mapping Strategies and Tools to Make it Work by Susan Udelhofen*
- i) *Common Core Curriculum Maps in English Language Arts, Grader 9-12 by Teachers for Teachers*

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title IA Title IIA Title III Set Aside Grants X Priority Funding_

Service and program coordination

- a) Services have been aligned with instructional activities to support sustained improvement in the quality of instruction and student learning.
- b) Staff Development is conducted on school site with the Instructional Lead, Fordham University Consultants and the Principal, as well as the Academic Coach and, off- school site for network professional development in content areas. Professional development with data to drive instruction using students' work aligned with CCLS and CIE 2012-2013.
- c) Strategies are implemented in the classroom by teachers who attend, and the teachers produced performance task showing the culminating activity of student learning in the end-term project on Research Paper Presentation Day at the end of each term on January 18, 2013 and June 11, 2013.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Teachers will develop a unit of study aligned with Common Core Learning Standards that fosters opportunities to develop skills for students to compose quality conduct research papers citing supporting evidence from texts.
- Teachers meet weekly in Inquiry Teams for the entire school year to assess creation of units/ performance tasks, students work and plan lessons that demand evidence to support a claim and opposing claims.
- Teachers will develop a rubric to assess the use of evidence to support a claim and opposing claims using Tuning Protocols of Joseph McDonald of National School Reform Faculty www.nsrffharmony.org.
- Support by CFN610 Network Professional Development off-site. On site professional development with Academic Coach, Instructional Coach, Instructional Lead and Fordham University.
- Students will increase the likelihood of meeting the high school requirements for promotion and participate in "Read and Succeed." "ILEARNNYC" program and Expanded Learning Time in afterschool programs.
- Students will sit for PSAT and SAT Exams College and Career Readiness, Application and Financial Aid processing and with College Advisor, Creative Connections and Administrative Team.
- Students will complete college essays with the support of ELA Classes, College Advisor. Students will participate in Monthly Town Hall Meeting on College applications, FAFSA, Scholarships, as well as, on-site applications. Students will participate in job-internship programs. With Future and Options consultants. Teachers have frequent class visits both informal and formal. Informal visited are weekly and formal observations are each marking period.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

School leaders should ensure, by observations and walkthroughs, that standards are displayed in every classroom. Learning objectives should be displayed and discussed with students at the beginning, during and at the end of lessons. The practice should be quickly embedded and follow-up visits by school leadership should be made to classes to ensure its implementation. (JIT Report page 4 – bottom and page 5- top)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, all teachers participated in teacher teams to engage in Inquiry work to focus on teaching practices and instructional planning. The focus is on instructional coherences that lead to alignment of CCLS, unit goals, curriculum maps, performance tasks, students' portfolios, lesson plans and learning objectives.

Instructional strategies/activities

- a) Frequent cycles of classroom visits and observation reports. Informal visits are conducted weekly and formals each marking period to deepen instructional practices for competency 1e designing coherent instruction , 3b using questioning and discussion, 3c engaging students in learning ad 3d using assessment in Instruction.
- b) Teacher data portfolios will be reviewed each semester by Mrs. Ferguson, Assistant Principal, Fordham Consultant and Academic Coach using Framework for Teachers, and peer review of performance tasks.
- c) Ongoing support by School leaders and CFN 610 Instructional Coach, Fordham University Consultant and Instructional Leads will provide instructional coherence in professional development.
- d) Inquiry Teams meet weekly from September 2012- June 2013 to review teacher artifacts learning goals (curriculum maps, student portfolios, performance tasks, lesson plans).

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

X Priority Funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- a) Services have been aligned with instructional activities to support sustained improvement in the quality of instruction and student learning.
- b) Staff Development is conducted on school site with the Instructional Lead, Fordham University Consultants and the Principal, as well as the Academic Coach and, off- school site for network professional development in content areas.
- c) Strategies are implemented in the classroom by teachers who attend, and the teachers produced performance task showing the culminating activity of student learning in the end-term project on Research Paper Presentation Day at the end of each term on January 18, 2013 and June 11, 2013.
- d) Students participate in After -School program for credit accumulation aligned with Priority funding and Saturday School Regents Prep.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTHS (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The work of the inquiry team should be assessed to ensure they are effectively using time. All committees of teaching staff should include administrative personnel to ensure consistency in planning and implementation. School leaders should ensure that the work of the inquiry team filters into the classroom and positively impacts on student learning and achievement. (JIT Report Page 9)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, the guidance inquiry team will create and implement a plan to enhance the transitional support of over –aged and under -credited students, as evidenced in reduction of suspension, positive alternate placement and increase in college and career readiness.

Instructional strategies/activities

- a) Students will increase the likelihood of meeting the high school requirements for promotion and participate in “Read and Succeed.” “ILEARNNYC” program and Expanded Learning Time in afterschool programs.
- b) Students will sit for PSAT and SAT Exams College and Career Readiness, Application and Financial Aid processing and with College Advisor, Creative Connections and Administrative Team.
- c) Students will complete college essays with the support of ELA Classes, College Advisor. Students will participate in Monthly Town Hall Meeting on College applications, FAFSA, Scholarships, as well as, on-site applications. Students will participate in job-internship programs. With Future and Options.
- d) College Now Program with Lehman College and Monroe College, Advance Placement Classes for 11th graders to help students earn college credit while in high school.
- e) Yearbook and Publication Class to publish student’s works with the school community in their elective class.
- f) Students will be scheduled for appointments and orientations at Transfer Schools and YABC Programs within the borough.
- g) Students will participate in field trips to colleges and universities within the city and out of state universities accompanied by Guidance Counselors, Faculty and administrators.
- h) PM School and Saturday School for both Fall and Spring Term in the content areas of ELA, Math, Science, and Social Studies, with supervisory support.
- i) ENACT Programs and The Leadership Programs will be scheduled to support parent workshops and Town Hall Meetings on topics for youth development.

- j) Media Club House will support youth development in photography classes, on-site SAT Prep and Team building activities to decrease bullying, and increase attendance.
- k) Students will participate in VESID Workshops, as well as College and Career Workshops coordinated by Social Worker and Assistant Principals
- l) Students will take on-line interest inventory Self- Directed Search/ Life Values Inventory to target career strengths with the College Advisor and Lehman College Community Partner.
- m) Students will participate in resume writing workshops and protocol for interviewing scheduled by the college advisor.
- n) Student -Driven Blood drive and health awareness drives with Campus wide schools.
- o) Students will participate in Hispanic Heritage Celebration, Black History Celebrations, Career Fairs, student government elections for student council, senior activities, and school leadership team, fall and Spring Talent Show celebrations and Monthly Town Hall Meetings, Research Paper Presentation Day held each term, PSAL events, Career Vision Program for Intramural Basketball and other programs which celebrate their gifts with Coaches, Faculty and administrators.
- p) Target Population will be measured by the number of students applying for college with 65% participation.

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title IIA Title III Set Aside Grants Priority Funding

Service and program coordination

- Support instruction by using Expanded Learning Time, PM School, Saturday school, ILEARN, Read and Succeed and tutoring.
- College Tours and College Application Workshops.
- a) Professional Development for faculty will be provided in the above areas as well as parent workshops on regents overview and family issues
- b) Professional development for teachers to work with Fordham University Consultants to review students' data and align CCLS and CIE 2012-2013 Literacy focus on Reading Writing, Speaking and Listening. Grade band 6-12 and in Math domain focus for Algebra and Geometry with mathematical practices.
- c) Professional development using data to drive instruction using students' work aligned with CCLS and CIE 2012-2013.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

School leaders should work with the Network to devise strategies aimed at providing more opportunities for parents to have a more proactive role in decision-making processes. In addition, the school should develop parental surveys and regularly survey parents. The information should be used to help formulate school priorities for improvement. (JIT Report Page 7 – Bottom)

Tenet # 6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility

6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 80% of the parents will be engaged in parent workshops and school related activities to support student academic achievement.

Strategies to increase parental involvement and engagement

- a) Copy of parents conference attendance sheets including Annuals and Triennials
- b) Open School Night and Open School Afternoon
- c) Marking Period report Cards
- d) Transcripts Review with Patens/Guardians and Student with the College Advisor.
- e) Series of Parent Workshops to support and enhance communications between parent /guardian and child with the Leadership Program.
- f) Monthly PTA Meetings
- g) Learning Environment Survey
- h) Individual Parent Conferences which focus on College and Career Readiness.
- i) Copy of Agenda and attendance sheets for parent workshops.
- j) I log records, and Telephone Master logs by the guidance team
- k) Ongoing Home Visits and 407's follow up by attendance teacher
- l) Invitations to Fall and Spring Term of Research Paper Presentation Day.
- m) SCRL Family Fun Day
- n) Senior Awards Night Ceremony.
- o) Graduation Ceremony June 28, 2013

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title IA Title IIA Title III Set Aside Grants Priority Funding

Service and program coordination

- Our school community, consisting of teachers, following up with students who are absent by contacting students home and utilizing the school's resources of guidance team to regularly address patterns of attendance and lateness. Daily telephone outreach by attendance team and ongoing home visits.
- Guidance/ SAT Team conduct weekly meeting to address needs of all students in classroom attendance, school attendance, and family concerns.
- STH funding will be used to support students in school supplies and school activities. This will be coordinated by the on-site social worker.
- ENACT Programs and The Leadership Programs will be scheduled to support parent workshops and Town Hall Meetings on topics for youth development.
- Media Club House will support youth development in photography classes, on-site SAT Prep and Team building activities to decrease bullying, and increase attendance.
- Coordination of VESID Workshops, as well as College and Career Workshops coordinated by Social Worker and College Advisor and Assistant Principals, students will participate in field trips to colleges and universities within the city and out of state universities accompanied by Guidance Counselors, faculty and administrators al
- Media Club House will support youth development in photography classes, on-site SAT Prep and Team building activities to decrease bullying, and increase attendance.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	PM School Fall and Spring Term. Saturday Regents Prep Circular 6 assignments ILEARNNYC Aventa	Small group One to one Tutoring	After school and during the school day.
Mathematics	PM School Fall and Spring Term. Saturday Regents Prep Circular 6 assignments ILEARNNYC Aventa	Small group One to one Tutoring	After school and during the school day.
Science	PM School Fall and Spring Term. Saturday Regents Prep Circular 6 assignments ILEARNNYC Aventa	Small group One to one Tutoring	After school and during the school day.
Social Studies	PM School Fall and Spring Term. Saturday Regents Prep Circular 6 assignments ILEARNNYC Aventa	Small group One to one Tutoring	After school and during the school day.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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%
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Part II: ELL Identification Process

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

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

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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	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

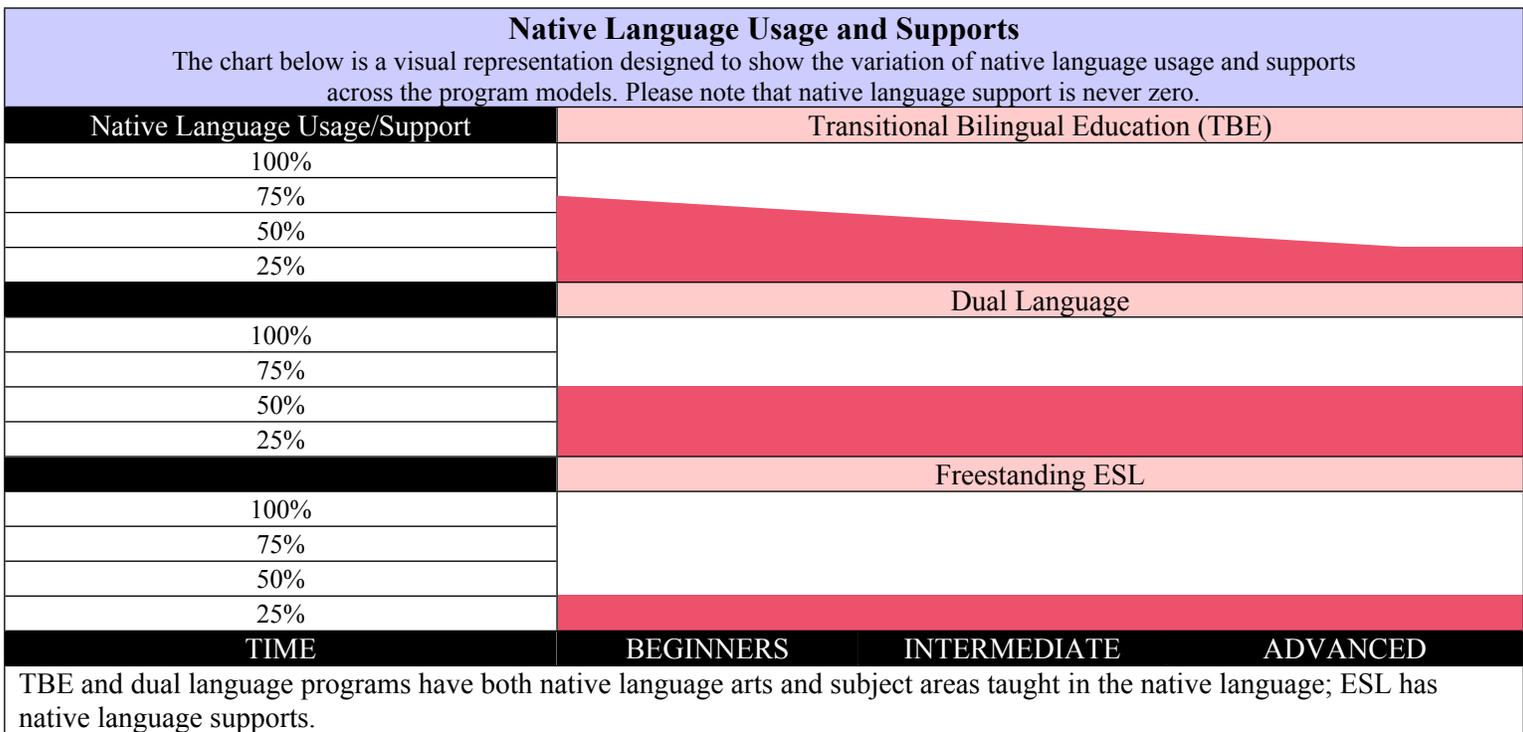
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

Beginning	Intermediate	Advanced
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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 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 introduce parents to the different programs offered in New York City (TBE, Dual Language, and ESL).

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.
- 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.

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

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

3. The results of the NYSESLAT modalities will drive instruction. Based on the results from the 2010 NYSESLAT students need an intensive writing course, and help with reading comprehension, across the content areas.
- 4a. Our ELLs are always offered Regents exams in both English and their native language, with translators provided if so required. However, students are more likely to pass these exams if they take them in English, which most of our students elect to do. Students who do not pass may be placed into support classes to help them prepare for the exam, and teachers are aware of the needs of the students. Knowing the students' abilities helps teachers plan their lessons in ways that will reach students with limited English proficiency.
- 4b. The school leadership and teachers use Scantron and NYSESLAT results to drive instruction. By analyzing the skills that the students are lacking in, teachers are able to plan lessons to help students in their areas of need. 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.
- 4c. The school has learned, that since content is taught in English, students are more likely to pass the Regents exams if they take them in English. Although students are provided with NLA support in Regents exams, it is still necessary for English to be learned, as is evidenced by the NYS requirement that all students pass the ELA exam. While native language support may help students access content initially, it is not the end of the learning process, it is used as a stepping stone to acquiring proficiency in English.
5. We have no Dual Language programs.
6. Finally, while our programs for ELLs have been successful, there is always room for improvement. We understand how difficult it is for students who arrive speaking a language other than English, and are constantly striving to smooth the switch to English. We especially look at the passing rate of the Regents exams, as well as proficiency on the NYSESLAT. For example, we are moving towards more formalized self-contained support classes for intermediate students, to 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 ELA class. If they are ELL-SWD at an intermediate or advanced level they will also receive a self-contained ELA class with a licensed special education teacher in addition to the ESL class that they are already receiving. Our goal is to make our ELLs successful in the English language so that they can master the Regents exams and move on to a career or to a college/university setting.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 08X540 School Name: SCRL

Cluster: 6 Network: CFN 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.

Ours school currently has 13 ELL students. Using the Data Tool from our Network, ATS and Aris Tools we are able to continue to ensure support to our ELL students and their parents by hiring an ELL Teacher who speaks spanish for this school year. In order to support instructional methologies 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. ELL Parent Orientation Workshop outlining the ESL program offered at SCRL, explain Common Core Learning Standanrds, and CIE 2012-2013 for their child. The workshop will be held at our scheduled PTA Meetings for the Spring Term 2013 at 6PMto8PM, as well as indivually based upon parents availability. All documents are mailed to the home in both English and Spanish to ensure that parents have access to information in a timely manner. Parents are provided translation services with school staff at meetings and conferences.

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.

As per the ATS report we have 65% students wo are Hispanic, also, it revealed 13% ELL which justifies our schools' written translation and oral interpretation needs. These finding were reported to the school community during, Faculty Conferences, School Leadership Team Meetings, PTA Meetings, Students Assemblies/Town Hall Meeting, and individual confernces for guidance, colllege and career readiness, attendance and discipline areas. .

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.

Our findings revealed :

1. ELL(Spanish) Classroom teacher was needed to ensure the students receive support for NYSESLAT and academic benchmarks.
2. Procedures were implemented to ensure all potential ELLs were given LAB-R. Based on the LAB-R determination parents received entitled letters
3. All documents are mailed to the home in both English and Spanish, telephone master provides daily updates of school activities in both English and Spanish to ensure that parents have access to information in a timely manner.
- 4 Computer software is used to translate all documents for mailing..

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.

The oral interpretation services are provided school staff and parent volunteer.. Phonemasters provides oral translation for updates on school activities. Parents are provided translation services in Spanish by school staff at meetings and conferences.

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>.

Our school adheres to fulfilling Section VII of the Chancellor' s Regulations A-663:

1. Mailing of Parents Bill of Right is in Spainsh.
2. Posting of available Intrepretaiion Services
3. Procedures are included in the School Safety Plan to ensure that parents are not prevented from the school's administrative Offices due to language barriers.