



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME :** EXPEDITIONARY LEARNING SCHOOL FOR COMMUNITY LEADERS

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 21K572

**PRINCIPAL:** DAVID O'HARA **EMAIL:** DOHARA3@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MS. 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
David O’Hara	*Principal or Designee	
Michael Kosciol	*UFT Chapter Leader or Designee	
Tanine Atkinson	*PA/PTA President or Designated Co-President	
Gloria Steiner	DC 37 Representative, if applicable	
Anastacia Johnson	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Richard Stopol	CBO Representative, if applicable	
Wajid Ahmed	Student Representative	
Alexandra Edwards	Member/Teacher	
Alison Angrisani	Member/Assistant Principal	
Melissa Kane	Member/Parent	
Joanne Roberts	Member/Parent	
Horace Johnson	Member/Parent	
	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**

- Improve school-wide daily average attendance to 86.5% by June 2012.

### **Comprehensive needs assessment**

- After a very low 2011 graduation rate and low credit accumulation. There is a direct correlation of low attendance on graduation. The overall attendance rate was 83.8% for the 2010-2011 school year.

### **Instructional strategies/activities**

- Partner with CAMBA to establish a comprehensive Attendance Intervention and Drop Out Prevention program funded through a United Way/DOE grant to offer counseling, family outreach, academic support and attendance incentives to 50 students who had between 20 and 75 absences in the prior school year.
- Advisors (“Crew Leaders”) will implement attendance plan including daily absence phone calls, postcards, and family meetings to address patterns of absences Crew Leaders will conference with students regarding attendance.
- Advisories (“Crews”) will earn points toward the Crew of the Year competition for perfect daily attendance.
- School wide celebrations and incentives for students with perfect or improved attendance each month
- School wide public tracking and recognitions of perfect or improving attendance via posters, school newsletter, and announcements during community meetings.
- Hire Parent Coordinator to help support Crew Leaders in outreach to families of students whose attendance has fallen below 85%
- Social Worker will work with parent coordinator and Crew Leaders to follow up on all 407s and LTAs
- Assistant principal and Principal will meet bi-weekly with Social Worker and CAMBA staff to review attendance data and assess effectiveness of interventions and strategies.

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

- Holding an annual open house to all parents over a span of a week in September.
- Identifying a cohort of parents that have low student attendance and support parents with an ARIS/Student support workshop.
- The creation of a PTA and SLT teams to increase parent participation.
- Supporting PTA events and fundraisers.
- Crafting and communicating a weekly parent newsletter via email and mail.
- Distribution of eight progress reports in a year to notify parents of student progress.
- Outreach to parental involvement in our Student Led Conferences which take place twice in a year.

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

- Implementation of new teacher induction. A week long new teacher intensive to support all new teachers around specific Expeditionary Learning strategies of active pedagogy, differentiation and the entire Outward Bound Model.
- Outward Bound Professional Development designed to build camaraderie and cohesiveness amongst all new teachers to Expeditionary Learning. Effectively develop teachers with the skills to be highly qualified teachers.
- Numerous professional development opportunities through Outward Bound and Network 411.
- Leadership opportunities for department facilitators and grade level leaders.
- Teachers will be released from classes to attend professional development
- Individual coaching and staff professional development time will be added to teachers programs

### **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.

### **Budget and resources alignment**

**As a Title I school-wide program school, Conceptual Consolidation will allow us to combine federal and local funds such as Fair Student Funding (tax-levy), human resources, Title I Funds, and to implement this action plan from September 2011 to June 2012 as indicated below.**

- TL Parent Coordinator- **Fair Student Funding**
  - School Social Worker – **Fair Student Funding**
  - Attendance Data Specialist-**ARRA**

## **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**

- In the 2011-2012 school-year, we will increase credit accumulation of at least 10 credits in all cohorts as followed:
  - I. 85% of our freshmen will earn 10 or more credits
  - II. 80% of our 10<sup>th</sup> graders will earn 10 or more credits
  - III. 75% of our juniors will earn 10 or more credits

**Comprehensive needs assessment**

- In the 2010-2011 school-year, the following percentage of students earned 10 or more credits in each cohort as follows:
  - I. 78.5% in year one
  - II. 70.6% in year two
  - III. 54.4% in year three
- With low credit accumulation over the previous four years, the graduation rate was at a dismal 40.2% and the lowest in the peer group.

**Instructional strategies/activities**

- Parents and students will be provided monthly standards-based progress reports/report cards.
- Built in Wednesday enrichment to support struggling students in particular areas of weakness.
- Students will present evidence of their academic progress to parents and staff twice per year during Student Led Conferences, and use this as an opportunity to set goals and make action plans.
- Expeditionary Learning Intensives' week to provide students with opportunities to master standards.
- Students will be offered after school tutoring and credit recovery
- Students will meet with Crew Leaders monthly to track progress in core academic courses
- Weekly Student Support Team meetings will identify barriers and propose interventions for individual students using the Collaborative Problem Solving method
- Graduation and Promotion in Doubt conferences to devise credit accumulation plans for parents and students.
- Grade teams will analyze cohort credit data and create action plans for grade-wide interventions
- Crew leaders conference with students monthly to discuss progress reports and transcripts
- Crew Leaders will communicate monthly with parents around student progress

**Strategies to increase parental involvement**

- Holding an annual open house to all parents over a span of a week in September.
- Identifying a cohort of parents that have low student attendance and support parents with an ARIS/Student support workshop.
- The creation of a PTA and SLT teams to increase parent participation.
- Supporting PTA events and fundraisers.
- Crafting and communicating a weekly parent newsletter via email and mail.
- Distribution of eight progress reports in a year to notify parents of student progress.
- Outreach to parental involvement in our Student Led Conferences which take place twice in a year.

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

- Implementation of new teacher induction. A week long new teacher intensive to support all new teachers around specific Expeditionary Learning strategies of active pedagogy, differentiation and the entire Outward Bound Model.
- Outward Bound Professional Development designed to build camaraderie and cohesiveness amongst all new teachers to Expeditionary Learning.

Effectively develop teachers with the skills to be highly qualified teachers.

- Numerous professional development opportunities through Outward Bound and Network 411.
- Leadership opportunities for department facilitators and grade level leaders.
- Teachers will be released from classes to attend professional development
- Individual coaching and staff professional development time will be added to teachers programs

#### **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.

#### **Budget and resources alignment**

**As a Title I school-wide program school, Conceptual Consolidation will allow us to combine federal and local funds such as Fair Student Funding (tax-levy), human resources, Title I Funds, and implement this action plan from September 2011 to June 2012 as indicated below.**

- TI Parent Coordinator- **Fair Student Funding**
- Teacher Per Session for Saturday Classes- **Title I SWP**
- Teacher Per Session for After School Regents Prep- **Fair Student Funding**
- Teacher Per Session for ESL After School Prep- **Title III**
- Purchase of school wide data system – impact – **Title I SWP**
- Data specialist to oversee progress towards goal- **ARRA**
- Teacher coverage be released from classes to attend professional development- **Title I SWP**
- Professional development will be paid by our Network 411
- Common Core Professional Development -**ARRA**

### 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**

- Improve Social Studies Regents passing rates for both Global Studies and US History and Government by 10% by the end of June.

#### **Comprehensive needs assessment**

In January and June of 2010-2011, the combined un-weighted Regents passing rates for Global Studies and US History were 54% and 51% respectively. In the 2010-11 school year, we will improve both of these Regents Passing rates such that:

- At least 50% Students who are repeating either examination will pass
- At least 75% of students who are taking either examination for the first time will pass

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

- Social Studies teachers will attend Regents' focused Social Studies Professional Development offered by our CFN network during the summer and school year.
- A department facilitator will be identified and lead weekly meetings
- Social Studies teachers will attend pedagogy focused Professional development through our lead partner, NYC Outward Bound aligned with the Expeditionary Learning Schools model
- Social Studies teachers will receive weekly coaching.
- Social Studies teachers will develop and implement Regents aligned interim assessments to identify students' areas of strength and areas of need.
- Students who are taking either the Global or US regents again after previously failing will be enrolled in Regents Preparatory classes during the school day and after school.
- Students will be offered Saturday review classes during the weeks leading up to the Regents exams
- 11<sup>th</sup> grade English Language Arts will be taught through the content of US History with an emphasis on essay writing
- English and Social Studies departments will use common essay writing strategies with their classes.

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

- Holding an annual open house to all parents over a span of a week in September.
- Identifying a cohort of parents that have low student attendance and support parents with an ARIS/Student support workshop.
- The creation of a PTA and SLT teams to increase parent participation.
- Supporting PTA events and fundraisers.
- Crafting and communicating a weekly parent newsletter via email and mail.
- Distribution of eight progress reports in a year to notify parents of student progress.
- Outreach to parental involvement in our Student Led Conferences which take place twice in a year.
- **Social Studies teachers will analyze interim assessment data for trends across their classes and sub groups to differentiate instruction**

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

- Implementation of new teacher induction. A week long new teacher intensive to support all new teachers around specific Expeditionary Learning strategies of active pedagogy, differentiation and the entire Outward Bound Model.
- Outward Bound Professional Development designed to build camaraderie and cohesiveness amongst all new teachers to Expeditionary Learning. Effectively develop teachers with the skills to be highly qualified teachers.
- Numerous professional development opportunities through Outward Bound and Network 411.
- Leadership opportunities for department facilitators and grade level leaders.
- Teachers will be released from classes to attend professional development
- Individual coaching and staff professional development time will be added to teachers programs

### **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.

### **Budget and resources alignment**

**As a Title I school-wide program school, Conceptual Consolidation will allow us to combine federal and local funds such as Fair Student Funding (tax-levy), human resources, Title I Funds, and implement this action plan from September 2011 to June 2012 as indicated below.**

- Expeditionary Learning School Designer- **Title I SWP**
- Per Session Saturday Classes- **Title I SWP**
- Per Session After School Regents Prep- **Fair Student Funding**
- Per Session ESL After School Prep- **Title III**
- Purchase of school wide data system to monitor student progress – impact – **Title I SWP**
- Data specialist to oversee progress towards goal- **ARRA**
- Teacher coverage so teachers will be released from classes to attend professional development- **Title I SWP**
- Professional development will be paid by our Network 411
- Common Core Curriculum Development -**ARRA**

**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>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>1</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>3</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>9</b>	Approx. 40	Approx. 15	Approx. 20	Approx. 20	N/A	N/A	N/A	N/A
<b>10</b>	Approx. 40	Approx. 10	Approx. 10	Approx. 15	N/A	N/A	N/A	N/A
<b>11</b>	Approx 30	Approx. 10	Approx. 5	Approx. 15	N/A	N/A	N/A	N/A
<b>12</b>	Approx 10	Approx. 5	Approx. 3	Approx. 10	N/A	N/A	N/A	N/A

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

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

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	All students participate in Crew Drop Everything and Read to develop reading comprehension strategies and fluency with fiction and non-fiction texts in small group setting during the school day. Students in need of support on writing for Regents examination are also offered small group instruction during the regular school day. Enrichment is offered to small groups for students in need of reading support. Saturday and After School extended time tutoring offered for students in need of additional support in meeting learning standards. Collaborative Team Teaching is offered in more than half of all ELA courses to support all learners. After school ELA course for students in need of repeating the ELA Regents created to provide additional support with very low (less than 10:1) student to teacher ratio
<b>Mathematics</b>	Saturday and After School extended time tutoring offered for students in need of additional support in meeting learning standards. During day 1:1 support available to students during their lunch period. Enrichment period for struggling math students. Collaborative Team Teaching is offered in 6 of 11 math courses.
<b>Science</b>	Saturday and After School extended time tutoring offered for students in need of additional support in meeting learning standards. After school regents review class. Lunch time tutoring available. Collaborative Team teaching is offered in all Living Environment Courses. Students who are identified as needing additional assistance are scheduled for extra support in 10:1 small group instruction during the academic day.
<b>Social Studies</b>	Saturday and After School extended time tutoring offered for students in need of additional support in meeting learning standards. Separate Global History and US History Regents Review courses for students who have not yet passed the exam despite previous attempts meets during the after school on students programs. Lunch time tutoring available. Collaborative Team teaching is offered in all Regents Review Courses. Students who are identified as needing additional assistance are scheduled for extra support in 10:1 small group instruction during the academic day.
<b>At-risk Services provided by the Guidance Counselor</b>	<b>N/A</b>

<b>At-risk Services provided by the School Psychologist</b>	The school psychologist updates and maintains student's IEPs for Triennial dates and conducts all initial evaluations.
<b>At-risk Services provided by the Social Worker</b>	Small group and individual counseling offered to students on an as needed and ongoing weekly basis to students with lagging social emotional skills or other barriers that are interfering with academic progress. In addition to counseling, support services include mediations, goal setting, transition services, and crisis interventions. Social worker sits on all student support team meetings and is critical in developing and supporting communication among advisors, students and parents. Social Worker provides all IEP mandated counseling. Social Worker supports the development and implementation of various programs including attendance interventions and transition planning for on and off track seniors.
<b>At-risk Health-related Services</b>	All students have access to male and female social workers who provide health related counseling and resources. Students and families are also offered clinic referrals as necessary.

**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.

**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>Michael Alcott</b>	District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>572</b>
School Name <b>EL School for Community Leaders</b>			

### B. Language Allocation Policy Team Composition

Principal <b>David O'Hara</b>	Assistant Principal <b>Alison Angrisani</b>
Coach <b>Pablo Schelino</b>	Coach <b>type here</b>
ESL Teacher <b>Nicole Cruz</b>	Guidance Counselor
Teacher/Subject Area <b>Genevive Dunzelman/ESL/Spanish</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Andre Hayes</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Michael Alcott</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>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</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	
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>230</b>	Total Number of ELLs	<b>56</b>	ELLs as share of total student population (%)	<b>24.35%</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. ELL identification begins when a parent/guardian enrolls a new student in our school. Our secretary, Lisa Nastari, conducts an initial informal interview to see what language(s) the parent and child speak, and what is the language with which they are most comfortable. If the parent indicates that his or her family speaks a language other than English, an ESL teacher or other licenced pedagogue trained by the ESL coordinator, Nicole Cruz, steps in to conduct an interview and administer the Home Language Survey. If the survey indicates that a language other than English is mostly spoken at home, the teacher confirms this verbally in another informal interview. Telephone translation services are utilized if there is nobody at the school who can translate. Then, the survey is passed on to the ESL Coordinator. The ESL Coordinator schedules LAB-R testing to be completed before the 10th day the student is enrolled in our school. The test is administered by a licensed ESL teacher and/or coordinator. For students whose LAB-R scores indicate they do not require services, a nonentitlement letter is mailed home, in the parent's preferred language. All entitled students are administered the NYSESLAT annually by an ESL teacher until they score proficient. In order to ensure all ELLs receive the NYSESLAT annually Nicole Cruz (ESL coordinator) uses the RLER, RNMR and RLAT reports by cross referencing them and ensuring all eligible students are tested. Ms. Cruz coordinates all logistics of NYSESLAT testing including receiving and retuning of all materials. Each year the language acquisition progress of all English language learners is assessed on the New York State English as a Second Language Achievement Test (NYSESLAT). This test is used to analyze the language growth of our students by measuring student proficiency in speaking, listening, reading, and writing. NYSESLAT test results determine student qualification for ELL services and provide important insight into the educational needs of ours ELLs. Assessment results influence educational decisions for the following school year. A team of certified teachers works together to test the ELLs in each modality, using the appropriate grade level assessments. We review all procedures and expectations for each aspect of the test. Test directions, scoring guides, rubrics, exemplars, and practice sets provided by NYS provide clear guidance through the process.

2, 3, 4. The LAB-R is scored immediately by the ESL Coordinator, Nicole Cruz, and the entitlement or non-entitlement letter is sent out in the family's preferred language, along with the brochure describing the three ELL options and a selection form. Copies of letters that are sent out are kept in students' individual files in the main office. Contact information and dates for an ELL parent orientation or individual meeting are included. Parent orientations are scheduled for students within 10 days of enrollment. Parents are called by the ESL Coordinator or Parent Coordinator, Andre Hayes, to follow up, using translators if necessary to communicate in their preferred language. At parent orientations or individual meetings, parents are invited to watch the video, in their preferred language if available, explaining the transitional bilingual, dual language, and ESL options. Then, they are asked to complete the selection form. Translators are there whenever possible to assist in answering questions; otherwise, we use the telephone translation service. If a parent chooses an option other than ESL, they are informed of their right to transfer their child to a school that provides that program. If they choose to keep their student in our ESL program, this decision is recorded on the appropriate form. If a parent does not attend a parent meeting or respond to our letter and phone calls with the completed selection form, their child is placed in ESL. If at any point our school provides a bilingual program in the student's language, students whose parents do not respond will be placed in the bilingual program instead. In any case, students are placed in an ESL program within 10 days of enrollment if they qualify. Records of parent choices are kept in

students' individual files.

5, 6. In the last few years, parents have overwhelmingly selected ESL as their program option. We have approximately 10 new ESL students enroll each year, on average. The only student whose parent selected another program choice (bilingual) enrolled this year. If at any point the parents of 15 or more students in two consecutive grade levels request bilingual services in the same language, a program will be implemented in a timely fashion. Until then, when parents choose a bilingual program they are referred to the international school on our campus where that program is offered.

## 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> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										6	3	3	2	14
<b>Push-In</b>										1	1	1		3
<b>Total</b>	0	0	0	0	0	0	0	0	0	7	4	4	2	17

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	56	Newcomers (ELLs receiving service 0-3 years)	40	Special Education	4
SIFE	8	ELLs receiving service 4-6 years	8	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)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	40	2	1	7	2	2	10	3	1	57
Total	40	2	1	7	2	2	10	3	1	57

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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	5	5	9	25
Chinese										3	2	2	3	10
Russian										2				2
Bengali												2		2
Urdu												1	1	2
Arabic											1	1	1	3
Haitian										1				1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian											1			1
Other										3	4	1	2	10
<b>TOTAL</b>	<b>0</b>	<b>15</b>	<b>13</b>	<b>12</b>	<b>16</b>	<b>56</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. Our Freestanding ESL program consists of both push-in and pull-out classes.

1b. Push-in classes are mostly graded though students with unique circumstances might be in a course that is not standard for their grade. Push-in classes are heterogeneous by proficiency level, and include students who are not LEP as well. Pull-out classes are ungraded. The general ESL class is heterogeneous by proficiency level as well, but the beginners' ESL class, which provides the additional 180 minutes that beginners need each week, is only for beginners or select low-intermediate students with unique circumstances. We do not use block classes

2. Our standard programming provides each ELL with one push-in Global History or ELA class, which meets for 248 minutes per week. This exceeds the 180 minutes that are mandated. Intermediate proficiency students are additionally in a general ESL class, which meets for 150 minutes per week. This totals 398 for intermediate proficiency students, which exceeds the 360 minutes that are mandated. Beginning proficiency students are in the push-in class (248 minutes), general ESL class (150 minutes), and an additional beginner ESL class that meets for 248 minutes per week. This totals 646 minutes for beginning students, well over the mandated amount. Beginning and low-intermediate proficiency students are in an additional ESL tutoring session for 60 minutes per week, in which they receive support in developing English proficiency and/or meeting the language demands of content classes. Advanced and most intermediate proficiency students are additionally in a full-time ELA class that meets for 248 minutes per week, which exceeds the 180 minutes that are mandated.

3. At our school, instruction in all classes is in English (with the exception of foreign language classes). Our goal is to provide lessons in all content classes that are approachable and appropriate for all students. Strategies for supporting ELL's are woven into all lessons, and teachers use strategies such as providing visuals, highlighting key words, differentiating texts, activating background knowledge, pre-teaching important vocabulary, and strategic grouping. Lessons are scaffolded for all students as needed, with additional scaffolding for individual students when needed. All students, including ELL's, are supported in meeting the same standards and completing the same products. Literacy is addressed in all content classes, in alignment with the Common Core State Standards, and students read and write daily. ESL teachers have an extensive collection of leveled high-interest-low-level books aligned with the New York State high school standards, ranging from Fontis and Pinnel level C through Z and higher. All teachers have access to these books and use them to differentiate texts or provide additional support to ELL's in their classes. Additionally, the ESL teachers are available to support all teachers in planning lessons that meet the needs of ELL's. An ESL teacher is available everyday for at least 75 minutes after school to help students develop their English language skills or support them with other content area classes.

4. Our ESL and Spanish teacher, Genevive Duzelman, administers the Spanish LAB to newcomers for whom Spanish is their first language.

5a. The ESL and content area teachers identify the SIFE students before the year starts and then form IEPs for them. The teachers also group students strategically in classes to help them by working with stronger students. Other strategies used are: differentiation of content such as translating text in home language, annotation and text coding and explicitly teaching background vocabulary. Since we have so few SIFEs, plans are made on an individual basis. Generally, factors that are considered are the student's literacy in their first language; years without school; whether or not they are accustomed to following school norms (even if those norms are very different from those in

## A. Programming and Scheduling Information

American culture); quality of previous education and student’s current skills in all content areas; and the basic skills that are necessary for successfully learning and participating in school, such as taking notes, studying, and completing assignments on time.

5b. Newcomer ELLs have varying English proficiency levels, L1 literacy levels, and educational backgrounds. Therefore, we do not use one single strategy to address all of them. However, one practice that is important for all newcomers is to constantly diagnose their current knowledge and skills before the start of a unit. Teachers are aware that knowledge that is taken for granted in American culture might not be familiar to students of other cultures, such as the significance of Thanksgiving, and make careful decisions about topics that might put ELL’s at a significant disadvantage. If a lesson depends on material that is culturally biased toward Americans (i.e. American History and Government), differentiated group strategies for building background knowledge are utilized.

5c. ELLs receiving services for 4-6 years are guided to pull meaning from difficult sources, understand the finer points of English grammar, and write extended works close to the level of their native-English-speaking peers. However, they are provided the scaffolding and support they need to reach this standard.

5d. Long-term ELLs are referred to grade-wide student support teams to assist ESL teachers in identifying and addressing barriers to proficiency. Individual plans are made and shared with the student to address their English proficiency needs. The student has an opportunity to help shape the final version of the plan.

6. High-interest-low-level books aligned to New York State Standards are used to differentiate, scaffold, and support ELL-SWDs. Additionally, our school uses the Expeditionary Learning Model, which is designed to make lessons accessible to learners with varying academic, language, and personal needs.

7. Students with disabilities are served in CTT classes. None of our students are required to be in self-contained classes or to have all CTT classes. We ensure that they have the correct number of CTT classes in addition to their ESL push-in class. Teachers have access to their students’ IEPs, and special education teachers are available to assist in planning lessons to meet the needs of all students, and to differentiate for particular students.

### Courses Taught in Languages Other than English ⓘ

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

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

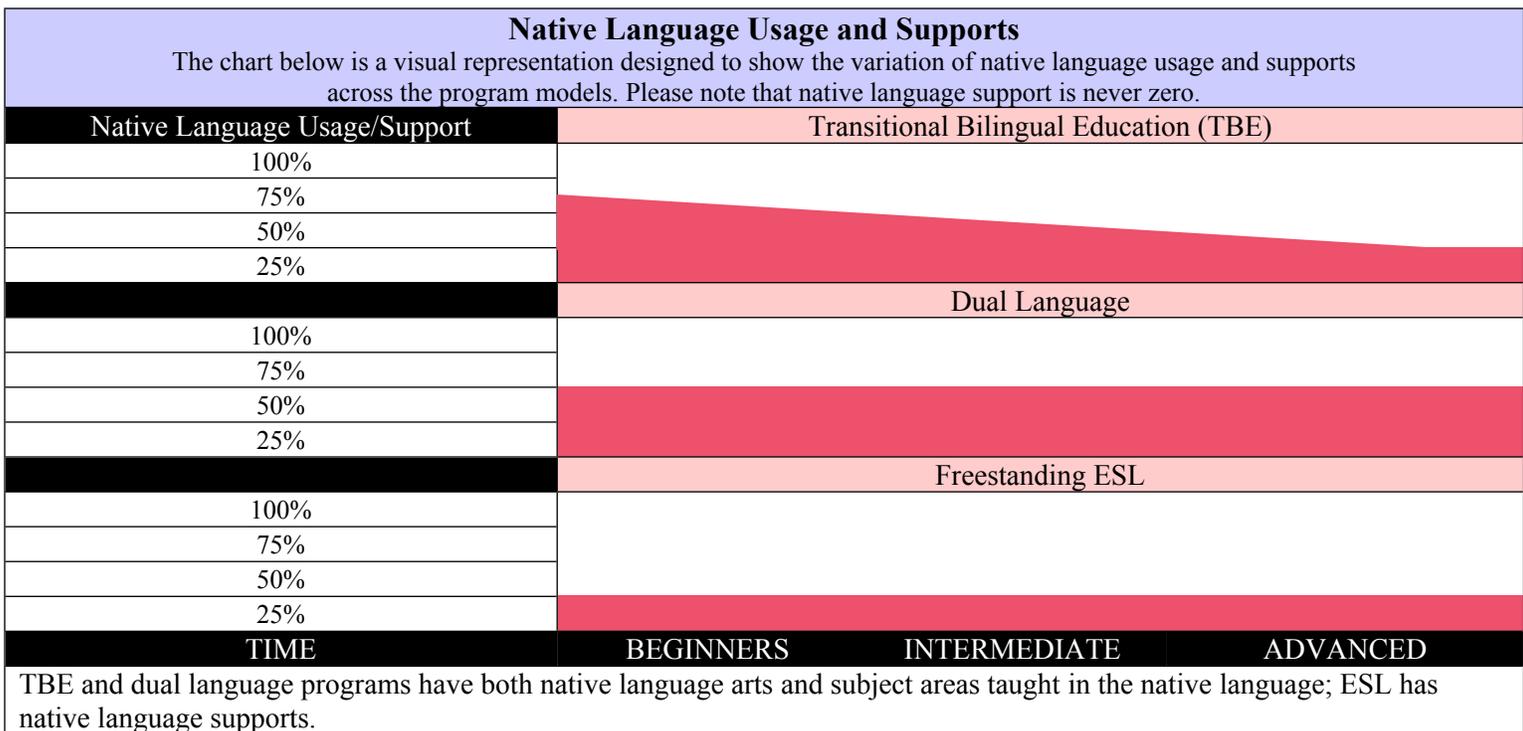
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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

8. ELA: An ESL teacher pushes into a Regents ELA class.

Social Studies: An ESL teacher pushes into a majority 9th grade Global History I class and a majority 10th grade Global History II class. As a result of our analysis of regents results, we found ELLs lowest performance was in History, so we decided on history as one of our push

## B. Programming and Scheduling Information--Continued

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Social Studies: An ESL teacher pushes into a majority 9th grade Global History I class and a majority 10th grade Global History II class.

As a result of our analysis of regents results, we found ELLs lowest performance was in History, so we decided on history as one of our push in classes.

Science: High-interest-low-level books aligned to the New York State standards for Living Environment, Physics, and Chemistry are recommended to science teachers based on their specific lessons and students.

Math: Manipulatives and graphic high-interest-low-level books are used by the math teachers to illustrate abstract concepts.

Our ESL library with leveled texts (Fountas and Pinnell C-Z) is aligned to NY State curriculum standards. Bilingual dictionaries are available to all teachers in all languages spoken in the school. Students are provided a dictionary that they may use both in school and at home until the end of the year. Newcomers are taught effective ways of using their dictionaries, and teachers encourage students to use it in class as an aid. ESL teachers are available as a resource to support content area teachers in planning lessons and designing scaffolds for ELLs. An ESL teacher is available for after school tutoring in any subject, at student or teacher request. Additionally, students who are identified by grade teams as needing additional ESL support are assigned a tutoring class that meets 60 minutes per week. All ELLs receive testing accommodations on all tests in accordance to mandates.

9. Bilingual dictionaries are available for students to use in class and/or at home. Advisors of proficient ELLs are notified of their status and alert an ESL teacher if the student is struggling. The ESL teacher conferences with the student and teacher(s) of affected class(es), and may decide to put the student into a heterogeneous push-in class (which contains both ELLs and general education students). Additionally, our school-wide policy is to address literacy in every class and use pedagogical strategies that maximize the success of all students, no matter what their needs are. A weekly "Drop Everything And Read" day in all "crew" (advisory) classes is observed in order to raise reading levels. In accordance to mandates, all ELL's continue to receive testing accommodations on all tests for 2 years after scoring "proficient" on the NYSESLAT.

10. For next year, we will work on incorporating more professional development opportunities for our content area teachers who teach ELLs. We plan to organize action research team to study ELL strategies. This group, comprised of content area teachers and ESL teachers, will present their research to the full staff. Additionally, we will look to build upon the ESL library by adding a wider variety of resources. We would like to add materials both in English and in students' native language to build up their literacy skills and ensure that students are maintaining their native language.

11. As of right now, we have not determined that we will discontinue any of our services to ELLs.

12a. Our school offers several curricular and extracurricular activities all students can participate in. In addition to the core classes we offer all Public School Athletic League sports, culinary arts, urban agriculture, dance, graphic art, design art studio, AP biology and and art history and several other academic electives. Our ELLs have equal access to all these options. ELLs typically participate at an equal level in these programs partially because our school is a small, nurturing community. All students are assigned to a "Crew." Each Crew is comprised of roughly 15 students and one staff member. Students stay with their crew leaders for all four years of high school. This person is a liaison between the student and the Crew leader; they advocate for the student and work to communicate with parents/families on a regular basis. The ESL teachers are available every day after school for individual student tutoring.

12b. The school has title three funding which will be applied to an after school program geared towards preparing students for the history regents. As mentioned above this is a regents ELLs struggle with, so getting them as much assistance as possible is important.

13. Instructional materials to support ELLs include: the ESL resource library, 6 mobile computer carts, smartboard technology in every classroom, Rosetta Stone, as well as a collection of dictionaries in students' native language. Students are permitted to borrow to a dictionary for the year.

14. Native language support is provided through the use of resources in the ESL library. Students are encouraged to use Google Translator

## 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. ELA: An ESL teacher pushes into a Regents ELA class.

Social Studies: An ESL teacher pushes into a majority 9th grade Global History I class and a majority 10th grade Global History II class.

As a result of our analysis of regents results, we found ELLs lowest performance was in History, so we decided on history as one of our push in classes.

Science: High-interest-low-level books aligned to the New York State standards for Living Environment, Physics, and Chemistry are recommended to science teachers based on their specific lessons and students.

Math: Manipulatives and graphic high-interest-low-level books are used by the math teachers to illustrate abstract concepts.

Our ESL library with leveled texts (Fountas and Pinnell C-Z) is aligned to NY State curriculum standards. Bilingual dictionaries are available to all teachers in all languages spoken in the school. Students are provided a dictionary that they may use both in school and at home until the end of the year. Newcomers are taught effective ways of using their dictionaries, and teachers encourage students to use it in class as an aid. ESL teachers are available as a resource to support content area teachers in planning lessons and designing scaffolds for ELLs. An ESL teacher is available for after school tutoring in any subject, at student or teacher request. Additionally, students who are identified by grade teams as needing additional ESL support are assigned a tutoring class that meets 60 minutes per week. All ELLs receive testing accommodations on all tests in accordance to mandates.

9. Bilingual dictionaries are available for students to use in class and/or at home. Advisors of proficient ELLs are notified of their status and alert an ESL teacher if the student is struggling. The ESL teacher conferences with the student and teacher(s) of affected class(es), and may decide to put the student into a heterogeneous push-in class (which contains both ELLs and general education students). Additionally, our school-wide policy is to address literacy in every class and use pedagogical strategies that maximize the success of all students, no matter what their needs are. A weekly "Drop Everything And Read" day in all "crew" (advisory) classes is observed in order to raise reading levels. In accordance to mandates, all ELL's continue to receive testing accommodations on all tests for 2 years after scoring "proficient" on the NYSESLAT.

10. For next year, we will work on incorporating more professional development opportunities for our content area teachers who teach ELLs. We plan to organize action research team to study ELL strategies. This group, comprised of content area teachers and ESL teachers, will present their research to the full staff. Additionally, we will look to build upon the ESL library by adding a wider variety of resources. We would like to add materials both in English and in students' native language to build up their literacy skills and ensure that students are maintaining their native language.

11. As of right now, we have not determined that we will discontinue any of our services to ELLs.

12a. Our school offers several curricular and extracurricular activities all students can participate in. In addition to the core classes we offer all Public School Athletic League sports, culinary arts, urban agriculture, dance, graphic art, design art studio, AP biology and and art history and several other academic electives. Our ELLs have equal access to all these options. ELLs typically participate at an equal level in these programs partially because our school is a small, nurturing community. All students are assigned to a "Crew." Each Crew is comprised of roughly 15 students and one staff member. Students stay with their crew leaders for all four years of high school. This person is a liaison between the student and the Crew leader; they advocate for the student and work to communicate with parents/families on a regular basis. The ESL teachers are available every day after school for individual student tutoring.

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14. Native language support is provided through the use of resources in the ESL library. Students are encouraged to use Google Translator

## E. Parental Involvement

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

1. Parents are invited into the school for a number of activities including college workshops, back to school night and student-led conferences. Students are encouraged to attend these events with their parents (and many of them do). In these cases, students do much of the translation for parents. Additionally, our staff has diverse linguistic backgrounds. Some languages spoken include Spanish, Korean, Russian, Mandarin, Uzbek and Urdu. These staff members are available to translate for parents and to provide support.

2. The school has a partnership with Outward Bound and CAMBA. These two organizations work out of our school. Our Outward Bound Adventure Coordinator, Jorge Gonzales, is bilingual (English/Spanish); he consistently provides support to parents and often runs meetings for our parent community. He provides translation when necessary.

3. The Home Language Survey, given to students new to the system, provides us with data regarding the linguistic background of our new ELLs. Parents of new students also fill out a survey asking which language they prefer for communication with the school. We use data from ATS to determine the home language of the remainder of our ELL population. Additionally, in forming relationships with parents, through Crew and by inviting parents into the school, we are able to assess the needs and provide relevant support.

4. Using qualitative data and feedback from Crew leaders as well as our conversations with parents during school events, we make decisions regarding the activities that we will lead that will best meet the needs of our parent community. We have recently learned that parents have a number of questions/concerns regarding the college process, therefore, we will plan to run a series of workshops for parents to meet their needs. We use staff or telephone translators to communicate with them. All written communication is translated whenever possible, and mandated written communication is always provided in multiple languages. If information is not available in a parent's preferred language, it is sent out for translation if time permits, or if it is urgent it is provided by phone with a translator instead.

## 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)?

N/A

## 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. ESL teachers attend network PD that are scheduled periodically this year. This year, network PD will include the utilization of ELL data as well as supporting content area teachers. Our content area teachers will participate in a "Learning Expedition" around ELL strategies. During the expedition, content area teachers will read common texts focusing on best practices and participate in fieldwork at another high school in our campus. During teachers' fieldwork, teams will work together to observe classes and interview teacher about their work with ELLs. Assistant principals, subject area teachers, paraprofessionals, social workers, special education teachers, and parent coordinators participate in the whole staff PD sessions as well. Additionally some teachers participate in intervisitations with a high school which serves a 100% newcomer population. Further PD occurs in weekly common planning meetings where ESL teachers support different teams with differentiation strategies for ELLs.

2. All freshmen participate in a "Leaders 101" course that meets once each week for 60 minutes. The program introduces students to our instructional and school model, while teaching them a variety of skills necessary to succeed in high school, such as studying, note-taking, and time management. ELL's are specifically encouraged to annotate their notes in their first language if it helps them to understand or remember the material, and are advised of their right to use dictionaries and translators in class.

3. Our school has a number of additional professional development opportunities for staff including Dual OW, intervisitation,

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3. Our teachers participate in weekly in-school professional development sessions, led by our principal, David O’Hara, or instructional guide, Alison Angrisani. The needs of ELL’s in particular are addressed periodically. This is sometimes done through whole-staff PD sessions, and other times through guided lesson study groups. ESL teachers and the instructional guide work with content area and grade level teams on ESL strategies. Additionally, they learn to address the needs of specific students, including long-term ELLs, SIFEs, and newcomers. Care is taken to ensure this time adds up to 7.5 or more hours annually.

## E. Parental Involvement

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

1. Parents are invited into the school for a number of activities including college workshops, back to school night and student-led conferences. Students are encouraged to attend these events with their parents (and many of them do). In these cases, students do much of the translation for parents. Additionally, our staff has diverse linguistic backgrounds. Some languages spoken include Spanish, Korean, Russian, Mandarin, Uzbek and Urdu. These staff members are available to translate for parents and to provide support.

2. The school has a partnership with Outward Bound and CAMBA. These two organizations work out of our school. Our Outward Bound Adventure Coordinator, Jorge Gonzales, is bilingual (English/Spanish); he consistently provides support to parents and often runs meetings for our parent community. He provides translation when necessary.

3. The Home Language Survey, given to students new to the system, provides us with data regarding the linguistic background of our new ELLs. Parents of new students also fill out a survey asking which language they prefer for communication with the school. We use data from ATS to determine the home language of the remainder of our ELL population. Additionally, in forming relationships with parents, through Crew and by inviting parents into the school, we are able to assess the needs and provide relevant support.

4. Using qualitative data and feedback from Crew leaders as well as our conversations with parents during school events, we make decisions regarding the activities that we will lead that will best meet the needs of our parent community. We have recently learned that parents have a number of questions/concerns regarding the college process, therefore, we will plan to run a series of workshops for parents to meet their needs. We use staff or telephone translators to communicate with them. All written communication is translated whenever possible, and mandated written communication is always provided in multiple languages. If information is not available in a parent’s preferred language, it is sent out for translation if time permits, or if it is urgent it is provided by phone with a translator instead.

# 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)										2	2		2	6
Intermediate(I)										4	5	6	10	25
Advanced (A)										3	3	5	4	15
Total	0	0	0	0	0	0	0	0	0	9	10	11	16	46

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0

## 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.

- Our school uses the Running Records assessment to determine students' reading levels. This data helps us to address literacy in all classes, and come up with school-wide strategies as well for raising literacy.
- Higher grades are overall more proficient. This may be because most students, regardless of age and educational background, are forced to start high school with the reading with foreign language credits. Also, our students are overall more proficient in conventional English.

### 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

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	14	0	8	0
Integrated Algebra	32	0	23	0
Geometry	3	0	3	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	22	0	20	0
Physics	0	0	0	0
Global History and	25	0	6	0

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government	16	0	5	0
Foreign Language	6	0	6	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

### Native Language Tests

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

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

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

- Our school uses the Running Records assessment to determine students' reading levels. This data helps us to address literacy in all classes, and come up with school-wide strategies as well for raising literacy.
- Higher grades are overall more proficient. This may be because most students, regardless of age and educational background, are forced to start high school as a ninth grader with few or no credits. Also, our students are overall more proficient in conversational English (listening and speaking) as compared with academic English (reading and writing). Thus, we have decided to focus heavily on formal, academic reading and writing.
- Teachers will use the data to differentiate instruction in all classes and also determine the curriculum for the entire general ESL class.
- One notable pattern is that our ELLs advance from beginning to intermediate proficiency very quickly, but SIFEs often reach a barrier after that. SIFEs also struggle the most with passing all Regents exams before their target graduation date. This shows that we need to focus more attention on this group, and try new strategies. All of our students have chosen to take their exams in English, though they are all provided with the exam in their L1, if it exists, so they can use it as an aid. The fact that they choose to take the exam in English is notable on its own.
- N/A
- We measure the success of our ESL program by looking at student growth measures, including student work, standardized tests, and the degree to which they participate in school activities alongside native English speakers. We expect our students to demonstrate at least 1.5

## 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:** Leaders High School

**School DBN:** 21K572

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David O'Hara	Principal		10/26/11
Alison Angrisani	Assistant Principal		10/26/11
Andre Hayes	Parent Coordinator		10/26/11
Nicole Cruz	ESL Teacher		10/26/11
	Parent		10/26/11
Genevive Dunzelman/ ESL/Spanis	Teacher/Subject Area		10/26/11
	Teacher/Subject Area		10/26/11
Pablo Schelino	Coach		10/26/11
	Coach		10/26/11
	Guidance Counselor		10/26/11
	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:** 21K572      **School Name:** EL School for Community Leaders

**Cluster:** Groll      **Network:** 411

**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.

When students are enrolled, parents are given the Home Language Survey. If they indicate that a language other than English is spoken at home, they are given an in-depth survey and interview that includes which language they want the school to use when communicating with them. This is recorded by the secretary and ESL coordinator. Additionally, advisors are responsible for communicating with the parents of their students regularly. Therefore, they are expected to find out the preferred language of families at the start of the school year. This information is recorded on the students' emergency cards and in ATS. It is shared with administrators, the parent coordinator, and any other staff member organizing schoolwide events, mailings, or communication. We request new emergency cards from students' families at least three times per year, to ensure the information is current.

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.

Approximately a quarter of the students at our school have parents who prefer communicating in a language other than English. There are 10 different languages, with the largest groups being Spanish and Chinese. Some languages, such as Uzbek and Albanian, do not have translations of major documents on the DOE website, such as ELL Entitlement Letters. This information is shared in our internal data system, called Jumprope. Jumprope has many features, but one is that it makes biographical information and contact information available for each student, including their family's preferred language for communication.

## 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.

Spanish documents are translated by staff members, but we use the Department of Education's approved vendor to translate other languages if it can be submitted far enough in advance. For urgent documents, in which information is not known far enough in advance and must be communicated immediately, Google Translate is used for a rough translation. A cover letter is included explaining that parents can get a free, more accurate translation by contacting crew leaders or returning that cover letter with the specified box checked off indicating they want an oral translation. The crew leader will then contact the parent using the Translation and Interpretation Unit to translate the content of the letter.

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.

For communication by phone, all staff members are expected to use the DOE's telephone translation services if no staff member is able to translate that language at that time. We have staff members who help with Spanish, Chinese, Russian, and Urdu when they are available. We also use telephone or staff translators when parents visit the school for meetings or other matters.

At school events, such as Orientation, student volunteers translate for families who prefer to communicate in a language other than English. In the unlikely case that no student or staff volunteers to translate for a particular language, we will use an outside translator. If the family asks to speak about their child's academic achievement, conduct, or other personal matters, a separate meeting is set up so that an adult translator can be used.

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>.

At the beginning of each year and at the first parent-teacher conferences, parents receive a copy of the Bill of Parent Rights and Responsibilities in their preferred language. This is also given to them in person at parent-teacher conferences. The availability of translation and interpretation services is announced in signs prominently placed in the main office on the main bulletin board, in all languages available on the DOE website provided in the Chancellor's Regulations. There is no uncovered language that is preferred by 10% or more of our students' families, so no additional signs are needed according to the Regulations. However, if this ever is the case we will have the sign translated by staff or the Translation and Interpretation Unit so it can be posted with the others. Our school shares a safety plan with the other schools in the Lafayette Education Complex. This plan requires that translation and interpretation services are accessed and funded immediately in case of emergency.

## 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: <a href="#">EL School for Community Leader</a>	DBN: <a href="#">21K572</a>
Cluster Leader: <a href="#">Chris Groll</a>	Network Leader: <a href="#">Michael Alcoff</a>
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <a href="#">53</a>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> *9 <input type="checkbox"/> *10 <input type="checkbox"/> *11 <input type="checkbox"/> *12
Total # of teachers in this program: <a href="#">2</a>
# of certified ESL/Bilingual teachers: <a href="#">2</a>
# of content area teachers: <a href="#">0</a>

## 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: The ESL Enrichment program will be held after school four days per week for one and one half hours. It will serve students in grades 9-12, from newcomer to advanced ELLs. It will begin immediately and run until the end of the school year. The program will be overseen by the ESL Coordinator, Nicole Cruz, and taught by both she and Genevive Duzelman, an ESL teacher, on alternate days. Both are licensed to teach ESL K-12. ESL Enrichment will focus on improving ELLs' reading, writing, listening, and speaking skills in English. All instruction will be in English. There will be four parts to the program: tutoring, guided and independent reading, discussions of videos or short films, and writing challenges.

Tutoring will consist of extra help for any content area. Teachers will help students understanding notes, texts, or assignments; give feedback on products and assist in all phases of writing; or give students personalized instruction in the English language. Tutoring will be available 2-3 days per week, while other students in the program are working independently.

Data from reading assessments, as well as teacher observation, indicate that low literacy in English is the biggest barrier for most ELLs to passing the Regents exams. Alternate assessments indicate that they understand much more content than practice Regents tests show. Students themselves report that they do not understand many of the questions and answers. More troubling is the fact that they do not understand high-school-level texts in their classes, and much read lower-level alternatives. This indicates that they need to improve their reading level in English dramatically in order to be college-ready. Therefore, guided reading will be emphasized two days per week. Both guided and independent reading will also be available on the other two days for students for whom this is their biggest barrier. Our ESL library has hundreds of books ranging from Fountas and Pinnell levels C-post Z, which can be used for guided and partner reading. Additionally, we have Achieve 3000 a guided reading computer program that has been proven to improve students' reading levels multiple years in one. Students' reading levels will be tested regularly to measure their growth, and inform personalized changes if needed.

As is typical of most ELLs, our ELLs are more proficient in social English than academic English. We know this because they score higher on fiction than nonfiction reading comprehension assessments, and our teachers consistently report that ELLs are most successful when information and assignments are rephrased into social language. This will be addressed in ESL Enrichment. One day per week students will view about 15-20 minutes of videos or film, and use it to have a discussion involving high-order thinking. The emphasis for most students will be on building listening and speaking proficiency with academic language. Differentiation will allow beginners to build their social language skills as well. Academic vocabulary and sentence structure will be addressed, and instruction will be informed by data from ESL and content teachers. All students will improve their higher-order thinking skills.

Data and student work from the ESL and ELA teachers indicate that grammar is a weak point for most of our ELLs. One day per week there will be a writing lesson focused on conventions, with a related writing "challenge". On the other days there will be a short writing challenge that reinforces the same skill as

## Part B: Direct Instruction Supplemental Program Information

the lesson. Lessons will be chosen by speaking with teachers and identifying trends in student work.

Leaders High School has a strong culture of students staying after school for extra help, practice, or community service. Therefore, we expect a consistent turnout, with beginners voluntarily attending almost every day. Higher level students will come less often because they will split their time with other after school programs and help sessions, but we nonetheless expect that most will include our program as well. We will make the program mandatory for any student who is struggling in a class due to language barriers, at that teacher's discretion.

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## 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: ELLs in our school are integrated into classes with non-ELLs. Our teachers routinely go above and beyond to meet their needs, even translating daily assignments into multiple languages. Thus, we know that we don't need any professional development addressing the rights of ELLs, state mandates, or the importance of differentiation. However, data and student work indicate that lower-level ELLs are still underperforming. This is because teachers are having difficulty teaching them the academic language students need to succeed in math, science, social studies, and English language arts. Several teachers report that they feel helpless; they have tried many differentiation strategies and do not know what else to do to support lower-level ELLs. Collaboration with ESL teachers has not on its own been sufficient to fix this problem.

Our professional development will be provided by Internationals Network for Public Schools. Two professional development series will be for all teachers. Each series will consist of three 2-hour sessions set two weeks apart. One series will be provided in February, and the other in May.

The first series, Great Minds Think Differently, focuses on differentiating for ELLs in a heterogeneous class. Each participant receives a booklet with 14 strategies. There are videos, sample lesson plans, and more for each strategy. Participants take time during the workshop to apply what they have learned to their own curriculum plans.

The second series, Integrating Language and Content, teaches participants how to work the teaching of academic language into content lessons. It consists of a model lesson in which the participants act as students, moving from station to station. Participants also learn a five-step process for integrating language and content, and the materials to teach this process are discipline specific. Additionally, there is an in-depth lesson on the differences between social and academic language acquisition. This lesson helps teachers understand where difficulties often lie when ELLs confront academic language in their classrooms. It also helps them to confront these difficulties so that ELLs are more successful.

There will also be professional development specifically for ESL teachers. Internationals provides day-long Induction Workshops that teach their model for teaching ESL students. Both of our ESL teachers will attend two of these workshops. The first is a more in-depth version of Integrating Language and

### Part C: Professional Development

Content. The second is called No More Parallel Play: Encouraging Meaningful Student Collaboration. Participants in this workshop learn how to make their lessons more student-centered, so that they are working together to learn, and rely less on the teacher. They explore strategies for ensuring all students are contributing and learning, while challenging themselves use new vocabulary and speaking skills.

### 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: Twice per year, 2-3 weeks before both the January and June Regents exams, there will be an ELL parent workshop lasting at least one hour. Parents will be notified of the workshop by letters in their preferred language, and by phone using the Department of Education translation service. The workshops will have student/staff translators, and outside translators if necessary, for all parents who confirm their attendance.

In the workshop, and ESL teacher will empower parents to become active supporters in their child’s learning by giving them the information and strategies they need to do so. They will learn how they can support their child’s English language acquisition and academic success even if they do not speak any English. The teacher will help them understand graduation requirements and the role of Regents exams. They will receive information on their child’s rights as an ELL, including state mandates and testing modifications. Finally, parents will have an opportunity to ask any questions that they have.

### Part E: Budget

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

Allocation Amount: \$12000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$8945</u>	<u>Regents review after school; ESL Enrichment after school program</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development</li> </ul>	<u>\$800</u>	<u>ESL Coordinator and ESL Teacher attend two day-long PDs by the Internationals network.</u>

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$12000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<u>\$1800</u>	<p><u>Word-to-word bilingual dictionaries; enough for each student to own one and extra copies of each language in school, to ensure every student has one in line with mandated ELL testing modifications</u></p> <p><u>Home set of books read in the ELA curriculum; will allow ELLs to spend extra time outside class working to understand the texts, rather than having to keep the books in class</u></p> <p><u>Books and materials for AP Spanish; taking a challenging course in Spanish will help native speakers in their first language while they gain skills that will transfer to English as well.</u></p>
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	<b><u>\$11545</u></b>	