



**FELISA RINCON DE GAUTIER INSTITUTE FOR LAW AND
PUBLIC POLICY**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 08X519
ADDRESS: 1440 STORY AVE, BRONX, NY 10473
TELEPHONE: (718) 860-5110
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 08x519 **SCHOOL NAME:** Felisa Rincon de Gautier Institute for Law and Public Policy

SCHOOL ADDRESS: 1440 Story Ave., Bronx, NY 10473

SCHOOL TELEPHONE: 718-80-5110 **FAX:** 718-860-5081

SCHOOL CONTACT PERSON: Grismaldy Laboy-Wilson **EMAIL ADDRESS:** glaboy@schools.nyc.gov

| <u>POSITION/TITLE</u> | <u>PRINT/TYPE NAME</u> |
|--|-------------------------------|
| SCHOOL LEADERSHIP TEAM CHAIRPERSON: | <u>Jeffrey Rodriguez</u> |
| PRINCIPAL: | <u>Grismaldy Laboy-Wilson</u> |
| UFT CHAPTER LEADER: | <u>Zulma Villalba</u> |
| PARENTS' ASSOCIATION PRESIDENT: | <u>Ernest Cooper</u> |
| STUDENT REPRESENTATIVE: <i>(Required for high schools)</i> | <u>Steven Ramirez</u> |

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 08 **SSO NAME:** LLSO

SSO NETWORK LEADER: Richard Cintron

SUPERINTENDENT: Elena Papaliberios

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

| Name | Position and Constituent Group Represented | Signature |
|------------------------|--|-----------|
| Grismaldy Laboy-Wilson | *Principal or Designee | |
| Zulma Villalba | *UFT Chapter Chairperson or Designee | |
| Rosemary Ramos | *PA/PTA President or Designated Co-President | |
| Brandon Sanchez | DC 37 Representative, if applicable | |
| Richard Cebada | Student Representative | |
| Raylon Gomez | Student Representative | |
| | CBO Representative, if applicable | |
| Rosemary Ramos | Member/PTA President | |
| Lourdes Soriano | Member/Parent | |
| Elizabeth Sanchez | Member/Parent | |
| | Member/ | |

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Felisa Rincón de Gautier Institute for Law and Public Policy (GILPP) is located in the Soundview Educational Campus. We service 382 students and have 26 teachers.

Our Core Beliefs are as follows:

- Students learn by doing
- Modeling performance and expectations is necessary for student success
- Teachers are facilitators
- Students need to have high ordered thinking skills
- School community members model character education modules, Respect, Communication, Empathy, Social Responsibility, Personal Responsibility, Perseverance.
- Student –centered
- Differentiated instruction
- High expectations breed success
- All members of the learning community must be invested for success to occur.
- Assessment must be multi faceted and diverse to meet the needs of our student population.
- There are clear written and oral expectations for all school community members.
- Varied opportunities are made available for students to succeed.
- The school environment must be safe and comfortable and conducive for learning for all.
- There are clear connections/understandings between why we strive for success and the payoff that goes with it.
- Education happens in and out of the classroom.

Our core beliefs are incorporated into our instructional vision, through law and public policy based electives like: Criminal Law, Civil Law, Computer Forensics and Forensic Science.

Our professional development team supports teacher development with regular PD opportunities. It conduct teacher surveys, learning walks and meet weekly to make strategic decisions with the goals of enhancing student outcomes and teacher satisfaction.

The Justice Resource Center (CBO) provides professional development support for our law, public policy and forensic science teachers. In addition, the Justice Resource Center assigned our school a mentoring law firm, the Quinn Emmanuel Law Firm. The Quinn Emmanuel Law Firm coaches our students for the annual moot court competition and mock trial tournament.

In the summer, selected students participated in the Summer Chappaqua Program, the Quinn Emmanuel Law Firm Internships, Summer Youth Employment Program or GILPP Summer School. Two and a half years ago we also received a grant from the Leadership Program who work collaboratively with the Bronx Small Schools Initiates Character Education Program to incorporate Character Education throughout the school and curricula.

GILPP is a PBIS school and we have a strong Youth Development Team focused to meet the emotional, social, behavioral, and academic needs of our students. The PBIS team, comprised of guidance counselors, deans, parent coordinator, family worker, Community Assistant and an administrator, works closely with parents to achieve the immediate and long-term goals of our students. The GILPP has annual events such as the Back to School Night, Turkey Bowl, Character/Talent Show and the GILPP Softball Game to build community among students, families and staff in our school. With the assistance of the Character Education grant, we have expanded our extracurricular activities to include a PolychromatiX club which culminated in a literary and arts publication which is in its third year of publication as well as the Women's Empowerment Club and the Boys to Men Club.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

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

http://schools.nyc.gov/documents/oaosi/cepdata/2009-10/cepdata_X519.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Self-Assessment

After reviewing several resources including, School Report Cards, Progress Reports, the Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments, we have identified that in 2008-2009 54.8% of students in their 3rd year were able to earn 10+ credits, 48.6% of students in their second year accumulated 10+ credits in their second year and 66.5% of students in their first year were able to accumulate 10+ credits in their third year. In June 2008, we had a graduation rate of 53.7%. In June 2009, we had a graduation rate of 65.9%. This was due to an increase in credit recovery programs such as, the Term Extension Program, PM School, Independent Study Program, Enrichment Program, Aventa Online Credit Recovery and Summer School. The LLSO, the Knowledge Management team and SAF provide us with the tools and support necessary to reach our targeted goals.

Performance Trends

A trend that has been identified based on data analysis from NCLB/SED, the Progress Report and the High School Cohort Data Tool (ITT), is that our African American/black students struggle in math, social studies and credit accumulation as opposed to the higher level of performance by the Hispanic/Latino population. According to our AYP in ELA we missed reaching our Proficiency gains. This prompted this year's school wide focus of literacy and writing across all content areas. Professional Development was implemented beginning in the Spring semester and will continue as a school wide initiative with the help of our LLSO. Programs such as the ELL Enrichment Program, will be duplicated for the rest of our student population including our Inquiry Team target student population in order to attain a positive student outcome.

Challenges

We have recently been designated, under NCLB, a SINI I school based our comprehensive ELA accountability measures. Additional challenges that remain for the school's continuous improvement remain in the area of Regents passing rates, parental involvement and limited facility space. In order to address the needs in the area of Regents passing rates, the school has incorporated the use of the Kaplan Advantage program into curricula and instructional support for staff. We have incorporated small group instruction for Regents Prep and one-on-one tutoring as a Circular 6 professional activity to increase our Regents passing rates. We have used TL Fair Student funding to provide tutoring services for our students. In addition, each department has developed their own Inquiry Team target focus group to monitor and support in credit accumulation and Regents passing rates.

In order to support our struggling math department, we have hired a Math Coach using Title I funding to provide on site support for our teachers in the area of differentiated instruction and student centered learning as well as in curriculum support. This has helped tremendously with our Math scores as is reflected in our 2009 Progress Report. We went from 1.6% in Math Regents Passing Rate Citywide to 68.5% in 2008-2009. Our instructional focus is in the area of Differentiated Instruction and a collaborative Instructional Vision.

Strengths

Strength we identified include: Collecting and analyzing data, which has helped to refocus resources and to address student needs; High expectations for students and staff; PBIS, has helped create a school culture of mutual respect; Inquiry process, our inquiry team has also successfully spread the inquiry process to all departments where teachers select a target population in each content area and this has started to accelerate student progress.

SECTION V: ANNUAL SCHOOL GOALS

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

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

- CEP Annual School Goals –
 - Increase Graduation rate from 66% to 70 % by the end of school year 2011
 - Increase Attendance from 86.7% to 89% by the end of school year 2011
 - Increase Special Education credit accumulation from 52% to 60% by the end of school year 2011
 - Increase Math regents passing rates from 55% to 60% by the end of school year 2011
 - Increase ELA Regents passing rates by 10% for the school year 2010-2011

- In order to support to attendance rates, we will continue current internal practices and increase student incentives and grade races to promote school spirit while increasing attendance. We will be maintaining all attendance team members
- In order to support CEP goals in special education we plan to continue to offer 0 period enrichment and PM tutoring courses as well as RCT and Regents prep classes. We will reinstate the IEP teacher and hire a specialized Math Special Ed teacher.
- In order to support our math goal in increasing credit accumulation and regents passing rates, teachers will be encouraged to have weekly Math Alerts to YDT and administration of students struggling in class. Our departmental Inquiry team and classroom teachers will create portfolios of student work in order to better keep track of all student progress. We will maintain our Math Coach.
- In order to support our ELA goal, Curriculum and Instruction will align with Regents skills; we will establish benchmarks within the English Language Arts Department for Fundamentals and Regents Preparation Courses. Additionally we will propose a regents prep course as an after school class for an elective credit. We will monitor aggregated and disaggregated data by in departmental Inquiry team meetings to help increase credit accumulation and Regents passing rates. Budget permitting we plan on hiring a part time Literacy coach to assist teachers in planning differentiated instruction target at our ELLS and special education sub-groups and to assist students pass the English, US History and Global Regents.

SECTION VI: ACTION PLAN

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

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Increase Graduation rate from 66% to 70 % by the end of school year 2011</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Data Tools:</p> <ul style="list-style-type: none"> • High school data tool • Inquiry target tool • Individual student profile • Marking period grades from HSST • Periodic assessment data from ACUITY • Departmental Inquiry <p>Curriculum and Instruction:</p> <ul style="list-style-type: none"> • Teachers will administer uniform assessments and periodic assessments to identify students needs and to plan for improvement accordingly for seniors (Department Chairs and all teachers) • Organize structures to monitor student progress via data. (Administration and Department Chairs) • Instruction will be differentiated across all content areas to meet the instructional needs of all students throughout the school year (All teachers) • Teachers, content area specialists and assistant principals will work collaboratively at mapping curriculum for this cohort of students throughout the school year (all Staff) • Instruction will be supplemented throughout the day with small group instruction, one on one tutoring, PM school and credit recovery programs for seniors (Administration, content specialists, and select teachers) • Teachers will provide individualized assistance to students through the senior advisory |

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| | <p>program throughout the school year (All teachers)</p> <ul style="list-style-type: none"> • Students will benefit and become motivated through incentives such as the College Now Program and AP classes (Administration, select teachers) • Engage parents and students in the development of self monitoring plans. (Guidance and Parent Coordinator) • Credit accumulation programs will assist struggling students maintain credits keeping students on track towards graduation. (Administration, select teachers) <p>Development of Staff:</p> <ul style="list-style-type: none"> • Professional development on interpreting data to differentiate classroom instruction • Support and coaching will be provided to teachers in planning targeted and focused instruction to meet the needs of individualized students. • Departmental Inquiry teams will be able to focus on struggling students, creating and provide opportunities to stay on track. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <ul style="list-style-type: none"> • Allocate resources to support extended learning experiences and classroom materials using TL Fair Student funding and TL Children First funding |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Analysis of student classroom attendance (weekly) • Analysis of grades at the end of each marking period – Projected gains should increase 1% each marking period • Review of student work on a daily basis by classroom teachers • Monitor student attendance during extended learning experiences (weekly) • Review and analyze Periodic assessment results (quarterly) |

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Increase Attendance to 89% by the end of school year 2011</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Data Tools</p> <ul style="list-style-type: none"> • Collect, record, analyze and document attendance on a daily, weekly and monthly basis for each student, class and grade (Attendance team) • Use both attendance teachers to develop strategies to increase attendance and close 407's (Attendance team) • Make data public throughout the school (Attendance team) • Update blue cards in a bi-monthly basis (Community worker) • Closes 407's on an on going basis (Attendance teacher and family worker) <p>Curriculum and Instruction</p> <ul style="list-style-type: none"> • Parent outreach and workshops (Parent Coordinator) • Support of engaging curriculum and well planned instruction (Administration and all teachers) • Continued integration of the arts into daily planning and all content areas (CBO and Administration) • Offer students incentives and rewards for good attendance (Attendance and PBIS team) • Plan and promote in school events prior to vacations to incentivize attendance (COSA and PBIS Team) <p>Development of Staff</p> <ul style="list-style-type: none"> • Parent Coordinator, attendance teachers and guidance counselors receive professional development on school's attendance policy and procedure (PD Team) • Support classroom teachers by sharing classroom level strategies to increase attendance. (Administration and PD team) |

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| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p>Use of Resources</p> <ul style="list-style-type: none"> • Parent Coordinator, Attendance teachers, guidance counselors, Attendance consultant, Supervisor of school aides, school aides, family worker, school wide incentives, Leadership Program Grant, PBIS, SOBRO; all form a collaborative team to address the needs of LTA's and students with attendance needs. |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Collect, record, analyze and document attendance on a daily, weekly and monthly basis for each student, class and grade. • Improvement in individual student and school wide attendance rate |

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>Increase Special Education credit accumulation from 52% to 60% by the end of school year 2011</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>Data Tools</p> <ul style="list-style-type: none"> • CAP • IEP's • High School Data tool • Inquiry Target Tool (ITT) • Individual student profile • Marking period grades from HSST • Periodic assessment data from ACUITY <p>Curriculum and Instruction</p> <ul style="list-style-type: none"> • Teachers will work in collaborative groups to plan scaffolded and targeted instruction to meet the needs of ELL and special education students as well as other students performing in the lowest one-third throughout the year to increase Exemplary Proficiency gains by the end of the 2008-2009 school year (Whole Staff) • The IEP team comprised of special education teachers and guidance counselors monitor progress of special education students on a weekly basis via IEP team meetings (Administration, IEP Team and Guidance) |

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| | <ul style="list-style-type: none"> • Articulation sessions will be scheduled so that teachers who are working with students in extended learning experiences will have “built-in” time to meet with subject area teachers (Programming and administration) • Teachers will administer uniform assessments and periodic assessments to identify students in year one, two and three, to plan for improvement accordingly in November 2008, March/April 2009 and June 2009. • Instruction will be differentiated across all content areas to meet the instructional needs of all students. <p>Development of Staff</p> <ul style="list-style-type: none"> • Professional development on interpreting data to differentiate classroom instruction (IEP and PD team) • Support and coaching will be provided to teachers in planning targeted and focused instruction to meet the needs of individualized students. (Administration, IEP and PD Team) • IEP teacher provides small group instruction to struggling special education students in all content areas as well as Professional Development to staff. (IEP Teacher) |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <ul style="list-style-type: none"> • Allocate resources to support extended learning experiences and classroom materials using TL Fair Student funding and TL Children First funding • IEP Teacher Compensatory time position |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Analysis of student classroom attendance • Analysis of grades at the end of each marking period – Projected gains should increase by 1% each marking period • Review of student work by classroom teachers on a daily basis • Monitor student attendance during extended learning experiences • Review and analyze Periodic assessment results Document invitations to extended learning experiences |

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Increase ELA Regents passing rates by 10% for the school year 2010-2011 as follows:*</p> <ul style="list-style-type: none"> • All Students from 60% to 66% • Hispanic from 60% to 66% • Non-Hispanic from 62% to 68% • Economically disadvantaged from 60% to 66% • Economically non disadvantaged from 62% to 68% |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Data Tools</p> <ul style="list-style-type: none"> • High school data tool • Inquiry target tool • Individual student profile • Marking period grades from HSST • Periodic assessment data from ACUITY • Departmental Inquiry <p>Curriculum and Instruction must align with Regents skills</p> <ul style="list-style-type: none"> • Establish Benchmarks within the English Language Arts Department for Fundamentals and Regents Preparation Courses. (English Department) • Mandated Regent and SAT prep courses for applicable students (Administration) • Create a required remedial reading course for students with reading levels below 6th grade as measured by the Performance Ed Scantron Series. (English Department) • Establish PM School and Mandated Tutoring for all students in need. (Administration and selected teachers) • Instruction will be supplemented throughout the day with small group instruction, one on one tutoring, and PM school. (Administration, and selected teachers) • Differentiated instruction (All Teachers) • Technology in the classroom (Administration and PD team) <p>Development of Staff</p> <ul style="list-style-type: none"> • Professional development on teaching the adolescence student to read, write and listen at grade level throughout the school year (PD team) • Support and coaching will be provided to teachers in behavior management for the student with behavior issues with or without an IEP. (PD team, deans and Administration) • QTEL (selected teachers) • Literacy staff development (PD team and English department) |

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| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <ul style="list-style-type: none"> • Title I, Title III, Contracts for Excellence • Create grant for more student laptop computers |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • High school data tool • Inquiry target tool • Individual student profile • Marking period grades from HSST • Periodic assessment data from ACUITY • Departmental Inquiry • Analysis of student classroom attendance • Analysis of grades at the end of each marking • Review of student work by classroom teachers on a daily basis • Monitor student attendance during extended learning experiences • Review and analyze Periodic assessment results |

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Increase Math regents passing rates from 55% to 65% by the end of school year 2011</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Data Tools</p> <ul style="list-style-type: none"> • High school data tool • Inquiry target tool • Individual student profile • Marking period grades from HSST • Periodic assessment data from ACUITY • Departmental Inquiry <p>Curriculum and Instruction must align with Regents skills</p> <ul style="list-style-type: none"> • Establish Benchmarks within the Math Department for Fundamentals and Regents Preparation Courses. (Math Department) • Mandated Regent and SAT prep courses for applicable students (Administration) • Create a required remedial math course for students performing below 6th grade as measured by the Performance Ed Scantron Series. (Math Department) • Establish PM School and Mandated Tutoring for all students in need. (Administration and selected teachers) • Instruction will be supplemented throughout the day with small group instruction, one on one tutoring, and PM school. (Administration, and selected teachers) • Differentiated instruction (All Teachers) • Technology in the classroom (Administration and PD team) <p>Development of Staff</p> <ul style="list-style-type: none"> • Professional development on teaching the adolescence student to read, write and listen at grade level throughout the school year (PD team) • Support and coaching will be provided to teachers in behavior management for the student with behavior issues with or without an IEP. (PD team, deans and Administration) • Math staff development (PD team and math coach) |

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| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <ul style="list-style-type: none"> • Title I, Title III, Contracts for Excellence • Create grant for more student laptop computers |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • High school data tool • Inquiry target tool • Individual student profile • Marking period grades from HSST • Periodic assessment data from ACUITY • Departmental Inquiry • Analysis of student classroom attendance • Analysis of grades at the end of each marking • Review of student work by classroom teachers on a daily basis • Monitor student attendance during extended learning experiences • Review and analyze Periodic assessment results |

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| 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 | 30 | 30 | 10 | 30 | | | | |
| 10 | 30 | 24 | 15 | 60 | | | | |
| 11 | 18 | 26 | 11 | 30 | | | | |
| 12 | 31 | 15 | 17 | 62 | | | | |

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

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

Part B. Description of Academic Intervention Services

| | |
|--|--|
| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
| ELA: | Students are targeted based on regents passing rates and credit accumulation. Sessions are held during regular school hours and before/after school. Small group, and one to one instruction is provided during the course of the year. English regents predictive assessments are used to monitor students' progress and to determine the intervention needs of individual students. Kaplan English regents prep materials are used to support the students' reading comprehension and writing deficits. |
| Mathematics: | Students are targeted based on regents passing rates and credit accumulation. Sessions are held during regular school hours and before/after school. Small group, and one to one instruction is provided during the course of the year. Math coach supports by push-in and pull-out students on a needs basis. Predictive assessments are used to monitor students' progress. |
| Science: | Students are targeted based on regents passing rates and credit accumulation. Sessions are held during regular school hours and before/after school. Small group, and one to one instruction is provided during the course of the year. Kaplan Science regents prep and teacher made supplemental materials are utilized during the sessions. |
| Social Studies: | Students are targeted based on regents passing rates and credit accumulation. Sessions are held during regular school hours and before/after school. Small group, and one to one instruction is provided during the course of the year. |
| At-risk Services Provided by the Guidance Counselor: | School Guidance counselors provide on going interventions through small group and one to one sessions during school hours and/or before and after school hours. Academic and social-emotional issues are addressed during sessions. The following topics are addressed: Post-high school studies, parenting, drugs, sex, addictions, abuse, Alternative programs, etc. |
| At-risk Services Provided by the School Psychologist: | N/A |

| | |
|--|---|
| At-risk Services Provided by the Social Worker: | The Social Worker provides continuing interventions with At-risk student in one-to-one sessions and in small groups. Additionally our social worker does peer mediation as needed. These sessions may be scheduled before, during or after school. |
| At-risk Health-related Services: | N/A |

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 9-12 Number of Students to be Served: 56 LEP 5 Non-LEP

Number of Teachers 4 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may

include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Instructional Program

The Felisa Rincón de Gautier Institute for Law and Public Policy (hereinafter known as the GILLP) is a culturally diverse school that promotes the growth of our students as engaged citizens who would like to pursue a career in the legal field. The ultimate purpose of education is to produce individuals who strive for excellence for themselves, their peers and their community, thereby realizing that they can make a difference.

As of October 2010, Our school has a total of 61 students, (out of a total of 382 of the total population) who have been identified as English Language Learners (ELLs) or former ELLs as evidenced by Home Language Surveys and LAB-R/NYSESLAT scores. The home language of 99 % of our ELLs is Spanish.

Title III After School Programs

Tutoring Program for Regents

The following programs are also paid with Title III funds. The program is services by one certified ESL teacher, who will push in 45 minutes into each content area tutoring session to provide support to the ELL students, and 2 content area teachers, two days a week, for three hours a week, for 12 weeks. The program is held during the entire academic school year (September to June) 6 weeks in the Fall and 6 weeks in the Spring: Integrated Algebra and English Regents preparation after school; ESL Enrichment Program: Online and video Activities to Support Global History and US History Courses. There will be two groups of 10-15 students each for each content area tutoring session grades 9-12.

NYSESLAT Academy

The **ESL NYSESLAT Academy** meets from 3:00– 4:00 p.m. The ESL teacher will offer two days a week one hour per day for 6 weeks of ESL/ELA to prepare for the NYSESLAT. There will be one group of 20-25 students .These supplemental services are offered across the grades (9-12) and according to need. The focus for the program is skills development, vocabulary development, writing and oral language development in English, NYSESLAT preparation. The objective is to give the students the skills they need to pass their classes and the State Examinations.

The Title III program will also be used to fund invited guests and visitors from the community as well as from “The Holocaust Awareness Program” housed at Manhattanville College in Purchase, NY with regard to the environment in Eastern Europe before and during World War II. The

ELL department will host two independent presentations for a total of ten hours. The approximate costs will amount to \$700.00. Title III funding will support the above events at our school. John Boyne, the author of the New York Times Bestseller, The Boy in the Striped Pajamas published by Random House Children's books supports the First Amendment and celebrates the rights to read. For this single presentation, the department estimates costs at \$1000.00.

In addition students will participate in museum tours, city tours, college tours, etc.

Supplemental supplies, materials and educational software will be purchased using Title III funding. These classroom items will be used for project-based, kinesthetic, multi-disciplinary learning and are estimated at \$3,900.00 cost per year. The department will continue to need the continuation of Title III funding to support this type of learning. The ESOL dept. has purchased VISIONS supplemental materials for beginner, intermediate and advanced students, including consumables: Grammar workbooks, Activity Books, Level 5 and 6 story novellas suited to children learning English as their second language. VISIONS is published by Thomson & Heinle. Thomson Heinle is a leading provider of materials for English language teaching and learning throughout the world. Using Title III funding the ELL department will also purchased Kaplan ELA Regents Prep workbooks and texts for intermediate and advanced students preparing to take the two-day ELA Regents exam. The ELL department will also require to purchase and supplemental materials for the zero period tutoring program as well as the ESOL After-School Enrichment Program. The supplemental instructional items are as follows:

1. The Shining Star supplemental books and workbooks editions AB published by Pearson Education.
2. Getting Ready for the English Regents Essays: Instructional Materials for ELLs (Student workbooks published by Attanasio & Associates, Inc. Including software
3. New York Regents Advantage: Global History & Geography Teacher's Edition Volume 1 & 2 published by Kaplan K-12 Learning Services. Including software
4. Historia de Estados Unidos is published by HOLT Estudios Sociales. Including software
5. Historia Del Mundo: The sister books to the World History book, Publisher by Prentice Hall and Discovery Education (Ellis).

Parent Involvement

School related information is disseminated to parents of ELL students in English and Spanish or the language they understand. Every effort is made to involve parents in the education of their children through involvement in the Parent Teachers Association (PTA) and School Leadership Team (SLT). The SLT and the PTA will conduct monthly meetings and workshops. Our bilingual Parent Coordinator, Angel Ortiz whose primary role is to be more responsive to parents' needs and concerns, assists our ELLs.

In addition, all parents of newly enrolled students will be provided with an orientation session on the State standards, assessments, New York City Discipline Code for High School, school expectations and general programs offered to ELLs. The Assistant Principal and Principal will provide an overview of the various programs at our school. The parent orientation session for newly enrolled English Language Learners will be scheduled within the first ten days of school and as needed thereafter. These sessions will be scheduled as follows: one in the morning starting at 10:00am and another one in the afternoon starting at 4:30 pm and ending at 6:30pm.

For 2009-1020 academic year the ELL teacher added a community component to their after school enrichment activities as well; “Culture Night.” “Culture Night” was created in order to welcome and encourage more ELL parents to come to the school in support of their children. During this past school year, the ELL teachers felt that more parents needed to be made aware of what was happening at school. We wanted parents to become involved in their children’s progress at school. “Culture Night” was a great success because it celebrated diversity and highlighted the parents, guardians and relatives of our ELLs. Awards of success, achievement and improvement in reading were handed out to all ELL students. Prizes were distributed amongst students, family members and faculty. A full dinner was served ; In addition, a disc jockey was hired and the students danced to all types of music. ELLs, non-ELLs, parents, guardians, relatives, neighbors, faculty and staff were invited and present at our first “Culture Night: Celebrating ELL Achievement, Success & Commitment to Education.” Title III funds will be used to fund Incentives made available for parents during community school events and refreshments and snacks for these activities. Title III funds will be use toward food, catering services when hosting parent meetings, events, functions, and/or orientations. Incentives are also made available for parents during community school events. The cost is \$600 which will be covered by Title III funds.

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

At the GILPP, Mathematics Coach will provide ongoing professional development. The Instructional Support centers will also provided the support of specialist to assist with delivery of instruction, language assessments tools, data gathering, etc. Professional development topics include: Differentiated Instruction, Classroom Management, Curriculum Mapping and Point of Entry Model. Our content area teachers will comply with mandated the 10 hour ESL training. A greater effort has been made in order to provide our ELL’s with the proper scaffold tools needed to be successful academically. Our teacher will further be encouraged to attend the Summer Institute. Our ESL/TESOL Teachers have successfully participated in a series of QTEL workshops which are designed to help teachers become better equipped to educate secondary ELL students. It also provides a solid base for any educator called to teach ELLs or foreign language students. QTEL ELA for high school provides theoretical understanding and corresponding strategies to effectively provide ELLs with the standards-based content and academic language needed to succeed in high school.

Section III. Title III Budget

School: X519 _____ BEDS Code: 320800011519

| |
|-----------------------------|
| Allocation Amount: \$15,000 |
|-----------------------------|

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-----------------|---|
| Professional salaries (schools must account for fringe benefits) Per session Per diem | \$7,982.40 | Title III After School Programs <u>“Film Fest Friday.”</u> 1 teacher x 2 hours x 20 sessions x \$49.89 =\$1,995.60 <u>Tutoring Program</u> 3 teachers x 1.5 hours x 2 days a week x 12 weeks x \$49.89 = \$5,388.12 <u>NYSESLAT Academy</u> 1 teacher x 2 hours a week x 6 weeks x \$49.89 = \$598.68 |
| Purchased services High quality staff and curriculum development contracts. | \$2,500 | <u>Student Consultants</u> John Boyne, the author 1 presentation \$1,000.00 “The Holocaust Awareness Program” housed at Manhattanville College \$700.00- 2 presentations <u>Professional Development</u> New York City’s Museum of Modern Art (MoMA) Urban Youth Development Program\$800.00 |
| Supplies and materials Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. | \$3,917.60 | Supplemental texts and supplies to be used in the before and after school ELL program: 1. The Shining Star supplemental books and workbooks editions AB published by Pearson Education. 2. Getting Ready for the English Regents Essays: Instructional Materials for ELLs (Student workbooks published by Attanasio & Associates, Inc. Including software 3. New York Regents Advantage: Global History & Geography Teacher’s Edition Volume 1 & 2 published by Kaplan K-12 Learning Services. Including software 4. Historia de Estados Unidos is published by HOLT Estudios Sociales. Including software 5. Historia Del Mundo: The sister book to the World History book, Publisher by Prentice Hall and Discovery Education (Ellis). |
| Educational Software | | |

| | | |
|-----------------------------|----------|---|
| (Object Code 199) | | |
| Travel | | |
| Other Parent Involvement | \$600 | Refreshments and snacks Incentives are made available for parents during community school events. |
| TOTAL | \$15,000 | Title III LEP funds |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. **Home language surveys inform us that we have a 80% Latino population. The school's secretary, Foreign Teachers, and Parent coordinator are bilingual in Spanish and English. They translate all GILPP newsletters and parent letters in Spanish. As needed we also use the DOE translation and interpretation unit.**
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. **Spanish speaking parents for the most part want communication to be in Spanish (i.e. letters from the school in Spanish). The principal, the secretary, the parent coordinator, and the foreign language teachers are bilingual in English and Spanish. Findings were reported to the school community at staff meetings and PTA meetings. According to the annual parent surveys, parents indicated that they prefer communication from the school to be translated to Spanish.**

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. **In house staff is bilingual in Spanish and English. Staff translates all GILPP newsletters and parent letters in Spanish immediately.**
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 principal and both assistant principals as well as the secretary and the parent coordinator are bilingual in English and Spanish. They serve as translators to parents.**
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 staff helps our school meet the parental notification requirements for translation and interpretation services as per Chancellor's Regulations. Phone call are made routinely and signs are posted to remind parents of the contacts at the school and from the DOE.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I Basic | Title I ARRA | Total |
|---|---------------|--------------|-----------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11: | 300,374.0 | 142,719.0 | 443,093.0 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | 3,003.74 | 1,427.19 | 4,430.93 |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | 15,018.7 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | 30,037.4 | * | |

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

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

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

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

School Parental Involvement Policy:

Educational research shows a positive correlation between effective parental involvement and student achievement, research also show that parental involvement falls off significantly after middle school. GILPP Parent Involvement Policy (PIP) was developed to enhance student performance and parent satisfaction by ensuring effective involvement of parents and community in our school. Therefore X519, *[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. X519'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. GILPP parents are encouraged to actively participate on

the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. Additionally we 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;
- assisting families with attendance concerns through parent outreach, home visits and record keeping.

GILPP's PIP is based upon a careful assessment of the needs of all constituents, including parents/guardians of English Language Learners and students with disabilities. Our school community conducts annual evaluations (school surveys and feedback forms) of the effectiveness of the PIP with Title I parents with the aim of improving the academic quality of our school. Our findings will be used to more effectively meet the needs of parents, and enhance the school's Title I program. In developing GILPP's PIP, parents of Title I participating students, parent members of the school's PTA 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, GILPP 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 Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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.
- 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 a parent meeting each year to advise parents 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 Monthly parent meetings 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;
- and 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.

GILPP will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conferences;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association;
- hosting Family Day events;
- 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; and
- 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;

Section II: School-Parent Compact

GILPP's School-Parent Compact clearly defines the roles and responsibilities of our learning community and was written to strengthen the connection and support of student achievement between the school and the families. 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 success on State Standards and Regents.

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:

1. using academic learning time efficiently;
2. respecting cultural, racial and ethnic differences;
3. implementing a curriculum aligned to State Standards;
4. offering high quality instruction in all content areas; and
5. providing instruction by highly qualified teachers;
6. create a safe and nurturing environment for students

Support home-school relationships and improve communication by:

7. conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
8. convening a Title I Parent Annual Meeting to inform parents of the school's Title I status and funded programs and their right to be involved;
9. 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;
10. providing information related to school and parent programs, meetings and other activities
11. involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

12. providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
13. 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:

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

Provide general support to parents by:

18. creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
19. 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);
20. sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
21. supporting parental involvement activities as requested by parents; and
22. 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;
23. 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;

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. I will also:
 - ✓ 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-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- ✓ share responsibility for the improved academic achievement of my child;

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;
- come to class on time and stay in class for the whole period;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

See pgs 8-9

2. Schoolwide reform strategies that:
See pg 10

3. Instruction by highly qualified staff.

All instruction is delivered by highly qualified staff.

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

GILPP has a professional development team that works with the administration to assess the needs of the staff. This team meets weekly to plan bi-monthly professional development sessions for the entire staff with the focus on student achievement and academic standards.

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

GILPP works with its Network to recruit highly qualified teachers as needed.

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

GILPP offers family literacy services like translation to all families.

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

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

Teachers meet weekly by department to look at student work, tune assessments, and discuss the effectiveness of instruction

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

Students are regularly assessed for their ability to meet or exceed academic standards. Data driven Departmental meeting track all students' progress, identify and discuss at-risk students. Students experiencing difficulties meeting academic standards are enrolled one our support programs 1 to 1 tutoring, small group instruction, PM school.

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

Bi Weekly Principal cabinet meetings are uses to monitor, coordinate and assess the many services and programs in the school.

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

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

| Program Name | Fund Source <i>(i.e., Federal, State,</i> | Program Funds Are “Conceptually” ¹ Consolidated | Amount Contributed to Schoolwide Pool | Check (✓) in the left column below to verify that the school has met the intent and purposes ² of |
|--------------|--|---|--|---|
|--------------|--|---|--|---|

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

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

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

| | or Local) | in the Schoolwide Program (✓) | | | (Refer to Galaxy for FY'11 school allocation amounts) | each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan. | |
|-------------------------|-----------|-------------------------------|----|-----|---|--|-----------------|
| | | Yes | No | N/A | | Check (✓) | Page #(s) |
| Title I, Part A (Basic) | Federal | X | | | 300,374.0 | X | 5 – 6 ; 10 – 19 |
| Title I, Part A (ARRA) | Federal | X | | | 142,719.0 | X | 5 – 6 ; 10 – 19 |
| Title II, Part A | Federal | | | X | | | |
| Title III, Part A | Federal | X | | | 15,000 | X | 24 – 30 |
| Title IV | Federal | | | X | | | |
| IDEA | Federal | X | | | 114258.0 | X | 5 – 6 ; 10 – 19 |
| Tax Levy | Local | X | | | 2,525,440.0 | X | 5 – 6 ; 10 – 19 |

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

– IDEA: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: Improvement year 1 **SURR³ Phase/Group (If applicable):** _____

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

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

GLIPP was cited as a school in need of improvement for:

- *Special Education ELA*
- *English Language Learners ELA*
- *Comprehensive ELA*

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school. **See pgs 8, 9 and 10**

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

School Under Registration Review (SURR)

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

Our professional development team supports high quality teacher development with regular PD opportunities. It conduct teacher surveys, learning walks and meet weekly to make strategic decisions with the goals of enhancing student outcomes Title I monies will used to train teachers in the use of student centered, differentiated instruction and project based learning. Additional monies will be set aside to train teachers in ELL's strategies and how to provide the scaffolds required for ELL students to succeed.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development. ***Our teacher mentor and our content curricular specialists work weekly with new and struggling teachers.***
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.

GILPP will host a parent meeting twice each year it is a school in need of improvement to advise parents about the school's status and to explain their child's rights under NCLB. Translation service will be available to families at these meetings. For parents unable to attend these meetings our Parent Coordinator who serves as a liaison between the school and families will meet with parents at their convenience. Additionally letters explaining the school's status will be sent home to all students in a language the parent understands

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | | | | |
|---|--|-------------|-------|--|----|--------------|---------|-------|-------|
| School Name: | Felisa Rincon de Gautier Institute for Law and Pub | | | | | | | | |
| District: | 8 | DBN: | 08X51 | School | | 320800011519 | | | |
| DEMOGRAPHICS | | | | | | | | | |
| Grades Served: | Pre-K | | 3 | | 7 | | 11 | v | |
| | K | | 4 | | 8 | | 12 | v | |
| | 1 | | 5 | | 9 | v | Ungrade | v | |
| | 2 | | 6 | | 10 | v | | | |
| Enrollment | | | | Attendance - % of days students attended: | | | | | |
| <i>(As of October 31)</i> | 2008- | 2009- | 2010- | <i>(As of June 30)</i> | | | 2007- | 2008- | 2009- |
| Pre-K | 0 | 0 | 0 | | | | 83.6 | 87.8 | 86.5 |
| Kindergarten | 0 | 0 | 0 | | | | | | |
| Grade 1 | 0 | 0 | 0 | Student Stability - % of Enrollment: | | | | | |
| Grade 2 | 0 | 0 | 0 | <i>(As of June 30)</i> | | | 2007- | 2008- | 2009- |
| Grade 3 | 0 | 0 | 0 | | | | 87.6 | 91.5 | 85.2 |
| Grade 4 | 0 | 0 | 0 | | | | | | |
| Grade 5 | 0 | 0 | 0 | Poverty Rate - % of Enrollment: | | | | | |
| Grade 6 | 0 | 0 | 0 | <i>(As of October 31)</i> | | | 2008- | 2009- | 2010- |
| Grade 7 | 0 | 0 | 0 | | | | 70.5 | 72.9 | 77.4 |
| Grade 8 | 0 | 0 | 0 | | | | | | |
| Grade 9 | 168 | 141 | 116 | Students in Temporary Housing - Total Number: | | | | | |
| Grade 10 | 112 | 128 | 98 | <i>(As of June 30)</i> | | | 2007- | 2008- | 2009- |
| Grade 11 | 63 | 69 | 85 | | | | 9 | 11 | 18 |
| Grade 12 | 67 | 64 | 75 | | | | | | |
| Ungraded | 0 | 1 | 1 | Recent Immigrants - Total Number: | | | | | |
| Total | 410 | 403 | 375 | <i>(As of October 31)</i> | | | 2007- | 2008- | 2009- |
| | | | | | | | 9 | 13 | 4 |
| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | | | |
| <i>(As of October 31)</i> | 2008- | 2009- | 2010- | <i>(As of June 30)</i> | | | 2007- | 2008- | 2009- |
| # in Self-Contained Classes | 20 | 24 | 25 | Principal Suspensions | | | 74 | 53 | 167 |
| # in Collaborative Team Teaching (CTT) | 24 | 24 | 23 | Superintendent Suspensions | | | 14 | 29 | 26 |
| Number all others | 26 | 26 | 24 | | | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | Special High School Programs - Total Number: | | | | | |
| | | | | <i>(As of October 31)</i> | | | 2007- | 2008- | 2009- |
| | | | | CTE Program Participants | | | N/A | 158 | 140 |
| | | | | Early College HS Program Participants | | | 0 | 0 | 0 |
| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | | | | | | |
| <i>(As of October 31)</i> | 2008- | 2009- | 2010- | | | | | | |
| # in Transitional Bilingual Classes | 0 | 0 | TBD | Number of Staff - Includes all full-time staff: | | | | | |
| # in Dual Lang. | 0 | 0 | TBD | <i>(As of October 31)</i> | | | 2007- | 2008- | 2009- |
| # receiving ESL services only | 46 | 47 | TBD | Number of Teachers | | | 23 | 27 | 29 |
| # ELLs with IEPs | 8 | 8 | TBD | Number of Administrators and Other Professionals | | | 11 | 13 | 7 |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Educational Paraprofessionals | | | 2 | 0 | 3 |

| Overage Students (# entering students overage for (As of October 31) | | | | Teacher Qualifications: (As of October 31) | | | |
|---|---------|---------|---------|--|-------|-------|-------|
| | 2007- | 2008- | 2009- | | 2007- | 2008- | 2009- |
| | 22 | 25 | 88 | % fully licensed & permanently assigned to this | 100.0 | 100.0 | 93.3 |
| | | | | % more than 2 years teaching in this school | 16.7 | 48.1 | 51.7 |
| | | | | % more than 5 years teaching anywhere | 29.2 | 25.9 | 31.0 |
| Ethnicity and Gender - % of Enrollment: (As of October 31) | | | | % Masters Degree or higher | | | |
| | 2008-09 | 2009-10 | 2010-11 | | 46.0 | 52.0 | 79.3 |
| American Indian or Alaska Native | 1.0 | 1.0 | 0.5 | % core classes taught by "highly qualified" teachers | 94.8 | 93.0 | 90.3 |
| Black or African American | 24.1 | 21.3 | 22.4 | | | | |
| Hispanic or Latino | 72.0 | 75.2 | 74.7 | | | | |
| Asian or Native Hawaiian/Other Pacific | 1.7 | 1.7 | 1.6 | | | | |
| White | 1.2 | 0.7 | 0.8 | | | | |
| Male | 39.3 | 41.4 | 41.3 | | | | |
| Female | 60.7 | 58.6 | 58.7 | | | | |

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

| <u>Elementary/Middle Level</u> | | <u>Secondary Level</u> | |
|--------------------------------|--|------------------------|---|
| ELA: | | ELA: | X |
| Math: | | Math: | v |
| Science: | | Graduation Rate: | v |

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

| Student Groups | <u>Elementary/Middle Level</u> | | | <u>Secondary Level</u> | | | Progress |
|---------------------|--------------------------------|------|---------|------------------------|------|-------------|----------|
| | ELA | Math | Science | ELA | Math | Grad Rate** | |
| All Students | | | | vsh | v | v | 61 |
| Ethnicity | | | | | | | |

| | | | | | | |
|--|--|--|--|-----|---|---|
| American Indian or Alaska Native | | | | | | |
| Black or African American | | | | - | - | |
| Hispanic or Latino | | | | X | v | |
| Asian or Native Hawaiian/Other Pacific | | | | | | |
| White | | | | - | - | |
| Multiracial | | | | | | |
| Students with Disabilities | | | | - | - | - |
| Limited English Proficient | | | | - | - | - |
| Economically Disadvantaged | | | | vsh | v | |
| Student groups | | | | 2 | 3 | 1 |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | |
|-----------------------------------|------|--|-----|
| Overall Letter Grade: | C | Overall Evaluation: | P |
| Overall Score: | 52.3 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | P |
| School Environment: | 7.5 | Quality Statement 2: Plan and Set Goals | P |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | UPF |
| School Performance: | 10.6 | Quality Statement 4: Align Capacity Building to Goals | P |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | P |
| Student Progress: | 34.2 | | |
| <i>(Comprises 60% of the</i> | | | |
| Additional Credit: | 0 | | |

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|---|--------------------|---|--------------------------|
| Network Cluster Network 603 | District 08 | School Number 519 | School Name GILPP |
| Principal Grismaldy Laboy-Wilson | | Assistant Principal Aaron Schwartz | |
| Coach Robin Sampson | | Coach Rosa Salcedo | |
| Teacher/Subject Area Doug Hudgins-TESOL grades9-12 | | Guidance Counselor Jennifer Martin, Monica Lewis | |
| Teacher/Subject Area Doug Hudgins-ELA | | Parent Nora Perez Quevedo | |
| Teacher/Subject Area Doug Hudgins-TESOL All grades | | Parent Coordinator Angel Ortiz | |
| Related Service Provider Martina Alcala, Para | | Other Maria De Leon, Para | |
| Network Leader Richard Cintron | | Other Speech Therapist | |

B. Teacher Qualifications

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

| | | | | | |
|---|----------|--|----------|--|----------|
| Number of Certified ESL Teachers | 1 | Number of Certified Bilingual Teachers | 2 | Number of Certified NLA/Foreign Language Teachers | 2 |
| Number of Content Area Teachers with Bilingual Extensions | 2 | Number of Special Ed. Teachers with Bilingual Extensions | 0 | Number of Teachers of ELLs without ESL/Bilingual Certification | 0 |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|---------------|
| Total Number of Students in School | 378 | Total Number of ELLs | 75 | ELLs as Share of Total Student Population (%) | 19.84% |
|------------------------------------|------------|----------------------|-----------|---|---------------|

Part II: ELL Identification Process

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

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

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

1. English Language Learners are identified by the state mandated Home-Language Identification Survey (HLIS) provided by the City of New York. The parent/guardian of a student who enters the NYC school system for the first time completes the HLIS. If the HLIS indicates that a language other than English is spoken at home, the student is given a brief interview conducted by the ESL coordinator, certified to teach ESL, along with a translator, as needed. The ESL teacher then administers the state mandated LAB-R exam to determine the student's English language proficiency level. The Spanish LAB is administered to students whose HLIS indicates Spanish. The LAB-R is hand scored by the ESL coordinator to ensure proper placement within 10 days of enrollment, as per CR Part 154.

When a student enrolls in our school as a current ELL per the ATS system, the ESL Coordinator reviews his most current NYSESLAT score for proper placement. Our ELL identification process is guided by the NYS LEP Identification Process as delineated in CR Part 154. Annually, the ESL coordinator evaluates ELLs progress using the NYSESLAT.

2. Parents/ guardians of newly identified ELLs are invited to a parent orientation during which they are shown a video that illustrates the three different programs offered by the NYCDOE. The ESL teacher fields questions to ensure parents' understanding of the differences among the programs. The parents then complete the parent survey and the program selection form on which they indicate the order of their preference of the three program options: Transitional Bilingual Education (TBE), Dual Language, Freestanding ESL. If the parents select TBE as their first choice, they are informed that while the school does not have the required minimum number of ELLs to open up a bilingual program, their child's name will be entered on a waiting list. The school will offer a bilingual program when the list reaches the appropriate number of 20 students, speaking the same language in the same grade. The waiting list for TBE will be maintained and routinely reviewed by the ESL Coordinator.

3. Parents are invited to a parent orientation at the start of the school year. Translations are provided during all interviews and parent meetings. All information is provided in English and in the child's home language. If there aren't any staff/faculty members in the building who speak the student's native language, the school contacts the Translation and Interpretation Unit for translation support over the telephone or on-site. Based on the parent's program choice and the hand scored LAB-R results, the child is placed in the appropriate level of English language instruction within 10 days of enrollment. An entitlement letter as well as a placement letter, in English and the family's home language, is sent to parents to inform them of their child's ELL eligibility and placement. If the program selection is not returned, the default program for ELLs is TBE, as per CR Part 154.

4. Newly identified ELLs are placed in the program as per the parent program selection form. If the parent selected bilingual, and the school does not have enough students to form a bilingual program, the school must provide ESL instruction at a minimum. The parent will be informed that the child's name will be recorded on a list and that when the list reaches the appropriate number of students, as delineated in CR Part 154, the school will create a bilingual program. All information is provided in English and in the child's home language. The waiting list for TBE will be maintained and routinely reviewed by the ESL Coordinator.

5. 100% of parents during the 2009-2010 academic year chose the Free Standing ESL Program of which we offer in our school.
6. The program model offered at our school is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|----|
| All ELLs | 75 | Newcomers (ELLs receiving service 0-3 years) | 25 | Special Education | 16 |
| SIFE | 2 | ELLs receiving service 4-6 years | 21 | Long-Term (completed 6 years) | 29 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 25 | 2 | 16 | 21 | 0 | 6 | 29 | 0 | 8 | 75 |
| Total | 25 | 2 | 16 | 21 | 0 | 6 | 29 | 0 | 8 | 75 |

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Albanian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yiddish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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 | | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | ELL | EP | |
| Spanish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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 |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 18 | 15 | 23 | 73 |
| Chinese | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bengali | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Urdu | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Arabic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| French | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Punjabi | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Albanian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 0 | 18 | 18 | 15 | 24 | 75 |

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. The Felisa Rincon De Gautier Institute for Law & Public Policy offers a Freestanding ESL program where students are placed in ungraded classes according to their English language proficiency levels. All instruction is provided by the licensed ESL teacher.

2. Students receive the mandated minutes of instruction according to their level of English proficiency as per CR Part 154. Beginning ELLs receive 3 units of study (540 minutes of ESL instruction); Intermediate ELLs receive 2 units of study (360 minutes of ESL instruction); and Advanced students receive 1 unit of study in ESL (180 minutes of instruction) and 1 unit of study in ELA (180 minutes of instruction).

3. Instructional programs with high levels of rigor and support result in higher academic achievement for ELLs. Effective strategies used across all content areas include: differentiation, small group instruction, explicit academic vocabulary instruction, scaffolding (modeling, bridging, contextualization, schema building, metacognitive development, , text representation). Our school focus is on reading and writing

across all content areas. Studies show that native language development accelerates literacy gains in both the native language and English. As such, we offer language development and support for content instruction in the native language (or with native language support).

4. The ESL teacher collaborates with the content-area teachers so that all ELLs will be fully supported in the content area classes during the regular school day. Native language support is provided in all classes to include the use of bilingual glossaries, translated textbooks, libraries and resources in the student's home language. The ESL teacher provides Professional Development on how to incorporate literacy strategies into content-area courses in order to make content comprehensible to enrich language development of our ELLs. Some of the strategies the ESL teacher shares with her colleagues are as follows: Extraction of the Main Idea; Skimming; Scanning; Transcribing for Accuracy; Listening-Note-taking; Active Reading; Steal & Spit: The Formula to writing quality persuasive essays; Think-Pair-Share; Balanced Literacy Strategies; How to successfully use the "workshop model" in ones classroom.

Specific differentiation strategies differ by ELLs sub group

a. SIFE - SIFE students need to acquire english language proficiency and content area knowledge. To support student development, SIFE students receive a resource period or an extra period of ESL during the instructional day. Additionally SIFE students are encouraged to also join the Zero Period Tutoring session in the morning, as well as the ESL Enrichment program after school. Native language support is provided in all content area classes throughout the school day. All teachers are trained to use classroom assessments, digital technologies, flexible groupings and targeted interventions address gaps in students knowledge base. The ESL teacher is responsible for keeping in constant contact with all of the teachers who have the SIFE students in their classes, as well as the resource room teacher, the guidance counselor, and the family if possible.

b. Newcomers - Teachers leverage native language knowledge and literacy in order to engage newcomers. Strategies include hands-on learning; Having students write, illustrate, and record their own books, let them create their own picture dictionaries and flash card;, incorporating drama to act out events and stories; use of interactive activities such as the SMARTBoard, manipulatives, and reciprocal teaching. Teachers introduce appropriate new vocabulary building students working lexicon. When using new vocabulary or explaining new concepts, teachers rephrase, define in context, and clarify explanations.

c. ELLs receiving service 4-6 years - Teachers continue prior instructional practices and build competencies by using word associations, wordsplash relationships, KWL charts, and anticipation guides. Teachers provide a print rich environment by cover their walls with lots of visuals resources that correspond to text (maps, charts, signs, posters with motivational phrases, the alphabet in print and script, the Pledge of Allegiance, etc.). Teachers continue to develop collaborative and social skills through project based learning and group work. Additionally literacy is promoted through the use of Hi/Low texts, native language materials, and bilingual glossaries.

d. Plans for Long term ELLs (7 or more years) - To build proficiency long term ELLs will be programmed for extended day option when possible including zero period instruction and after school enrichment. The ESL teacher in conjunction with content area teachers will provide targeted instruction based on a variety of assessments including Acuity, classroom and summative. Additionally Long term ELLs will be encouraged to participate in the College Now program.

e. Plans for ELLs with special needs - Teachers meet the needs of all students through differentiated instruction and scaffolding based on particular students IEPs. Graphic organizers, other visual aids and sensory tools help students with special needs move from concrete to abstract understandings. Teachers focus on building student's schema by relating new materials to students' prior knowledge and experience base.

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

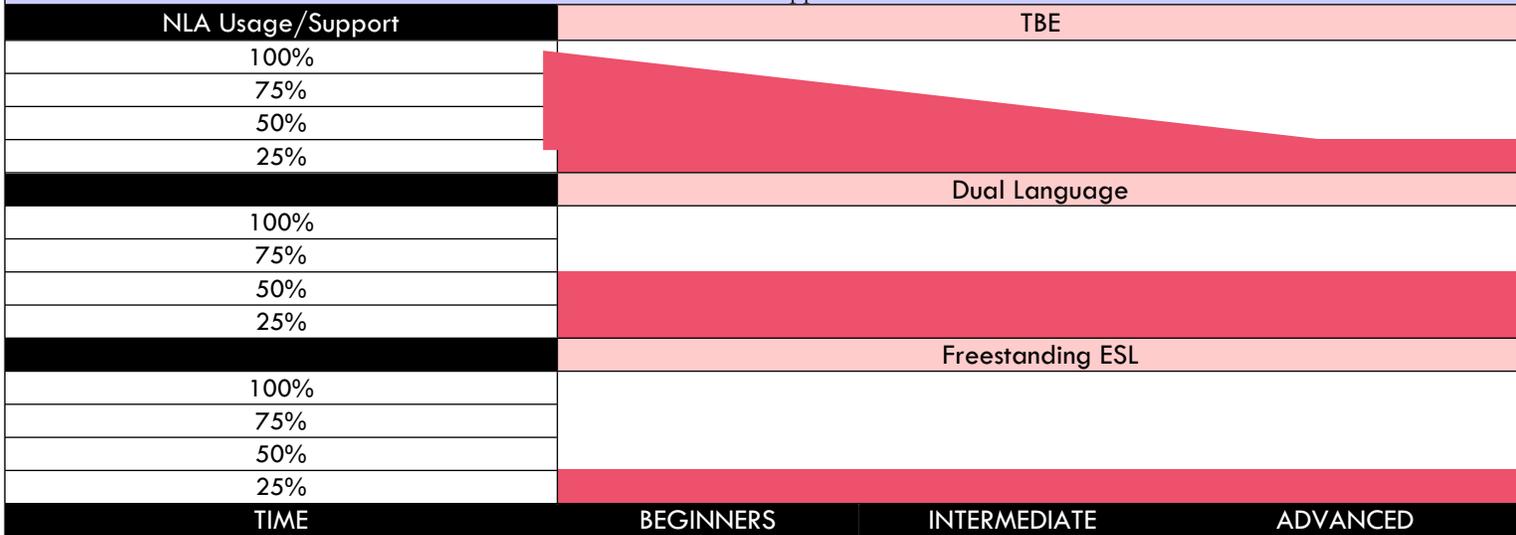
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

5. Targeted intervention programs for ELLs in ELA, Math, Global Studies, Science, Law & other subject matter are as follows:

- A. Literacy Development across the content areas (All teachers are reading teachers-not just content instructors)
 - B. Use of technology, visual, auditory, and tangible realia/materials regarding the delivery of instruction
 - C. Some bilingual instruction for beginning students who have recently arrived to the country
 - D. Colorin Colorado
 - E. Components of the SLOP Model
 - F. Components of the workshop model
 - G. Columbia Teacher's College Lucy Calkins Balanced Literacy Model
6. Transitional support will continue in the ESL classroom as well as outside of the ESL classroom. The ESL teacher will make herself available for any ELL in need of support even after testing out. Additionally as indicated in the state regulations, former ELLs are provided testing accommodations for up to two years after testing out on the NYSESLAT. Native language support and ELL strategies continue to be implemented during their transition
7. New programs will include more trips out of the city for ELLs, SAT prep course, Japanese language and culture as an elective, the literary society
8. Film-fest Friday will not take place this year because students are not permitted in the building after school on Friday, unless an event is scheduled.
9. ELLs are encouraged to participate in school programs and activities that are offered to all students. Flyers, letters, notifications, are distributed / posted in the student's native language. The activities include: Polychromatix writing program after school on select days, ESL Enrichment after school, Zero period tutoring, email the teacher, honor society, science club, yearbook club, art, moot court, mock trial, pm school, credit recovery programs (TEP), music, Project Tolerance, etc...
10. We use the following instructional materials and technology to support ELLs in the content area as well as in language acquisition: VISIONS Blue Introductions, VISIONS Green Intermediate, VISIONS Level 5 Short Stories, VISIONS Level 6 Short Stories, VISIONS Grammar Workbook, VISIONS Activity Workbook in connection with the text book, Wordly Wise, Wilson, Briggants, Barron's Regents Review books (all content areas), SMART Technologies, PowerPoint, Excel, Access, Word, Internet, LCD Projector, Camera, camcorder, etc...
11. Native language support is delivered via the Freestanding ESL program model across content areas, but especially in ESL classes with the ESL teacher. The ESL teacher used the text, Meeting the Needs of Second Language Learners, written by Judith Lessow-Hurley and uses the methods outlined in her book, as well as sharing these methods with her colleagues in charge of the content-specific course rigor. ELLs can benefit from and have benefited from the concept that students who are literate in their native language(s) will learn in another language. Skills learned in a first language will transfer over when learning English. When teaching, heterogeneous and or homogeneous grouping (one should switch on and off with each task or day-to-day lesson) will allow students to converse in their native tongue with each other, while reading and writing in English. Strong native language development helps students learn English. School-related tasks require a sophisticated grasp of the English language and native language support can help students develop their language and literacy skills. Students who are highly proficient in two languages appear to have academic advantages over monolingual students. Supporting native language bolsters students' self-esteem.
12. Concepts taught, ideologies explored, content learned, and the resources which assist our teachers in reaching every student are age, level, and grade appropriate. Our teachers are bell to instructors, role models, guidance counselors, community out-reach personnel, academic rigorists,, team players, and students every day themselves. They know better than some of our students' parents in terms of what our kids need, and they are always willing to give of themselves in pursuit of what is in the best interest of our children, who no matter how tall, loud, clever, or imposing they can be, they are still our children for the number of hours they spend with us each day in our school building.

13. The Summer Bridge Program is a six week introduction to high school ELA beginning in July and ending in August, two weeks before the start of the year for new incoming ELLs. This program is free. Students come to our school and study English and Math for four hours a day, five days a week. The Summer Bridge students also take free trips around New York City so as to become familiar with their new surroundings. The teachers at our school plan and participate in these day trips throughout the summer with the Summer Bridge ELLs. Parents and guardians are also invited at their own cost.

14. Spanish is offered as a language elective.

C. Schools with Dual Language Programs

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

Not applicable.

D. Professional Development and Support for School Staff

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

1. Professional development is ongoing for all personnel who work with ELLs to include APs, subject area teachers, secretaries, the parent coordinator. The ESL teacher and content area teachers attend training offered through the NYCDOE, BETAC, QTEL Institutes. The ESL teacher facilitates monthly PDs on ESL strategies, testing accommodations, ELL identification protocols, stages of second language acquisition, analyzing ELL data, as well as participates in various school's inquiry teams to support content area teachers' instruction of ELLs and students' progress. Additionally the ESL teacher will continue to be a part of the Professional Development GLEE Team at our school, as well as continue to provide PD's for all teachers in staff on city mandated PD days in November, February, and June.

2. The ESL teacher scaffolds instruction, social immersion, cultural adjustments are discussed in the classroom. Students are praised and spend much time with their ESL teacher.

3. All ELL training sessions take place on select PD days, during departmental meetings, on campus, off campus, by the ESL teacher, BETAC, network instructional support team, and additional organizations sponsoring PD's around the city. Documentation of ELL training for all staff is maintained in the school file by the school secretary, as per Jose P

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. Parents of ELLs are invited to parent orientations, parent meetings, and small group workshops throughout the school year. At the meetings, parents are advised of the NYS standards, curriculum, state assessments, NYSESLAT, student projects, credit accumulation, graduation requirements, as well as celebrate accomplishments and discuss projected goals. The meetings are facilitated by the school staff to include the Parent Coordinator, ESL teacher, guidance counselors, content area teachers. Translators with translated materials are provided for all parent meetings.

2. The School partners with SoBRO to support families with housing, employment, GED and substance abuse concerns. Currently we are actively seeking additional parenterships.

3. Intake and yearly parent surveys are assessed with our community mapping project, census and Department of Health reports for our area by our SLT to determine the needs of parents in our learning community.

4. Based on our assessment, our parent coordinator organizes bi-annual, bi-lingual parent forums based on our formal and informal parent and community surveys.

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) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 1 | 7 |
| Intermediate(I) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 8 | 3 | 10 | 29 |
| Advanced (A) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 1 | 3 | 8 | 19 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 9 | 6 | 19 | 55 |

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

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

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

| 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 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

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

| NYS Social Studies | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 5 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 0 | 0 | 0 | 0 |
| Math <u>alg</u> | 30 | 30 | 20 | 20 |
| Math <u>geo</u> | 4 | 4 | 4 | 4 |
| Biology | 0 | 0 | 0 | 0 |
| Chemistry | 0 | 0 | 0 | 0 |
| Earth Science | 0 | 0 | 0 | 0 |
| Living Environment | 31 | 31 | 14 | 14 |
| Physics | 0 | 0 | 0 | 0 |
| Global History and Geography | 32 | 32 | 10 | 10 |
| US History and Government | 12 | 12 | 3 | 3 |
| Foreign Language | 29 | 29 | 28 | 28 |
| Other | 0 | 0 | 0 | 0 |
| Other | 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 |
| 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) | | | | | | | | |
| 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 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. N/A

2. The data show that the majority of our ELL students are either Advance or already Proficient. This trend holds true across grade levels.

3. The NYSESLAT modalities data shows that our students do significantly better in listening and speaking then in reading and writing. In response to this this data we have implemented a literacy across the content area initiative. Additionally the ESL teacher works with ELLs to promote writing.

4. An analysis of the data shows ELL students at Gilpp consistently gaining proficiency particularly in speaking and listening. In the classroom

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.

5. N/A

6. The Success of the ELLs program is measured by improved students outcomes. The school leadership meets bi annually to evaluate proficiency levels and Regent passing rates of all ELL students.

Additional Information

Paste additional information here

Part VI: LAP Assurances

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

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

| | | | |
|--|-------|--|--|
| | Other | | |
| | Other | | |
| | Other | | |