



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**NEW UTRECHT HIGH SCHOOL**

**SCHOOL NAME :** \_\_\_\_\_

**K445**

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** \_\_\_\_\_

**MAUREEN A. GOLDFARB**

**[MGOLDF3@SCHOOLS.NYC.GOV](mailto:MGOLDF3@SCHOOLS.NYC.GOV)**

**PRINCIPAL:** \_\_\_\_\_

**EMAIL:** \_\_\_\_\_

**AIMEE HOROWITZ**

**SUPERINTENDENT:** \_\_\_\_\_

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Maureen A. Goldfarb	*Principal or Designee	
Catena Daskalaskis	*UFT Chapter Leader or Designee	
Margo Kelly	*PA/PTA President or Designated Co-President	
Rosemary Perez	DC 37 Representative, if applicable	
Paige Besser Jacqueline Emhoff	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Aldo Iemma	Member/Assistant Principal	
Christine Imbema	Member/Teacher	
Celia Trani	Member/Teacher	
Andrea Belisario	Member/Teacher	
Laurie Windsor	Member/Parent	
Antionette Palozzolo	Member/Parent	
Maria Friscia	Member/Parent	
Janet Potenzzone	Member/Parent	
Loretta Bravata	Member/Parent	
Christine Abbate	Member/Parent	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

*By June 2012, English Language Learners (ELL), Students with Disabilities (SWD) and "All Students" will demonstrate progress towards achieving AYP as measured by a 3% increase in students receiving a grade of 65 or higher on the ELA Regents Exam*

### **Comprehensive needs assessment**

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

After conducting an analysis of student performance and reviewing historical trends for these two sub groups, and as mentioned in the Joint Intervention Team (JIT) report, it was determined that the ELL and SWD groups have underperformed other student groups on the ELA Regents Exam. As a result we have made progress for these subgroups a priority goal for the year. Progress will be reflected in the 2012 Regents results.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Activity #1**

- **Professional Development-** ELL teachers will teach the ELA Regents Prep classes to our ELL population. As in the past, teachers will use mock regents exams to determine the needs of the students. Teachers will receive PD on comprehension strategies and scaffolding language and incorporate it into their daily lessons.
- **Target Population-** All ELL and SWD students who will be taking the ELA Regents Exam in January or June 2012
- **Responsible Staff Members-** Assistant Principals for ELL and SWD, ELL Teachers, Staff Developers, Data Specialist
- **Implementation Timeline-** September 2011 through June 2012

### **Activity #2**

- **Title III After School Program-** Title III After School will have an ELA Regents component. The teachers will identify students who need to attend for extra intensive instruction for the ELA Regents Exam. ELL teachers will use assessments that are being used in class to reinforce the parts of the ELA Regents Exam that need intervention.
- **Target Population-** Students in the Title III After School Program who will be taking the ELA Regents Exam in January or June 2012
- **Responsible Staff Members-** Assistant Principal for ELL, ELL Teachers, Staff Developers, Data Specialist
- **Implementation Timeline-** September 2011 through June 2012

### **Activity #3**

- **SIFE After School Program**- The SIFE After School Program will focus on the ELA Regents Exam for Students with Interrupted Formal Education (SIFE) and long term ELLs. ELL teachers have been trained on My Access online writing program. This program will be used to improve the writing skills of students, and in turn help them to achieve higher scores on their regents' exams. This will be part of the academic intervention service used with the students. In addition, the CBO will provide job and college readiness skills for students and parents.
- **Target Population**- Students in the SIFE After School Program who will be taking the ELA Regents Exam in January or June 2012
- **Responsible Staff Members**- Assistant Principal for ELL, ELL Teachers, Staff Developers, Data Specialist
- **Implementation Timeline**- September 2011 through June 2012

### **Activity #4**

- **Common Planning Time**- During Common Planning Time, all ELL Teachers will develop strategies to more effectively infuse ELA practices on literary elements, using fiction/nonfiction texts, paragraph structure and academic or Tier 3 vocabulary/
- **Target Population**- All ELL students taking the ELA Regents in January or June 2012
- **Responsible Staff Members**- Assistant Principal for ELL, ELL Teachers, Staff Developers
- **Implementation Timeline**- September 2011 through June 2012

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  1. Set up school-wide parenting and teacher education classes
  2. Clearly communicate assessment goals and dates, share the results of assessment with parents
  3. Use a variety of assessment data to establish future goals for both home and school
  4. Provide parents with the materials and education they need to assist their child, collaborate with all specialists who work with your students, so all adults and parents can work toward student success
  5. Help parents set up graphic organizers and data collection sheets that indicate work completed and methods used at home.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

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

Create and maintain a recruitment strategic planning team, develop marketing and outreach strategies, form partnerships with traditional teacher education institutions and alternative licensure programs, evaluate current hiring processes, provide financial incentives, and grow our own; develop NUHS Teaching Academy.

### **Budget and resources alignment**

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

In order to implement the above strategies and activities, monies will be allocated from one or more of the following funding streams:

- Title III Immigrant
- Title III LEP
- Fair Student Funding (FSF)
- Title I

In the following ways:

**Activity #1**

- Responsible Staff Members- Assistant Principals for ELL and SWD (5 days per week each). ELL Teachers (5 days per week), Staff Developers (5 days per week), Data Specialist

**Activity #2**

- Responsible Staff Members- Assistant Principal for ELL (5 days a week), ELL Teachers (5 days a week), Staff Developers (5 days a week), Data Specialist (1 day a week).

**Activity #3**

- Responsible Staff Members- Assistant Principal for ELL (5 days a week), ELL Teachers (5 days a week), Staff Developers (5 days a week), Data Specialist (1 day a week).

**Activity #4**

- Responsible Staff Members- Assistant Principal for ELL (5 days a week) , ELL Teachers (5 days a week), Staff Developers (5 days a week).

The funding will be used to provide the following:

- Consumable Instructional Material
- Computers/ Technology
- Supplies
- On / Off Site Professional Development
- Teacher / Supervisor per session for afterschool programs

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
By June 2012, all teachers will receive professional development and training on the use of a universal school wide rubric that addresses the following competencies in the observation process -- Planning and Preparation, Classroom Environment, Instruction and Use of Assessment. The professional development and training will address the rationale for the formal observation rubric as well as conducting frequent cycles of observations with timely feedback.

### **Comprehensive needs assessment**

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

In an effort to improve teacher effectiveness, full period observations will be conducted at least one time per year for all teachers. There will be walkthroughs with the Principal and Assistant Principals as part of short, frequent cycles of classroom observations, providing feedback using a research- based rubric that articulates clear expectations for teacher practice (as mentioned in the JIT).

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Activity #1**

- **Development of Observation Template** – Develop a school –wide walkthrough template for mini-observations and also for full period observations
- **Target Population-** Teachers
- **Responsible Staff Members-** Principal, Assistant Principals and Staff Developers
- **Implementation Timeline** – September 2011 through June 2012

#### **Activity #2**

- **Professional Development-** External Staff Developers will conduct professional development for the cabinet on implementation of the important concepts, language of practice and a shared understanding of teacher effectiveness theory and tools.
- **Target Population-** Principal, Assistant Principals
- **Responsible Staff Members-** Principal and Staff Developers
- **Implementation Timeline-** September 2011 through June 2012

#### **Activity #3**

- **Teacher Observations-** Conduct frequent observations of classes using the protocols and templates that were developed.

- Target Population- Teachers
- Responsible Staff Members- Principal, Assistant Principals, Staff Developer
- Implementation Timeline- September 2011 through June 2012

#### **Activity #4**

- **Providing Feedback**- Effective constructive feedback will be provided to the instructional cabinet and the teachers observed that builds on identified strengths and addresses school- wide instructional initiatives.
- Target Population- Assistant Principals of Instruction, Teachers
- Responsible Staff Members- Principal, Staff Developers (internal and external)
- Implementation Timeline- September 2011 through June 2012

#### **Activity #5**

- **Professional Development**- The PD Team will work with the Instructional Cabinet to continue to build teacher leadership and to adjust the PD calendar in response to observations so that we can precisely address school-wide instructional initiatives.
- Target Population- Assistant Principals
- Responsible Staff Members- Principal, Staff Developers (internal and external)
- Implementation Timeline- September 2011 through June 2012

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  1. Set up school-wide parenting and teacher education classes
  2. Clearly communicate assessment goals and dates, share the results of assessment with parents through email and at PTA meetings
  3. Use a variety of assessment data to establish future goals for both home and school
  4. Provide parents with the materials and education they need to assist their child, collaborate with all specialists who work with your students, so all adults and parents work toward student success
  5. Help parents set up graphic organizers and data collection sheets that indicate work completed and methods used at home.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.  
Create and maintain a recruitment strategic planning team, develop marketing and outreach strategies, form partnerships with traditional teacher education institutions and alternative licensure programs, evaluate current hiring processes, provide financial incentives, and grow our own; develop NUHS Teaching Academy.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  1. Coordinated planning can be accomplished by ensuring that staff members responsible are involved in planning for how Titled money will be used.
  2. Coordination can also be carried out by ensuring that any Titled funded staff members are given time to work with the staff members that manage the other programs.
  3. Ensure that staff members responsible for programs supported by other federal funds are involved in the assessment of needs that leads to the determination of how titled money should be used.
  4. In some cases a federal grant coordinator may be given oversight responsibility to make sure coordination between programs occurs.
  5. Titled money may also be used to support additional professional development programming purpose.
  6. Titled funds may also be used to provide professional development for teachers, principals, and other staff.

### **Budget and resources alignment**

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

In order to implement the above strategies and activities, monies will be allocated from one or more of the following funding streams:

- Title III Immigrant
- Title III LEP
- Fair Student Funding (FSF)
- Title I

In the following ways:

#### **Activity #1**

- *Responsible Staff Members-* Principal, Assistant Principals and Staff Developers

#### **Activity #2**

- *Responsible Staff Members-* Principals (5 days a week) Assistant Principal (5 days a week),

#### **Activity #3**

- *Responsible Staff Members-* Principal (5 days a week) Assistant Principal (5 days a week)

#### **Activity #4**

- *Responsible Staff Members-* Principal (4 days a month) Staff Developers (4 days a month).

#### **Activity #5**

- *Responsible Staff Members-* Principal (2 days a month) Staff Developers (2 days a month).

The funding will be used to provide the following:

- On / Off Site Professional Development
- Supervisor/Teacher Per Session

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
To increase the rigor of our curriculum and to achieve AYP, all students will be engaged in ongoing tasks based on the Common Core Learning Standards (CCLS) as part of rigorous Math and English units by June 2012.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.  
In an effort to increase academic rigor, as mentioned in the JIT report, the AP Math and the AP ELA will conduct extensive professional development which will include the standards highlighted in "Instructional Expectations", changes in curricula, curriculum mapping, sharing of best practices, use of rubrics and providing feedback to teachers.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Activity #1**

- **Data Analysis**- Through inquiry teams, teachers will examine student work using commonly agreed upon protocols, to surface the gaps between student achievement and the demands of the CCLS, in particular those standards highlighted in "Instructional Expectations".
- **Target Population**- Teachers
- **Responsible Staff Members**- Principal, Assistant Principals, Teachers and Staff Developers
- **Implementation Timeline**- September 2011 through June 2012

#### **Activity #2**

- **Professional Development**- APs in the ELA and Math Departments will conduct professional development to acquaint teachers with the changes that need to be implemented in the extant curricula in order for all learners to complete CCLS aligned tasks in ELA and Math.
- **Target Population**- ELA and Math Teachers
- **Responsible Staff Members**- Assistant Principals of Math and ELA, Staff Developer (internal and external)
- **Implementation Timeline**- September 2011 through June 2012

#### **Activity #3**

- **Curriculum Mapping**- ELA and Math teachers will form curriculum mapping teams to revise extant curricula and develop CCLS aligned units, including pre and post assessments to better inform instruction.
- **Target Population**- ELA and Math Teachers
- **Responsible Staff Members**- Assistant Principals, Staff Developers
- **Implementation Timeline**- September 2011 through June 2012

#### **Activity #4**

- **Professional Development**- Members of the faculty from the ELA and Math Departments will attend professional development sessions conducted by the CFN as part of the school's PD team and CCLS Team, and will then turnkey the information to colleagues.
- **Target Population**- ELA and Math Teachers
- **Responsible Staff Members**- Principal, Assistant Principals ELA and Math, Staff Developers (internal and external)
- **Implementation Time**- September 2011 through June 2012

#### **Activity #5**

- **Teacher Leadership**- Members of the faculty from the ELA and Math Departments will demonstrate teacher leadership as they conduct workshops, share best practices, demonstrate rubrics and other research-based instructional strategies
- **Target Population**- Teachers
- **Responsible Staff Members**- Assistant Principals, Teachers and Staff Developers
- **Implementation Timeline**- September 2011 through June 2012

#### **Activity #6**

- **Observations**- ELA and Math APs will conduct short, frequent cycles of observations, and formal observations, including walkthroughs with the principal, which include actionable feedback regarding integration of the CCLS into lesson and unit planning, and evidence of student achievement.
- **Target Population**- Teachers
- **Responsible Staff Members**- Principal, Assistant Principals, Staff Developer (internal and external)
- **Implementation Timeline**- September 2011 through June 2012

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  1. Provide weekly parent education tips that explain the concepts being taught and provide support materials that allow parents to help at home
  2. Work with resource teachers to provide ability-based homework that reinforces the concepts of the general education and resource room
  3. Bridge the gap between home and school through thematic home projects
  4. Provide parent homework and a method of weekly communication between parent and teacher
  5. Record the efforts of parent involvement on each child's report card, so parents can see the importance of their work and the value you place on it.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.  
Create and maintain a recruitment strategic planning team, develop marketing and outreach strategies, form partnerships with traditional teacher education institutions and alternative licensure programs, evaluate current hiring processes, provide financial incentives, and grow our own; develop NUHS Teaching Academy

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  1. Coordinated planning can be accomplished by ensuring that staff members responsible are involved in planning for how Titled money will be used.
  2. Coordination can also be carried out by ensuring that any Titled funded staff members are given time to work with the staff members that manage the other programs.
  3. Ensure that staff members responsible for programs supported by other federal funds are involved in the assessment of needs that leads to the determination of how titled money should be used.
  4. In some cases a federal grant coordinator may be given oversight responsibility to make sure coordination between programs occurs.
  5. Titled money may also be used to support additional professional development programming purpose.
  6. Titled funds may also be used to provide professional development for teachers, principals, and other staff.

### **Budget and resources alignment**

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

In order to implement the above strategies and activities, monies will be allocated from one or more of the following funding streams:

- Title III Immigrant
- Title III LEP
- Fair Student Funding (FSF)
- Title I

In the following ways:

#### **Activity #1**

- *Responsible Staff Members-* Principal, Assistant Principals, Teachers, Staff Developers (6 days a month)

#### **Activity #2**

- *Responsible Staff Members-* Assistant Principal Math, ELA, Teachers Math, ELA (4 days per month), Staff Developers (2 days a week)

#### **Activity #3**

- *Responsible Staff Members-* Assistant Principal Math, ELA (1 day a month), Math, ELA Teachers (1 day a month)

#### **Activity #4**

- *Responsible Staff Members-* Assistant Principal Math, ELA, Teachers Math, ELA (6 days within the school year) ,

#### **Activity #5**

- *Responsible Staff Members-* Assistant Principals (5 days a week) Teachers (5 days a week), Staff Developers (5 days a week).

#### **Activity #6**

- *Responsible Staff Members-* Assistant Principals (5 days a week) Teachers (5 days a week) Staff Developers (5 days a week).

The funding will be used to provide the following:

- On / Off Site Professional Development
- Supervisor/Teacher Per Session

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

By June 2012, 9<sup>th</sup> grade students will demonstrate progress towards graduation by increasing their credit accumulation so that they can be promoted to 10<sup>th</sup> grade. This percentage will increase by 3% to achieve a 74% promotion rate.

### **Comprehensive needs assessment**

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

524 incoming freshmen were promoted to the 10<sup>th</sup> grade by the end of June 2011. The promotion percentage of 9<sup>th</sup> graders was 71%. In an effort to increase our four year graduation rate and to stay in line with the NYSED, we will increase our 9<sup>th</sup> grade promotion rate by 3% to 74%. This will be reflected in school transcripts and on our school report card.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) time line for implementation.

### **Activity #1**

**9<sup>th</sup> Grade Guidance Counselor**- A guidance counselor will manage and consistently monitor the progress of the 9<sup>th</sup> grade students.

**Target Population**- 9<sup>th</sup> grade students

**Responsible Staff Members**- Principal, Assistant Principal Guidance, 9<sup>th</sup> grade Guidance Counselor

**Implementation Timeline**- September 2011 through June 2012

### **Activity #2**

**9<sup>th</sup> Grade Level Meetings with Teachers and Counselors**- 9<sup>th</sup> grade Teachers and Guidance Counselors will meet and develop specific intervention plans for students who have been identified as “at risk” or who may be struggling.

**Target Population**- 9<sup>th</sup> grade students

**Responsible Staff Members**- AP Guidance, Guidance Counselors, 9<sup>th</sup> grade Teachers

**Implementation Timeline**- September 2011 through June 2012

### **Activity #3**

**9<sup>th</sup> Grade Level Teacher Meetings**- 9<sup>th</sup> grade teachers will meet once a month and provide student progress reports that will be used to reflect on their individual goals, and they can then can modify and revise those goals for themselves and for their students. The reports will be mailed home to the “at risk” students.

**Target Population**- 9<sup>th</sup> grade students

**Responsible Staff Members**- AP Guidance, 9<sup>th</sup> grade Teachers

**Implementation Timeline** – September 2011 through June 2012

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  1. Start the year with a "parent-only" meeting before the first day of school, invite resource staff, so parents can experience the teamwork that is needed for student success,
  2. Schedule "Parent-only" meetings through the year to build and maintain parent relationships, align teacher with parent, and maintain parent education
  3. Provide weekly parent education tips that explain the concepts being taught and provide support materials that allow parents to help at home
  4. Set up school-wide parenting and teacher education classes, clearly communicate assessment goals and dates, share the results of assessment with parents
  5. Use a variety of assessment data to establish future goals for both home and school
  6. Provide parents with the materials and education they need to assist their child.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  1. Create and maintain a recruitment strategic planning team
  2. Develop marketing and outreach strategies
  3. Form partnerships with traditional teacher education institutions and alternative licensure programs
  4. Evaluate current hiring processes, provide financial incentives
  5. Grow our own; develop NUHS Teaching Academy.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  1. Coordinated planning can be accomplished by ensuring that staff members responsible are involved in planning for how Titled money will be used.
  2. Coordination can also be carried out by ensuring that any Titled funded staff members are given time to work with the staff members that manage the other programs.
  3. Ensure that staff members responsible for programs supported by other federal funds are involved in the assessment of needs that leads to the determination of how titled money should be used.
  4. In some cases a federal grant coordinator may be given oversight responsibility to make sure coordination between programs occurs.
  5. Titled money may also be used to support additional professional development programming purpose.
  6. Titled funds may also be used to provide professional development for teachers, principals, and other staff.

### **Budget and resources alignment**

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

In order to implement the above strategies and activities, monies will be allocated from one or more of the following funding streams:

- Title III Immigrant

- Title III LEP
- Fair Student Funding (FSF)
- Title I

In the following ways:

**Activity #1**

- *Responsible Staff Members-* Principal, Assistant Principal Guidance, 9<sup>th</sup> Grade Guidance Counselor, Data Specialist (ongoing throughout the school year)

**Activity #2**

- *Responsible Staff Members-* Assistant Principal Guidance, Guidance Counselors, 9<sup>th</sup> Grade Teachers (ongoing throughout the school year)

**Activity #3**

- *Responsible Staff Members-* Assistant Principal Guidance, 9<sup>th</sup> Grade Teachers (once a month)

The funding will be used to provide the following:

- Consumable Instructional Material
- Supervisor / Teacher Per Session for After School Programs
- Books
- Supplies
- Seats for Apex Learning

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	494	288	300	35	484	8	25	5
<b>10</b>	96	170	170	115	287	7	20	4
<b>11</b>	118	130	110	75	79	7	31	1
<b>12</b>	447	92	90	127	52	5	20	2

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

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

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	Tier I interventions daily Small group tutoring daily PM School daily after school Writing Center tutoring every period throughout the day Peer tutoring with ARISTA volunteers 5 <sup>th</sup> period daily One to one tutoring with individual teachers daily as needed Title I tutoring
<b>Mathematics</b>	One on one and small group tutoring daily After school and Saturday school Regents Prep classes After school credit recovery Bilingual classes CTT classes/Self contained classes for students with IEPs Two term and three term track classes for Algebra and Geometry College Math prep classes to support students transitioning to college
<b>Science</b>	Tutoring after school for Earth Science – one day/week Lab Make-up for Living Environment after school one day/week Lab make-up for Earth Science and Chemistry after school one day/week Saturday make-up lab for Earth Science, Chemistry, Living Environment and Physics Saturday tutoring for 9 <sup>th</sup> graders Approximately 500-700 take advantage of tutoring services each semester
<b>Social Studies</b>	PM School daily Small group tutoring daily throughout the day One to one peer tutoring daily after school Weekend tutoring beginning May every Saturday from 9AM to 1PM Support class for 12 <sup>th</sup> graders
<b>At-risk Services provided by the Guidance Counselor</b>	One on one and group counseling sessions and meetings with students and parents are provided, daily as needed.

<p><b>At-risk Services provided by the School Psychologist</b></p>	<p>The School Psychologist provides school counseling as needed, as well as crisis intervention to offer social, behavioral and emotional support. The Psychologist does classroom observations and consults with teachers and/or related services providers regarding at risk students. The Psychologist conducts class lessons to encourage mental health and meets with students who are doing class project to help them present on topics, psychologically based. These services are provided daily as needed.</p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p>The School Social Worker obtains consent for initial evaluations and the subsequent social history of referred students. The School Social Worker is also available for, and does provide, crisis counseling and on-going support for students who self-refer or are referred by a parent/guardian or staff member at the school. Community collaborations and resource referrals are also provided to parents/guardians who request or need additional support outside of the school environment. The School Social Worker also provides individual counseling sessions, meets with parents and students, provides crisis intervention, and collaborates with school staff and outside agencies. The School Social Worker is also a member of the 504 Committee. These services are provided daily as needed.</p>
<p><b>At-risk Health-related Services</b></p>	<p>504 nursing services are provided one to one during the school day 7:30 to 2:20, and other nursing services are provided daily to any student on an as need basis. We also provide AIDS/HIV Prevention workshops, condom distribution program, and the Health Corps Program.</p>



## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 20K445

**School Name:** New Utrecht High School

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

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

**Category:**     Basic     Focused     Comprehensive

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

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

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Specific academic issues that caused our school to be identified in these areas are:

- Our large ELL and SWD populations
- Attendance problems with SIFE students in particular
- Gaps related to academic issues that have contributed to low performance with certain subgroups including
  - I) Closer curriculum alignment with standards
  - II) More coherent instructional strategies
  - III) Effective use of instructional technology to differentiate instruction
  - IV) Widespread PD on collaborative team teaching methods and common planning time in the program
  - V) Comprehensive professional development across content areas

Our JIT report of '10-'11 reported the finding that "the school has made some progress in identified areas and may make AYP with further modification to the Restructuring Plan."

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
- Assistant Principals are actively involved in building instructional coherence, focusing on: the use of independent reading and classroom libraries in ELA and ELL classrooms and observation reports of lessons expected to be rigorous, aligned with standards, based on data and differentiated accordingly, and aligned with written unit plans and curriculum maps.
  - Professional Development- ELL teachers will teach the ELA Regents Prep classes to our ELL population. Teachers will receive PD on comprehension strategies and scaffolding language and incorporate it into their daily lessons.

- APs in the ELA and Math Departments will conduct professional development to acquaint teachers with the changes that need to be implemented in the extant curricula in order for all learners to complete CCLS aligned tasks in ELA and Math.
- Title III After School Program- Title III After School will have an ELA and Math regents component. The teachers will identify students who need to attend for extra intensive instruction for the ELA Regents Exam. ELL teachers will use assessments that are being used in class to reinforce the parts of the ELA Regents Exam that need intervention.
- SIFE After School Program- The SIFE After School Program will focus on the ELA Regents Exam for Students with Interrupted Formal Education (SIFE) and long term ELLs. ELL teachers have been trained on My Access online writing program. This program will be used to improve the writing skills of students, and in turn help them to achieve higher scores on their regents' exams. This will be part of the academic intervention service used with the students. In addition, the CBO will provide job and college readiness skills for students and parents.
- Common Planning Time- During Common Planning Time, all ELL and ICT teachers will develop strategies to more effectively infuse ELA practices on literary elements, using fiction/nonfiction texts, paragraph structure and academic or Tier 3 vocabulary.
- Data Analysis- Through inquiry teams, teachers will examine student work using commonly agreed upon protocols, to surface the gaps between student achievement and the demands of the CCLS, in particular those standards highlighted in "Instructional Expectations". A part time data specialist disaggregates all of the school data which allows administration and the teaching staff to identify those students who are in the affected subgroups. The school then makes provisions for AIS to serve those students.
- Curriculum Mapping- ELA and Math teachers will form curriculum mapping teams to revise extant curricula and develop CCLS aligned units, including pre and post assessments to better inform instruction.

### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

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.

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>William Bonner</b>	District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>445</b>
School Name <b>New Utrecht High School</b>			

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

Principal <b>Maureen A. Goldfarb</b>	Assistant Principal <b>Giacomo Rutigliano</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>John Pearson</b>	Guidance Counselor <b>Diana Murillo</b>
Teacher/Subject Area <b>Dr. Chie Soong/Science</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Bernadette Reyes/Math</b>	Parent Coordinator <b>Anna Mineo</b>
Related Service Provider <b>Frank DiGiovanni</b>	Other <b>Data/Jill Adler</b>
Network Leader <b>William Bonner</b>	Other <b>Blanca Dobrotinic/ Spanish</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>12</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>5</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>11</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>3288</b>	Total Number of ELLs	<b>828</b>	ELLs as share of total student population (%)	<b>25.07%</b>
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## Part II: ELL Identification Process

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

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

1. When completing the HLIS, the guidance counselor, parent coordinator, and AP of ESL, along with the appropriate language translator (English, Spanish, Chinese), work as an informational team to help the parents understand what ELL programs and options are offered at the school. During the intake process, the parents are given the HLIS by the Guidance Counselor in their native language, and then the student has an oral interview with the Guidance Counselor to see their academic language, and then with the ESL Assistant Principal for placement until the LAB-R is administered. While the parents are present, we ask questions regarding schooling and familiarity with the English Language. This will determine the initial placement into regular ESL or ESL Literacy classes. The program selection form is also given to the parents since many parents never return. This informs the school staff where their child should be placed before the LAB-R. After the LAB-R all parents are informed via mail, regarding their child's entitlement and placement. Currently, our school offers two programs for ELLs as follows: ESL Freestanding and Chinese-Bilingual. If the parent doesn't select any program, after the informational session, then the parent has the option of requesting a transfer to a school that offers the desired program. Students new to the NYC system are administered the LAB-R for entitlement and placement. This is done within the first 10 days of school. The Assistant Principal of ESL administers the LAB-R and the a certified Spanish teacher administers the Spanish LAB once a week either on Tuesday or Thursday. The LAB-R consists of speaking, listening, reading, and writing. For each grade level, there is a cut score which determines ELL eligibility. For Hispanic students who do not meet the cut score on the LAB-R, they are given the Spanish LAB to determine proficiency in their native language. Parents are informed about the state's annual NYSESLAT Exam for which data is collected regarding progress with scores and modality breakdown. This helps the school determine and prepare on how to improve and inform instruction for every ELL. The school uses ATS reports to determine continuation of eligibility. This is the only exam an ELL can be removed from ESL/Bilingual services. Every Spring all ELLs are administered the NYSESLAT. They are tested in the four components. The speaking is administered individually, and the other three components are administered in their ESL classes. By earlier August, the scores are released to the school.

2. After viewing the video on program selection in their native language, the parents fill-out the forms. The forms are returned to the guidance counselor, and then the ESL AP evaluates the forms and adjusts student programs to satisfy their needs with proper placement. The only two programs available are: Chinese Transitional Bilingual Program and ESL Freestanding Program. During this process the student is interviewed by the ESL AP for placement and LAB-R results. Parents are informed by mail in their native language and the Parent Coordinator will call parents for special events or for academic intervention services. Between 1-8 school days, a student is placed in a program selected by the parents. The staff involved in this process are the: Guidance Counselors, AP of ESL, AP of Math, and an ESL Paraprofessional.

3. All entitlement letters are mailed with contact information so that parents may call for clarification. A copy of letters are kept in Room 434 which has a para who is supervised by the ESL AP. The ESL AP is responsible for informing parents on their child's entitlement and for the Parent Survey and Program Selection forms. This happens in the beginning of the year for those students who took the NYSESLAT. LAB-R testing for new admits happens all year round; therefore parents are informed via mail regarding the LAB-R results and entitlement. All parental forms are completed the same day since many parents work. All entitlement letters are

maintained in one office. All ELL forms have copies on file in room 434, including entitlement letters by grade and language.

4. An entitled ELLs will continue receiving services. The guidance counselor examines the student's profile and checks on ATS under the exam history. The AP of ESL examines the student's test history with an interview. This determines the student's ESL level. In the student's cumulative folder, we check for HLIS and program placement letters to determine which program was chosen by the parents. We only offer Chinese TBE and ESL Freestanding. On site we have three bilingual guidance counselors for Chinese and Spanish. Plus, we utilize the Foreign Language Department to assist us in communicating in the following native languages to parents: Arabic, Urdu, Polish, Italian, and Russian.

5. Parental requests in our school lean towards the ESL Freestanding and Bilingual programs. We receive many newcomers with the home language as Chinese throughout the year. Furthermore, many ELL's are transfer students who arrive with the HLIS status already completed from the regional office or their JHS. The last three years has marked an increase in the area of Chinese-Bilingual students, currently at 490 students. The ESL Freestanding at 339 students has been decreasing. This demographic shift has been considered and programs have been modified as described elsewhere in this narrative. The trend for Chinese TBE is growing and we foresee this trend growing. We monitor parent choice when the parents submit the forms after viewing the video on the three choices. These forms are kept by grade level, native language, and program selected. Each year we store the forms in the proper folder. The folders show Chinese Bilingual program with an increase each year. Therefore, the Chinese TBE is expanding since parents feel the importance of having their child in a TBE program. Non-Chinese natives choose ESL Freestanding since many come with some knowledge of English and want to continue with English. All records and returned forms are kept in Room 434 with the assigned para under the AP of ESL's supervision.

6. Our ELL programs are aligned with parent requests. Parents do request for Chinese TBE or ESL Freestanding program. Our parent selection forms stored in room 434 demonstrate the parent requests. ESL's department para is in room 434 under the supervision of the AP of ESL. If parents should choose other programs, they will be advised in their native language regarding schools that offer what they chose. In the future, if the language and parent requests for the same grade level is more than 20 students, then a bilingual program for that language will be considered. This will begin the search for certified teachers in the language requested.

Paste response to questions 1-6 here

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

### This school offers (check all that apply):

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

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

ELL Program Breakdown													To
K	1	2	3	4	5	6	7	8	9	10	11	12	t #

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										14	7	15	3	39
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										7	3	4		14
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	21	10	19	3	53

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	828	Newcomers (ELLs receiving service 0-3 years)	573	Special Education	102
SIFE	103	ELLs receiving service 4-6 years	154	Long-Term (completed 6 years)	101

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

	ELLs by Subgroups									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	459	60	15	64	6	5	14	2	10	537
Dual Language										0
ESL	185	18	22	72	9	15	34	2	8	291
<b>Total</b>	<b>644</b>	<b>78</b>	<b>37</b>	<b>136</b>	<b>15</b>	<b>20</b>	<b>48</b>	<b>4</b>	<b>18</b>	<b>828</b>

Number of ELLs in a TBE program who are in alternate placement: 6

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese										120	140	127	93	480
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														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
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>120</b>	<b>140</b>	<b>127</b>	<b>93</b>	<b>480</b>								

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										71	44	22	22	159
Chinese										4		3		7
Russian										12	21	2	7	42
Bengali										1	1			2
Urdu										8	5	2	8	23
Arabic										13	9	3	13	38
Haitian											1			1
French														0
Korean										1				1
Punjabi											1			1
Polish										2		5		7
Albanian										3	6	2	5	16
Other										13	15	6	8	42
<b>TOTAL</b>	<b>0</b>	<b>128</b>	<b>103</b>	<b>45</b>	<b>63</b>	<b>339</b>								

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1.A. The organizational model is self-contained. ELLs are placed according to NYSESLAT and LAB-R scores. We have an ESL Department that services all ELLs as per the LAP mandates. We also have started ELL Regents Preparation classes with Certified ESL teachers. We have begun the process of curriculum mapping with extensive exposure to ELA.

B. We have un-graded Beginner's Literacy 1 and 2, and beginners level 1 and 2 classes that have a double period block with the same proficiency level. The other levels (Intermediate and Advanced) are un-graded with the same proficiency levels as well. The Literacy program is for newcomers who demonstrate deficiencies in their first language which transitioning to a second language becomes difficult. We currently have a Milestones program that is rich in academic vocabulary with reading, writing, and comprehension strategies. Plus, we

## A. Programming and Scheduling Information

have after school literacy support funded by Title 3.

2. The Assistant Principal with the guidance staff carefully evaluate NYSESLAT and LAB-R scores to determine the instructional minutes. Our instructional time per week for ELLs go beyond the required time under CR Part 154. This includes ESL, ELA, and ELA instruction.

A. Each class period is 48 minutes. The Beginning level receives 645 minutes of services per week; the Intermediate level receives 435 minutes of services per week, and the Advanced levels receive 225 minutes of ESL and 225 minutes of ELA per week. Instructional time is calculated per amount of period per day times 5 days. In addition, bilingual students receive 225 minutes of NLA instruction per week.

3. The content area classes are transitional bilingual to mostly English and ESL freestanding using ESL methodology (mainly through scaffolding). The instruction has to be planned, and also how to deliver instruction for every ELL must also be planned and practiced. This happens during our school-wide PD sessions, inquiry teams, and common planning time. The instruction has to be rich in literacy and content. The language development must be scaffold; therefore, tapping into their prior knowledge and making connections to their daily lives with meaningful activities that they can utilize in the outside world. In many bilingual content classes, teachers are using academic vocabulary and infusing English which is align with the LAP. The NLA teachers in class are beginning to incorporate literary elements which are aligned with their ELA classes and ELA Regents. The teachers enrich and reinforce vocabulary that is essential in comprehending content knowledge. All ESL teachers will integrate comprehension strategies in their daily planning.

4. The NLA classes are by grade level. The NLA teachers evaluate the students with an entrance exam to see their literacy level in their first language. The teachers will use this to differentiate their instruction. At the end of the year, the Chinese Bilingual students are given the CRT and a Chinese Regents. The other native languages, who are in an ESL Freestanding program, take the language regents as well. ESL and NLA teachers meet to discuss student performance and ways to introduce content knowledge in their daily instruction.

5A. We have SIFE/LTE in our after school program. We identify ELLs that have had an interrupted formal education. They are placed in a self-contained/block program, 5 times-per-week for 96 minutes. This class is an ESL Literacy class which focus phonemic awareness, academic vocabulary and comprehension strategies. All ESL levels 1-4 will have a double period block in which teachers will be able to implement the readers and writer's workshop and some components of the RU Models. Students will explore and develop literacy skills. The students also have one ELA class where they are exposed to literature and literary elements in anticipation of the ELA Regents. Classes are in the process of being equipped with leveled libraries. There is also an after school program for daily academic work. We applied for a SIFE Grant which will involve an online writing program with academic vocabulary. The grant will involve a CBO who will help us with career and college readiness. Also they will be involved with community organizations and parental outreach.

B. All newcomers and/or those who score below cut score (B) on the NYSESLAT are placed in a double period language development class (S) daily along with a daily ELA class on the same level that is literature-based (L). Students in every ESL class will have a leveled library with high interest fiction and non-fiction books for independent reading. Furthermore, classes will have class sets of novels for guided reading and read alouds. ELLs will have exposure to text and ELA. The annual NYSESLAT will determine if the ELLs are progressing. Moreover, we have an on-going after-school program funded by Title III. All ESL teachers will have training on comprehension strategies with a focus on academic vocabulary, the use of leveled classroom books, and literary elements. This is also aligned and reinforced in NLA and ELA classes. Instruction is differentiated by using leveled text and Dept of Knowledge Levels. DOK has four levels which range from recall to extended thinking. Some activities may be: describe the features of a place or people, describe cause/effect of a particular event, support ideas with details examples, and describe how common themes are found across texts from different cultures.

C. ELLs receiving 4 to 6 years of service have difficulty in reading and writing skills. Therefore, our efforts have been to strengthen their comprehension and to expose them to texts. Students have daily reading with a guided activity that the teacher models. Usually, the activities reflex activating prior knowledge and making connections to their daily lives. All ESL teachers will have training on comprehension strategies with a focus on vocabulary, leveled classroom books, and literary elements. This is also aligned and reinforced in NLA and ELA classes.

D. Long-Term ELLs who are six years or more in an ESL /Bilingual program demonstrate that they are taking more than the prescribed amount of time to gain proficiency in English. These students continue with services until they test out with the NYSESLAT. These ELLs are also recommended to attend the after-school instructional program and the Saturday program. This year, we are tracking students by using available data to see if they are passing classes and making progress by using NYSESLAT scores. These students receive Academic Intervention Services from Title III Instructional programs that range from ESL Literacy to Regents Prep. All ESL teachers will have training on

comprehension strategies with a focus on vocabulary, leveled classroom books and literary elements. Along with texts we have integrated ELL instructional strategies that will strengthen their knowledge of English. some strategies are: vocabulary and language development,

## A. Programming and Scheduling Information

guided interaction, explicit instruction, universal themes, modeling, graphic organizers and visuals.

6. The ELL teachers are using comprehension strategies from their PD book "Mosaic of Thought". Some of the strategies incorporated so far are: visualizing, inferencing, making connections to texts, and determining importance. We are strengthening reading strategies for classroom instruction which are predicting, sequencing, modelling, summarizing and questioning. Moreover, we have included also writing strategies which are: semantic webs, information grid, modeling the text, dialogue journals, double entry journal, novel ideas, and reading with a focus. We are integrating independent and shared reading time into the classrooms. Plus, we are beginning the process of having leveled classroom libraries with multilingual dictionaries in every ELL classroom. All of these, provide access to academic content areas and accelerate English language development. We have ungraded classes since students are placed according to level and not grade.

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
	Dual Language		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
	Freestanding ESL		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## Courses Taught in Languages Other than English

### B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17

8. The targeted intervention programs for ESL Freestanding and Chinese Bilingual students are: Regent Prep. during and after school for all content classes, credit recovery for credit accumulation and Regents Prep. Title 3 funds and SIFE Grant are utilized for after school instructional activities and support. The instruction is offered in English and Chinese. We first target cohort ELLs who need to pass regent(s) in order to graduate in June. Our Regents Prep. include: ELA, Living Environment/Biology, Integrated Math, Global History and U.S. History. Literacy is also included in the after school for newcomers and SIFE. This is an extra support to get the students up to speed in English acquisition. Our guidance staff assists us to seek students for the after school. On staff we have Chinese and Spanish speaking teachers to assist other teachers and students.

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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9. Students reaching proficiency on the NYSESLAT do receive transitional support in the school day. We have our guidance staff that assists students on their progress for which a college writing class is recommended. ELLs that are promoted during the Spring NYSESLAT may still continue to receive ESL services during the following year since the funds are already allotted by that point. For Regents exams, students still receive extended time during the transitional period for two years.

10. We will increase our Title 3 student participation for ELA Regents Prep. This is the area that many ELLs have difficulty in since it's not taken in their native language. Teachers will receive NYSESLAT and modality scores so that they can differentiate instruction as they plan lessons. There is a school-wide PD and departmental PD that will focus on improving instruction and raise ELLs' reading and writing levels.

11. Currently, there are no plans to discontinue any programs/services.

12. All ELLs are included in after school and supplemental services. We have credit recovery after school programs for which they participate in. Our year round Title 3 instructional programs are structured for ELLs to make gains in attaining proficiency in English. The program gives ELLs access to Regents prep. with literacy support. NLA support is in Regents prep for those who are taking the regents in their native language.

13. Instructional materials used to support the learning of ELLs in content areas and language development are with: meaningful and real world literary and academic texts, technology used for gathering research information and to develop writing skills, print-rich and visual aides with overheads and charts (T-charts, diagrams, graphic organizers, collaborative activities that involve group projects). Thematic approaches for the whole class, magazines, and newspapers to create stories, cooperative learning/social interaction. The instruction must be modeled with real world materials. There should be read aloud and silent reading involved in the lesson development. Teachers focus on building reading comprehension skills by having a readers and writers workshop with elements of RU Models in all ESL classes. ELL teachers utilize Achieve 3000 and MyAccess for reading and writing in the classroom and after school. In addition, some ELL teachers are beginning to utilize SmartBoards in their instruction.

14. NLA support is delivered through literature in their native language which is aligned with the NLA, NYS learning standards. Teachers focus on modeling literacy skills in students' native language with thematic readings in an academic context. Teachers use visual and print rich materials to help support learning in their native language. Students are involved an accountable talk and lively discussions in their native language. As NLA levels go up; there is more of a focus on literary elements and tasks 1-4 which support the ELA Regents.

## B. Programming and Scheduling Information--Continued

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15. Yes, all ESL classes have mixed grades with mixed ages. Our ELLs are all leveled according to their reading and writing scores on the

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

**C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

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

**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.

PThis PD plan will also include Subject area teachers, Paraprofessionals, and the Parent coordinator since they are involved and/or participate in delivering instruction to ELLs.

1. PD Plan

Literacy Learning and Language Development

- How much reading is enough? (read aloud, silent reading)
- Readers and writers workshop- RU Model
- Cooperative Learning Activity: Reading, Think-Pair-Share, Sequencing

Reading and writing content towards ELA Regents

- Infusing standards in lesson planning with comprehension standards
- Literary Elements in all ESL levels
- Integrating word finds and visuals in daily lessons

Teaching Language through Content

- Why teach language through content
- New ESL Approaches-English language Development (thematic units)
- Specially Designed Academic Instruction in English (focus is on academic Content)
- Content based Instruction – teaching both language and content with Thematic inquiry (making content meaningful and functional)

Scaffolding Language

- Making meaning Explicit
- Learning in group settings
- Engaging students in authentic work
- Leveled libraries with literacy support

Reading and writing in a second language

- Planning for Reading – Developing activities for before, during, and after reading that are meaningful
- Selecting books with universal themes
- Familiarity with genres – writing for a purpose and to have a particular organizational structure
- How to build knowledge of a topic (scaffolding)
- How to model texts (for group work and independent writing and reading)

Integrating Language and subject learning

- Planning curriculum mapping with thematic units

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- How to model texts (for group work and independent writing and reading)

#### Integrating Language and subject learning

- Planning curriculum mapping with thematic units
- Developing essential questions
- UBD – Understanding By Design (backward planning)

The teaching staff has ongoing PD. The school-wide PD will focus inquiry, curriculum mapping and differentiated instruction. Teachers in their Common Planning Time will meet once a day.

PD Materials will be developed around the following 2 texts:

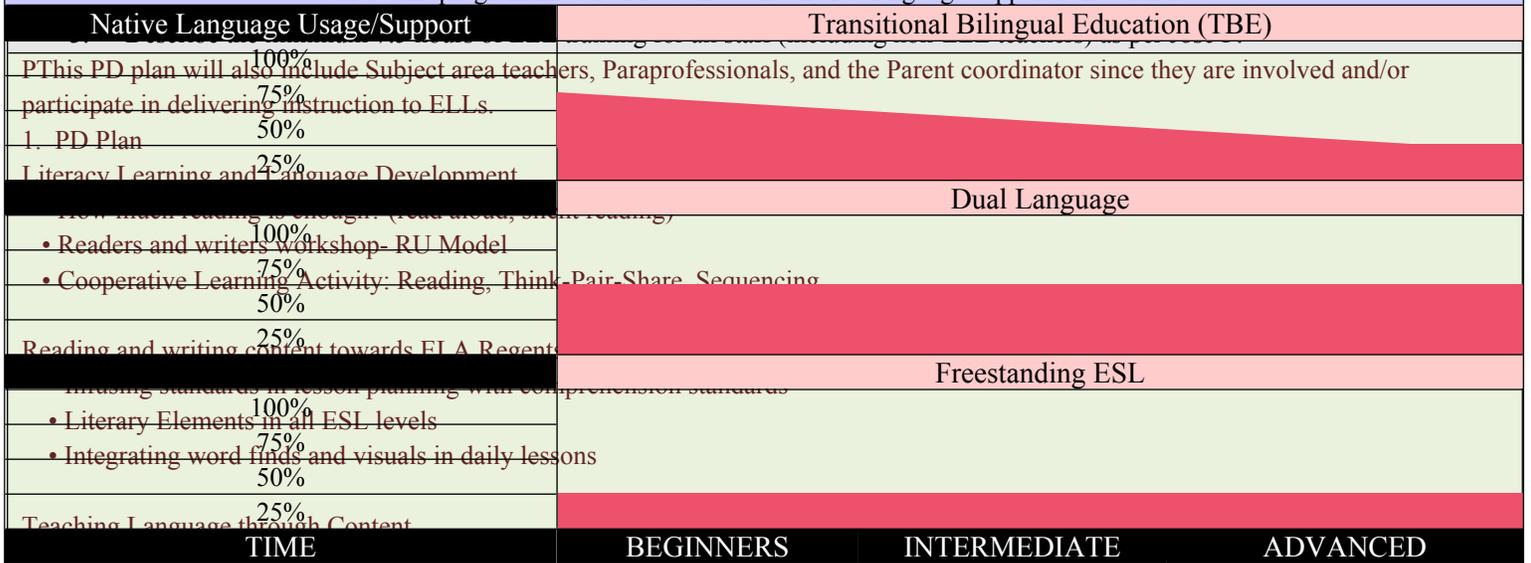
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2. The staff has Common Planning Time and Inquiry Teams where teachers are informed and have discussions on ELLs. The A.P. of ESL

## Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Specialty Designed Academic Instruction in English (focus is on academic Content)

- Content based Instruction – teaching both language and content with Thematic inquiry (making content meaningful and functional)

### Scaffolding Language

- Making meaning Explicit
- Learning in group settings
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PD Materials will be developed around the following 2 texts:

1. Scaffolding Language, Scaffolding Learning by Pauline Gibbons
2. ESL/EFL Teaching by Yvonne and David Freeman

2. The staff has Common Planning Time and Inquiry Teams where teachers are informed and have discussions on ELLs. The A.P. of ESL organizes with the staff the intake process, instruction and testing. We have assemblies with teachers and students. Title 3 Summer Program

## E. Parental Involvement

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

Paste response to questions 1-4 here

1. Our Parent Coordinator informs and invites parents to school activities and functions. She is the first person they meet when parents enter the school. PC informs parents on District-wide events. Parents do get involved if called to come and discuss about their child's progress in school. The school is equipped with staff that can assist in translating for parents in any language. When parents admit their child to school, the school staff meets them and offers the support available at our school.
2. The partnerships provide workshops for all parents throughout the year. The workshops range from neighborhood - home - school support and issues that impact academic achievement. The CBOs are: Sunset Park Alliance, Chinese Planning Counsel, and Neighborhood Improvement Association. CBO activities are involved in after school activities. The activities are: trips to museums and cultural institutions, tutoring, community service, career planning, career and college readiness, resume writing, and interview skills. Our CBOs offer translation services to the community in Chinese and Spanish. Many of their written communication is in dual language for the families to understand and discuss. When parents come to school, they are accommodated in their native. Our staff is multilingual. Therefore, communication is not a problem.
3. The parents have language and academic needs. On site, we always have Chinese bilingual staff members and other languages are available as well to serve all the needs of the parents. During the school year, information is mailed and given to students in English, Chinese, and Spanish. The information is on testing, after school programs, and progress reports. The parents want to see their child succeed academically and socially. Some forms that are sent out in their home language are department progress reports and parent-teacher conferences, for compliance home language forms, DOE ELL program description, parent surveys and selection forms, continuation and placement forms and etc. Parent coordinator works with the staff to reach out to parents regarding special events. Our multilingual guidance counselors help the parent coordinator when it comes to attendance and academic intervention for our ELLs. Our school represents many languages of our city. Finding translators in our school is not a problem.
4. All information and activities are distributed in parents' native language. Our bilingual staff supports all parents during school events or when parents visit the school. We have been granted a SIFE Grant which involves parents to attend on Saturday with their child. Their participated will help improve our efforts for ELLs to gain English proficiency and academic success. The activity will be with ESL teachers and a Bilingual Guidance Counselor. Parents will learn English with their child. We hope this becomes a habit to do at home where parents, students, and teachers become partners in language acquisition and social development.

## B. Programming and Scheduling Information--Continued

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9. Students reaching proficiency on the NYSESLAT do receive transitional support in the school day. We have our guidance staff that assists students on their progress for which a college writing class is recommended. ELLs that are promoted during the Spring NYSESLAT may still continue to receive ESL services during the following year since the funds are already allotted by that point. For Regents exams, students still receive extended time during the transitional period for two years.

10. We will increase our Title 3 student participation for ELA Regents Prep. This is the area that many ELLs have difficulty in since it's not taken in their native language. Teachers will receive NYSESLAT and modality scores so that they can differentiate instruction as they plan lessons. There is a school-wide PD and departmental PD that will focus on improving instruction and raise ELLs' reading and writing levels.

11. Currently, there are no plans to discontinue any programs/services.

12. All ELLs are included in after school and supplemental services. We have credit recovery after school programs for which they participate in. Our year round Title 3 instructional programs are structured for ELLs to make gains in attaining proficiency in English. The program gives ELLs access to Regents prep. with literacy support. NLA support is in Regents prep for those who are taking the regents in their native language.

13. Instructional materials used to support the learning of ELLs in content areas and language development are with: meaningful and real world literary and academic texts, technology used for gathering research information and to develop writing skills, print-rich and visual aides with overheads and charts (T-charts, diagrams, graphic organizers, collaborative activities that involve group projects). Thematic approaches for the whole class, magazines, and newspapers to create stories, cooperative learning/social interaction. The instruction must be modeled with real world materials. There should be read aloud and silent reading involved in the lesson development. Teachers focus on building reading comprehension skills by having a readers and writers workshop with elements of RU Models in all ESL classes. ELL teachers utilize Achieve 3000 and MyAccess for reading and writing in the classroom and after school. In addition, some ELL teachers are beginning to utilize SmartBoards in their instruction.

14. NLA support is delivered through literature in their native language which is aligned with the NLA, NYS learning standards. Teachers focus on modeling literacy skills in students' native language with thematic readings in an academic context. Teachers use visual and print rich materials to help support learning in their native language. Students are involved an accountable talk and lively discussions in their native language. As NLA levels go up; there is more of a focus on literary elements and tasks 1-4 which support the ELA Regents.

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17

8. The targeted intervention programs for ESL Freestanding and Chinese Bilingual students are: Regent Prep. during and after school for all content classes, credit recovery for credit accumulation and Regents Prep. Title 3 funds and SIFE Grant are utilized for after school instructional activities and support. The instruction is offered in English and Chinese. We first target cohort ELLs who need to pass regent(s) in order to graduate in June. Our Regents Prep. include: ELA, Living Environment/Biology, Integrated Math, Global History and U.S. History. Literacy is also included in the after school for newcomers and SIFE. This is an extra support to get the students up to speed in English acquisition. Our guidance staff assists us to seek students for the after school. On staff we have Chinese and Spanish speaking teachers to assist other teachers and students.

9. Students reaching proficiency on the NYSESLAT do receive transitional support in the school day. We have our guidance staff that assists students on their progress for which a college writing class is recommended. ELLs that are promoted during the Spring NYSESLAT may still continue to receive ESL services during the following year since the funds are already allotted by that point. For Regents exams, students still receive extended time during the transitional period for two years.

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15. Yes, all ESL classes have mixed grades with mixed ages. Our ELLs are all leveled according to their reading and writing scores on the

## Additional Information

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

Paste additional information here

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

PThis PD plan will also include Subject area teachers, Paraprofessionals, and the Parent coordinator since they are involved and/or participate in delivering instruction to ELLs.

### 1. PD Plan

#### Literacy Learning and Language Development

- How much reading is enough? (read aloud, silent reading)
- Readers and writers workshop- RU Model
- Cooperative Learning Activity: Reading, Think-Pair-Share, Sequencing

#### Reading and writing content towards ELA Regents

- Infusing standards in lesson planning with comprehension standards
- Literary Elements in all ESL levels
- Integrating word finds and visuals in daily lessons

#### Teaching Language through Content

- Why teach language through content
- New ESL Approaches-English language Development (thematic units)
- Specially Designed Academic Instruction in English (focus is on academic Content)
- Content based Instruction – teaching both language and content with Thematic inquiry (making content meaningful and functional)

#### Scaffolding Language

- Making meaning Explicit
- Learning in group settings
- Engaging students in authentic work
- Leveled libraries with literacy support

#### Reading and writing in a second language

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#### Scaffolding Language

- Making meaning Explicit
- Learning in group settings
- Engaging students in authentic work
- Leveled libraries with literacy support

#### Reading and writing in a second language

- Planning for Reading – Developing activities for before, during, and after reading that are meaningful
- Selecting books with universal themes
- Familiarity with genres – writing for a purpose and to have a particular organizational structure
- How to build knowledge of a topic (scaffolding)
- How to model texts (for group work and independent writing and reading)

#### Integrating Language and subject learning

- Planning curriculum mapping with thematic units
- Developing essential questions
- UBD – Understanding By Design (backward planning)

The teaching staff has ongoing PD. The school-wide PD will focus inquiry, curriculum mapping and differentiated instruction. Teachers in their Common Planning Time will meet once a day.

PD Materials will be developed around the following 2 texts:

1. Scaffolding Language, Scaffolding Learning by Pauline Gibbons

2. ESL/EFL Teaching by Yvonne and David Freeman

2. The staff has Common Planning Time and Inquiry Teams where teachers are informed and have discussions on ELLs. The A.P. of ESL

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PD Materials will be developed around the following 2 texts:

1. Scaffolding Language, Scaffolding Learning by Pauline Gibbons
2. ESL/EFL Teaching by Yvonne and David Freeman

2. The staff has Common Planning Time and Inquiry Teams where teachers are informed and have discussions on ELLs. The A.P. of ESL organizes with the staff the intake process, instruction and testing. We have assemblies with teachers and students. Title 3 Summer Program

## E. Parental Involvement

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

Paste response to questions 1-4 here

1. Our Parent Coordinator informs and invites parents to school activities and functions. She is the first person they meet when parents enter the school. PC informs parents on District-wide events. Parents do get involved if called to come and discuss about their child's progress in school. The school is equipped with staff that can assist in translating for parents in any language. When parents admit their child to school, the school staff meets them and offers the support available at our school.
2. The partnerships provide workshops for all parents throughout the year. The workshops range from neighborhood - home - school support and issues that impact academic achievement. The CBOs are: Sunset Park Alliance, Chinese Planning Counsel, and Neighborhood Improvement Association. CBO activities are involved in after school activities. The activities are: trips to museums and cultural institutions, tutoring, community service, career planning, career and college readiness, resume writing, and interview skills. Our CBOs offer translation services to the community in Chinese and Spanish. Many of their written communication is in dual language for the families to understand and discuss. When parents come to school, they are accommodated in their native. Our staff is multilingual. Therefore, communication is not a problem.
3. The parents have language and academic needs. On site, we always have Chinese bilingual staff members and other languages are available as well to serve all the needs of the parents. During the school year, information is mailed and given to students in English, Chinese, and Spanish. The information is on testing, after school programs, and progress reports. The parents want to see their child succeed academically and socially. Some forms that are sent out in their home language are department progress reports and parent-teacher conferences, for compliance home language forms, DOE ELL program description, parent surveys and selection forms, continuation and placement forms and etc. Parent coordinator works with the staff to reach out to parents regarding special events. Our multilingual guidance counselors help the parent coordinator when it comes to attendance and academic intervention for our ELLs. Our school represents many languages of our city. Finding translators in our school is not a problem.
4. All information and activities are distributed in parents' native language. Our bilingual staff supports all parents during school events or when parents visit the school. We have been granted a SIFE Grant which involves parents to attend on Saturday with their child. Their participated will help improve our efforts for ELLs to gain English proficiency and academic success. The activity will be with ESL teachers and a Bilingual Guidance Counselor. Parents will learn English with their child. We hope this becomes a habit to do at home where parents, students, and teachers become partners in language acquisition and social development.

## 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)										46	22	7	10	85
Intermediate(I)										63	114	91	71	339
Advanced (A)										39	31	30	33	133

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	0	0	0	148	167	128	114	557

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										24	29	5	3
	I										30	60	50	49
	A										48	52	50	38
	P										45	24	23	23
READING/ WRITING	B										43	29	6	9
	I										64	100	85	66
	A										35	34	31	34
	P										5	4	6	5

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

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

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	179		112	
Integrated Algebra	670		507	
Geometry	169		157	
Algebra 2/Trigonometry	96		76	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language		150		148
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test	110	62	74	49				

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: <b>New Utrecht High School</b>		School DBN: <b>20K445</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maureen A. Goldfarb	Principal		
Giacomo Rutigliano	Assistant Principal		
Anna Mineo	Parent Coordinator		
John Pearson	ESL Teacher		
	Parent		
Dr. Chie Soong\Science	Teacher/Subject Area		
Bernadette Reyes/Math	Teacher/Subject Area		
	Coach		
	Coach		
Diana Murillo	Guidance Counselor		
William Bonner	Network Leader		
Laura Chiara	Other <u>ESL</u>		
Blanca Dobrotinic	Other <u>Spanish</u>		
Frank Di Giovanni	Other <u>ESL/Sp. Ed.</u>		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **20K445** School Name: **New Utrecht High School**

Cluster: **4** Network: **CFN 405**

**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.

All parents that need documents translated and oral interpretation are referred to school staff. We have our guidance counselors and NLA teachers available for written translations and oral interpretation for all parents. The languages are : Chinese, Spanish, Russian, Polish, and Arabic. Many oral interpretations are done on site when parents admit their children to our school, and occasionally written translations are done with Foreign Transcripts and Documents on site. Parental Notification for school activities and events are done in three languages. ELL eligibility forms and information for the 13 languages are on the DOE website for the AP of ESL to utilize and inform parents.

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.

The major findings were: to utilize staff for more parental outreach for after-school activities, tutoring, Saturday Academy, and parental conferences. The staff needs to make parental contact by phone in the students' native language, and in return, translated documents should be sent home. The school community's translated documents at times never reach the home of students. We believe phone contact works since one is speaking to the parent in their native language and informing the parent about their child.

## 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.

Principal, Assistant Principals, Parent Coordinator and Guidance Staff may ask for student documentation to be translated so that proper programming and placement may be expedited. The designated staff of Guidance and NLA teachers will be notified immediately for written translations. Our in-house school staff will do all the Spanish, Chinese, Russian, Polish and Arabic written translations. Currently, we have three guidance counselors, five NLA teachers, and one Special Education teacher whose native language is Arabic.

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.

School staff may ask for assistance for oral interpretation during the school day and/or before and after school. The designated staff for oral interpretations will be immediately notified. Our in-house staff will do all of the oral interpretations. Currently, we have three guidance counselors, five NLA teachers, and one Special Education teacher whose native language is Arabic to provide the services throughout the school day.

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>.

All LEP students and parents will be notified by mail regarding the Translation Services available in our building with a location. All information regarding the services will be posted in the school building. Staff is aware of the services available to assist students and parents during the school day.

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

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: New Utrecht High School	DBN: 20K445
Cluster Leader: 4	Network Leader: William Bonner
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: TITLE III After School

Supervisor: 1 Assistant Principal

### SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #1:

After School ESL Literacy with a readers and writers workshop: The After School instructional program is designed for ELL newcomers and students who have scored (B) on the NYSESLAT for two or more years. This session will have 30-40 ELLs . The program will assess students' abilities via NYSESLAT and LAB-R data. It's a program that helps build literacy skills in all content areas. The program has a leveled library for teachers to utilize and to promote literacy where reading becomes a habit. The students are assessed four times a year for progress. All cohorts are involved since students are given an assessment at the beginning. The instructional focus is to raise literacy skills in all content classes and to increase the chance for students to begin attaining proficiency in English. ELLs will be provided with books to read that are aligned with their daily instruction. The projected start date is October 2011 and end in June 2012. The group will meet four times a week on M/T/TH/F from 3:15 -5:15 PM. It will be 8 hours a week. The service providers will be 2 certified ESL teachers with computer skills since Achieve 3000 will be utilized. The language of instruction will be English and NLA materials will be available with the assistance of the Bilingual Guidance counselors. The instructional materials are leveled reading books for students to read and comprehend. The materials needed are leveled library books with high interest fiction and non-fiction books. The anticipated measurable outcomes are that ELLs should make progress in all content classes, and in addition, move up an ESL level and reading level. The success will be measured on a monthly basis by the reading logs and the teachers.

### SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #2:

After School Math for Integrated Algebra & Geometry Regents Prep.- The instructional program will involve ELLs who will benefit with supplemental activities as they reach proficiency in English. It will serve 30-40 ELLs in the ESL/Bilingual Programs. The program will involve one certified Math teacher and a floating Certified ESL Teacher to assist the content teacher. Students will work in groups and work individually with the teachers. The cohort N students or 2012 graduations will have priority, and then it will be open to the other cohorts. The instructional focus will be on Math literacy and building instructional strategies for the regents. This will allow ELLs to improve English and Math skills. The focus will always be to help ELLs reach English proficiency that will help and support students in all content areas. The instructional program will begin in October 2011 and end in June 2012. The group will meet

## Part B: Direct Instruction Supplemental Program Information

four times a week for 8 hours on M/T/TH/F from 3:15 to 5:15 PM. The service providers will be 1 certified Math teacher and a floating ESL teacher. The language of instruction will be English with NLA materials and guidance support. The students will receive a Regents Barron's book along with their Integrated Algebra and Geometry textbooks. The anticipated measurable outcomes will be progress in English and passing the Math Regents. The expectation is to produce quality activities that allow students to perform and achieve at high levels.

### SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #3:

ESL Living Environment/Earth Science Regents Prep: The instructional program will involve ELLs in Cohort N who have not passed or taken the regents. It will serve 20-30 students in the cohort. The instructional focus will be to build literacy skills and develop strategies to pass the regents. The group will meet twice a week for 4 hours on Tuesdays and Fridays from 3:15 – 5:15 PM. The program will begin October 2011 and end June 2012. The service providers will be one (1) certified Science teacher and a floating Certified ESL teacher to assist the content teacher. The language of instruction will be English and Chinese. The teacher will assess students and give differentiated instruction since students will be on different levels. The anticipated measurable outcome should be progress in literacy skills and passing the science regents.

### SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #4:

ELA Regents Prep. After School: This program is designed for ELLs taking the ELA Regents in January/June. There will be 20-40 students who have failed the regents, repeating the class, and for students who need to graduate. This is for cohort N, class of 2012, who have failed or not taken the ELA Regents. The students are 11th and 12th graders or repeaters. The instructional focus will be on the ELA Regents Tasks I-IV. Teacher will integrate ESL and ELA standards that will support their daily ESL and ELA instruction. The instructional program will begin October 2011 and end in June 2012. The group will meet four times a week for 8 hours on M/T/TH/F from 3:15 -5:15 PM. The service providers will be 2 certified ESL teachers who teach Regents prep during the day. The language of instruction will be English with NLA support. The instructional materials will be past Regents exams with Barron's ELA, "The New Comprehensive English Examination." In addition, books that student read during the year, "Fences", "Animal Farm", and "House on Mango Street." The measurable outcomes are that students practice and work in improving their chances in passing the ELA Regents. Students will be responsible for supplemental assignments and class presentations.

### SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #5:

ESL Global and U.S. History Regents Prep.: This program is designed for ELLs taking the Regents in

### Part B: Direct Instruction Supplemental Program Information

January/June. There will be 20-40 students who have failed the regents, repeating the class, and for students who need to graduate. This is for cohort N, class of 2012, who have failed or not taken the any History Regents. The students are 11th and 12th graders or repeaters. Teacher will integrate ESL methodologies and strategies to support class work and regents preparation. The instructional program will begin October 2011 and end in June 2012. The group will meet four times a week for 8 hours on M/T/TH//F from 3:15 -5:15 PM. The service provider will be 2 certified History teachers who teach Regents prep during the day with a floating ESL teacher to assist the content teachers. The language of instruction will be English with NLA support. The measurable outcomes are that students practice and work in improving their chances in passing the History Regents. Students will be responsible for supplemental assignments and class presentations.

#### GUIDANCE ACADEMIC INTERVENTION & COLLEGE READINESS:

Guidance Counselors will be involved in the classroom to inform students on career and college readiness. They will also play a role in informing parents in their native language about the importance of this program and education. Furthermore, they will have conversations on credit accumulation, study habits, and student transcripts. Guidance will meet twice a week for two hours from October 2011 and end in June 2012. The service providers will be 2 certified bilingual guidance counselors. The measurable outcome will be that more ELLs will take and pass NYS Regents Exams.

### Part C: Professional Development

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

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

Begin description here:

Professional Development Program

#### INTRODUCTION OF PROFESSIONAL DEVELOPMENT

The Professional Development will be ongoing book studies by all Title III Teachers and Administrators. This will be a way to improve instruction and develop new strategies so that we can improve students' outcomes. During PD teachers will model learning and instructional strategies. Then the teachers will discuss and make adjustments before utilizing the PD experience in the classrooms. Our 2011-2012 PD will have a focus on literacy with elements of comprehension strategies and differentiation. The school supervisors will oversee and monitor the PD on all levels.

## Part C: Professional Development

### SUPPLEMENTAL PROFESSIONAL DEVELOPMENT ACTIVITIES #1-5

All teachers will work as a group in a book studies where there will be time to discuss and present. The instructional activities will support teachers so that teachers can utilize their PD activities in class. This will be a process where we will see better student outcomes and progress for our ELL population. The providers will be 9 Certified Teachers of ESL, Math, Science, and History. The book study will involve teachers presenting, modeling, writing, planning lesson plans and units, and summarizing what was read and then have an open discussion to develop ideas. Teachers will be monitored by the ESL Assistant Principal. It will be per session for 2 hours a month during the week or after school. The professional materials will be books that practice instructional strategies for ELLs. They are: "Mosaic of Thought", and "Scaffolding Language Scaffolding Learning." All these books will be purchased with our Title III funds. Extra materials to purchase will be loose-leaf and chart paper. The measurable outcome will be: Improving instruction that is meaningful to all students and improve Regent scores by 5%.

## Part D: Parental Engagement Activities

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

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

Begin description here: ESL and Computer Technology for ELLs and their parents. Parents will be invited to come once a week and spend time with the Guidance staff and teachers with Achieve 3000 offered by the English Department. This is a two hour instructional program during after school for parents and students. Parents and students need to work as partners in attaining proficiency in English. They will be involved with (1) hour of ESL Instruction, and (1) hour of computer technology. The common goal will be to achieve English proficiency. The provider will be 2 teachers; 2 certified ESL teachers, 1 certified Math/Computer teacher. This process should continue in the home where English is slowly transitioning. Materials will be ESL Books, computers, English and NLA materials for parents. The measurable outcome is to increase English language skills at home and school, and also to make parents aware of ESL methodologies. Our NLA teachers are involved in translating information for our ELL parents; whenever necessary. Passing rate should increase by 5% for ELLs that do attend with parents. Quarterly presentations and festivities will also be included in the program. There will be a site supervisor for after school to oversee the instructional activities from 3:15 to 5:15 PM.

## Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: \$104464		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	88,696.75	Teacher P.S.: 1,350hrs= \$67,351.50 Guid. Coun. P.S.: 140hrs= \$7,509.60 Supervisor P.S.: 265hrs= \$13,835.65
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	15,767.25	Leveled books, PD books, Workbooks, Paper, Markers, Bilingual Dictionaries, Regents Prep. Texts, Composition notebooks, Chart paper.
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	104,464	