



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME: FDNY HIGH SCHOOL FOR FIRE AND LIFE SAFETY**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 19K502

PRINCIPAL: JAMES ANDERSON EMAIL: [JANDERS@SCHOOLS.NYC.GOV](mailto:JANDERS@SCHOOLS.NYC.GOV)

SUPERINTENDENT: KAREN WATTS

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

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
James Anderson	*Principal or Designee	
Kilder Fuentes	*UFT Chapter Leader or Designee	
Gwendolyn Seymour	*PA/PTA President or Designated Co-President	
Mildred Bowman	DC 37 Representative, if applicable	
Dorian Mercer, Jeani St. Clair	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Erick Green	CBO Representative, if applicable	
Andrey Hodge	Member/Parent	
Darlene Settles	Member/Parent	
Garcia	Member/Parent	
Newman	Member/Parent	
Simone English	Member/Teacher	
	Member/	
	Member/	

## **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 August 2011, the school's graduation rate for 2011-2012 will increase to 3% to 67.4% as compared to 64.4% the previous 2010-2011 school year.

### **Comprehensive needs assessment**

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

The goal was created to meet the NYCDOE and NYS Department of Education priorities around graduation rate for high schools. Despite making AYP/AMO for graduation rate last year, we will still be labeled a SINI school. By aiming to achieve another 3% raise in our rate, we will meet AYP/AMO for a second year in a row and move away from the SINI designation. Also, although we had a 6% increase from the previous year, we are still a few percentage points behind the average graduation rate for NYC.

### **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.

After reviewing the transcripts of every student through the months of June – August, we designed and programmed the seniors for specific classes they needed to satisfy their graduation requirements by June 2012. Specific classes were created to ensure all credit and Regent deficiencies were completed. We started by looking at the AYP/AMO groups for ELA and Math. These students were programmed for repeater courses in these subjects to prepare them for the Regents session in January. If they do not satisfy the requirements by January, the same will be done for the Spring semester. Our smaller sub-groups were also taken into consideration to meet as many sub-categories within the state report card. Lastly, we are creating a new credit recovery program that meets the NYS standards to help students in need of recovering classes for their graduation needs. The program will begin over the Christmas break and continue through June. Teachers have been given the charts of students and sub-groups for making AYP/AMO, graduation rate, credit accumulation, and our lowest-third population. Teachers that teach these specific classes to meet these needs have been included in the data analysis of the students and planning of the curriculum.

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Over the course of the school year, we will consistently communicate with our parents about their child's status and progress. This communication takes place

through automated and personal phone calls from the school, a monthly newsletter from the principal, parent meetings conducted through the semester, monthly SLT meetings, and monthly PTA meetings. We have conducted PD sessions on Skedula (an on-line data collection/grading system) during our Fall Parent/Teacher Conference for parents to monitor their child's academic progress from home. Parents are also invited to attend monthly Town Hall Meetings within the school day to discuss the school status. Lastly, we are in the process of designing a new school website for parents to use that will include many different resources for continuing the educational process from home.

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

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

The administrators attended many hiring fairs to interview qualified candidates. However, due to the current hiring freeze, we had to interview mostly excessed teachers or ATR's. Teachers in the school teaching courses outside their license area or thematic electives were given the opportunity to continue their degrees in those areas.

**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.

We ensure all the mandated services for our seniors as well as the rest of our student body are properly delivered. As a campus we have a SAPIS worker that provides many social supports as well as a peer mediation program. In addition, the security team has a conflict resolution program within the school to support the issues for all students on campus.

**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.

We have used all our funding sources including Title I to hire teachers for the courses created to help our seniors meet their graduation requirements. In addition, the Title I courses are used for paying for staff salaries and purchasing the CASTLE learning program software.

**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, staff will have satisfied the NYCDOE instructional expectations for the Common Core Standard implementation by engaging all students in at least one literacy and one math task aligned to the selected Common Core Standards.

**Comprehensive needs assessment**

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

The need came directly from the NYCDOE instructional expectations for the school year. The Chancellor has made it a priority to move the system towards complying with the new Common Core Standards that will be unveiled across the country in 2014. The directive is clear that all schools must engage in the process this year.

**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.

As a staff, we reviewed the directive during several Common Planning sessions in relation to our school needs. We found the Common Core requirements to focus on incorporating and developing literacy strategies into the curriculum. This was also a need we found after analyzing our June Regents data with Educhange (a privately hire organization that analyzes data for schools). The teacher teams are in the process of creating the curriculum maps and performance tasks as per the initiative. In addition, some teams will deliver the curriculum at the start of the third marking period while others will begin on Feb 1<sup>st</sup>,

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Over the course of the school year, we will consistently communicate with our parents about the progress. This communication takes place through automated and personal phone calls from the school, a monthly newsletter from the principal, parent meetings conducted through the semester, monthly SLT meetings, and monthly PTA meetings.

**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.

The administrators attended many hiring fairs to interview qualified candidates. However, due to the current hiring freeze, we had to interview mostly excessed teachers or ATR's. Teachers in the school teaching courses outside their license area or thematic electives were given the opportunity to continue their degrees in those areas.

**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.

We ensure all the mandated services for our student body are properly delivered.

**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.

We have used all our funding sources including Title I to develop the work. We had team leaders that have worked with the principal to lead the groups through the work. The per-session compensation for these meeting hours has been paid through this funding.

### ANNUAL GOAL #3 AND ACTION PLAN

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

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

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

As a school included in the Teacher Effectiveness Pilot for the 2011-2012 school year, we will create an observational system that provides meaningful feedback to teachers while looking at instructional practices through the Danielson rubric.

#### **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.

As a New Visions school, we were included as one of the 120 schools in the Teacher Effectiveness Pilot. The NYCDOE has announced that the NYS law has changed the rating system for teachers and will be implemented at the start of the 2012 school year. The NYCDOE has hired a consulting organization to train the schools in the pilot and collect feedback data for the process. They will use our work for the official system next September. However, the requirements about using a teaching rubric and developing a universal framework for instruction were recommended through our Quality Review last year. By participating as a pilot school, we will satisfy the recommendation.

#### **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 research from the Danielson rubric highlights several key components for providing quality and rigorous instruction to students. This has been an ongoing deficiency for our teaching staff outlined in our Quality Review and Superintendent visits. Using the Danielson rubric, the specific characteristics for the teaching competencies are clearly outlined and have helped teachers and administrators communicate the needed improvements. At the beginning of the program, teachers were asked to take a self-reflection survey. The survey was used with an administrator to focus on three of the competencies through the year and create a goal for each one. Over the course of the year, the observation cycle will include several mini-observations as well as formal observations. Feedback sessions will be conducted and teachers will be able to view resources through ARIS Learn for their targeted areas.

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Over the course of the school year, we will consistently communicate with our parents about the progress. This communication takes place through automated and personal phone calls from the school, a monthly newsletter from the principal, parent meetings conducted through the semester, monthly SLT meetings, and monthly PTA meetings.

**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.

The administrators attended many hiring fairs to interview qualified candidates. However, due to the current hiring freeze, we had to interview mostly excessed teachers or ATR's. Teachers in the school teaching courses outside their license area or thematic electives were given the opportunity to continue their degrees in those areas.

**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.

We ensure all the mandated services for our student body are properly delivered.

**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.

We have used all our funding sources including Title I to pay for teacher salaries, coverage for training meetings, and per-session for other planning sessions.

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

By June 2012, we will have established a School Wide Positive Behavioral System that will improve poor classroom behavior and increase student academic performance.

### **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.

Last year, were designated a SINI Year I and PLA Year I Tier II school. Due to this designation, we were required to host an External Curriculum Audit by NYS. After conducting their visit/observations, analyzing our data, and collecting feedback comments from teachers, they found our largest need was to create a School Wide Behavioral Plan. Their final report indicated that many of the behavioral issues and instructional deficiencies led to our poor student performance.

### **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.

As a school, the final report was shared with the administration, staff, and SLT. We created a committee/team of teachers to begin analyzing the recommendation for creating a School Wide Behavioral Plan. It included the development of a ladder of referral for disciplinary infractions, looking at creating a system of incentives for students that are academically successful, provide teachers with strategies to create a positive learning atmosphere in their classrooms, and provide strategies for teachers to build positive relationships/rapport with the students in their classroom. We began by taking the committee/team to the New Visions retreat and have continued to meet to develop our plan.

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Over the course of the school year, we will consistently communicate with our parents about the progress. This communication takes place through automated and personal phone calls from the school, a monthly newsletter from the principal, parent meetings conducted through the semester, monthly SLT meetings, and monthly PTA meetings.

**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.

The administrators attended many hiring fairs to interview qualified candidates. However, due to the current hiring freeze, we had to interview mostly excessed teachers or ATR's. Teachers in the school teaching courses outside their license area or thematic electives were given the opportunity to continue their degrees in those areas.

**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.

We ensure all the mandated services for our student body are properly delivered. In addition, we are working with our CFN for outside support around anger management, impulse control, and drug/alcohol addiction services for students. These programs will hopefully help the strategies implemented by the school staff.

**Budget and resources alignment**

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

We have used all our funding sources including Title I to pay for teacher salaries, coverage for training meetings, and per-session for other planning sessions.

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	104	104			20		3	81
<b>10</b>		58	61	105	11		3	67
<b>11</b>		32	55	49	1		1	54
<b>12</b>	24	18	8	51	2			41

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><b>ELA</b></p>	<ul style="list-style-type: none"> <li>• On the 9<sup>th</sup> grade, all students receive a double period of English through the school year. In addition, half the cohort (the lowest achieving group) receives READ 180.</li> <li>• On the 12<sup>th</sup> grade, the students that still need to pass the English Regents for graduation and we need for AYP/AMO, have been programmed into one class. The curriculum is specific for preparing the students again for the ELA Regents.</li> <li>• The Gates-McGinity Reading diagnostic was administered to the students in the 9<sup>th</sup> – 11<sup>th</sup> grade. The data collected was distributed to the teachers to use for lesson planning and activity designs.</li> <li>• SLATE Inc. provided professional development on understanding learning styles and multiple intelligences. They administered the training to the teachers so they identify their learning preferences and understand its effect on lesson planning as well as teaching. They also administered the surveys to the students so they understand their learning modalities as well.</li> <li>• The average class size in the school is set between 25 – 29 students per class.</li> <li>• We will offer credit recovery classes for the students over the holiday breaks and PM school.</li> <li>• A SETTS teacher has the students in a pull-out environment and works with smaller groups students. At times the teacher works individually with the students. The program is supplemented with regular general education classes. This all occurs during the regular school day.</li> <li>• A special education teacher works collaboratively with the regular education teacher to plan daily lessons and projects for the class. Students with special needs work with general education students in the classroom. The program occurs during the regular school day.</li> <li>• Summer school gives a chance for the students to make up classes they failed during the regular school day. In the summer school classes there are opportunities for students to work in small groups or on a one-to-one basis. It is conducted from July – August if budget allows.</li> </ul>

	<ul style="list-style-type: none"> <li>• At the end of each semester, we offer Regents Prep tutoring for those students taking the English Regents exam. The sessions are held after school.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• On the 9<sup>th</sup> grade, all students receive a double period of Integrated Algebra to prepare them for the June Regents.</li> <li>• On the 10<sup>th</sup> – 12<sup>th</sup> levels, students have been programmed for repeater courses that will prepare them for the upcoming Regents exams.</li> <li>• At the end of each semester, we offer Regents Prep tutoring for those students taking the Integrated Algebra and Geometry exams. The sessions are held after school and on Saturdays.</li> <li>• We will offer credit recovery classes during the holiday breaks and PM school program if the budget allows.</li> <li>• A SETTS teacher has the students in a pull-out environment and works with small groups of students. At times the teacher works individually with the students. The program is supplemented with regular general education classes. This all occurs during the regular school day.</li> <li>• A special education teacher works collaboratively with the regular education teacher to plan daily lessons and projects for the class. Students with special needs work with general education students in the classroom. The program occurs during the regular school day.</li> <li>• Summer school gives a chance for the student to make up classes they failed during the regular school day. In the summer school classes there are opportunities for students to work in small groups or on a one-to-one basis. It is conducted from July – August.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• On the 10<sup>th</sup> – 12<sup>th</sup> levels, students have been programmed for repeater courses that will prepare them for the upcoming Regents exams.</li> <li>• At the end of each semester, we offer Regents Prep tutoring for those students that haven't passed the Living Environment Regents exam.</li> <li>• In order to make up credits, students will be offered credit recovery classes over the holiday break and in PM school if the budget allows.</li> <li>• A SETTS teacher has the students in a pull-out environment and works with small groups of students. At times the teacher works individually with the students. The program is supplemented with regular general education classes. This all occurs during the regular school day.</li> <li>• A special education teacher works collaboratively with the regular education</li> </ul>

	<p>teacher to plan daily lessons and projects for the class. Students with special needs work with general education students in the classroom. The program occurs during the regular school day.</p> <ul style="list-style-type: none"> <li>• Summer school gives a chance for the students to make up classes they failed during the regular school day. In the summer school classes there are opportunities for students to work in small groups or on a one-to-one basis. It is conducted from July – August.</li> </ul>
<p><b>Social Studies</b></p>	<ul style="list-style-type: none"> <li>• At the end of each semester, we offer Regents Prep tutoring for those students that haven't passed the Global Studies or US History Regents exam.</li> <li>• We offer credit recovery classes during the holiday breaks and in PM school to help students recover from past failures.</li> <li>• A SETSS teacher has the students in a pull-out environment and works with small groups of students. At times the teacher works individually with the students. The program is supplemented with regular general education classes. This all occurs during the regular school day.</li> <li>• A special education teacher works collaboratively with the regular education teacher to plan daily lessons and projects for the class. Students with special needs work with general education students in the classroom. The program occurs during the regular school day.</li> <li>• Summer school gives a chance for the student to make up classes they failed during the regular school day. In the summer school classes there are opportunities for students to work in small groups or on a one-to-one basis. It is conducted from July – August.</li> </ul>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<ul style="list-style-type: none"> <li>• Group and individual counseling.</li> <li>• Needs based decisions.</li> <li>• Counsels students not meeting promotional or performance standards.</li> <li>• Counsel students experiencing behavioral, emotional, psychological, and family related issues during their academic studies.</li> <li>• Makes proper referrals to the supportive agencies according to student needs.</li> <li>• Monitors the attendance of at-risk students.</li> <li>• Conducts outreach to the parents and homes of at-risk students.</li> <li>• Provide family counseling when needed.</li> <li>• Counsels students that return from disciplinary actions or suspensions.</li> </ul>

<p><b>At-risk Services provided by the School Psychologist</b></p>	<ul style="list-style-type: none"> <li>• Evaluates the students' emotional and psychological capacities.</li> <li>• Evaluates students' intellectual abilities.</li> <li>• Makes recommendations to staff, students, and parents concerning the students' well-being.</li> <li>• Provides individual students counseling.</li> <li>• Provides family counseling.</li> <li>• Conducts outreach to parent and homes.</li> <li>• Makes the proper referrals to supportive agencies.</li> </ul>
<p><b>At-risk Services provided by the Social Worker</b></p>	<ul style="list-style-type: none"> <li>• Students are identified by staff according to the need.</li> <li>• Work with students displaying deficits in social skills.</li> <li>• Provide violence, conflict resolution, and decision making counseling with students.</li> <li>• Makes referrals to the parent and homes of the students.</li> </ul>
<p><b>At-risk Health-related Services</b></p>	<ul style="list-style-type: none"> <li>• There is a Health Clinic with a licensed physician assistant on site.</li> <li>• Monitor the health needs of the students.</li> <li>• Monitor the immunization of the students.</li> <li>• Provides first aid when needed.</li> <li>• Makes referrals to the supportive agencies.</li> <li>• Provides informational presentation to the students in the classes.</li> </ul>

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

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

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



The funds have been used to bring on an F-status supervisor to provide professional development and coaching for the ELA teachers. In addition, part of the funding is used to pay for the salary of our full-time AP for Math for professional development. Part of his professional responsibilities is to develop a professional development plan specific for our teachers needs utilizing our mandated days over the school year, Faculty and Department Conferences, and during Common Planning Time sessions. Title I funds have been also been used to provide professional development to the teaching staff with differentiated instruction and making instructional decisions for individual students. Lastly, the funds have been used to purchase resources and materials teachers could use in the classroom to assist with their lessons.

Part of the funding will be used to purchase additional interactive resources for our math classrooms. Our math classrooms have computers for students to use and math programs will be purchased to enhance lessons with real-life math applications. These programs will also be used as a remediation and enrichment program. Lastly, we will purchase supplies such as compasses, protractors, rulers and calculators all of which are tools needed for the math Regents.

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

The F-status supervisors mentor teachers through their coaching sessions each week. Professional development plans will be generated with each teacher according to a schedule with deadlines. A professional development plan will be created for the entire school to help our teachers meet the desired goals of the year. The two new teachers will receive their required mentoring by a teacher on staff that formally served as a UFT Teacher center director. Outside sources for professional development will be coordinated with SLATE Inc.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The official letter will be mailed home to the parents and families. In addition, the principal will make reference to it in his December newsletter mailed home to parents. Lastly, the status of the school will be shared and discussed at monthly PTA and SLT meetings.

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Debra Maldonado</b>	District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>502</b>
School Name <b>School for Fire and Life Safety~ FDNY</b>			

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

Principal <b>James Anderson</b>	Assistant Principal <b>Darren Dickout</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Kim Goldfarb</b>	Guidance Counselor <b>Daisy Vega</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Alexis Penzell</b>	Other <b>type here</b>

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

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

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

### D. School Demographics

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

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

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

1. We administer a HLIS as a means to identify a students home language and to indicate if the student requires services. We also interview parents and students using an oral assessment to determine whether or not the student would benefit from services. We provide accommodations where spoken language is an issue: interpretation and translation are available if necessary. We identify students through the 9th grade list notice report. We also identify students by pulling the RLAT and RYOS reports from ATS. New students that are sent to us from the enrollment office are interviewed and administered the Home Language Survey (by the guidance counselor) if necessary. Many students that come with a disposition letter from the enrollment office have ELL indicated on their disposition letter if they are new to the country. Once the student has been identified ELL, within 10 business days the LAB-R is administered by the ESL teacher and or the Spanish LAB-R is administered by the guidance counselor. The pedagogues responsible for administering the HLIS and initial oral screening: Ms. Daisy Vega, MS Guidance. Ms. Vega is a bilingual Spanish/English speaker. Ms. Kim Goldfarb, M.Ed is a certified ESL teacher who administers both the NYSESLAT and LAB-R. Ms. Goldfarb speaks English exclusively. Students language progress is identified and assessed through the annually prescribed NYSESLAT. Through ATS/BESIS reports, we account for all ELL students who will take the NYSESLAT exam. Ms. Goldfarb and Ms Vega administer the NYSESLAT annually. Based on BESIS and ATS we identify all ELL students as required to take the NYSESLAT in four language domains. Each NYSESLAT is comprised of four language domains: Listening; Speaking; Reading and Writing. As part of each NYSESLAT section, students are required to complete each domain as a means to measure language development and to determine proficiency in English language learning.

2. Parents of incoming 9th graders have selected our school as one of their child choices while the student is in the 8th grade. The high school handbook clearly states that we only have an ESL program. For incoming students new to the country, it is explained at the enrollment office while the student is placed in our school. Directly following the HLIS and oral interview, Ms. Vega will share with parents the offer of the ESL program. Parents are informed that if they prefer another program that we do not offer, they can return to the enrollment office for TBE and or DL program options. Parents prefer ESL because they feel their child should be immersed in the language as we do not offer a TBE or DL program. Freestanding ESL is exclusively offered for all students who qualify based on the HLIS and interview. Students who are eligible are taught English language on a pull out basis daily by Ms. Goldfarb, M.Ed certified ESL teacher.

3. The entitlement letters and surveys are distributed and returned during meetings held at the school throughout the year. These meetings begin with Freshman Orientation and finished with award ceremonies in the second semester. Ms. Vega distributes entitlement letters at the Freshman orientation and or orientation for incoming new arrivals on the first day of school attendance. Copies of entitlement letters are maintained and updated as new information arises and are kept in a specific file in Ms. Vega's guidance office in a locked fil cabinet.

4. We use the most recent NYSESLAT (LAB-R scores for new students) scores to program the student for the required hours of ESL. Emerging ELL students will receive three periods of ESL daily whereas intermediate and advanced students will receive ESL one or two periods daily, depending upon NYSESLAT and or LAB-R scores. Placement letters are distributed to parents informing them of ESL classes during orientation and both phone calls, letters home and meetings with guidance and the principal. Placement records are

maintained in a locked file cabinet in the guidance office and are reviewed for content and clarity and any new information necessary for addition. We honor parents choices to waive students from ESL class as necessary. We submit a letter waiving ESL classes to the parent. Once we are in receipt of a signed waived letter, it is maintained and stored in a locked file cabinet in guidance. To maintain communication,we contact parents through the telephone, Skedula, letters and e-mails home. Letters and telephone communication is translated into the home language through native speaking staff.

5. We honor parent choices and trends in the best practices for learning language. ESL is the most preferred and effective method according to student and parents in the ESL program. Through parent-teacher meetings, conferences, letters home and Skedula we determine best practices and overall needs to be considered as we maintain the ESL program.

6. The programs we offer are aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										2	2	2	2	8
<b>Push-In</b>	88									1	1	1	1	92
<b>Total</b>	88	0	0	0	0	0	0	0	0	3	3	3	3	100

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	4
SIFE	4	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	9

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

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

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

### C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

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

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	3	3	0	12
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										2				2
Haitian										2	1	1		4
French												2		2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													2	2
<b>TOTAL</b>	<b>0</b>	<b>10</b>	<b>4</b>	<b>6</b>	<b>2</b>	<b>22</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a) Instruction is delivered in a pull-out classroom.

b) Students have one period or a double period of ESL (49 minute periods) Ungraded and Heterogeneous daily.

2) The guidance counselor looks at NYSESLAT/LAB-R scores and programs students according requirements of CR Part 154. 2b) Advanced Students receive ESL class one period a day (49 min periods) Monday through Friday and also have ELA class one period a day (45min Periods). Intermediate students receive two periods of ESL (49 min periods) a day. Beginners receive two periods of ESL (45min periods) a day and two additional periods of push-in ESL services weekly (49 min. per period). All class times for ESL and ELA are 49 minutes daily.

3) The ESL teacher works with the English teachers to coordinate the lesson planning and insure the curriculum used. The teacher uses the books and resources for each grade level with the students. NLA is supported by dictionaries and lesson modification designed by the ESL and ELA teachers in lesson collaboration. The ESL teacher supports ELA and other lessons by breaking down and differentiating instruction to meet the academic abilities of the ELL students.

4) All ELL students are assessed by their learning needs, scoring deficiencies, and years in the progrms. Their data is analyzed and the instruction provided is tailored to improve their performances. The teacher starts with diagnostics to ensure the data is accurate. As the semesters continues, the teacher gives scheduled assessments. The data is disaggiagted and used for instructional plans.

5. Per SIFE requirements,students are provided with extra periods of instructional help in alliance with their academic achievement and language abilities. Students may also receive additional academic assistance during instruction through a para-professional or Special Education teacher assisting in the classroom. 5b) All newcomer, emerging ELL students, receive lessons modified and differentiated as designed by the ESL and content area teachers on a daily basis. 5c) ELL students who have been receiving ESL between 4-6 years continue to benefit from differentiated/modified instruction and receive such lessons designed by the content area and ESL teacher on a daily basis. 5d) All LTE ELL's much like their counterparts, receive modified instruction designed by the content area and ESL teacher to meet academic needs.

6. ELL students who have been diagnosed with a disability and who have an IEP, the ESL teacher follows all mandated guidelines to meet the academic needs of the student. The ESL teacher meets with the content area teacher and designs a modified language learning and content-academic lesson based on that students language and grade level ability. Special Educators maintain students IEP's and SEID paperwork. There are no bilingual services offered in the school-if there was, SWD-ELL's would receive a para to instruct academics bilingually, per the students IEP.

7. Consistent ESL instrsuction provided by a highly qualified instructor. Daily collaboration with ELA teachers will help the focus to meet the needs of individual students. Empasis on writing and reading comprehension strategies will ne implemented in daily lessons. SWD ELL's receive ESL and other classes with non-disabled peers on a daily basis. While in class the SWD ELL will continue to receive

## A. Programming and Scheduling Information

modified lessons and may have a para to assist as needed.

Paste response to questions 1-7 here

### Courses Taught in Languages Other than English i

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

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

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

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

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

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

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

### 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%	Page 30
75%	
50%	
25%	

## B. Programming and Scheduling Information--Continued

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

8. ELL's receive targeted intervention in all content areas: Science; Math; Social Studies-Global History; ELA through after school academic support, in class through a Special Education teacher or Resource Specialist or para-professional. Intervention instruction is used in English. Native language instruction maybe used with a native speaking instructor per parent and principal request.

9. All students are encouraged and welcomed to participate in all school day activities or after school programs offered on the Thomas Jefferson campus. Students have the opportunity to participate in academic support tutoring, approved academic and social clubs, theater clubs, FDNY clubs, and athletic teams. 9b) Support is available for students who have reached proficiency per ESL teacher and content area teacher: assistance with study skills and correct prescribed English language content conventions in writing reports; speeches and exams.

10. Consistent use of computers, Smartboards, dictionaries, reading materials, text books, workbooks, worksheets, and independent practice assignments (formally called homework).

11. Native language support is delivered through pull-out/push-in ESL instructional sessions.

12. Yes. All support services and resources correspond to ELL's ages and grade levels. ELL's are invited and encouraged to participate in all school wide activities and field trips. ELL's are encouraged to share their cultural heritage in class lessons as part of a lesson.

13. All newly enrolled ELL students begin the school year by attending our Freshman Orientation meetings and sessions. During these event, all the information a new student needs to know is delivered and explained. We also deliver information from the community that provides free or affordable services for English classes or that provide transitional support for new arrivals of the country. 13a) All content materials pertain to lessons on a Smartboard, laptop, text book, workbook, video and handouts. Native language texts maybe used in the form of picture dictionaries, dictionaries, language websites and dual language texts and handouts.

14. ELL's are invited to enroll in language electives. However, due to time constraints daily schedules and the required amount of instructional hours for ESL, ELL students attend ESL as their language instruction. 14b) Instruction is taught exclusively in English although students requiring-based on IEP, parent and principal specifications- there are native language websites offering language instruction as needed: Rosetta Stone and translation services on line.

15. Yes. ELL students are provided with ESL instruction that is age and grade level appropriate.

16. New ELL students meet with counselors and the ESL teacher to determine language abilities and are introduced to other ELL students.

17. ELL students can participate in Spanish classes as an elective.

Paste response to questions 8-17 here

## C. Schools with Dual Language Programs

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

## D. Professional Development and Support for School Staff

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

1. Our ESL teacher participates in the professional development sessions scheduled for the entire staff. In addition, the ESL teacher attends professional development sessions specific for addressing ESL instruction provided by our CFN, support organization, or outside vendors. All instructors: para-professionals, speech therapists, assistant principals, subject area teachers, guidance counselors, psychologists, o.t/p.t's and other school wide staff attend school wide PD's held the first Monday of every month on campus.

2. We provide training sessions and individual conferencing with administrators to help teachers with the transitional phase for students moving from one grade level to the next. Guidance, ESL and content area teachers support students socially, academically and emotionally as s/he transitions from one grade to the next. On going support is available as needed.

3. The training sessions are offered and delivered during professional development days, Faculty meetings, and invitations for teachers to attend outside sessions. 3b) ESL teachers attend required PD's: BESIS training, LAP training, common core training as mandated by the NYCDOE ESL Coordinators :Jose P. Records are maintained by a template and stored securely.

## E. Parental Involvement

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

1. About 50% of parents are very involved and keep in contact with the school. Through Skedula, letters and phone contact parents are kept abreast of any parent involvement: meetings, workshops, field trips, conferences. Parents have access to translated letters and documents provided by the school. Letters home are written in dual languages.

2. We look for CBO's that offer services that would address the needs of our families. We insure that CBO's offer translation or bilingual or native language services to aid our ELL parents.

3. The needs are addressed as we meet and conference with the parents. We also try to administer surveys to hear the information from the parents. We encourage parents to meet with us not only on parent-teacher nights but anytime during school hours. We are available to assist parents in anyway feasible to encourage support for our ELL's.

4. The activities are modified and designed to help include the parents in everything the school does for it's students and families. We offer conferences, discussions, language services, parents can meet with teachers after school to discuss the concerns regarding the ELL student. Translation is always available to assist the parents of ELL students.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

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

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

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	

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	2		0	
Integrated Algebra	9		7	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science		2		0
Living Environment		5		2
Physics				
Global History and Geography		6		3
US History and Government		1		0
Foreign Language		4		4
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**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:

## 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		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:** 19k502      **School Name:** FDNY HS for Fire and Life Safety

**Cluster:** 5      **Network:** New Visions

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

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

According to the data we have in ATS and responses from parents, our only second language spoken by our families is Spanish. Therefore, we use funds to pay a teacher to translate all notices and letters sent home into Spanish. Both letters get sent together. In addition to that, we have several staff members that speak fluent Spanish. When parents come to the school to conference for their children, these staff members are covered from their classes to help with providing translation. In addition, the students are interviewed with their families and asked for a personal statement. During our next PTA meeting, we intend to survey the parents about their home languages and need for translated materials.

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

We started by looking at the ethnicity designation of our students and the ELL population. Our non-English population primarily speaks Spanish and we translate as much of our materials into Spanish prior to sending them home in the mail. Moving from there, we look at the responses and needs of parents according to the information gathered on emergency blue cards and lunch forms. Informal information is also gathered at PTA meetings. Parents are able to share their needs with the staff as we discuss the issues on the agenda.

## Part B: Strategies and Activities

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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 letters and notices are given to the staff member designated to translate all written notifications. The translated notices are sent along with the English version.

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.

If a parent comes to the school for a conference and needs a translator, the school has one of the several staff members that speak the language to sit in the meeting and translate the conversation. We will continue to educate our parents and educational community to develop stronger systems if our demographics shift.

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

The school has a bi-lingual guidance counselor for working and monitoring families with communication issues due to a language barrier. She works with the other guidance counselor for conducting individual meetings, facilitating class lessons, doing attendance outreach, engaging the parents, programming students for courses tracking their graduation progress, goal setting, crisis intervention, and referring students for outside supports, as needed.

As for family engagement, each Guidance Counselor calls home on a regular basis to maintain good communication with the parent/guardian. In addition to reviewing each Benchmark report card, the guidance counselors call home when students are late or absent. The guidance counselors also schedule family meetings when academic, attendance, or behavior issues emerge. The Guidance Counselors also meet with

parents during Open School Days and when meetings are requested.

The Guidance Counsleors identify the language need of each family in their caseload and works in collaboration with the principal to secure that materials are available in that language, as well as interpretation needs for meetings.

Parents maintain daily communication with their child's Guidance Counselors and receive several mailings throughout the year (monthly Parent Association Meetings, SLT meetings, events, etc.). For each of these meetings, interpretation needs are assessed and request of our internal resources.