



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** W.E.B. DU BOIS HIGH SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 17K489

**PRINCIPAL:** CATHERINE HARTNETT      **EMAIL:** CHARTNE@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** KAREN WATTS

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

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Catherine Hartnett	*Principal or Designee	
Matthew Sarkowicz	*UFT Chapter Leader or Designee	
Judith Cummings	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Roxanne Louhan Michael Murphy	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Denise Rampart	Member/Parent	
Jocelyn Murphy	Member/Parent	
Frances Batson	Member/Parent	
Abdel Djemil	Member/Teacher	
Mario Sierra	Member/Teacher	
	Member/Student	
	Member/Student	

## **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, the average daily attendance rate will increase by 5% from 62% in 2010-2011 to 67% in 2011-2012.*

### **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.

*After conducting a three year trend analysis of attendance rates, it was determined that the average daily attendance rate has been steadily declining. The average daily attendance rate was 72% during the 2008-2009 school year; 69% during the 2009-2010 school year; and 62% during the 2010-2011 school year. In order to be academically successful, students must attend school on a regular basis. Therefore we must implement strategies to encourage good attendance.*

### **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**

*We will assign each student to an attendance team and an attendance coach. Coaches will be guidance counselors, teachers, and community-based partners. Each coach will closely monitor the attendance of the students on their team. Coaches will meet with students individually and in groups on a regular basis to promote good attendance habits and address issues that may be interfering with a students' ability to come to school on a regular basis. Incentives will be provided to encourage good attendance.*

### **Activity #2**

*An attendance committee will be formed comprised of the attendance coaches, guidance counselors, the attendance teacher, community-based partners, and administration. The committee will meet monthly to review attendance data and formulate intervention plans for students with low attendance.*

### **Timeline:**

*October 2011: Establish Attendance Teams*

*October 2011 through June 2012: Ongoing Attendance Team and Attendance Committee meetings*

**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.
  - *Daily phone calls will be made to the homes of absent students*
  - *Parents will be invited to provide input for attendance intervention plans*
  - *Parent coordinator will host workshops on ways to encourage good attendance*
  - *Parent coordinator will host awards ceremonies where the parents of students with excellent attendance will be honored*
  - *Parents will be trained on how to use ARIS and the DataCation online grade book to monitor their child's daily and class attendance.*

**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.
  - *Administrative staff regularly attend hiring fairs to identify and recruit highly-qualified teachers in all subject-areas*
  - *Administrative staff will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines*
  - *Mentors are assigned to support struggling and un-qualified teachers*

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - *The school has established an Attendance Improvement Drop Out Prevention program through our community partner The United Way*
  - *An attendance teacher and additional guidance counselor was hired to support the school's efforts to improve attendance*

**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.

*As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding, Title I, and AIDP and human resources to implement this action plan from September 2011 through June 2012 as indicated below:*

- *Two Guidance Counselors*
- *Attendance Teacher*
- *Incentives for Students*
- *United Way AIDP Program*

## 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, the average credit accumulation per year for students who begin the year with less than 11 credits will increase by 10% from 3.24 in 2010-2011 to 3.56 in 2011-2012 as measured by the New York City Department of Education School Progress Report.*

### **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.

*The chart below displays School Report Card data on the average credit accumulation per year of students who began the year with 0-11 credits for the past three years.*

<b>Credits</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
0-11	3.14	3.7	3.24

*The data reveal that students who begin the year with less than 11 credits earn less than ¼ of the total amount of credits they are eligible to earn in a year. These students are not making adequate and timely progress towards graduation.*

### **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**

*At the beginning of the year, students with less than 11 credits will be identified. These students will be enrolled in an advisory class that focuses on goal-setting, and college and career exploration. The class will be taught by a teacher and a guidance counselor. Each student will develop a long-term goal for graduation and enrollment in college and/or the work force and regularly set short-term goals. St. John's University's Brooklyn Bridge College and Career Program will provide student workshops and materials for this class. The guidance counselor will provide frequent, intensive counseling services and meet regularly with students to assess their progress in meeting both short and long-term goals.*

### **Activity #2**

*In order to accelerate credit accumulation, students beginning the year with 0-11 credits will be enrolled in online credit recovery through our school's participation in the iZone. Students will be supported by their advisory teacher and counselor while completing online classes.*

**Timeline**

*September 2011 through October 2011: Identify students with 0-11 credits*

*December 2011 through March 2012: Institute Advisory Class; enroll students in online credit recovery*

*March 2012 through June 2012: Continue online classes and counseling*

**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.
  - *Teachers will correspond regularly with parents about student progress*
  - *Parents will be invited and encouraged to provide input about their child's academic performance*
  - *Parent coordinator will host curriculum workshops*
  - *Parents will be trained on how to use ARIS and the DataCation online grade book to monitor their child's academic progress*

**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.
  - *Administrative staff regularly attend hiring fairs to identify and recruit highly-qualified teachers in all subject-areas*
  - *Administrative staff will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.*
  - *Mentors are assigned to support struggling and un-qualified teachers.*

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - *The school will provide opportunities for online credit recovery through its membership in the New York City Department of Education's iZone*

**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.

*As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding, and Title I, and human resources to implement this action plan from September 2011 through June 2012 as indicated below:*

- *1 teacher*
- *1 guidance counselor*
- *iZone membership*
- *St. John's University Brooklyn Bridge Program*

### 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.

*By June 2012, the Weighted Regents Pass Rates on the English Regents will increase by 10% from .73 in 2010-2011 to .80 in 2011-2012 and the Weighted Regents Pass Rate on the Mathematics Regents will increase by 10% from .82 in 2010-2011 to .90 in 2011-2012 as measured by the New York City Department of Education School Progress Report.*

#### **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.

*The chart below displays School Report Card data for the Weighted Regents Pass Rates for the past three years for English Language Arts and Math.*

<b>Regents</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
English	1.16	1.27	.73
Math	.95	1.42	.82

*The data reveals that the Weighted Regents Pass rates increased from the 2008-2009 school year to the 2009-2010 school year and then declined during the 2010-2011 school year. In order for students to meet graduation requirements they must successfully complete all five exams. Therefore it is necessary for the school to implement strategies that will increase student performance in on these exams.*

#### **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.

#### **Strategy**

*During the 2011-2012 school year students who have yet to achieve a score of 65 or higher on the Integrated Algebra and/or ELA Regents will be enrolled in courses designed to prepare them for the Regents. Students in this group will be provided with additional "time on task" through reduced class size funded in part through Title I. Teachers will differentiate instruction based on students' reading level, interest, and learning style. Student progress will be monitored through instructionally targeted and predictive assessments. Teachers will receive professional development on integrating technology and differentiating instruction throughout the year.*

#### **Steps to Include Teachers in Decision-Making**

*An English language Arts and mathematics inquiry group will be formed. The groups will meet twice a week to "Design Their Own" Periodic Assessments, analyze the results of the assessments, set goals for improvement, assess and improve the effectiveness of the taught curriculum, and monitor progress towards meeting goals. Periodic Assessments will be administered in October 2011, December 2011, and April 2012.*

**Timeline**

*September 2011, December 2011, March 2012: Program students for appropriate classes*

*October 2011 through April 2012: Teachers receive professional development*

*September 2011-June 2012: Inquiry Teams meet*

**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.
  - *Teachers will correspond regularly with parents about student progress*
  - *Parents will be invited and encouraged to provide input about their child's academic performance*
  - *Parent coordinator will host workshops on graduation requirements*
  - *Parents will be trained on how to use ARIS and the DataCation online grade book to monitor their child's progress.*

**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.
  - *Administrative staff regularly attend hiring fairs to identify and recruit highly-qualified teachers in all subject-areas*
  - *Administrative staff will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.*
  - *Mentors are assigned to support struggling and un-qualified teachers.*

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - *The school will design its own assessments through its participation in the New York City Department of Education's "Design Your Own" Assessment program*
  - *Students preparing for the regents will have the opportunity to enroll in the Supplemental Education Services (SES) tutoring program.*

**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.

*As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding, Title I, and AIDP and human resources to implement this action plan from September 2011 through June 2012 as indicated below:*

  - *4 teachers*
  - *Inquiry team per session*
  - *Professional Development*
  - *SES tutoring services*

## 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, the Safety and Respect Score on the School Learning Environment Survey will increase by 10% from 7.2 in 2010-2011 to 7.9 in 2011-2012.*

### **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.

*After conducting a three year trend analysis of Learning Environment Survey Scores, it was determined that the scores for "Safety and Respect" have been low. Out of 10 possible points the school earned 7.5 points in 2008-2009, 7.1 points in 2009-2010, and 7.2 points in 2010-2011. In order for students to succeed in school it is necessary for them to feel safe and secure. Therefore, the school must implement strategies to improve the learning environment.*

### **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.

### **Strategy**

*Throughout the school year Positive Behavior Interventions and Supports (PBIS) will be implemented. PBIS is a school-wide initiative geared towards identifying, adapting, and sustaining effective school-wide disciplinary practices. A PBIS team will be established. The team will consist of teachers, counselors, administrators, students, the parent coordinator and parents. The team will meet throughout the school year to establish protocols for positive intervention, examine discipline data, set goals for improvement, and enact action plans to target school-wide areas of concern as well as action plans for students identified as needing targeted intervention.*

### **Timeline**

*September 2011: Establish PBIS Team*

*October 2011-November 2011: Examine disciplinary data from previous school year, identify areas of concern, set goals, and create action plans*

*November 2011-June 2012: PBIS team meets monthly to assess progress towards goals and effectiveness of action plans. Revisions are made as needed.*

**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.
  - *Parents will be contacted when behavioral concerns arise.*
  - *Parents will be invited to provide input for school wide and individual intervention plans*
  - *Parent coordinator will host workshops on PBIS*
  - *Parent coordinator will host awards ceremonies where the parents of student leaders will be honored*

**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.
  - *Administrative staff regularly attend hiring fairs to identify and recruit highly-qualified teachers in all subject-areas*
  - *Administrative staff will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.*
  - *Mentors are assigned to support struggling and un-qualified teachers.*

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - *The PBIS team will participate in professional development activities provided through our CFN Network.*

**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.

*As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding, Title I, and AIDP and human resources to implement this action plan from September 2011 through June 2012 as indicated below:*

- *2 counselors*
- *1 parent coordinator*
- *2 teachers*
- *1 assistant principal*

**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>	2	4	2	2	5			
<b>10</b>	15	28	13	26	24			7
<b>11</b>	26	23	12	27	14			5
<b>12</b>	10	11	5	13	9			

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>	<i>Students in grades 9-12 who are most at-risk of not meeting standards in English Language Arts are provided with individual and small group instruction during the school day through a pull-out model. Class sizes in all ELA classes are reduced. Instruction is differentiated in all ELA classes.</i>
<b>Mathematics</b>	<i>Students in grades 9-12 who are most at-risk of not meeting standards in Mathematics are provided with individual and small group instruction during the school day through a pull-out model. Class sizes in all Mathematics classes are reduced. Instruction is differentiated in all Mathematics classes.</i>
<b>Science</b>	<i>Students in grades 9-12 who are most at-risk of not meeting standards in Science are provided with individual and small group instruction during the school day through a pull-out model. Class sizes in all Science classes are reduced. Instruction is differentiated in all Science classes.</i>
<b>Social Studies</b>	<i>Students in grades 9-12 who are not meeting standards in Social Studies are provided with individual and small group instruction during the school day through a pull-out model. Class sizes in all Social Studies classes are reduced. Instruction is differentiated in all Social Studies classes.</i>
<b>At-risk Services provided by the Guidance Counselor</b>	<i>The school guidance counselors provide students in grades 9-12 with individual and group counseling. The topics for counseling include, but are not limited to, anger management, grief, depression, time management, and goal setting.</i>
<b>At-risk Services provided by the School Psychologist</b>	<i>We do not have a school psychologist.</i>
<b>At-risk Services provided by the Social Worker</b>	<i>We do not have a school social worker.</i>

**At-risk Health-related Services**

*The school conducts vision screenings for all students who have not been previously screened and the health aide assists families with obtaining glasses for students who need them. The school collects data on insurance coverage and assists uncovered families with obtaining health insurance. The school health-aide works with the physical education and health teachers to formulate action plans for students at-risk of obesity and for those who suffer from asthma.*

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

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

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

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**PARENT INVOLVEMENT POLICY**

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

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

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

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

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

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

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

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

### **III. Student Responsibilities:**

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



*In order to increase the percentage of students who are graduating in 4 years “college and career ready” we will extend our school year so that students have the opportunity to earn credits over the summer months through the instruction of highly qualified teachers. Instruction in the summer program will be aligned to Common Core Learning Standards.*

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**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.

*In order to ensure that our students are “college and career ready” after four years of high school, English, math, Science, Social Studies and Special Education teachers will receive ongoing professional development on understanding and implementing the Common Core Learning Standards. Teachers in each subject area will form inquiry groups that will use data to identify trends in student achievement in completing CCLS aligned tasks, perform action research for the purpose of improving achievement in CCLS aligned tasks, and set student achievement goals. The groups follow the inquiry cycle and meet weekly to plan, share ideas, and check progress. Selected teachers will participate in professional development on integrating technology into the teaching of CCLS aligned tasks.*

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

*Currently, all teachers working at W.E.B. Du Bois High school are highly qualified and none of them require mentoring. Should this change, a mentoring program will be established and will consist of regular interaction between the mentor and mentee. Interactions will include class visits, planning, classroom management, lesson plan analysis and conferences.*

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.

*The school will send a letter to all parents notifying them of our school’s SINI Status and their right to transfer their child. The letter will be translated into the student’s home language where necessary.*



**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 [i](#).

**Part I: School ELL Profile**

**A. School Information [i](#)**

Cluster Leader/Network Leader <b>Rello- Anselmi/ Kaufhold</b>	District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>489</b>
School Name <b>W.E.B. Du Bois High School</b>			

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

Principal <b>Catherine Hartnett</b>	Assistant Principal <b>Maryanne Douglass-French</b>
Coach	Coach
ESL Teacher	Guidance Counselor <b>Omar Doyle</b>
Teacher/Subject Area <b>Patricia Panetta/English</b>	Parent <b>Judith Cumings</b>

Teacher/Subject Area	Parent Coordinator <b>Selen Adams-Thomas</b>
Related Service Provider	Other
Network Leader <b>Sumita Kaufhold</b>	Other

### 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>0</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</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>1</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>214</b>	Total Number of ELLs	<b>1</b>	ELLs as share of total student population (%)	<b>0.47%</b>
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## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

1. Since we are a transfer high school, all prospective students are interviewed by either a guidance counselor or school administrator prior to acceptance to the school. Students who may possibly be English Language Learners are identified during the interview process. At this time the Home Language Identification Survey is conducted. Upon admission to the school, the formal LAB-R is administered by the school's testing coordinator. ELLs are identified at the beginning of the school year and are evaluated annually with the NYSESLAT. ELL student programs are adjusted upon receipt of the NYSESLAT scores.
2. When an ELL student is seeking a transfer, the guidance counselor or school administrator informs the parents/guardians of the three program choices available to them during the interview. At this time the parents/guardians are also informed that the school does not have a certified ESL teacher on staff and that the school is only able to offer a Freestanding ESL program. Native speakers of Spanish, Arabic, and Haitian-Creole or on hand to translate this information to parents during the interview. If a parent indicates that they would like their child to participate in a program other than our freestanding program or if the parent indicates that they would like their child to receive ESL instruction from a certified ESL teacher, they are referred back to the sending school or to a referral center for additional assistance in finding an appropriate educational setting.
3. Entitlement letters and Program Selection forms are mailed home. The guidance counselor follows up with students and their families to ensure that the form is returned.
4. ELL students are placed in the Freestanding ELL program according to the number of units of support identified for their instructional level in CR Part 154. The program is explained to parents during the interview process.
5. The Parent Survey and Program selection forms reveal that all the parents choose the Freestanding ELL program.
6. Yes.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

Page 25

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

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

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

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

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

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups				
All ELLs	1	Newcomers (ELLs receiving service 0-3)		Special Education

Number of ELLs by Subgroups					
		years)			
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	1

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

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

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

### C. Home Language Breakdown and ELL Programs

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

**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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</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

**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																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
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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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian													1	1
French														0

## 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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>1</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. Programming and Scheduling Information

- 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?

Paste response to questions 1-7 here

1. The freestanding ESL program includes two components: The daily ESL class and the double-period English class. All ELL students, regardless of grade or Native Language participate in the daily ESL class. Students are programmed for the double-period English class based on grade level in ELA.
2. The single period ESL teacher consults regularly with the double period ELL teacher to ensure that the mandated number of instructional minutes are delivered.
3. In our free-standing model, content area teachers employ the following approaches to make content comprehensible and enrich language development: differentiated instruction, leveled texts, frequent assessment of learning, and reduced class-size.
4. Assessments are evaluated in consultation with an ESL teacher who is certified in the native language.
5. All subgroups receive differentiated instruction based upon a frequent assessment of skills. Instructional materials and methods are tailored to meet the needs of individual learners regardless of the length of time they have been classified as ELLs.
6. When an ELL-SWD student needs to be served, the special education teacher works with the ESL teacher to modify lessons and instructional materials to meet the needs of the ELL-SWD student.
7. All ELL-SWD students are evaluated on a regular basis to ensure they are being instructed in the least restrictive environment. Pull out instruction is used to meet the academic needs of ELL-SWD students.

### Courses Taught in Languages Other than English

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

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

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

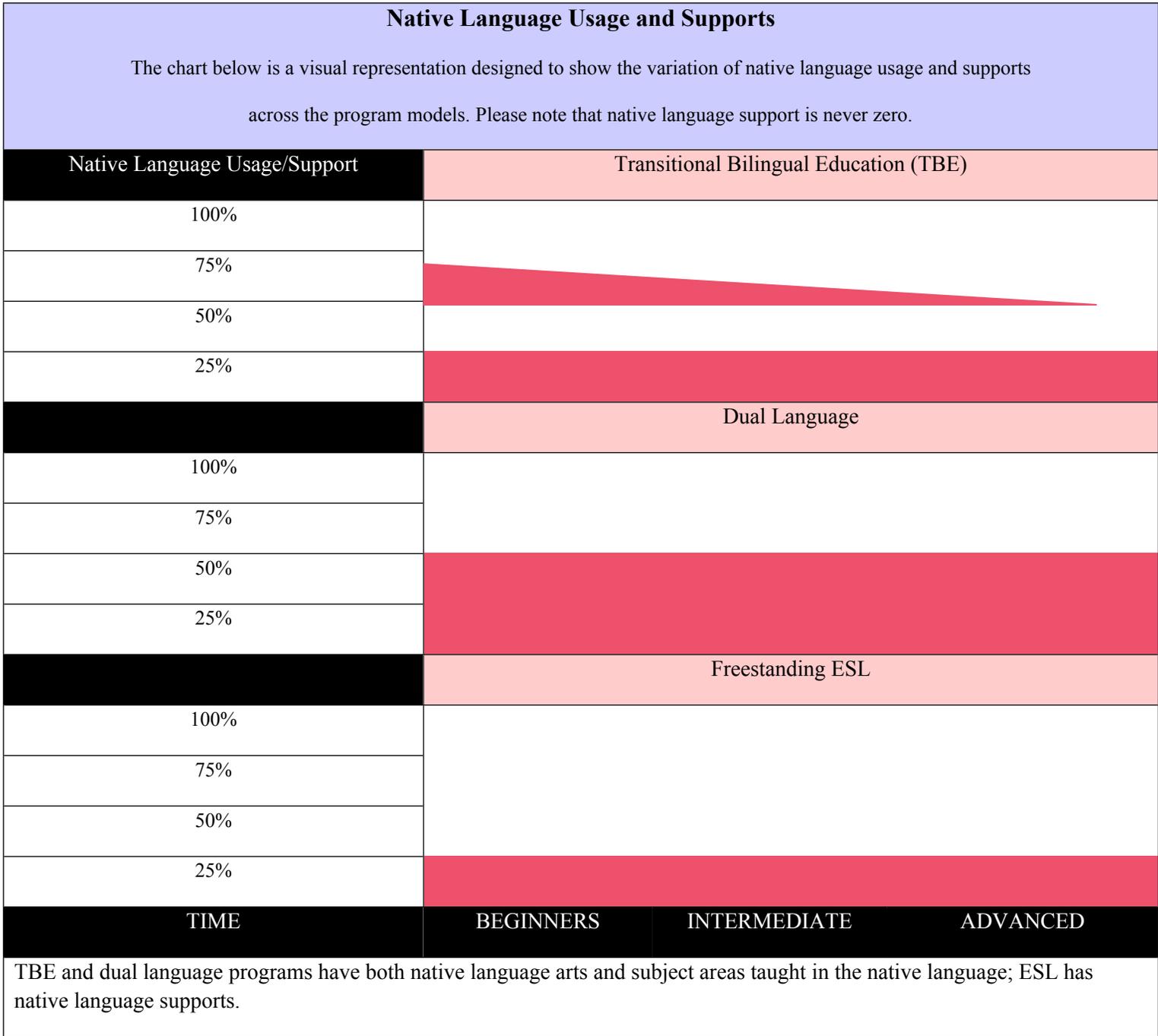
**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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



## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. ELL students who have been identified as needing intervention receive small group instruction before school and have the opportunity to receive after-school tutoring. These students are also encouraged to enroll in our SES Tutoring Program and receive services free of charge through outside providers. Providers who offer tutoring services in languages other than English are identified.
9. ELL students who have reached proficiency are closely monitored. If these students experience academic difficulty, the range of intervention services described in question 5 is employed.
10. No new programs will be considered.
11. No programs will be discontinued.
12. ELL students are afforded equal access to all school programs. Translated information about these programs is sent home so that the families of these students are aware of the programs offered and can encourage their participation. Please refer to question 5 for information about the supplemental services offered to ELL students.
13. All content area teachers use leveled textbooks and graphic organizers. Math teachers use manipulatives.
14. N/A
15. Yes.
16. N/A
17. None.

## 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 here

8. ELL students who have been identified as needing intervention receive small group instruction before school and have the opportunity to receive after-school tutoring. These students are also encouraged to enroll in our SES Tutoring Program and receive services free of charge through outside providers. Providers who offer tutoring services in languages other than English are identified.
9. ELL students who have reached proficiency are closely monitored. If these students experience academic difficulty, the range of intervention services described in question 5 is employed.
10. No new programs will be considered.
11. No programs will be discontinued.
12. ELL students are afforded equal access to all school programs. Translated information about these programs is sent home so that the families of these students are aware of the programs offered and can encourage their participation. Please refer to question 5 for information about the supplemental services offered to ELL students.
13. All content area teachers use leveled textbooks and graphic organizers. Math teachers use manipulatives.
14. N/A
15. Yes.
16. N/A
17. None.

## 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?
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## 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?

## 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.

Paste response to questions 1-3 here

1. Throughout the year, all teachers receive ongoing literacy professional development through AUSSIE. In addition, all teachers received professional development on differentiated planning using Lesson Writer, a lesson planning tool that allows teachers to differentiate reading materials, questions, and literacy building activities based on individual student needs.

2. N/A

3. Through Aussie, all teachers received at least 7.5 hours of professional development on strategies that have proven to be successful with ELL students including but not limited to: defining language objectives; linking concepts to student background and experiences; pre, during and post reading strategies; and identifying and emphasizing key content vocabulary words.

## 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. W.E.B. Du bois High School has an established Parent Association that meets monthly as well as a Parent Coordinator who acts as a liaison between parents and the school.

2. The school partners with St. John's University, Community Counseling and Mediation, and the University Center for Workforce and Academic and Development (UCWAD) to provide services and workshops to parents.

3. Parent needs are evaluated through formal surveys (translated as appropriate) and informal conversations.

4. Parent involvement activities are identified and planned based on survey responses. For example, this year many parents asked for assistance with the college application process and obtaining financial aid, other parents wanted to become more familiar with using a computer. We partnered with St. John's University and UCWAD to address these needs.

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# Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>													
	<b>I</b>													
	<b>A</b>													
	<b>P</b>													1
READING/ WRITING	<b>B</b>													
	<b>I</b>												1	
	<b>A</b>													
	<b>P</b>													

**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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		1	
Integrated Algebra	1		0	
Geometry				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	<b># of ELLs scoring at each quartile (based on percentiles)</b>	<b># of EPs (dual lang only) scoring at each quartile (based on percentiles)</b>
--	--	--

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

Only 1 ELL student is enrolled in the school making an analysis of patterns and trends unproductive. This students' performance is monitored closely and instruction is adjusted to meet the individual students' needs.

## 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:** W.E.B. Du Bois High School

**School DBN:** 17K489

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Catherine Hartnett	Principal		11/29/11
Maryanne Douglass-French	Assistant Principal		11/29/11
Selen Adams-Thomas	Parent Coordinator		11/29/11
	ESL Teacher		
Judith Cummings	Parent		11/29/11
Patricia Panetta	Teacher/Subject Area		11/29/11
	Teacher/Subject Area		
	Coach		
	Coach		
Omar Doyle	Guidance Counselor		11/29/11
Sumita Kaufhold	Network Leader		11/29/11
	Other		1/1/01
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 17K489      **School Name:** W.E.B. Du Bois High School

**Cluster:** 1      **Network:** CFN108

**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**

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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.

Upon admission, each family is asked to complete a home language survey. The results of the survey are entered into ATS. All staff members are provided with ATS reports indicating which families require translation and interpretation services.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We found that French is spoken in one (1) household, Haitian-Creole is spoken in (7) households, Spanish is spoken in (3), Urdu is spoken in (1) household, and Bengali is spoken in (1) household. We reported these findings to the school community through letters to teachers and guidance counselors. Additionally, contact information was provided to all for translation services.

## **Part B: Strategies and Activities**

---

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All written communications from the school will be sent in the home language of identified families. The school will use in-house staff and Google translator to translate written communications that are not translated centrally.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The school will use in-house staff to provide oral interpretations services to our Haitian Creole an Spanish speaking parents. An outside contractor will be used to provide services to our Bengali and Urdu speaking parents.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The schools will provide each parent whose primary language is a covered language and who require language assistance services with a translated copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. The schools will post at or near the primary entrance to such school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. The school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices due to language barriers.