



**Department of
Education**

Dennis M. Walcott, Chancellor



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

SCHOOL NAME : SHEEPSHEAD BAY HIGH SCHOOL

DBN: 22K495

PRINCIPAL: REESA LEVY **EMAIL:** RLEVY3@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

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
Reesa Levy	*Principal	
Teresa D'Ambrosio	*UFT Chapter Leader	
Edward Odom Jr.	*PA/PTA President	
Michele Amass	DC 37 Representative, if applicable	
Gafar Liamed	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Daleysha Lockhart	Student Representative	
Michael Turovsky	Student Representative	
Thaddeus Russell Jr.	Chairperson/Parent	
Brenda DeStephano	Parent	
Gloria Woods	Parent	
Marian Chin-Sulam	Parent	
O'Nica Cox	Parent	
Delores Vialet	UFT	
Judith Wiskoff	UFT	
Mile Katusa	UFT	
Sally Shipone	Parent Coordinator	

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, SBHS faculty and administration will increase teacher effectiveness by developing a shared understanding of instructional practice as measured by the completion of at least six cycles of observation using the Teacher Effectiveness system.

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.

No teachers or administrators have previously used the Teacher Effectiveness system, and Sheephead Bay is required to do so as a Restart School.

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.

The EPO will

1. Communicate progress and needs with the Talent Coach and DOE representatives in the implementation of the new Teacher Effectiveness strategies.
2. Participate in all city wide trainings

3. Coordinate training of Instructional Facilitators to align EPO's instructional support to the Teacher Effectiveness expectations
4. Follow up with the principal on the status of implementation

The Principal and all Assistant Principals Supervision will

1. Have all administrators attend at least one of the city wide trainings offered by the DOE
2. Ensure that all Assistant Principals Supervision will complete at least six cycles of observation for each teacher in their department
3. Facilitate monthly reflections with their departments on progress of understanding and implementation of the new system
4. Use all expected technologies to document and disseminate the observations
5. Participate in monthly cabinet meetings where questions and concerns that cannot be addressed in monthly department meetings are addressed as a Cabinet.
6. Coordinate with Talent Coach to validate progress based on city wide expectations

All teachers will

1. Participate in periodic workshops on the new system
2. Participate in six cycles of observation with their AP Supervision.
3. Participate in monthly department meetings to build common expectations and discuss issues that arise

Strategies to increase parental involvement

- Continue school newsletter to parents
- Change venue to local churches and schools to be closer to homes of students
- Use phone master to report cuts as well as absence to parents
- Continue to increase email parent list to send messages to parents'
- Increase the use of pupil path so that parents can check student grades
- Offer Saturday classes to parents of ELL students

Strategies for attracting Highly Qualified Teachers (HQT)

We will continue to work closely with our network human resource point person to ensure that non-highly qualified teachers strive to attain required documentation.

Mentors are assigned to support new, struggling, and non-highly qualified teachers.

Principal and AP will attend hiring fairs and work with NYC Fellows program

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.

SBHS will work in close collaboration with the district appointed Talent Coach to align the school's mastery of process with city-wide expectations, train faculty and administration, and use appropriate technologies to document that progress.

The DOE Office of Teacher Effectiveness will provide periodic trainings for the EPO, administration, and teachers

Budget and resources alignment

- Fair student funding, teacher effectiveness workshops funded by Central, EPO funded , workshops on teacher effectiveness, Talent Coach funded by Central

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, students with disabilities will increase the graduation rate by 10 % and their passing rate on the reading and math RCT or Regents by 10 % as measured by the school wide scholarship 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.

After a review of the school accountability status report dated 2011-12, we determined that approximately 10 more students need to pass both the reading and math RCT or regent in order to reach this goal

Instructional strategies/activities

1. Monthly Mock RCT and regent question mock exams
2. Push in peer tutors;
3. Item analysis to differentiate instruction;
4. Dedicate 3 department (English and Math) conferences to review the goals

- of common planning, utilizing the IEP as a living document;
5. Provide students with a prescriptive plan for success at the end of each marking period;
 6. Offer double reading and double math classes for level 1 and 2 ninth graders.

Activity #1 :

PD will be provided to teachers for the following topics: Using the IEP to drive instruction, ICT collaborative lesson planning, item analysis, error analysis, differentiation of instruction and adaptations for SWD.

Target population: teachers, paraprofessional, guidance counselors, parent coordinator

Responsible staff members: Principal, APs, academy leaders, data specialist, talent coach, CFN and EPO staff.

Implementation timelines: September 2011- June 2012

Activity #2: Enroll students in a week-long intensive reading and math review/exam preparation program during Fall 2011 and Spring 2012 (Winter and Spring breaks).

Target population: teachers, paraprofessional, guidance counselors, parent coordinator, and SWD teachers

Responsible staff members: Principal, APs, Academy Leaders, data specialist, talent coach, CFN and EPO staff.

Implementation Time line: Fall 2011 and August 2012

Steps for Including teachers in the decision-making process

Teachers will meet in grade level and cross functional teams (ICT) to review student data from results of formative assessments.

Teachers will create uniform assessments and will create performance benchmarks, pacing calendars and lesson plans based on current student data.

In addition to open school parent conferences, teachers and guidance counselors will invite parents to special student data review sessions.

Faculty from English, Math, and English departments will adopt students.

Strategies for attracting highly qualified teachers (HQT)

We will continue to work closely with our network human resource point person to ensure that non-highly qualified teachers strive to attain required documentation.

Mentors are assigned to support new, struggling, and non-highly qualified teachers.

Attend Hiring Fairs

Work with Fellow Program

Service and program coordination

All freshmen students have been programmed for a double period for math and English.

City year employees will provide push-in tutorial services for all freshmen.

Budget and resource alignment

Funding sources

Fair student funding (Tax Levy, Title III, SIG Funds were leveraged to implement this action plan to target at-risk ELLS and students with disabilities from September 2011 to June 2012 as indicated below,

Strategies to increase parental involvement

- Be prepared for annual IEP meeting with parents to make needed changes to IEP with parent consent
- Inform parents of all meeting using voicemail as well as letters home
- Provide translations of all documents in the languages represented.
- Organize parent meetings to familiarize parents with the actual exams and graduation options for their children

Strategies for attracting Highly Qualified Teachers (HQT)

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

We will continue to work closely with our network human resource point person to ensure that non-highly qualified teachers strive to attain required documentation.

Mentors are assigned to support new, struggling, and non-highly qualified teachers.

Principal and AP will attend hiring fairs and work with NYC Fellows program

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

Resources from the Title III Grant, Sig Grant, and RAPP program, Counseling in Schools and Mayor's Truancy Task Force will be utilized

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.

All freshmen students have been programmed for a double period for math and English funded by SIG grant

City year employees will provide push-in tutorial services for all freshmen funded by EPO

Fair student funding (Tax Levy, , and human resources were leveraged to implement this action plan to target at-risk ELLS and students with disabilities from September 2011 to June 2012 as indicated below:

Professional instruction materials to support curriculum development during the regular school day

Consumable instructional materials for use during the extended day programs

Teacher per session for after school programs and professional development sessions funded by Title III

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

- **By June 2012, the Hispanic subgroup will demonstrate progress towards achieving state standards as measured by a 6% increase in the number of students graduating and an increase in the passing rate on the English Regents' from a performance index of 154 to a performance index of 174 and an increase of 2% from 167 to 169 on the Math Regents.**

Comprehensive needs assessment

- After analyzing data on Regent's performance and graduation rate it was apparent that the Hispanic subgroup has not made graduation rate nor did they make AMO in both the English and Math Regents' examination in June 2011.

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) Development of a Spanish Bilingual Program. Students were placed in a newly created Bilingual program designated by parent survey.
 - b) Hiring of Spanish Bilingual Social Studies teacher.
 - c) Creation of a Newcomers Academy to focus a group of adults around the Hispanic subgroup students to create a team for assistance./common planning
 - d) Introduce ASPIRA to motivate and create community amongst Hispanic students

Activity #1 Creation of a Spanish Bilingual Program

- Designate and hire qualified Spanish licensed teachers in all academic areas.

- Create a team of teachers around the Hispanic Subgroup
- Identify and create a mentoring team of successful Hispanic students to work both in and out of classrooms to assist students with academic challenges.
- Designate a Spanish speaking Guidance Counselor to work with Hispanics and their parents.

Target Population: Students in Spanish Bilingual program and Spanish ESL classes

Responsible Staff Members: Dr. Joann Marano, Assistant Principal Languages, Ms. Minerva Caroli, Guidance Counselor, Bilingual Spanish teachers and selected ESL teachers.

Implementation Timeline: November 2011 through August 2012

Activity #2 Extended Learning Opportunities: *After-school tutoring and Saturday classes for Hispanic students, credit bearing Achieve 3000 classes to increase credit accumulation on Saturday and after school and the introduction of the ASPIRA organization to the school*

Target Population: Students in Spanish Bilingual program and Spanish ESL.

Responsible Staff Members: Dr. Joanne Marano, Assistant Principal Languages, Laura Marquez, Assistant Principal English

Steps for including teachers in decision making process:

Teachers will meet in program level functional teams to review data, examine student work, determine data trends by examining NYSSLAT scores, examine LABASIS results. Shared teacher time to create engaging, culturally sensitive and real world related activities.

Strategies to increase parental involvement

- Offer Saturday English Language classes to parents
- Offer workshop on Skedula Parent Portal with translators.
- Offer parents access to Achieve 3000 course on Saturday.
- Create a group of Hispanic students for Phone Master and translation of all communications.

- Provide opportunities for report card conferencing on the phone with translators.
- Translation of Student Handbook for students and parents

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to recruit. The AP Organization works with network HR department to recruit highly qualified teachers. School works with Fellows Program to recruit and maintain young teachers.
- Teachers are counseled on how to become highly qualified and how to qualify for bilingual extension licenses

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.

Title III funds are used to support extended day and Saturday programs. The STH program works with homeless Hispanic students. The RAPP program works with abuse in the Hispanic community

Budget and resources alignment

- Translation Services, Title III and Title I STH funds as well as Tax Levy will be used to support all extended day and Saturday programs. Funds will be used for per session, extended day. Translation funds will be used to translate needed documents. Tax levy will be used to fund bilingual Spanish program
- Network will provide PD for ESL teachers working with Hispanic population

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	202	179	190	195	370	5	182	0
10	30	362	381	333	325	9	40	1
11	21	253	319	305	300	8	35	1
12	142	105	189	153	230	3	43	0

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
<p>City Year Tutoring</p> <p>ELA: Grading Teams</p> <p>Advisory (Native Language Arts)</p> <p>Saturday School Title 3/Achieve 3000 (English and Spanish)</p> <p>0 Period Tutoring City Year EWI Meetings Gates Reading Assessment</p>	<ul style="list-style-type: none"> • Tutoring provided daily, in all subject areas, during lunch periods by City Year staff. • Common planning to examine/assess student work and differentiate lessons based on student needs. • Improve native language skills as well as English, homework help, social/emotional issues, and discussion of cultural differences • Tutoring in content areas and “push in” instruction for native language learners • Teachers volunteer to tutor children in various subject areas before start of their school day • Data used to tier interventions in English and math • Reading assessment used to assist in differentiating instruction
<p>Mathematics: Push-In Instruction Peer Tutoring PLATO Regents Prep City Year in class tutoring</p>	<ul style="list-style-type: none"> • Instruction provided in remedial math class for ESL (Haitian) students. • Arista students volunteer to tutor native language learners (Spanish) • On line regents prep provided through the PLATO program • City Year works with at risk students designated by data analysis in all subject areas.

<p>Science PLATO Regents Prep Make Up Labs Regents Prep Packages</p>	<ul style="list-style-type: none"> • On line regents prep and virtual labs provided through the PLATO program • Make up labs available on Saturday and after school • Packages provided across the science content areas to assist in regents prep with teachers assigned as mentors to closely monitor student progress.
<p>Social Studies PLATO Regents Review Adopt a Senior</p> <p>Tutoring</p>	<ul style="list-style-type: none"> • On line regents prep provided through the PLATO program. • Social studies teachers of senior classes differentiate instruction and provide additional tutoring to seniors in their classes in need of regent’s credit. • After school and Saturday – one on one, small group – sponsored by the Law Institute.
<p>At-risk Services provided by the Guidance Counselor: Individual counseling and Group Counseling</p> <p>Guidance Intervention Meeting</p> <p>SPARK Counseling</p> <p>Grade Advisors/Academic Planning</p> <p>City Year Mentoring</p>	<ul style="list-style-type: none"> • Based on student need, referrals or reflective of the scope and sequence of the guidance plan offered during the day and after school as needed. • Academic and social emotional counseling offered to students and parents during post suspension meetings during the school day. • “Push In” intervention/prevention classes offered to students demonstrating at risk behaviors, as well as individual and group counseling sessions around subjects of drug/alcohol abuse, violence, gangs, bullying and self esteem building. • Grade advisors provide programming based on student’s progress and individual needs – goal setting offered during the school day. • “Near Peer” mentoring provided by volunteers

<p>At-risk Services provided by the School Psychologist</p>	<p>Crisis counseling, abuse counseling, Special Ed. Crisis counseling provided as needed – transcript review, transitional counseling offered during the school day, MDR consultations with deans office regarding suspensions and MDR’s.</p>
<p>At-risk Services provided by the Social Worker At-risk Services provided by the Social Worker: R.A.P.P. (Relationship Abuse Prevention Program) Counseling In Schools Mayor’s Initiative School Social Worker</p>	<p>During the day and after school, individual and group sessions around relationship abuse and other issues – peer leadership development, in-class workshop about relationship abuse, educating the school community around relationship abuse.</p> <p>Social workers and creative arts therapists use individual/group and the arts to address at risk students (with focus on 9th grade) who have had a history of truancy. Clinicians work to engage the students in school community by bridging relationships with peers and school community.</p> <p>Social worker provides school-wide prevention services and climate support as well as targeted and sustained services through a case-management approach of the most challenged students in order to address the underlying issues hindering their success.</p> <p>Counseling In Schools has assigned graduate social work students and a clinical supervisor to support the Mayor’s Initiative on absenteeism and truancy. Mentors meet with students and their parents, identify problems that led to truancy and connect them to existing school resources.</p> <p>Works with Special Ed students where mandated by the IEP, provides crisis counseling and support services for at risk students during the</p>

	school day.
At-risk Health-related Services	During the school day, administer medication and provide treatment as indicated on 504 plan or IEP, i.e.; catheterization, tube feeding.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 22K495

School Name: Sheepshead Bay 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)

X 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.

Major Findings from JIT	Findings and more Recommendations from JIT
<ul style="list-style-type: none"> • Mandated lesson planning that includes essential elements such as high level aims, medial and final summaries, and effective lesson starting activities should be required of all teachers. • School wide, departmental, and individualized PD goals should be established to improve the instructional delivery specific to identified instructional weaknesses. • Aggressive PD using tools such as Bloom's Taxonomy to evaluate lesson activities should be mandated for identified teachers. • Lesson plans, particularly in mathematics and science, should contain higher order thinking activities that challenge students and maximize time on task. • Specific departmental criteria such as inquiry demonstrations in science should be required of all science teachers. • To promote critical thinking and address literacy skills, the integration of reading and writing in every lesson is recommended. 	<ul style="list-style-type: none"> • All students must be enrolled in Regents level courses as prescribed by the State. READ 180 was given as a replacement for an English class to students who have low reading levels. The teaching of reading does not meet the English standards since it does not require higher level skills such as comprehending, interpreting, and critiquing literature. Though it is obvious these students need additional support, they must have access to a rich English curriculum in addition to Academic Intervention Services (AIS). • A high quality implementation of the curriculum should include curriculum maps and pacing calendars that focus on maximizing instructional time and rigorous student engagement activities. Classroom observations and department agendas with correlated PD need to address these aspects. • The school should be restructured to increase learning opportunities for students. One strategy to consider would be to create houses with academic themes and curriculum based on student interests, e.g., nursing, law

- The Principal needs to make progress in moving from school manager to instructional leader.

PD in instructional supervision for the administrative team was not in evidence.

- The English as a Second Language (ESL) Department does not have a supervisor who is trained in ESL methodology.

academy, sports medicine, humanities, finance, etc. Each house would develop required Regents level, one-year curriculum for all students, e.g., English 9, Algebra, Living Environment that integrates thematic units into each course, adheres to State standards, and offers every child a rich and rigorous curriculum. If students need remedial support, it would be an additional course that supports these mandates.

II. Teaching and Learning

Findings:

- Classroom observations revealed a lack of rigorous pacing of lessons.
- Lesson planning was limited in scope, lacked high quality student engagement activities, and did not contain elements of effective instructional planning. This was particularly evident in mathematics and science classrooms.
- Questioning techniques neither focused on an inquiry approach nor required higher level thinking and problem solving.
- Observations in special education, social studies, and mathematics demonstrated little co-planning or team teaching.
- Classroom observations revealed loss of instructional time due to poor pacing of the lesson.
- Classroom observations in mathematics, science, and some social studies classes, reflected pacing of the lessons that did not promote multiple instructional activities.

Recommendations:

School wide, departmental, and individualized PD goals should be established to improve the instructional delivery specific to identified instructional weaknesses.

Mandated lesson planning that includes essential elements such as high level aims, medial and final summaries, and effective lesson starting activities should be required of all teachers.

Aggressive PD using tools such as Bloom's Taxonomy to evaluate lesson activities should be mandated for identified teachers.

Lesson plans, particularly in mathematics and science, should contain higher order thinking activities that challenge students and maximize time on task.

Specific departmental criteria such as inquiry

demonstrations in science should be required of all science teachers.

To promote critical thinking and address literacy skills, the integration of reading and writing in every lesson is recommended.

III. School Leadership

PD in instructional supervision for the administrative team was not in evidence.

The English as a Second Language (ESL) Department does not have a supervisor who is trained in ESL methodology.

The Principal should participate in a principals' leadership program that focuses on instructional improvement that is supported by using data.

The administrative team should be immersed in PD activities focused on instructional improvement such as using the observation process as a PD tool.

IV. Infrastructure for Student Success

Findings:

Guidance counselors spend much of their time grade advising due to semi-annual scheduling rather than spending their time on career counseling and other support services. The excessive number of scheduling changes gravely impacts instructional time.

There was no evidence of tracking the implementation of guidance services.

Recommendation:

The annualization of yearlong courses, such as Global Studies, Integrated Algebra, English, and other Regents level and yearlong courses, will eliminate these guidance issues as well as strengthen the delivery of instruction.

V. Collection, Analysis, and Utilization of Data

Finding:

Data is extensively used at the initial phase of analysis. Though it is available to instructional and support staff, it is primarily used on a student by student basis. For example, there was no evidence of using it for developing profiles of class strengths and weaknesses or of being used on a regular basis as part of the in-school assessment program.

In many classes, students receive class work that is not

challenging. In part, this is caused by the unevenness in the depth of data analysis by the instructional staff.

Recommendations:

The professional staff should disaggregate data, analyze it in comparison with the curriculum, and track the impact of teaching interventions.

To provide analysis and ongoing, intensive PD for the staff, the reorganization of the Principal's cabinet should include an instructional data analyst/staff developer.

VI. Professional Development

Finding:

Teacher teams focus on individual students rather than instructional approaches. There is no evidence of PD for these teams.

Individual PD plans are created for each teacher with specific recommendations; however, they are not consistent with an identified school wide and departmental goal.

There was no evidence of school wide PD for teachers on methodology specifically for ELLs and students with disabilities.

Recommendations:

The Quality Review Report of May, 2010, states the school should "develop a comprehensive PD plan." Though the school has made some movement in this area, a school wide plan still needs to be created that focuses on providing ongoing, thoughtful PD in critical thinking instructional activities, development of instructional practices that challenge and engage students in the learning process, and the development of departmental lesson plan templates that address pacing, higher order thinking, and the sequential development of the lesson.

A departmental, as well as an individualized PD plan, that includes a feedback mechanism and focuses on specific instructional needs that are essential to improving pedagogy needs to be developed.

Master teachers and their particular instructional strengths should be identified and matched with those teachers who have an instructional weakness in the mentor teachers' area of expertise. This will provide much needed ongoing support for weaker teachers.

	<p>Newly developed teacher teams should have PD in order to address the school's considerable academic and instructional issues as well as individual student issues.</p> <p>Schoolwide PD on methodologies for ELLs and students with disabilities should be provided for all staff.</p>
--	---

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.

- Graduation rate has been over 63% for two years and we have instituted the following to increase the graduation rate of Hispanics and special education students. These interventions will also assist us in making AYP in English.
 - Identify all special education students including resource room children and students with special services in general education and create a circulate a spread sheet of credits and exams
 - Test all special education students for reading and math levels
 - Place those under grade level in Destination Math and Alpha Reading Program
 - Create a regent /RCT review class using Study Island and Plato
 - Create Special Needs Advisory Teacher Group to explore how each student can best be served.
 - Engage resource room teachers in the credit accumulation and exam needs of their students
 - Adoption of special needs students by the staff
 - Assign tutoring period 9 to all children who did not pass their exams
 - Reach out to service providers to assist with graduation requirements
 - Create a study center with computers and team teachers to assist students with math and reading\
 - Provide a diagnostic in both reading and math to all Hispanic students
 - Test all Hispanic students on Achieve 3000 in Spanish
 - Provide a class to assist Hispanic students in reading in their native language to better assist them in learning English
 - Give AIS class in Destination Math Spanish
 - Circulate an Excel file with all the names of the sub group students to teachers to alert them to the needs of this group
 - Create a Saturday class for Regents prep with an English teacher and a Spanish teacher
 - Engage the families by offering a Saturday class in English for parents
 - Create a Hispanic support group to improve attendance and increase attachment to the school
 - Be sure all students are given the opportunity to take their regents (except English) in their native language
 - Coordinate the books read in Spanish Native Language classes with the information needed for the English regent

To address the professional development needs of teachers as well as administrators the following was done:

- Hire the Leadership and Learning Center
 - Principal , Cabinet, and Academy leaders two day professional development “Leaders Make it Happen”
 - Science Teachers only “Five Easy Steps to a Balanced Science Program 2 days
 - Math Teachers only ”Five Easy Steps to a Balanced Science Program 2 days
 - Entire Staff “Power Strategies for Effective Teaching 2 days
 - 30 days of embedded PD from Leadership and Learning with teachers of various subjects

PD for special education teachers is planned after a two day assessment by the Executive Leadership Institute of the work that teachers are currently doing

- Other PD to increase student engagement and Rigor
 - Gale Research Products
 - Study Island
 - Lesson Planner
 - Smart Board
 - ARIS
 - Achieve 3000

PD on Blooms Taxonomy and Questioning Techniques was presented by Department Assistant Principals

Academies were created to begin small learning communities and Diploma Now is continuing this work

Grade Advisor positions were created allowing guidance counselors more time to work with children

All students are in two semester regents classes with support classes to assist the more challenged learners

The school has been annualized

Lead teacher positions have been instituted and they are mentoring more challenged teachers

ESL teachers are scheduled and attending PD outside the building and at Department conferences

PD on Teacher effectiveness has been given to the entire staff as well as more intensive PD to supervisors. This model offers feedback to teachers several times during the year

Lesson planning templates have been shared with staff.

The supervisor for the ELL teachers has been trained intensively in methodology for ELL education

All content area teachers have a common planning time for meetings as do the Freshman Academy teachers

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.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Wendy Karp	District 22	Borough Brooklyn	School Number 495
School Name Sheepshead Bay High School			

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

Principal Ms. Reesa Levy	Assistant Principal Ms. Laura Marquez
Coach Michele Fienga Milazzo	Coach Barry Martin
ESL Teacher Natalie Hemmings-Noble	Guidance Counselor Michael Botwinick
Teacher/Subject Area Flavio Hinojosa/science	Parent Thaddeus Russell, Jr.
Teacher/Subject Area Wilson Wai/social studies	Parent Coordinator Salvatrice Shipone
Related Service Provider Dr. Alexandra Howe	Other type here
Network Leader Wendy Karp	Other type here

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	7	Number of certified bilingual teachers	4	Number of certified NLA/foreign language teachers	8
Number of content area teachers with bilingual extensions	4	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1969	Total Number of ELLs	433	ELLs as share of total student population (%)	21.99%
------------------------------------	-------------	----------------------	------------	---	---------------

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. 

When students are enrolled, the parents/guardians meet with a team consisting of a guidance counselor (M. Botwinick, M. Caroli), parent coordinator (S. Shipone), admissions secretary (J. Velasquez), and a New York State licensed ESL teacher (N. Hemmings-Noble, J. Widner, M. Krakovskaya, or, if necessary, the guidance counselors, who are also licensed pedagogues). If the parents/guardians do not speak English, a translator also attends the meeting. Here the parents/guardians are given the Home Language Identification Survey (HLIS). If the student is present, an interview is conducted with the student to determine his/her level of English. Upon learning the students are ELLs, the LAB-R or Spanish LAB is administered, if needed, by a New York State certified ESL teacher, usually Ms. Hemmings-Noble, in her office or in a classroom if there is more than one student. If the student is not available on the day of enrollment, when the student comes to school s/he is sent to take the LAB-R, usually on his/her first day of attendance, or at least within 10 days of the student's enrollment. Based on the data from the LAB-R, the parents/ guardians work with the team to choose the best course of study for the student. The three program choices are explained to the parents and the ELL Parent Information dvd is shown to them. Interpreters are made available to ensure the parents understand their choices and what is available to them. The parents are asked to choose the method of instruction they would prefer for their children. If the parents choose something we do not offer, we note it and explain what we can offer to them at this time and also advise them of another school that may offer what their preference is, allowing the parents to make the final choice in education for their child. We do keep account of the parents' selections and monitor when the time approaches to create a different program, usually a bilingual program. Once we reach the number of students whose families have requested a different program, we contact the parents via letter to advise them of the new program and allow them to decide if they would still like their child(ren) to participate in their first choice. If the parents choose to continue in their child(ren)'s current course, we ask them to send us an "Opt Out" letter, notifying us of their intentions for their child(ren).

The NYSESLAT is given to students in all ESL classes beginning in April. The speaking portion is conducted by pulling students out individually and administering that portion of the exam to each student in a quiet location, such as an office or empty classroom. The team of teachers who administer the speaking portion of the NYSESLAT includes all of the licensed ESL teachers (N. Hemmings-Noble, M. Krakovskaya, J. Widner, I. Kramer, A. Malkin), and Laura Marquez, the Assistant Principal of English and ESL. The written portion of the exam is given in the ESL classes starting in May. When a student is absent for any part of the NYSESLAT, he or she is stopped at scanning upon entering the school on his/her next date of attendance and sent to Mrs. Marquez. Mrs. Marquez will either administer the missing portion of the NYSESLAT herself, or send the student to a classroom where the make up NYSESLATs are administered by Mrs. Hemmings-Noble. A list is generated each day in the testing window stating which students are delinquent in each part of the exam. If a student has not attended school during the NYSESLAT testing period, home contact is made to try to locate the student and encourage his/her attendance.

The students receive entitlement letters after every assessment. Letters are generated from the Lab BESIS coordinator. It indicates whether the child has scored in, will continue to receive services, or is no longer entitled to services. These letters are sent home through the mail and with the student in the parent/guardian's native language and in English. Our school's address and phone number are clearly printed on the letters, in the event the parents/guardians need to contact us. If we do not hear back from the parent/guardian, we proceed with the student's programming.

Natalie Hemmings Noble, our BESIS Coordinator and a licensed ESL teacher, keeps records of the parents' choices, the

students' progress in classes and on various assessments, and coordinates notifying the parents of any changes and updates regarding their children. Parents/guardians are notified of AIS via letters and phone calls given by speakers of the native languages we service. Parents/guardians are also invited to come to school to meet with their children's counselors (Mr. Botwinick, Ms. Caroli, Ms. Nolan), the parent coordinator (Ms. Shipone), and the ESL, bilingual, and content area teachers whenever they would like to find out how their children are progressing academically and socially. Interpreters of most of the languages we house are available on site to assist the parents in communicating with the staff. Additionally, we send a survey home with the students in their native languages to determine what their parents' needs are. Saturday enrichment classes are offered for parents to improve their literacy and speaking skills in English, as well as computer skills, and, if necessary, information about citizenship. Parents can also come to the school for assistance in filling out forms such as the parent survey, free lunch eligibility forms, and any other administrative paperwork.

Students are enrolled in ESL or bilingual classes based on parent choice on the HLIS, the student's score on the Lab-R, past transcripts, and the initial interview we have with the student. Interpreters are available to ensure the parents/guardians and student are aware of their options. Once the student is in school, we communicate with the family in many ways, including phone calls (through interpreters when necessary), letters in their native languages, and face to face meetings with teachers, guidance counselors, the parent coordinator, and an interpreter.

In 2011, of the 73 new ELL students who have arrived in September-October, 26 parents have requested bilingual programs, and the remaining 47 families have requested ESL instruction. Over the past few years, including this year, the trend is as follows:

Language	# bilingual	#ESL
Arabic	28	22
Bengali	6	17
Chinese	25	16
French/Haitian	11	26
Haitian/Creole	32	60
Philipino	1	0
Punjab	0	2
Russian/Georgian	16	33
Spanish	76	23
Tibetan	1	1
Turkish	1	2
Urdu	37	18
Uzbek	7	19

Based on the parent selections, we have created and maintained bilingual programs in Spanish and Haitian/Creole. In areas where parents selected bilingual and we do not have a full bilingual program, we offer the students advisories and native language arts classes with licensed pedagogues who either have biligual extension licenses or who are native language speakers. This is the case in Arabic, Chinese, Russian, and Urdu. The reason we do not offer bilingual programs in these languages is because we do not have licensed teachers in these languages, however, we make every attempt to find licensed teachers in these high-demand language areas. In an effort to assist the students who are new to our school and this country, we buddy the new students with like-langued Advanced or former ELLs to help them transition in language, socialization, and academics.

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): Spanish; Haitian Creole
--	--	---

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	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	433	Newcomers (ELLs receiving service 0-3 years)	349	Special Education	29
SIFE	49	ELLs receiving service 4-6 years	44	Long-Term (completed 6 years)	38

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	75	15	1	25	3	5	5	1	1	105
Dual Language										0
ESL	266	28	2	30	1	8	32	1	22	328
Total	341	43	3	55	4	13	37	2	23	433

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										18	21	17	19	75
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										17	9	4	2	32
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	35	30	21	21	107								

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
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										23	30	18	23	94
Chinese										10	8	5	10	33
Russian										14	24	14	13	65
Bengali										3	6	5	7	21
Urdu										3	23	4	15	45
Arabic										24	11	5	7	47
Haitian										30	31	21	26	108
French										1	4	3	1	9
Korean										0	0	0	0	0
Punjabi										0	1	0	0	1
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										4	4	1	1	10
TOTAL	0	112	142	76	103	433								

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?

A. Programming and Scheduling Information

Our ESL teachers are part of the English Department, however, the bilingual teachers are part of the various content departments. For example, Mr. Laventure is a social studies teacher with a bilingual extension in Haitian Creole, Mr. Wai is a social studies teacher with a bilingual extension in Chinese, Mr. Landron is a licensed social studies teacher who also has a bilingual extension in Spanish, Ms. Velarde is a dual licensed special education and Spanish bilingual teacher; she is part of the Special Education Department. In areas where bilingual teachers are not available in the content areas, teachers of other contents who are native speakers Push-In to work with the students in their native languages.

Our students are assigned to the appropriate bilingual, ESL, and content area classes based on their levels of language abilities and number of credits earned in their past schools, as well as their NYSESLAT scores from the previous year and LAB-R results. We also make adjustments to students' programs based on their periodic assessment results and student interviews. In the content area classes, the students are often of mixed levels of proficiency. In the ESL classes, the students are ungraded based on their proficiency. For example, in the L1 class, we will have students who are grade 9-12, based on the number of credits they had at their previous high school. In some cases, we will put the students in a class that is appropriate for the student's grade even if the student's level is lower. For example, students who may still be at the intermediate level of language but are ready to take the ELA will be offered an enrichment class where an ELL and ELA content specialist are paired to teach the class. Students are programmed homogeneously based on their levels as determined by the various assessments and heterogeneously based on the requirements of the students' ages and grade levels as it pertains to supplemental instruction, particularly with regards to after school and Saturday classes. In some cases, such as Arabic, Russian, and Urdu, we have advisory periods with native language teachers. Native language teachers will push in to some classes (i.e., social studies, math), with a content teacher. The Urdu-speaking students are also offered an advisory with our Urdu-speaking social worker while we continue to seek a licensed Urdu-speaking teacher. Because we are more concerned with each student's language level than grade level, many of our classes are homogeneous based on proficiency level. In content area classes, we try to program beginner students by language and have a native language teacher push in to assist with translation and instruction.

Because our school is a high school, we do not always have the ability to program our students based on grade level and proficiency level, hence, the combination of homogeneous and heterogeneous classes. Our beginner level students receive two periods of ESL instruction (blocked) plus one period of English instruction for ESL (94 minutes + 47 minutes), for a total of 705 instructional minutes per week. We currently have two classes of LBEL (low beginner ESL) and one class of LEBL (low beginner English for ESL), and two classes of L1 and one class of LE1 (beginner level). We currently have two classes of L3 (low-intermediate) and three classes of L5 (high-intermediate) which meet for a blocked double period (94 minutes per day) for a total of 470 minutes per week. The double period includes their mandated ESL instruction and their required English credit. We have a total of five advanced level classes for students- two classes of LT1, one class of LT3, one class of LTACV (Achieve 3000), and one class of LTR (ESL English Regents preparation). The advanced classes each meet for one period per day (47 minutes) for a total of 235 minutes of ESL instruction per week. Each advanced level student is also in the appropriate mainstream or Special Education English class for his/her grade level. The students who are in LTR take an English class that complements the instruction they receive in the ESL class. Although this is not a "team teaching" class, the teachers, one ESL teacher (Ms. Krakovskaya) and the English teacher (Ms. Fienga) work closely to plan and coordinate their lessons. Although the ESL classes will have students from various grade levels, the mainstream content area classes are grade appropriate. In order to support content area instruction, and to align with the Common Core Curriculum Standards, ESL teachers have been emphasizing non-fiction and real life examples in their lessons. The reading and listening assignments are often historic or scientific in content. Because the ESL classes are heterogeneous in grade level, it usually not possible to focus on just one content focus area (living environment, global history), therefore, the teachers incorporate current events articles and leveled reading assignments from Achieve 3000 in their lessons.

Our school's schedule is based on the 47 minute period. Students at the beginning level receive three periods per day of ESL instruction (705 minutes per week) plus at least one 47 minute period of Native Language Arts per day, (235 minutes per week). At least one of their ESL periods is block programmed. Students who are at the intermediate level receive two periods per day of ESL instruction (470 minutes per week) and at least one 47 minute period of Native Language Arts per day, (235 minutes per week). The ESL class is also block programmed. Advanced students receive at least one period per day of ESL instruction (235 minutes per week) and at least one period of Native Language Arts per day (235 minutes per week). This is above the New York State mandated number of hours for ELL instruction.

In our bilingual programs (Spanish and Haitian Creole) the students are given instruction in both English and their native languages in content areas such as social studies, science, and math, by licensed teachers who are native language speakers and have

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%	
75%	
50%	
25%	

A. Programming and Scheduling Information

native language teacher who speaks Haitian Creole and is a licensed pedagogue, pushes in to assist in the lesson. In the bilingual Spanish classes, we have licensed bilingual teachers who teach science and social studies, and we have a licensed native language Spanish teacher.

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?

When a student enters the school, his/her transcript is reviewed so we may determine what credits the student has earned and place the student in the appropriate classes. Students are given assessments in reading and math, either in class or along with the LAB-R if the ESL teacher feels it is necessary. If a student proves to be deficient in math skills, he/she is enrolled in Destination Math. If the student is deficient in reading comprehension in English, the student is enrolled in a beginner-level ESL class, with an advisory or native language arts class for enrichment if one is available. We also team the student up with another student who is advanced or a former ELL to serve as his/her buddy during the initial transition into an American high school. We encourage the students to attend after school and Saturday content-area tutoring to better improve their skills. After school and Saturday tutoring is available in science, math, social studies, literacy, and computer skills. Content teachers work with the students, and native language speakers who are also staff push in to the tutoring sessions as necessary for the students.

Additionally, we offer several interventions for our students. They include:

- Peer mediation (translation available)
- Counseling in Schools (used for students with high absenteeism-translation available)
- Counsel for Unity (translation available)
- Peer tutoring (various languages)
- After school and Saturday tutoring (Spanish, Arabic, Urdu, French, Russian, Chinese)
- Destination Math
- Achieve 3000 (English and Spanish)
- Transitional advisory language classes in Chinese, Russian, Urdu and Arabic

We often have teachers, paraprofessionals, and advanced or former ELLs available to assist the students in their native languages as an additional AIS.

ELLs who have scored out of ESL classes based on NYSESLAT are still monitored in their mainstream classes and we keep apprised of their progress. In some cases, and by special request, even after the students have reached proficiency in English, we allowed them to continue in their native language arts classes while simultaneously taking English mainstream classes. This year we have three such requests. All former ELLs are provided with extended time, alternate location, and bilingual glossaries on state exams, as per NYS guidelines. Students are enrolled in the regents examinations along with current ELLs, have the tests administered in the same rooms with the current ELLs, and are offered all of the same modifications as the current ELLs, as stated above.

This year we revived the bilingual Haitian/Creole program based on parent request. We are watching the Russian numbers, with a view to open a bilingual program, should the need arise. Students from Uzbekistan, Georgia, and Ukraine are nurtured and mentored through the Russian advisory. Although we know this is not truly their language of association, the cultures are somewhat similar and the students feel a cultural connection to each other.

All students are created equally and encouraged to participate and take advantage of all student activities. ELL students are members of the various sports teams in our school. They participate in student government, yearbook committee, school plays, school band, community service, are office aids, and once they are advanced, are invited to join the different academies the school has developed. Teachers of ELLs provide extra help before, after school, Saturdays, and during free periods in SIFE and Title III programs. They are taken on trips, college tours, and participate in AP classes, College Now classes and SAT prep classes.

Our school library and native language arts classes have collections of literature in the native languages we service. In our Spanish native language arts class, the teachers encourage literature circles and parallel readings of literature commonly read in English classes (Of Mice and Men, etc.) We are currently building our Haitian-Creole classroom libraries. However, the school library has several copies of

A Programming and Scheduling Information

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?

When a student enters the school, his/her transcript is reviewed so we may determine what credits the student has earned and place the student in the appropriate classes. Students are given assessments in reading and math, either in class or along with the LAB-R if the ESL teacher feels it is necessary. If a student proves to be deficient in math skills, he/she is enrolled in Destination Math. If the student is deficient in reading comprehension in English, the student is enrolled in a beginner-level ESL class, with an advisory or native language arts class for enrichment if one is available. We also team the student up with another student who is advanced or a former ELL to serve as his/her buddy during the initial transition into an American high school. We encourage the students to attend after school and Saturday content-area tutoring to better improve their skills. After school and Saturday tutoring is available in science, math, social studies, literacy, and computer skills. Content teachers work with the students, and native language speakers who are also staff push in to the tutoring sessions as necessary for the students.

Additionally, we offer several interventions for our students. They include:

- Peer mediation (translation available)
- Counseling in Schools (used for students with high absenteeism-translation available)
- Counsel for Unity (translation available)
- Peer tutoring (various languages)
- After school and Saturday tutoring (Spanish, Arabic, Urdu, French, Russian, Chinese)
- Destination Math
- Achieve 3000 (English and Spanish)
- Transitional advisory language classes in Chinese, Russian, Urdu and Arabic

We often have teachers, paraprofessionals, and advanced or former ELLs available to assist the students in their native languages as an additional AIS.

ELLs who have scored out of ESL classes based on NYSESLAT are still monitored in their mainstream classes and we keep apprised of their progress. In some cases, and by special request, even after the students have reached proficiency in English, we allowed them to continue in their native language arts classes while simultaneously taking English mainstream classes. This year we have three such requests. All former ELLs are provided with extended time, alternate location, and bilingual glossaries on state exams, as per NYS guidelines. Students are enrolled in the regents examinations along with current ELLs, have the tests administered in the same rooms with the current ELLs, and are offered all of the same modifications as the current ELLs, as stated above.

This year we revived the bilingual Haitian/Creole program based on parent request. We are watching the Russian numbers, with a view to open a bilingual program, should the need arise. Students from Uzbekistan, Georgia, and Ukraine are nurtured and mentored through the Russian advisory. Although we know this is not truly their language of association, the cultures are somewhat similar and the students feel a cultural connection to each other.

All students are created equally and encouraged to participate and take advantage of all student activities. ELL students are members of the various sports teams in our school. They participate in student government, yearbook committee, school plays, school band, community service, are office aids, and once they are advanced, are invited to join the different academies the school has developed. Teachers of ELLs provide extra help before, after school, Saturdays, and during free periods in SIFE and Title III programs. They are taken on trips, college tours, and participate in AP classes, College Now classes and SAT prep classes.

Our school library and native language arts classes have collections of literature in the native languages we service. In our Spanish native language arts class, the teachers encourage literature circles and parallel readings of literature commonly read in English classes (Of Mice and Men, etc.) We are currently building our Haitian-Creole classroom libraries, however, the school library has several copies of literature in French and Creole, as well as in other languages (Russian, Chinese, Arabic, etc.).

We offer technology to all of our students through the nine computer labs we have in the building, laptops in the advanced ESL

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?

When a student enters the school, his/her transcript is reviewed so we may determine what credits the student has earned and place the student in the appropriate classes. Students are given assessments in reading and math, either in class or along with the LAB-R if the ESL teacher feels it is necessary. If a student proves to be deficient in math skills, he/she is enrolled in Destination Math. If the student is deficient in reading comprehension in English, the student is enrolled in a beginner-level ESL class, with an advisory or native language arts class for enrichment if one is available. We also team the student up with another student who is advanced or a former ELL to serve as his/her buddy during the initial transition into an American high school. We encourage the students to attend after school and Saturday content-area tutoring to better improve their skills. After school and Saturday tutoring is available in science, math, social studies, literacy, and computer skills. Content teachers work with the students, and native language speakers who are also staff push in to the tutoring sessions as necessary for the students.

Additionally, we offer several interventions for our students. They include:

- Peer mediation (translation available)
- Counseling in Schools (used for students with high absenteeism-translation available)
- Counsel for Unity (translation available)
- Peer tutoring (various languages)
- After school and Saturday tutoring (Spanish, Arabic, Urdu, French, Russian, Chinese)
- Destination Math
- Achieve 3000 (English and Spanish)
- Transitional advisory language classes in Chinese, Russian, Urdu and Arabic

We often have teachers, paraprofessionals, and advanced or former ELLs available to assist the students in their native languages as an additional AIS.

ELLs who have scored out of ESL classes based on NYSESLAT are still monitored in their mainstream classes and we keep apprised of their progress. In some cases, and by special request, even after the students have reached proficiency in English, we allowed them to continue in their native language arts classes while simultaneously taking English mainstream classes. This year we have three such requests. All former ELLs are provided with extended time, alternate location, and bilingual glossaries on state exams, as per NYS guidelines. Students are enrolled in the regents examinations along with current ELLs, have the tests administered in the same rooms with the current ELLs, and are offered all of the same modifications as the current ELLs, as stated above.

This year we revived the bilingual Haitian/Creole program based on parent request. We are watching the Russian numbers, with a view to open a bilingual program, should the need arise. Students from Uzbekistan, Georgia, and Ukraine are nurtured and mentored through the Russian advisory. Although we know this is not truly their language of association, the cultures are somewhat similar and the students feel a cultural connection to each other.

All students are created equally and encouraged to participate and take advantage of all student activities. ELL students are members of the various sports teams in our school. They participate in student government, yearbook committee, school plays, school band, community service, are office aids, and once they are advanced, are invited to join the different academies the school has developed. Teachers of ELLs provide extra help before, after school, Saturdays, and during free periods in SIFE and Title III programs. They are taken on trips, college tours, and participate in AP classes, College Now classes and SAT prep classes.

Our school library and native language arts classes have collections of literature in the native languages we service. In our Spanish native language arts class, the teachers encourage literature circles and parallel readings of literature commonly read in English classes (Of Mice and Men, etc.) We are currently building our Haitian-Creole classroom libraries, however, the school library has several copies of literature in French and Creole, as well as in other languages (Russian, Chinese, Arabic, etc.).

We offer technology to all of our students through the nine computer labs we have in the building, laptops in the advanced ESL classroom, Kindles for our advanced students and the teachers are incorporating instruction using iPads. Additionally, students who are

Courses Taught in Languages Other than English 

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

Math:

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.

Teachers and administrators attend several professional development sessions. We have in-house PD for teachers of SIFE, explaining the differences between SIFE students and other students; we also offer in-house training in programs such as Read 180, Destination Math, iPad, Smartboard, and Kindle use in the classrooms. Three teachers from different content areas are attending the ELL Institute training through OELL and will turnkey the information with their departments. The ELA coach, along with an administrator, attended iPad training and are offering in-house training for the ELL and bilingual teachers. Teachers of ELLs are required to attend professional development for 7.5 hours per year. They may attend these PD sessions onsite or offsite. All are asked to share what they have learned with their colleagues.

This year, our school is partnered with Diplomas Now. Their focus is the 9th grade academy. All teachers of 9th graders have attended workshops in assisting students during their transition from middle school to high school. All teachers have also been trained in Restorative Justice, a program to help encourage open dialogue between students who are having difficulties with each other.

The majority of our staff works with ELLs and former ELLs, simply because of the large population of ELLs in our building. As a school, we recognize every student's challenges with literacy in some capacity. As a result, we have appointed lead teachers in each of the content areas who will work with the staff to better accommodate the needs of all of our students. A team of four teachers (Dr. Clarke, math; Ms. Poole, Spanish; Mr. Wai, social studies, bilingual Chinese; Ms. Crichlow, Spanish, ESL) and Ms. Marquez, AP, are attending the ELL Institute offered by OELL from October to March to specifically address the needs of the ELL students, academically, socially, and emotionally. The team will share this information with the lead teachers to assist in the professional development for each department. Guidance counselors and the parent coordinator also attend workshops that address the needs the students. These workshops and professional development sessions are offered through the Office of English Language Learners, our Network (605), and in school through guest speakers. Paraprofessionals are given full day professional development a minimum of three times per year, as well as in meetings through the Special Education Department. Paraprofessionals may also be invited to meetings with special education and content area teachers and with the students' guidance counselors. Furthermore, because of our large ELL and former ELL population, all staff are given the opportunity to select the professional development sessions that would work best for their needs. Lately, our foci have been technology in the classroom and improving literacy skills, particularly in writing. Teachers are encouraged to attend workshops that are offered after school, Saturdays, and at alternate locations. All PD sessions attended by faculty are turn-keyed for their departments and other ELL staff, and enrichment is offered through the lead teachers and administrators. The payroll secretary, as well as each department supervisor, keeps track of the off site professional development sessions the staff attends. The department supervisors also keep track of the on site professional development with copies of the different agendas and sign in sheets for the sessions.

When a student transitions from ELL to mainstream, the student changes guidance counselors. Because our school has created academies that the students apply to, the guidance counselor is specific to the academy. The exception to this is our special education guidance counselor; if the ELL is also a special education student, his/her counselor remains the same. Our ESL counselors review the students' profiles with the academy counselors to help the student and the new counselor transition to the new arrangement. Guidance counselors attend team meetings with their assistant principal, meet with department assistant principals, and work with ESL and content teachers, as well as attend professional development sessions off site.

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.

Teachers and administrators attend several professional development sessions. We have in-house PD for teachers of SIFE, explaining the differences between SIFE students and other students; we also offer in-house training in programs such as Read 180, Destination Math, iPad, Smartboard, and Kindle use in the classrooms. Three teachers from different content areas are attending the ELL Institute training through OELL and will turnkey the information with their departments. The ELA coach, along with an administrator, attended iPad training and are offering in-house training for the ELL and bilingual teachers. Teachers of ELLs are required to attend professional development for 7.5 hours per year. They may attend these PD sessions onsite or offsite. All are asked to share what they have learned with their colleagues.

This year, our school is partnered with Diplomas Now. Their focus is the 9th grade academy. All teachers of 9th graders have attended workshops in assisting students during their transition from middle school to high school. All teachers have also been trained in Restorative Justice, a program to help encourage open dialogue between students who are having difficulties with each other.

The majority of our staff works with ELLs and former ELLs, simply because of the large population of ELLs in our building. As a school, we recognize every student's challenges with literacy in some capacity. As a result, we have appointed lead teachers in each of the content areas who will work with the staff to better accommodate the needs of all of our students. A team of four teachers (Dr. Clarke, math; Ms. Poole, Spanish; Mr. Wai, social studies, bilingual Chinese; Ms. Crichlow, Spanish, ESL) and Ms. Marquez, AP, are attending the ELL Institute offered by OELL from October to March to specifically address the needs of the ELL students, academically, socially, and emotionally. The team will share this information with the lead teachers to assist in the professional development for each department. Guidance counselors and the parent coordinator also attend workshops that address the needs the students. These workshops and professional development sessions are offered through the Office of English Language Learners, our Network (605), and in school through guest speakers. Paraprofessionals are given full day professional development a minimum of three times per year, as well as in meetings through the Special Education Department. Paraprofessionals may also be invited to meetings with special education and content area teachers and with the students' guidance counselors. Furthermore, because of our large ELL and former ELL population, all staff are given the opportunity to select the professional development sessions that would work best for their needs. Lately, our foci have been technology in the classroom and improving literacy skills, particularly in writing. Teachers are encouraged to attend workshops that are offered after school, Saturdays, and at alternate locations. All PD sessions attended by faculty are turn-keyed for their departments and other ELL staff, and enrichment is offered through the lead teachers and administrators. The payroll secretary, as well as each department supervisor, keeps track of the off site professional development sessions the staff attends. The department supervisors also keep track of the on site professional development with copies of the different agendas and sign in sheets for the sessions.

When a student transitions from ELL to mainstream, the student changes guidance counselors. Because our school has created academies that the students apply to, the guidance counselor is specific to the academy. The exception to this is our special education guidance counselor; if the ELL is also a special education student, his/her counselor remains the same. Our ESL counselors review the students' profiles with the academy counselors to help the student and the new counselor transition to the new arrangement. Guidance counselors attend team meetings with their assistant principal, meet with department assistant principals, and work with ESL and content teachers, as well as attend professional development sessions off site.

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?

Parents are members of our School Leadership Team, Parent-Teacher Association, Football Parents Association, cultural and food festivals, and volunteer to work with our Parent Coordinator as chaperones for school trips or during pre-regents calling banks. The SLT meets monthly and is comprised of teachers, administrators, guidance counselors, paraprofessionals, the parent coordinator, students, and parents. The SLT assists in creating the CEP for the school year, as well as addressing issues that the school must address, (budgetary, curricular, social, etc.) . The PTA meets monthly and discusses various outreach and fundraisers they can offer for the school. The Football PA assists the football coaches and team by selling concessions at the home games, helping with uniform maintenance, and planning the homecoming celebration each year. For the past several years, the students have presented cultural festivals, including food and music, and fashion shows. The families of the students assisted in the set up, cooking, sewing, and set design. Ms. Shipone, the Parent Coordinator, reaches out to parents to assist throughout the year with the aforementioned projects. We further encourage parent involvement in our school by employing translation services for correspondences to the parents, in writing and via telephone. Letters in English and native

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?

Parents are members of our School Leadership Team, Parent-Teacher Association, Football Parents Association, cultural and food festivals, and volunteer to work with our Parent Coordinator as chaperones for school trips or during pre-regents calling banks. The SLT meets monthly and is comprised of teachers, administrators, guidance counselors, paraprofessionals, the parent coordinator, students, and parents. The SLT assists in creating the CEP for the school year, as well as addressing issues that the school must address, (budgetary, curricular, social, etc.) . The PTA meets monthly and discusses various outreach and fundraisers they can offer for the school. The Football PA assists the football coaches and team by selling concessions at the home games, helping with uniform maintenance, and planning the homecoming celebration each year. For the past several years, the students have presented cultural festivals, including food and music, and fashion shows. The families of the students assisted in the set up, cooking, sewing, and set design. Ms. Shipone, the Parent Coordinator, reaches out to parents to assist throughout the year with the aforementioned projects. We further encourage parent involvement in our school by employing translation services for correspondences to the parents, in writing and via telephone. Letters in English and native languages are sent reminding families of upcoming events, including state exams. Because we have translation services available, whenever parents or guardians visit the school, they are able to communicate with the parent coordinator, teachers, and guidance counselors. Throughout the school year, we present cultural events that families of the students attend. We also encourage our parents to contact the Office of English Language Learners for needs beyond what our school can offer them.

Because of our frequent contact with the parents, we are able to determine what their needs are. We interview the parents about their needs, as well as send home surveys in their native languages. The surveys are created in house, and are based upon what we have heard are the needs from more involved parents. However, we still face the challenge of having ELL parents participate regularly. We will continue to invite parents to after school and Saturday enrichment classes in literacy, computer skills, and visit the local library with us. We also encourage the parents to attend any trips that we sponsor to cultural events.

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

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

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

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

Native Language 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%	
75%	
50%	
25%	
	Dual Language
100%	
75%	

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?

When a student enters the school, his/her transcript is reviewed so we may determine what credits the student has earned and place the student in the appropriate classes. Students are given assessments in reading and math, either in class or along with the LAB-R if the ESL teacher feels it is necessary. If a student proves to be deficient in math skills, he/she is enrolled in Destination Math. If the student is deficient in reading comprehension in English, the student is enrolled in a beginner-level ESL class, with an advisory or native language arts class for enrichment if one is available. We also team the student up with another student who is advanced or a former ELL to serve as his/her buddy during the initial transition into an American high school. We encourage the students to attend after school and Saturday content-area tutoring to better improve their skills. After school and Saturday tutoring is available in science, math, social studies, literacy, and computer skills. Content teachers work with the students, and native language speakers who are also staff push in to the tutoring sessions as necessary for the students.

Additionally, we offer several interventions for our students. They include:

- Peer mediation (translation available)
- Counseling in Schools (used for students with high absenteeism-translation available)
- Counsel for Unity (translation available)
- Peer tutoring (various languages)
- After school and Saturday tutoring (Spanish, Arabic, Urdu, French, Russian, Chinese)
- Destination Math
- Achieve 3000 (English and Spanish)
- Transitional advisory language classes in Chinese, Russian, Urdu and Arabic

We often have teachers, paraprofessionals, and advanced or former ELLs available to assist the students in their native languages as an additional AIS.

ELLs who have scored out of ESL classes based on NYSESLAT are still monitored in their mainstream classes and we keep apprised of their progress. In some cases, and by special request, even after the students have reached proficiency in English, we allowed them to continue in their native language arts classes while simultaneously taking English mainstream classes. This year we have three such requests. All former ELLs are provided with extended time, alternate location, and bilingual glossaries on state exams, as per NYS guidelines. Students are enrolled in the regents examinations along with current ELLs, have the tests administered in the same rooms with the current ELLs, and are offered all of the same modifications as the current ELLs, as stated above.

This year we revived the bilingual Haitian/Creole program based on parent request. We are watching the Russian numbers, with a view to open a bilingual program, should the need arise. Students from Uzbekistan, Georgia, and Ukraine are nurtured and mentored through the Russian advisory. Although we know this is not truly their language of association, the cultures are somewhat similar and the students feel a cultural connection to each other.

All students are created equally and encouraged to participate and take advantage of all student activities. ELL students are members of the various sports teams in our school. They participate in student government, yearbook committee, school plays, school band, community service, are office aids, and once they are advanced, are invited to join the different academies the school has developed. Teachers of ELLs provide extra help before, after school, Saturdays, and during free periods in SIFE and Title III programs. They are taken on trips, college tours, and participate in AP classes, College Now classes and SAT prep classes.

Our school library and native language arts classes have collections of literature in the native languages we service. In our Spanish native language arts class, the teachers encourage literature circles and parallel readings of literature commonly read in English classes (Of Mice and Men, etc.) We are currently building our Haitian-Creole classroom libraries. However, the school library has several copies of

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?

When a student enters the school, his/her transcript is reviewed so we may determine what credits the student has earned and place the student in the appropriate classes. Students are given assessments in reading and math, either in class or along with the LAB-R if the ESL teacher feels it is necessary. If a student proves to be deficient in math skills, he/she is enrolled in Destination Math. If the student is deficient in reading comprehension in English, the student is enrolled in a beginner-level ESL class, with an advisory or native language arts class for enrichment if one is available. We also team the student up with another student who is advanced or a former ELL to serve as his/her buddy during the initial transition into an American high school. We encourage the students to attend after school and Saturday content-area tutoring to better improve their skills. After school and Saturday tutoring is available in science, math, social studies, literacy, and computer skills. Content teachers work with the students, and native language speakers who are also staff push in to the tutoring sessions as necessary for the students.

Additionally, we offer several interventions for our students. They include:

- Peer mediation (translation available)
- Counseling in Schools (used for students with high absenteeism-translation available)
- Counsel for Unity (translation available)
- Peer tutoring (various languages)
- After school and Saturday tutoring (Spanish, Arabic, Urdu, French, Russian, Chinese)
- Destination Math
- Achieve 3000 (English and Spanish)
- Transitional advisory language classes in Chinese, Russian, Urdu and Arabic

We often have teachers, paraprofessionals, and advanced or former ELLs available to assist the students in their native languages as an additional AIS.

ELLs who have scored out of ESL classes based on NYSESLAT are still monitored in their mainstream classes and we keep apprised of their progress. In some cases, and by special request, even after the students have reached proficiency in English, we allowed them to continue in their native language arts classes while simultaneously taking English mainstream classes. This year we have three such requests. All former ELLs are provided with extended time, alternate location, and bilingual glossaries on state exams, as per NYS guidelines. Students are enrolled in the regents examinations along with current ELLs, have the tests administered in the same rooms with the current ELLs, and are offered all of the same modifications as the current ELLs, as stated above.

This year we revived the bilingual Haitian/Creole program based on parent request. We are watching the Russian numbers, with a view to open a bilingual program, should the need arise. Students from Uzbekistan, Georgia, and Ukraine are nurtured and mentored through the Russian advisory. Although we know this is not truly their language of association, the cultures are somewhat similar and the students feel a cultural connection to each other.

All students are created equally and encouraged to participate and take advantage of all student activities. ELL students are members of the various sports teams in our school. They participate in student government, yearbook committee, school plays, school band, community service, are office aids, and once they are advanced, are invited to join the different academies the school has developed. Teachers of ELLs provide extra help before, after school, Saturdays, and during free periods in SIFE and Title III programs. They are taken on trips, college tours, and participate in AP classes, College Now classes and SAT prep classes.

Our school library and native language arts classes have collections of literature in the native languages we service. In our Spanish native language arts class, the teachers encourage literature circles and parallel readings of literature commonly read in English classes (Of Mice and Men, etc.) We are currently building our Haitian-Creole classroom libraries, however, the school library has several copies of literature in French and Creole, as well as in other languages (Russian, Chinese, Arabic, etc.).

We offer technology to all of our students through the nine computer labs we have in the building, laptops in the advanced ESL

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?

When a student enters the school, his/her transcript is reviewed so we may determine what credits the student has earned and place the student in the appropriate classes. Students are given assessments in reading and math, either in class or along with the LAB-R if the ESL teacher feels it is necessary. If a student proves to be deficient in math skills, he/she is enrolled in Destination Math. If the student is deficient in reading comprehension in English, the student is enrolled in a beginner-level ESL class, with an advisory or native language arts class for enrichment if one is available. We also team the student up with another student who is advanced or a former ELL to serve as his/her buddy during the initial transition into an American high school. We encourage the students to attend after school and Saturday content-area tutoring to better improve their skills. After school and Saturday tutoring is available in science, math, social studies, literacy, and computer skills. Content teachers work with the students, and native language speakers who are also staff push in to the tutoring sessions as necessary for the students.

Additionally, we offer several interventions for our students. They include:

- Peer mediation (translation available)
- Counseling in Schools (used for students with high absenteeism-translation available)
- Counsel for Unity (translation available)
- Peer tutoring (various languages)
- After school and Saturday tutoring (Spanish, Arabic, Urdu, French, Russian, Chinese)
- Destination Math
- Achieve 3000 (English and Spanish)
- Transitional advisory language classes in Chinese, Russian, Urdu and Arabic

We often have teachers, paraprofessionals, and advanced or former ELLs available to assist the students in their native languages as an additional AIS.

ELLs who have scored out of ESL classes based on NYSESLAT are still monitored in their mainstream classes and we keep apprised of their progress. In some cases, and by special request, even after the students have reached proficiency in English, we allowed them to continue in their native language arts classes while simultaneously taking English mainstream classes. This year we have three such requests. All former ELLs are provided with extended time, alternate location, and bilingual glossaries on state exams, as per NYS guidelines. Students are enrolled in the regents examinations along with current ELLs, have the tests administered in the same rooms with the current ELLs, and are offered all of the same modifications as the current ELLs, as stated above.

This year we revived the bilingual Haitian/Creole program based on parent request. We are watching the Russian numbers, with a view to open a bilingual program, should the need arise. Students from Uzbekistan, Georgia, and Ukraine are nurtured and mentored through the Russian advisory. Although we know this is not truly their language of association, the cultures are somewhat similar and the students feel a cultural connection to each other.

All students are created equally and encouraged to participate and take advantage of all student activities. ELL students are members of the various sports teams in our school. They participate in student government, yearbook committee, school plays, school band, community service, are office aids, and once they are advanced, are invited to join the different academies the school has developed. Teachers of ELLs provide extra help before, after school, Saturdays, and during free periods in SIFE and Title III programs. They are taken on trips, college tours, and participate in AP classes, College Now classes and SAT prep classes.

Our school library and native language arts classes have collections of literature in the native languages we service. In our Spanish native language arts class, the teachers encourage literature circles and parallel readings of literature commonly read in English classes (Of Mice and Men, etc.) We are currently building our Haitian-Creole classroom libraries, however, the school library has several copies of literature in French and Creole, as well as in other languages (Russian, Chinese, Arabic, etc.).

We offer technology to all of our students through the nine computer labs we have in the building, laptops in the advanced ESL classroom, Kindles for our advanced students and the teachers are incorporating instruction using iPads. Additionally, students who are

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.

Teachers and administrators attend several professional development sessions. We have in-house PD for teachers of SIFE, explaining the differences between SIFE students and other students; we also offer in-house training in programs such as Read 180, Destination Math, iPad, Smartboard, and Kindle use in the classrooms. Three teachers from different content areas are attending the ELL Institute training through OELL and will turnkey the information with their departments. The ELA coach, along with an administrator, attended iPad training and are offering in-house training for the ELL and bilingual teachers. Teachers of ELLs are required to attend professional development for 7.5 hours per year. They may attend these PD sessions onsite or offsite. All are asked to share what they have learned with their colleagues.

This year, our school is partnered with Diplomas Now. Their focus is the 9th grade academy. All teachers of 9th graders have attended workshops in assisting students during their transition from middle school to high school. All teachers have also been trained in Restorative Justice, a program to help encourage open dialogue between students who are having difficulties with each other.

The majority of our staff works with ELLs and former ELLs, simply because of the large population of ELLs in our building. As a school, we recognize every student's challenges with literacy in some capacity. As a result, we have appointed lead teachers in each of the content areas who will work with the staff to better accommodate the needs of all of our students. A team of four teachers (Dr. Clarke, math; Ms. Poole, Spanish; Mr. Wai, social studies, bilingual Chinese; Ms. Crichlow, Spanish, ESL) and Ms. Marquez, AP, are attending the ELL Institute offered by OELL from October to March to specifically address the needs of the ELL students, academically, socially, and emotionally. The team will share this information with the lead teachers to assist in the professional development for each department. Guidance counselors and the parent coordinator also attend workshops that address the needs the students. These workshops and professional development sessions are offered through the Office of English Language Learners, our Network (605), and in school through guest speakers. Paraprofessionals are given full day professional development a minimum of three times per year, as well as in meetings through the Special Education Department. Paraprofessionals may also be invited to meetings with special education and content area teachers and with the students' guidance counselors. Furthermore, because of our large ELL and former ELL population, all staff are given the opportunity to select the professional development sessions that would work best for their needs. Lately, our foci have been technology in the classroom and improving literacy skills, particularly in writing. Teachers are encouraged to attend workshops that are offered after school, Saturdays, and at alternate locations. All PD sessions attended by faculty are turn-keyed for their departments and other ELL staff, and enrichment is offered through the lead teachers and administrators. The payroll secretary, as well as each department supervisor, keeps track of the off site professional development sessions the staff attends. The department supervisors also keep track of the on site professional development with copies of the different agendas and sign in sheets for the sessions.

When a student transitions from ELL to mainstream, the student changes guidance counselors. Because our school has created academies that the students apply to, the guidance counselor is specific to the academy. The exception to this is our special education guidance counselor; if the ELL is also a special education student, his/her counselor remains the same. Our ESL counselors review the students' profiles with the academy counselors to help the student and the new counselor transition to the new arrangement. Guidance counselors attend team meetings with their assistant principal, meet with department assistant principals, and work with ESL and content teachers, as well as attend professional development sessions off site.

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.

Teachers and administrators attend several professional development sessions. We have in-house PD for teachers of SIFE, explaining the differences between SIFE students and other students; we also offer in-house training in programs such as Read 180, Destination Math, iPad, Smartboard, and Kindle use in the classrooms. Three teachers from different content areas are attending the ELL Institute training through OELL and will turnkey the information with their departments. The ELA coach, along with an administrator, attended iPad training and are offering in-house training for the ELL and bilingual teachers. Teachers of ELLs are required to attend professional development for 7.5 hours per year. They may attend these PD sessions onsite or offsite. All are asked to share what they have learned with their colleagues.

This year, our school is partnered with Diplomas Now. Their focus is the 9th grade academy. All teachers of 9th graders have attended workshops in assisting students during their transition from middle school to high school. All teachers have also been trained in Restorative Justice, a program to help encourage open dialogue between students who are having difficulties with each other.

The majority of our staff works with ELLs and former ELLs, simply because of the large population of ELLs in our building. As a school, we recognize every student's challenges with literacy in some capacity. As a result, we have appointed lead teachers in each of the content areas who will work with the staff to better accommodate the needs of all of our students. A team of four teachers (Dr. Clarke, math; Ms. Poole, Spanish; Mr. Wai, social studies, bilingual Chinese; Ms. Crichlow, Spanish, ESL) and Ms. Marquez, AP, are attending the ELL Institute offered by OELL from October to March to specifically address the needs of the ELL students, academically, socially, and emotionally. The team will share this information with the lead teachers to assist in the professional development for each department. Guidance counselors and the parent coordinator also attend workshops that address the needs the students. These workshops and professional development sessions are offered through the Office of English Language Learners, our Network (605), and in school through guest speakers. Paraprofessionals are given full day professional development a minimum of three times per year, as well as in meetings through the Special Education Department. Paraprofessionals may also be invited to meetings with special education and content area teachers and with the students' guidance counselors. Furthermore, because of our large ELL and former ELL population, all staff are given the opportunity to select the professional development sessions that would work best for their needs. Lately, our foci have been technology in the classroom and improving literacy skills, particularly in writing. Teachers are encouraged to attend workshops that are offered after school, Saturdays, and at alternate locations. All PD sessions attended by faculty are turn-keyed for their departments and other ELL staff, and enrichment is offered through the lead teachers and administrators. The payroll secretary, as well as each department supervisor, keeps track of the off site professional development sessions the staff attends. The department supervisors also keep track of the on site professional development with copies of the different agendas and sign in sheets for the sessions.

When a student transitions from ELL to mainstream, the student changes guidance counselors. Because our school has created academies that the students apply to, the guidance counselor is specific to the academy. The exception to this is our special education guidance counselor; if the ELL is also a special education student, his/her counselor remains the same. Our ESL counselors review the students' profiles with the academy counselors to help the student and the new counselor transition to the new arrangement. Guidance counselors attend team meetings with their assistant principal, meet with department assistant principals, and work with ESL and content teachers, as well as attend professional development sessions off site.

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?

Parents are members of our School Leadership Team, Parent-Teacher Association, Football Parents Association, cultural and food festivals, and volunteer to work with our Parent Coordinator as chaperones for school trips or during pre-regents calling banks. The SLT meets monthly and is comprised of teachers, administrators, guidance counselors, paraprofessionals, the parent coordinator, students, and parents. The SLT assists in creating the CEP for the school year, as well as addressing issues that the school must address, (budgetary, curricular, social, etc.) . The PTA meets monthly and discusses various outreach and fundraisers they can offer for the school. The Football PA assists the football coaches and team by selling concessions at the home games, helping with uniform maintenance, and planning the homecoming celebration each year. For the past several years, the students have presented cultural festivals, including food and music, and fashion shows. The families of the students assisted in the set up, cooking, sewing, and set design. Ms. Shipone, the Parent Coordinator, reaches out to parents to assist throughout the year with the aforementioned projects. We further encourage parent involvement in our school by employing translation services for correspondences to the parents, in writing and via telephone. Letters in English and native

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?

Parents are members of our School Leadership Team, Parent-Teacher Association, Football Parents Association, cultural and food festivals, and volunteer to work with our Parent Coordinator as chaperones for school trips or during pre-regents calling banks. The SLT meets monthly and is comprised of teachers, administrators, guidance counselors, paraprofessionals, the parent coordinator, students, and parents. The SLT assists in creating the CEP for the school year, as well as addressing issues that the school must address, (budgetary, curricular, social, etc.) . The PTA meets monthly and discusses various outreach and fundraisers they can offer for the school. The Football PA assists the football coaches and team by selling concessions at the home games, helping with uniform maintenance, and planning the homecoming celebration each year. For the past several years, the students have presented cultural festivals, including food and music, and fashion shows. The families of the students assisted in the set up, cooking, sewing, and set design. Ms. Shipone, the Parent Coordinator, reaches out to parents to assist throughout the year with the aforementioned projects. We further encourage parent involvement in our school by employing translation services for correspondences to the parents, in writing and via telephone. Letters in English and native languages are sent reminding families of upcoming events, including state exams. Because we have translation services available, whenever parents or guardians visit the school, they are able to communicate with the parent coordinator, teachers, and guidance counselors. Throughout the school year, we present cultural events that families of the students attend. We also encourage our parents to contact the Office of English Language Learners for needs beyond what our school can offer them.

Because of our frequent contact with the parents, we are able to determine what their needs are. We interview the parents about their needs, as well as send home surveys in their native languages. The surveys are created in house, and are based upon what we have heard are the needs from more involved parents. However, we still face the challenge of having ELL parents participate regularly. We will continue to invite parents to after school and Saturday enrichment classes in literacy, computer skills, and visit the local library with us. We also encourage the parents to attend any trips that we sponsor to cultural events.

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)										58	47	16	13	134
Intermediate(I)										23	55	30	67	175
Advanced (A)										17	26	27	20	90
Total	0	0	0	0	0	0	0	0	0	98	128	73	100	399

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										17	22	12	8
	I										20	48	26	44

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A										18	27	16	49
	P										31	37	32	63
READING/ WRITING	B										33	35	11	14
	I										25	54	33	86
	A										12	26	29	35
	P										16	19	13	28

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	266		145	
Integrated Algebra	260		188	
Geometry	3		3	
Algebra 2/Trigonometry	11		11	
Math <u>RCTM</u>	6		1	
Biology				
Chemistry	4		3	
Earth Science	18		15	
Living Environment	220		129	
Physics	1		1	
Global History and Geography	220		119	
US History and Government	182		73	
Foreign Language				
Other <u>RCTR</u>	4		0	
Other <u>RCTW</u>	2		2	
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies	8		5	
NYSAA Science	4		1	

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)	16	14	15	13				
Chinese Reading Test	7	10	10	8				

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.

To test our ELL students' early literacy levels, we use several different methods. For newcomers, the students are given the Lab-R to determine their language and literacy levels. If the student has come from an American junior high school, we use the 8th grade assessments and give the students a 9th grade diagnostic from our EPO (Gates MacGinity) and Acuity. We compare the results from the assessments with the work the students are giving the teachers to drive instruction and program the students appropriately. The data from this year's assessment shows that our students are often doing well in reading comprehension and writing skills. In order to assess more data these

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: <u>Sheepshead Bay High School</u>		School DBN: <u>22K495</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Reesa Levy	Principal		11/4/11
Laura Marquez	Assistant Principal		11/4/11
Salvatrice Shipone	Parent Coordinator		11/4/11
Natalie Hemmings-Noble	ESL Teacher		11/4/11
Thaddeus Russell, Jr.	Parent		11/4/11
Flavio Hinjosa	Teacher/Subject Area		11/4/11
Wilson Wai	Teacher/Subject Area		11/4/11
Michele Fienga-Milazzo	Coach		11/4/11
Barry Martin	Coach		11/4/11
Michael Botwinick	Guidance Counselor		11/4/11
Wendy Karp	Network Leader		11/4/11
Dr. Alexandra Howe	Other <u>Related Services</u>		11/4/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 22K495 **School Name:** Sheepshead Bay High School

Cluster: 6 **Network:** CFN 605

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.

We use the Home Language Surveys, meetings with the students, and parent interviews with the parent coordinator, guidance counselors, teachers, deans, and other staff members, to determine the need for written and oral translation for our parents. This is completed within the first thirty days of the student's enrollment, and frequently, at the time of enrollment. Additionally, notes are taken in the anecdotal portion of Skedula, our in house student database, stating when a staff member will need a translator to speak to a parent. Letters that are sent to the parents, as well as other important documents, such as lunch forms and military opt out letters, are interpreted into the parents' native languages. Translation services are also available, as needed, for the parents' personal needs, including filling out forms, writing letters, and understanding written information the parents have received other than school information.

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.

Most of our parents speak and read at least some English or have a member of their household who can translate for them. When parents come to the school and need an interpreter, we usually have a staff member who is fluent in the parents' native languages. The most popular need for written translation and oral interpretation services is for our Hispanic, Russian, Arabic, Urdu, and Haitian Creole speaking parents, all of which we have in house. Some of our parents from Uzbekistan and Ukraine speak and understand Russian. In the event they do not understand Russian, we have students who speak fluent Uzbek and/or Ukrainian who can assist the parents in all needs except discussing their children's conduct or achievement. Once it is determined this is the purpose of the conversation, the staff member will arrange for outside interpretation services to assist the parents. When a staff member, usually a guidance counselor or the parent coordinator, recognizes the parents' need for translation services, either during the initial student enrollment or during a visit or phone call to the school, the staff member documents this on Skedula and on the Home Language Survey, which is available through our ELL coordinator.

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.

The school provides written translation services for the parents as needed, by using in-house resources. Our school has a very diverse and multi-lingual staff, who can provide language assistance services to our parents. These services include, but are not limited to, assistance in understanding and completing various forms and documents, and assistance in writing letters to other agencies (i.e., permission to evaluate a child for services). Generally, the parent will contact the parent coordinator, the student's guidance counselor, or the student's native language arts teacher when available, and explain what is needed. The staff member will make an appointment to assist the parent and give the parent a reasonable time frame when the translation will be completed. Often, the translation service is completed at that moment, as most often our parents need assistance with written translation of forms we are accustomed to seeing and writing.

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.

When a parent comes to the school and needs oral interpretation, every effort is made to find an in-house translator at that moment. Because of our diverse population of staff members, we are usually able to meet the parents' needs immediately. The parents generally require oral interpretation to speak with a student's teacher, dean, guidance counselor, or administrator, and having staff members who are fluent in the parents' native languages achieves the parents' communication goals. If a staff member does not speak the parents' native language, the staff member will also find an interpreter who can help him/her communicate with the family of the student. In the rare instance a native language speaker is not available in the building, we will then contact an outside contractor.

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>.

Upon entering our school, a guest is greeted by a school safety agent who ascertains the visitor's purpose for the visit. Once the agent determines that the visitor needs interpretation assistance, the agent will notify the parent coordinator of this need and the parent coordinator will find an appropriate staff member to translate for the visitor. The staff member/translator will meet the visitor at the front door and assist him/her with communicating with the appropriate parties. Signs are posted in the main foyer as well as in the parent coordinator's office that advertise interpretation services available in several languages (Russian, Urdu, Arabic, Spanish, Haitian-Creole, Chinese, Bengali). Furthermore, the parent coordinator has a list of staff members who speak these languages and will contact the staff members as needed for assistance.

When a parent enrolls a child in our school and indicates that English is not the parent's primary language, the enrollment packet, including the video, is given in the parent's native language whenever possible. If the written information is not available in the parent's native language, a staff member who can orally interpret the information assists in explaining and translating the documentation to the parent.

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: Sheepshead Bay High School	DBN: 22K495
Cluster Leader: Jose Ruiz	Network Leader: Wendy Karp
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 type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 433 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: 16 # of certified ESL/Bilingual teachers: 7 # of content area teachers: 9

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: To meet the mandates outlined in the Common Core Standards, and to assist our students in literacy in both English and their native languages, we have created a variety of after school and Saturday workshops for students and their parents. Using the data from our summer Title 1 ELL Grant and parent surveys, we have designed classes to assist students and parents in improving all four modalities, as well as their computer literacy, and college and career awareness. The enrichment classes are open to all levels of ELL students, however, we try to customize each program to the different levels of students (i.e. in the computer skills classes, we will have one session for those with little computer skill and another on a different day for those with some computer skills. The after school classes (writing workshop, content tutoring, literacy skill building) will meet from 3:45 to 5:00. Saturday classes (content tutoring, Achieve 3000, literacy circles) will meet from 10:00-1:00.

Monday: Computer skills, Math/Business tutoring

Tuesday: Science skills Literacy skills/ Achieve 3000/literature circles

Wednesday: Writers Workshop, Social Studies-non-fiction writing workshops

Thursday: Literacy skills/Achieve 3000/literature circles, computer skills

Friday: by appointment

Saturday: Literacy skills, computer skills, content area tutoring as needed

Most of the instruction will take place in English, however, to build a student's literacy skills in his native language, we will be incorporating some native language arts. For example, Achieve 3000 is being done in Spanish with some of our Hispanic students. Additionally, this summer we purchased Kindles for our ELL students. We have been able to download some literature in the students' native languages as a supplement for the reading in English.

We have 16 teachers working in the program. Of the 16, 7 hold licenses in ESL/bilingual extensions. There are 9 content area teachers that will be working with the ESL teachers. The content area teachers include 3 teachers of English, 2 teachers of science, 1 teacher of social studies, 1 teacher of math, 2 teachers with licenses in Special Education (1 English, 1 math), and 1 Spanish teacher. The teachers will utilize Achieve 3000, Kindles, Smartboards, Destination Math, use iPads for some small group instruction, and for the computer classes, desktop computers. Teachers will also push in or pull out for instruction as needed.

Part C: Professional Development

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: Because of our large population of ELL students (22%), we have professional development sessions for all teachers in all content areas to help teachers incorporate strategies to meet our ESL population. We invite specific teachers who have ELL and bilingual classes to professional development at least monthly, and as often as the teachers feel they need assistance. The teachers included in the monthly professional development are all of the ESL teachers (Crichlow, Hemmings-Noble, Krakovskaya, Kramer, Malkin, Widner), as well as teachers who have native language arts classes or classes that are predominantly ELLs or former ELLs (Wai, Hinojosa, Bernard, Pietanza, Poole, Fienga, Wynne). Additionally, the ESL teachers meet several times a week to evaluate their students, make adjustments to the curricula, and discuss interventions. Professional development and common planning periods are one period per day (47 minutes); school wide professional development will range in duration, depending on the needs of the staff development. Topics include Integrating Technology into the Classroom, Improving Literacy in the Content Area, Achieve 3000, Maximizing Productivity in the ELL Classroom, ELL-Institute workshops (turn key), Working with SIFE/LTELLs, and Incorporating The Common Core In the ELL Classroom. The developers and presenters of these professional development sessions are outside instructors (Achieve 3000, ELL Institute), assistant principals and teachers who have attended earlier workshops and/or have an aptitude in the subject (i.e., using technology in the classroom).

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: We have been challenged by lack of parental involvement, however, to try to improve parent participation, we have spoken to the parents and sent home surveys in their native languages to find out what areas of interest they have and need. Parents are invited to come after school and Saturdays for assistance with literacy skills in English and Spanish, computer skills, and to attend college preparation workshops throughout the year. They are also encouraged to join us when we take the students on trips such as college tours, art exhibits, and meetings with performance artists. The parents attend the enrichment classes with their children and are taught by the same instructors that teach the students. The college enrichment classes are given by our college advisor, with translators available as needed. We notify parents through letters in their native languages, as well as speaking with them (with translators as necessary) when they call or visit the school.

Part E: Budget

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

Allocation Amount: \$56694

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$27,694.70	Pedagogical and administrative salaries for enrichment classes in reading comprehension, writing skills and content areas. 1 administrator (1 administrator x 110 hours x \$52.21), 4 teachers (x 110 hours x \$49.89)
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$7,000.00	Performance artists and educators through Lincoln Center and BAM. (\$3000.00) Transportation services for college tours and enrichment trips (\$2800.00). Outside vendors will also provide training for teachers in the online programs, such as Destination Math, Achieve 3000, etc. Administrators and teachers will provide some enrichment professional development as turn key training. (\$1200.00)
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$20,000.00	10 iPads 3 LCD Projectors 30 Headsets Mobile laptop carts Amazon cards for Kindle literature purchases
Educational Software (Object Code 199)	\$2000.00	Audio books, interactive learning
Travel		
Other		
TOTAL	\$56,694.70	

