



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** MULTICULTURAL HIGH SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 19K583

**PRINCIPAL:** ALEXANDRA HERNÁNDEZ      **EMAIL:** AHERNANDEZ7@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** KAREN WATTS

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

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Alexandra Hernández	*Principal or Designee	
Luis Villada	*UFT Chapter Leader or Designee	
Ana De La Cruz	*PA/PTA President or Designated Co-President	
Joann Brown	DC 37 Representative, if applicable	
Julio Collado Javier Franco Cecilia Guzman	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Peter Ng-A-Fook	Member/Assistant Principal	
Hector Gamboa	Member/Teacher	
Leila Charriez	Member/Teacher	
	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**

Students will show progress in acquiring proficiency in English. 10% of first year students will move one level of proficiency on the NYSESLAT in May of 2012.

### **Comprehensive needs assessment**

- Our population is generally new to the country. As a result, English proficiency levels as based on the NYSESLAT are either Beginner or Intermediate. Of approximately 375 students that sat for the NYSESLAT, 123 tested as Beginners, 23 as advanced, 193 as intermediate and 7 tested as proficient. Furthermore, the English Regents Pass Rate for the current senior class is 9%.

### **Instructional strategies/activities**

#### **ACTIVITY 1**

- Open Computer Lab: We have opened up our computer lab for use afterschool and on Saturdays so that students have opportunities to practice their English. Rosetta Stone is primarily utilized to increase English Language Acquisition through the use of technology, whereas Castle Learning is primarily used as a tool for Regent's Examination preparation. We are targeting all students who are not yet proficient on the NYSESLAT. We are also changing the instructional program to align ELA/ESL curriculum and instruction. Introducing the integrated co-teaching model in the ELA classroom and integrating the common core standards.
- Target Population(s): All students that are beginners or intermediate level ELLs as determined by the NYSESLAT. We are especially focusing on our SIFE (students with interrupted formal education).
- Responsible Staff Members: Administration, ESL/ELA department, Staff Developers (internal and external) and Data Specialist
- Implementation Timeline: September 2011 through May 2012

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

- Create 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;
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries regarding academic assessments, including but not limited to regents progress, NYSESLAT, credit accumulation and marking period grades.
- Parents will be trained on how to use ARIS Parent Link/Skedula to best support student progress and shared family ownership of academic achievement.
- Will provide ESL classes and workshops for parents and community members to cultivate a community of learners who value English Language Acquisition beyond the school.
- The Cypress Hills Success Center will support our parents in understanding the demands of post-secondary decision making including the college application process and job placement.

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

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.
- The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support probationary, struggling and un-qualified teachers.

**Service and program coordination**

- After school snacks and Saturday school breakfast and lunch are provided to students.
- Encouraging students to participate in English building organizations like PSAL and JROTC.
- Implementation of Rosetta Stone, Castle Learning, the use of Kaplan and the professional development provided by network and external coaches.
- Students will be provided with an opportunity to earn college credit in English through LaGuardia Community College's College Now program housed at the Franklin K. Lane Campus.

**Budget and resources alignment**

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds (such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources) to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session for after school programs and differentiated professional development with a focus on technology.

## 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**

Students will engage in one Literacy performance based assessment task aligned to the priority common core standards and modeled by NYCDOE instructional bundles. 25% of students will effectively use evidence to support arguments in ELA and Social Studies across all grade levels.

### **Comprehensive needs assessment**

- In efforts to align our curriculum to the common core we are integrating performance based assessments to support students in creating authentic learning situations.

### **Instructional strategies/activities**

#### **ACTIVITY 1**

- Teacher's College Coaching: We have contracted with Teacher's College to support teachers in developing curriculum maps while simultaneously integrating the common core and performance based assessment. Teachers will be utilizing informational text to support students as they learn to use evidence to support their arguments.
- Target Population(s): All teachers.
- Responsible Staff Members: Administration, ESL/ELA/History, Staff Developers (internal and external) and Data Specialist
- Implementation Timeline: September 2011 through May 2012

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

- Create 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;
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries regarding academic assessments, including but not limited to regents progress, NYSESLAT, credit accumulation and marking period grades.
- Parents will be trained on how to use ARIS Parent Link/Skedula to best support student progress and shared family ownership of academic achievement.
- Will provide ESL classes and workshops for parents and community members to cultivate a community of learners who value English Language Acquisition beyond the school.
- The Cypress Hills Success Center will support our parents in understanding the demands of post-secondary decision making including the college application process and job placement.

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

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.
- The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support probationary, struggling and un-qualified teachers.

**Service and program coordination**

- This will be measured by school wide common assessments.
- Professional Development, Inquiry Team and network common core pd series.
- Students will be provided with an opportunity to earn college credit in English through LaGuardia Community College's College Now program housed at the Franklin K. Lane Campus.

**Budget and resources alignment**

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds (such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources) to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session for after school programs and differentiated professional development with a focus on technology.

### 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**

*Students will engage in one math performance based assessment task aligned to the primary common core standards and modeled by NYCDOE instructional bundles. 100% of students excluding LTA's will be exposed to the Mathematics Instructional bundle and complete the embedded task.*

#### **Comprehensive needs assessment**

- In efforts to align our curriculum to the common core we are integrating performance based assessments to support students in creating authentic learning situations. Based on the Regents Item Analysis for Integrated Algebra our students have historically underperformed in the areas of Measurement & Numbers and Operations. Because 134 students are identified as SIFE, we value mathematics that comes alive in the classroom. We do this by teaching Geometry through technology and will continue to do so through modeling and emphasizing number sense to ensure that students have a keen understanding of what numbers mean inside and outside of the classroom.

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

##### **ACTIVITY 1**

- Teacher's College Coaching: We have contracted with Teacher's College to support teachers in developing curriculum maps while simultaneously integrating the common core and performance based assessment. Teachers will be utilizing informational text to support students as they learn to use evidence to support their arguments.
- Target Population(s): All teachers.
- Responsible Staff Members: Administration, Mathematics Teachers, Staff Developers (internal and external) and Data Specialist
- Implementation Timeline: September 2011 through May 2012

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

- Create 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;
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries regarding academic assessments, including but not limited to regents progress, credit accumulation and marking period grades.
- Parents will be trained on how to use ARIS Parent Link/Skedula to best support student progress and shared family ownership of academic achievement.
- Will provide math workshops for parents to cultivate a community of learners beyond the school.
- The Cypress Hills Success Center will support our parents in understanding the demands of post-secondary decision making including the college application process and job placement.

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

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support probationary, struggling and un-qualified teachers.

**Service and program coordination**

- This will be measured by school wide common assessments.
- Professional Development, Inquiry Team and network common core pd series.
- Students will be provided with an opportunity to earn college credit in Math through LaGuardia Community College's College Now program housed at the Franklin K. Lane Campus.

**Budget and resources alignment**

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds (such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources) to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session for after school programs and differentiated professional development with a focus on technology.

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

*All Teachers will be a part of a grade team and department level team where academics, progress, instruction and case studies are discussed.*

### **Comprehensive needs assessment**

The development of teacher teams will facilitate the norming of practices, develop rigorous assessments, student centered classroom environments and the engagement of students. The statements below define the functions that the grade team/department team will have:

#### **COLLABORATION**

- It will create a culture that connects people and functions so the common purpose of helping students learn and succeed may be accomplished.
- Build relationships and find creative ways to continually improve practice.
- Support a classroom community with cooperation, shared responsibility, and respect.
- Cultivate interdisciplinary planning and curricular practice.

#### **ACADEMICS & CURRICULUM ALIGNMENT**

- Develop curriculum that is responsive to student interests, strengths, experiences and needs.
- Select and adapt elements of the curriculum from many sources.
- Create a systems view of the organization and promote systems-based thinking.
- Incorporate innovative instructional strategies that develop higher level analytical and communication skills as well as place greater responsibility on the student for his or her academic progress.
- Align the CCLS to the curriculum.

#### **STUDENT FOCUSED**

- Respond to individual students' interests, strengths, experiences and needs.
- Continuously assess student understanding
- Increase student responsibility for learning
- Promote the planning of positive events like awards ceremonies, field trip coordination and recognition ceremonies.

### **Instructional strategies/activities**

#### **ACTIVITY 1**

- Change of Master Program: We are changing our master schedule in February to ensure that all teachers have common planning time everyday for 45 minutes. The change in program would allow for teachers to work collaboratively for instructional purposes and the opportunity to assist students in their progress. Change of the instructional program to support a common planning period for vertical and horizontal planning towards graduation.
- Target Population(s): All teachers.
- Responsible Staff Members: Administration, Teachers, Staff Developers (internal and external) and Data Specialist

- Implementation Timeline: September 2011 through May 2012

#### **ACTIVITY 2**

- CFN 407/Teacher's College Coaching: Our network support along with teacher's college will help us establish our teacher team structures.
- Target Population(s): All teachers.
- Responsible Staff Members: Administration & Staff Developers (internal and external)
- Implementation Timeline: September 2011 through May 2012

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

- Create 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;
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries regarding academic assessments, including but not limited to regents progress, NYSESLAT, credit accumulation and marking period grades.
- Parents will be trained on how to use ARIS Parent Link/Skedula to best support student progress and shared family ownership of academic achievement.
- Will provide ESL classes and workshops for parents and community members to cultivate a community of learners who value English Language Acquisition beyond the school.
- Teachers will involve parents in meetings, including but not limited to, academic round tables, understanding graduation requirements, awards ceremonies and student exhibitions in order to understand content, student work and city/state/school accountability metrics.
- The Cypress Hills Success Center will support our parents in understanding the demands of post-secondary decision making including the college application process and job placement.

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

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support probationary, struggling and un-qualified teachers.

#### **Service and program coordination**

- Professional Development, Inquiry Team and network common core pd series.
- This will be measured by increased achievement as seen in scholarship report data and increase in teacher efficacy as seen in unit and lesson design.
- Observerable by principal and assistant principal.

**Budget and resources alignment**

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds (such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources) to implement this action plan from Sept. 2011-June 2012 as indicated below:

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- Teacher per session for after school programs and differentiated professional development with a focus on technology.

## ANNUAL GOAL #5 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 #5**

*Improve teacher effectiveness by developing a shared understanding of instructional excellence.*

### **Comprehensive needs assessment**

Instruction is at the core of transforming student achievement. Teachers will engage in professional discourse using a research based teaching standards tool to increase teacher efficacy in planning and differentiation to meet the needs of the sub-groups below:

- Lowest 1/3
- SIFE population
- Overage
- Hispanic Males
- Cohort M

### **Instructional strategies/activities**

#### **ACTIVITY 1**

- Observation Cycle: School leaders will set up and follow an observation cycle based on the identified focus areas both formally and informally.
- Target Population(s): All teachers.
- Responsible Staff Members: Administration, Network, Coaches
- Implementation Timeline: September 2011 through May 2012

#### **ACTIVITY 2**

- Professional Development: Teachers and school leaders will develop a professional development plan that best supports the instructional needs and goals of the school. Professional development series covering the teacher effectiveness priority domains and competencies.
- Target Population(s): All teachers.
- Responsible Staff Members: Administration, Network, Coaches
- Implementation Timeline: September 2011 through May 2012

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

- Create 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;
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries regarding academic assessments, including but not limited to regents progress, NYSESLAT, credit accumulation and marking period grades.
- Parents will be trained on how to use ARIS Parent Link/Skedula to best support student progress and shared family ownership of

academic achievement.

- Will provide ESL classes and workshops for parents and community members to cultivate a community of learners who value English Language Acquisition beyond the school.
- The Cypress Hills Success Center will support our parents in understanding the demands of post-secondary decision making including the college application process and job placement.

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

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.
- The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support probationary, struggling and un-qualified teachers.

**Service and program coordination**

This will be measured by:

- Observations.
- Increased collaborative conversations.
- Peer coaching
- Teacher feedback from informal observations.
- Student achievement data

**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), Title I Funds, Title III, SIIG Funds and human resources) to implement this action plan from Sept. 2011-June 2012 as indicated below:

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- Consumable instructional materials for use during extended day programs.
- Teacher per session for after school programs and differentiated professional development with a focus on technology.

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	76							
<b>10</b>	116		2		1			
<b>11</b>	111	48	32	US:102 Global: 36	1			
<b>12</b>	88	8	35	US:42 Global: 16	2			

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<b>Rosetta Stone, Aventa, Castle Learning, After-School Tutoring, Saturday Academy. Access to software is given to students throughout the day, after school and on Saturdays.</b>
Mathematics	<b>Castle Learning, Aventa, After-School Tutoring, Saturday Academy. Access to software is given to students throughout the day, after school and on Saturdays.</b>
Science	<b>Castle Learning, Aventa, After-School Tutoring, Saturday Academy. Access to software is given to students throughout the day, after school and on Saturdays.</b>
Social Studies	<b>Castle Learning, Aventa, After-School Tutoring, Saturday Academy. Access to software is given to students throughout the day, after school and on Saturdays.</b>
At-risk Services provided by the Guidance Counselor	<b>Group counseling and individual counseling.</b>
At-risk Services provided by the School Psychologist	<b>Group counseling and individual counseling.</b>
At-risk Services provided by the Social Worker	<b>Group counseling and individual counseling.</b>

<b>At-risk Health-related Services</b>	
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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**

Multicultural High 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 with 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 promptly 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>Chris Groll/Varleton McDonald</b>	District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>583</b>
School Name <b>Multicultural High School</b>			

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

Principal <b>Alexandra Hernandez</b>	Assistant Principal <b>Peter Ng-A-Fook</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Katrina Angeles</b>	Guidance Counselor <b>Sandra Badillo</b>
Teacher/Subject Area <b>Constance Pavone</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ronald Quimis</b>
Related Service Provider <b>type here</b>	Other
Network Leader <b>Varleton McDonald</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>5</b>	Number of certified bilingual teachers	<b>14</b>	Number of certified NLA/foreign language teachers	<b>3</b>
Number of content area teachers with bilingual extensions	<b>5</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>15</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>413</b>	Total Number of ELLs	<b>390</b>	ELLs as share of total student population (%)	<b>94.43%</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. Initial Identification

Upon enrollment to Multicultural HS, students who are entering the New York City school system for the first time are administered the Home Language Identification Survey (HLIS) with the participation of the parent(s). Both parent(s) and student(s) are interviewed by the bilingual guidance counselor in addition to the HLIS. The interview and the HLIS determine whether another language is spoken, understood, read and written by the child at home or at a previous school. The student is eligible to be tested with the Language Battery Assessment-Revised (LAB-R) and the Spanish LAB (if applicable) if one question in Part 1 and two questions in Part 2 of the HLIS are answered with a language other than English. The Coordinator for English Language Learners (ELL Coordinator) conducts the informal interview with the child to gauge his/her basic communication skills in English, while academic language proficiency is assessed through the content area classes. The ELL Coordinator or an ESL teacher tests the student with LAB-R/Spanish LAB within the first 10 days of enrollment and hand-scores the test immediately to determine:

(1) if the student is eligible for services; and (2) the amount of ESL and NLA (if applicable) units as per CR Part 154 requirements. The Spanish teachers administer the Spanish LAB-R to determine the student's language of dominance and level of Spanish language proficiency.

Based on the exam results, parents are given Entitlement Letters to acknowledge their child's eligibility to receive ELL support services or Non-Entitlement letters. On the day of the Parent Orientation, they are also given the Program Selection Forms. Parents view the Parent's Orientation Video in their preferred language, and select their preferred program after having the opportunity to discuss concerns and ask relevant questions with the ELL Coordinator.

Students who are not entering the New York City school system for the first time are tested for English proficiency annually using the New York State English as a Second Language Achievement Test (NYSESLAT). This test assesses the English language proficiency levels demonstrated in the modalities of Listening, Speaking, Reading and Writing. Scores are used to determine the students' proficiency level, which can be either a Beginner, Intermediate, Advanced or Proficient level. These scores are obtained from the Automate The Schools system (ATS) and are distributed to the staff, parents, and students.

#### 2. Program Choice

If a student is identified as an ELL, the Guidance Counselor or Parent Coordinator shows the Parent Orientation Video so that the parent is informed of the three program choices available for ELLs:

- Transitional Bilingual Education Program (TBE) – content area instruction is provided in the student's native language with intensive support in ESL. The amount of time students are taught in English is determined by the students proficiency level. English as a Second Language (ESL) classes, English Language Arts (ELA) classes, and Native Language Arts (NLA) classes aide student's development in English proficiency.
- Dual Language Program (DL) – classes develop students' proficiency in their native languages, as well as skills in English. Students who are native speakers of English are given the opportunity to learn a second language.
- Freestanding English as a Second Language Program (ESL) – content area classes are taught in English with native language

support and using ESL strategies.

A pamphlet (New York City Guide for Parents of English Language Learners) is also given to the parents for their perusal. If there are areas not addressed in the video or in the pamphlet, the Guidance Counselor, Parent Coordinator, or ELL Coordinator clarifies these points to the parents.

The parent is then asked to fill out a Parent Survey and Selection Form, with the assistance of the Guidance Counselor, Parent Coordinator, or ELL Coordinator. The parent ranks their choices 1-3, 1 being the first choice and so on.

Multicultural High School primarily follows the Transitional Bilingual Education (TBE) model. The school has content area classes available in both English and Spanish. Students whose parents select the TBE Program will be placed in content area classes in Spanish, as well as English as a Second Language (ESL) and English Language Arts (ELA) classes. The student's scores in the LAB-R will determine the number of hours students have in ESL and, when applicable, ELA classes.

Since the school is designed after the Transitional Bilingual Education Program model, parents who opt for the Dual Language Program as their primary choice are informed that Multicultural High School does not have that program at the moment. The ELL Coordinator explains that their choices will be documented and if, in the future, 20 or more students in one grade level select the Dual Language Program as their primary choice, the program will be created.

Parents who select the ESL program as their first option are informed that their children will be placed in content area classes taught in English. These students will also receive the mandated hours of ESL support in freestanding classes. They will also have Spanish classes as a foreign language, not as a Native Language Arts class.

3. Documentation – Immediately after testing, the parents are given Entitlement or Non-Entitlement Letters, depending on their child's LAB-R results. If the child is eligible for services, the parent views the orientation video and fills out the Program Selection Form, which is returned to either the ELL Coordinator or the Guidance Counselor. The ELL Coordinator of the school keeps a copy of all letters to parents, as well as Program Selection Forms. Parents who request more time in deciding which program is best for their child may bring home the form provided that the form will be returned, at the latest, after 5 business days. In the event that the school does not hear from the parent after 5 days, the ELL Coordinator or the Parent Coordinator follows up with a phone call, as well as with a letter sent home. If a form is not returned within 10 days of the student's registration date, the student is automatically enrolled in the TBE Program as per CR Part 154.

4. Student Placement - Multicultural High School has freestanding ESL classes in Beginner, Intermediate, and Advanced levels. Students are placed in classes based on their levels as determined by their LAB-R scores. Also, classes are created by grade level. 9th Grade Student Levels are determined by the following scores: 0-11 points is Beginner, 12-25 points is Intermediate, and 26-51 is Advanced. Students scoring 52 and above are not entitled to ESL services. 10th Grade Student Levels are as follows: 0-14 is Beginner, 15-28 is Intermediate, and 29-53 is Advanced. Students scoring 54 and above are not entitled to ESL services. 11th Grade Student Levels are determined by the following points: 0-16 is Beginner, 17-32 is Intermediate, and 33-57 is Advanced. Students scoring 58 and above are not entitled to ESL services. 12th Grade Student Levels are as follows: 0-17 is Beginner, 18-33 is Intermediate, and 34-58 is Advanced. Students scoring 59 and above are not eligible for ESL services.

Students are also placed in their content area classes according to grade levels. Students whose parents chose the TBE Program are placed in content area classes in Spanish according to their grade levels. Students whose parents chose the ESL program are placed in content area classes in English according to their grade levels as well.

5. Trend in Program Choices – Over the years, 100% of the parents have consistently chosen the Transitional Bilingual Education Program. It is only this year that there were 4 parents out of 39 who chose the Freestanding ESL Program.

6. School Alignment with Parent Requests – Since this is the first year that a number of parents have chosen the Freestanding ESL program as their first choice, the school is currently making provisions for these choices. Content area classes in English will be made available to the students whose parents want their children in the ESL Program. These students will be programmed into content area classes taught in English, along with the advanced students in the TBE program who are receiving instruction in English. They will however continue to have ESL classes in their proficiency level. Furthermore, these students will not be receiving classes in Native Language Arts, but will have native language support in the form of Foreign Language classes (in Spanish) to fulfill state mandated credits in foreign language. Their content area teachers also use ESL strategies in their instruction to provide support to these students. If parents do not choose an ELL program, the default is bilingual education.

# Part III: ELL Demographics

## A. ELL Programs

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

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

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

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

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

ELL Program Breakdown														
	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>										72	111	94	113	390
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	72	111	94	113	390

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	390	Newcomers (ELLs receiving service 0-3 years)	345	Special Education	3
SIFE	130	ELLs receiving service 4-6 years	41	Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	345	101	1	41	28	1	4	1	1	390
Dual Language										0
ESL										0
<b>Total</b>	<b>345</b>	<b>101</b>	<b>1</b>	<b>41</b>	<b>28</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>390</b>

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	
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										72	111	94	113	390
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>	<b>72</b>	<b>111</b>	<b>94</b>	<b>113</b>	<b>390</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	ELL	EP	ELL	EP	ELL	EP	ELL	EP

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

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

Other:

**Freestanding English as a Second Language**

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

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

## 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?

### 1. Instruction

- a. **Organizational Models** – The school is organized according to departments. Content area subjects are considered separate from self-contained ESL classes. However, ESL teachers integrate with content area teachers in different departments to support content area instruction. Since the students are programmed according to grade levels, ESL teachers in each grade level work with the content area teachers of the same grade level to reinforce topics in the ESL classroom. This is done during common planning time.
- b. **Program Models** – Students are in blocks for content area classes. The blocks are determined by their grade levels. For the ESL classes, students are also programmed by grade level. In addition to this, they are grouped homogeneously according to their English Proficiency levels as determined by the New York State English as a Second Language Achievement Test (NYSESLAT) or the Language Assessment Battery-Revised (LAB-R).

2. **Instructional Minutes for ESL, ELA, and NLA** – Multicultural High School has classes in 50-minute periods. Beginner students are programmed in 3 periods of ESL (totaling 750 minutes per week), Intermediate students 2 periods of ESL (totaling 500 minutes per week), and Advanced students 1 period of ESL and 1 period of ELA per day (totaling 250 minutes per week for ESL and 250 minutes per week for ELA). All ELLs also receive classes in Native Language Arts. There are 5 ESL teachers and 3 Spanish teachers on the staff to provide instruction accordingly.

3. **Content Areas** – Beginner students are programmed in content area classes with explicit instruction in Spanish. However, content area teachers may introduce vocabulary in both Spanish and English to support students' language acquisition in English. Furthermore, content area teachers introduce classroom routines and procedures in Spanish and then translate in English to provide students with an opportunity to develop their Basic Interpersonal Communication Skills (BICS).

Intermediate students receive content area instruction in both English and Spanish in several forms. A content area teacher may introduce a lesson in English but have the textbook or reading in Spanish. Another way of differentiating instruction would be to give instructions in Spanish but to provide content area vocabulary in English for the student to have support in accomplishing a task in English. This supports development of the students Cognitive Academic Language Proficiency (CALP).

Advanced students receive content area instruction in English but still receive support in the native language in the form of text translations, dictionaries, and secondary sources in order for the material to be made comprehensible. The Sheltered Instruction Observation Protocol (SIOP model) is implemented in all content area classrooms to ensure that there is always a language objective in

## A. Programming and Scheduling Information

any lesson.

4. Evaluation in Students' Native Language – All content area teachers are required to give formal assessments available in both English and Spanish. Formative assessments are also given in the form of stoplights, fist of fives, and exit slips. In these informal assessments, students are allowed to express themselves in English or Spanish.

5. Differentiated Instruction

a. SIFE – Students with Interrupted Formal Education (SIFE Students) are programmed to take content area classes together. Teachers use common planning time to review the curriculum across departments to ensure that both linguistic and academic goals are supported in different content areas, and are part of each lesson. Following the content based language learning model, ESL teachers collaborate with content area teachers to reinforce topics in the language classroom.

Instruction is delivered using several intensive literacy strategies to bridge gaps in education. Study skills such as how to take notes effectively, how to skim or scan a reading, and how to use the dictionary are all taught and become routine exercises across curriculums. In order to have better comprehension of content area texts, teachers use different versions (teacher-modified versions or versions of text at different reading levels) of the same reading, whenever possible and available, to differentiate input. Teachers also use pre-reading activities such as activating prior knowledge with the use of KWL Charts and brainstorm maps. During reading, teachers demonstrate to the SIFE students how to learn the meaning of vocabulary through context. Sheltered instruction strategies are implemented where students follow the collaborative learning model to do jigsaws, turn-and-talk dialogues, and group reporting.

SIFE students are also programmed to take Saturday Academy classes to increase language exposure and recover any credits they may be missing. They also have the option to attend Zero Period and After School Programs in English, Spanish, Math, History and Science.

b. Newcomers (Less than 3 years)

Students who are completely new to the country initially receive instruction using the Total Physical Response (TPR) model. As they develop Basic Interpersonal Communication Skills (BICS), their Cognitive Academic Language Proficiency is developed with the use of the following scaffolding techniques:

- Vocabulary development in activities like What Did You See? and Inquiry and Elimination which not only allows students to practice using new words but also gives them a structured venue to master question and answer dialogues.
- Print-Rich environments in all classrooms (word walls, visuals and concept maps), regardless of the content area, to make key vocabulary and concepts accessible.
- Invitation, Response, Feedback (IRF) where the teacher first models the expected linguistic output, and then asks leading questions to encourage a response. After the student responds, the teacher gives immediate feedback in the form of repetition with correction to demonstrate the desired response.
- Exploratory talk in the classroom where students engage in think-alouds, think-pair-shares, and information gap activities in order to discover and negotiate meaning in a text.
- Read-Alouds and Shared Reading Models where teachers first model fluency and then provide opportunities for ELLs to interact with the text.

As language acquisition cannot be expedited if the student is only exposed to the second language during instruction time, Multicultural High School also has Rosetta Stone, Castle Learning, and Aventa available for students to do independent learning at their own pace. This increases exposure to English and provides a bridge for any gaps in the language. It also allows teachers to monitor student progress even if students are away from the classroom.

c. ELLs 4-6 years

As evidenced by data over the years, students in Multicultural High School fail to test out primarily because of their reading and writing skills, not listening and speaking. For this reason, the focus of the school for ELLs with 4-6 years of service is reading comprehension and writing skills.

To address needs in writing, teachers begin with graphic organizers to brainstorm and build prior knowledge on topics to be discussed in the writing output. Key vocabulary is introduced and reiterated throughout unit lessons. The teacher models how to write the text, then

## A. Programming and Scheduling Information

proceeds with joint construction with the class or with a small group. Students then engage in independent writing, peer editing, revision, and publishing to complete the writing process. In every step, teachers have checkpoints/checklists to ensure that expected outcomes are clear. Rubrics are also used to guide student writing.

To address needs in reading comprehension, teachers use guided reading where text is introduced, read, discussed and extended into independent activities allowing students to summarize, respond to and reconstruct the text. In order to facilitate meaningful discussions about the text, teachers explicitly teach how to create inferences and predictions based on evidence from the reading.

Independent Reading is also valuable for students in this group. The key to this strategy is for the text to be student-selected instead of teacher selected. At least once a week, English teachers ask students to Drop Everything and Read (DEAR) a text chosen by the student from the classroom library.

### d. Long-term ELLs (6 years up)

Multicultural High School has a very small population of Long-term ELLs. These students are grouped with other students in the same grade and proficiency level, and thus are exposed to the same strategies mentioned above for ELLs that have less number of years of service. These students receive differentiated instruction not only in varied versions of the input (a teacher-modified text with translations in the margins, or material represented in graphic organizers, story maps and timelines, for example) but also in expected output (alternative assignments tailored after their mixed abilities, step-by-step instructions for any task, and scaffolded assignments with hints in the margins or checkpoints after every step).

Literacy and study skills are reinforced in the classroom, for example, predicting, sharing existing knowledge, using KWL charts, modeled

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	the Special Education teacher is requested and the teacher pushes-in to provide strategies based on students' needs.		
75%	Flexibility for L-SWDs - ELLs with disabilities may be pulled out by the Special Education teacher to receive services anytime during the school day provided that the pullout session will support the content area materials being discussed in the class the student with disability is missing. The Special Education teacher		
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

### Courses Taught in Languages Other than English

## B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of
<b>B. Programming and Scheduling Information--Continued</b>			
<p>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.</p> <p>9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.</p> <p>10. What new programs or improvements will be considered for the upcoming school year?</p> <p>11. What programs/services for ELLs will be discontinued and why?</p> <p>12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.</p> <p>13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?</p> <p>14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)</p> <p>15. Do required services support, and resources correspond to ELLs' ages and grade levels?</p> <p>16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.</p> <p>17. What language electives are offered to ELLs?</p>			
<p>8. Intervention in Content Areas - Struggling students in content area subjects can attend Zero Period, After School and Saturday Academy programs. In these programs, teachers instruct in both English and Spanish and provide additional materials to reinforce content covered in regular school hours.</p> <p>9. Proficient ELLs - Students who score Proficient in the NYSESLAT are programmed into regular ELA classes but are not excluded from programs available to ELLs. As former ELLs, they are still entitled to participating in intervention programs, especially in content areas classes in which they need help. Furthermore, they may continue taking NLA classes as foreign language electives if they so desire. As for the staff, the teachers (specifically from both ESL and ELA departments) collaborate to use strategies for ELLs in all classes.</p> <p>10. New Programs</p> <p>a. Clubs - The Poetry Club, Cartoon Club, Chess Club</p> <p>b. ROTC</p> <p>c. Lunch and Learn - a literacy intervention program for students who are in detention</p> <p>d. After School, Zero Period and Saturday Academy programs - provide intervention and test preparation in Math, Global History, US History, ELA, Science and Native Language Arts in Spanish.</p> <p>11. Discontinued Programs - None</p> <p>12. Equal Access - Teachers propose programs to the administration, and pending approval, advertise these programs school-wide. The teachers first reach out to the students in their classes to see if there is an interest in participating in such programs. Then, the program is recommended by either other subject teachers or the guidance counselor, depending on the student's performance in classes. Finally, flyers are distributed and posters are put up to ensure that everyone in school is aware of the programs they can avail of.</p> <p>13. Instructional Materials</p> <p>In efforts to support students with their use of technology, the use of software as a supplemental instructional support is one of the scaffolds utilized at our school. Furthermore, over 50% of our staff is bilingual (spanish/english) and thus students are able to find the support they need in the native language.</p> <p>a. SmartBoard</p> <p>b. Internet Access</p> <p>c. Spanish-English Dictionaries</p> <p>d. Castle Learning</p> <p>e. Aventa</p> <p>f. Rosetta Stone</p> <p>g. Laptop Carts and the Computer Room at 465</p> <p>h. Audio-Visual Material to support textbook content (CDs, DVDs, etc.)</p> <p>14. Native Language Support - Students are programmed to take one class in Native Language Arts every semester. If a student tests out, they take Spanish as an advanced foreign language class, possibly to take the AP Spanish exam.</p> <p>15. Appropriateness of Services and Resources - The programs and services offered to ELLs are planned in accordance with the needs of high school students who are preparing to go to college. Our resources and materials are college-preparatory level materials.</p> <p>16. New Enrollee Activities Before the School Year - Students who are new enrollees come in during the summer to receive orientation into the new school. There is also an optional English Bridge course students may take, depending on their availability.</p> <p>17. Language Electives are offered in advanced Spanish to prepare students for the AP Spanish test.</p>			

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  - c. Lunch and Learn - a literacy intervention program for students who are in detention
  - d. After School, Zero Period and Saturday Academy programs - provide intervention and test preparation in Math, Global History, US History, ELA, Science and Native Language Arts in Spanish.
11. Discontinued Programs - None
12. Equal Access - Teachers propose programs to the administration, and pending approval, advertise these programs school-wide. The teachers first reach out to the students in their classes to see if there is an interest in participating in such programs. Then, the program is recommended by either other subject teachers or the guidance counselor, depending on the student's performance in classes. Finally, flyers are distributed and posters are put up to ensure that everyone in school is aware of the programs they can avail of.
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17. Language Electives are offered in advanced Spanish to prepare students for the AP Spanish test.

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

**C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

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

**D. Professional Development and Support for School Staff**

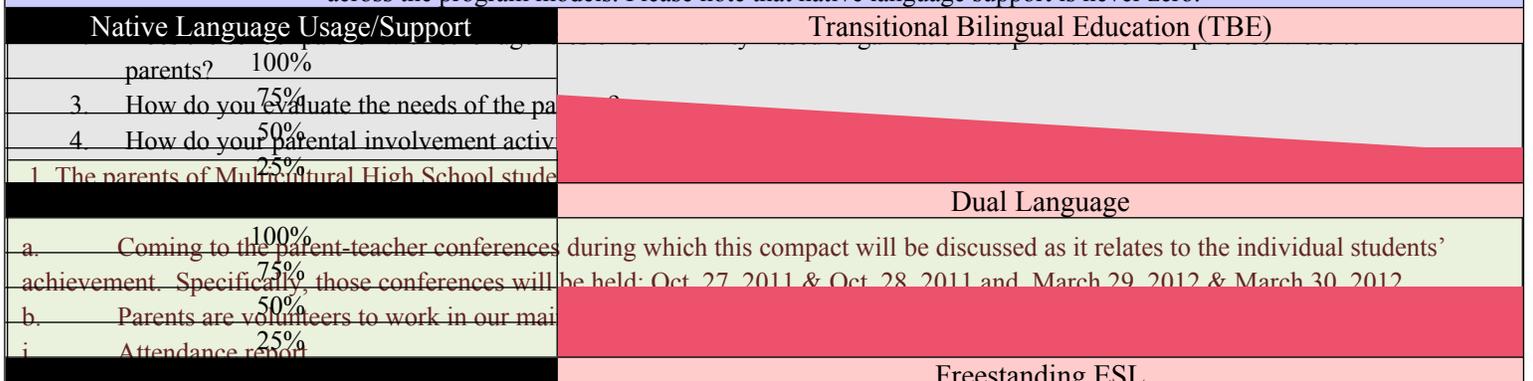
1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for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

1. The four areas of focus for the school this year is Environment, Engagement, Assessment and English Language Acquisition. As such, the school provides After School Staff Development options for personnel who teach ELLs. Furthermore, the school uses Chancellor's conference days and faculty conference days, as well as hours during Regents Exam Week, to provide workshops for the teachers. Topics discussed in these sessions include:

- a. Classroom Management for the English Language Learner Classroom
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  - k. How to support ELLs and SWDs in meeting Citiwide Instructional Expectations.
  - l. Using classroom protocols to scaffold lessons for ELLs.
  - m. Using Item Analysis to Inform Instruction for ELLs.
  - n. How to use Smart Response to give formative and summative assessments.
2. The Guidance Counselor provides in-class sessions to help 9<sup>th</sup> graders understand high school graduation requirements and how to read their transcript. Also, the Guidance Counselor provides peer intervention and conflict resolution conferences to students who may be experiencing problems in and out of the classroom.
3. The in-service session in September as well as all Chancellor's Conference Days are devoted to staff development workshops that introduce strategies in helping ELLs achieve college-readiness. These sessions exceed the 7.5 hours mandated by Jose P.

**Native Language Usage and Supports**

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



## **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. The parents of Multicultural High School students are involved in various ways:
  - a. Coming to the parent-teacher conferences during which this compact will be discussed as it relates to the individual students' achievement. Specifically, those conferences will be held: Oct. 27, 2011 & Oct. 28, 2011 and March 29, 2012 & March 30, 2012
  - b. Parents are volunteers to work in our main office with phone call translation. Including:
    - i. Attendance report.
    - ii. Cutting Report.
    - iii. Upcoming meetings or workshops for parents (PTA or LST)
  - c. Helping our staff to organize events for students.
  - d. Teachers and student appreciation day.
  - e. Parents and Teachers conferences.
  - f. Contributing on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council.
2. Our school is located on a campus school building where we share a student success central running by The Cypress Hills Local Development Corporation of Brooklyn New York City where parents can get information about colleg
3. The school runs an annual school survey where they can let us know their needs.
  - a. The Guidance Counselor develops a close relationship with students and their families. The Guidance Counselor will be available to consult with parents regarding the progress of their child and the family's needs.
  - b. Parent Coordinator is situated in room 452 to help parents with any immediate questions and/or concerns.
4. The Multicultural High School will further encourage school-level parental involvement to address parents' needs by:
  - holding an annual Title I Parent Curriculum Conference;
  - hosting educational family events/activities during Open School Week and throughout the school year;
  - encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
  - supporting or hosting OFEA District Family Day events;
  - establishing a Parent Resource Center or lending library; instructional materials for 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; and
  - 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.

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

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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.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

## 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 informati

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  - g. Looking at Student Work.
  - h. Supporting ELLs and Students with Disabilities in meeting the Common Core Learning Standards.
  - i. Using the Universal Design for Learning to support ELLs and SWDs in the content area classroom.
  - j. Using the Universal Design for Learning to support ELLs and SWDs in the language classroom.
  - k. How to support ELLs and SWDs in meeting Citiwide Instructional Expectations.
  - l. Using classroom protocols to scaffold lessons for ELLs.
  - m. Using Item Analysis to Inform Instruction for ELLs.
  - n. How to use Smart Response to give formative and summative assessments.
2. The Guidance Counselor provides in-class sessions to help 9<sup>th</sup> graders understand high school graduation requirements and how to read their transcript. Also, the Guidance Counselor provides peer intervention and conflict resolution conferences to students who may be experiencing problems in and out of the classroom.
3. The in-service session in September as well as all Chancellor's Conference Days are devoted to staff development workshops that introduce strategies in helping ELLs achieve college-readiness. These sessions exceed the 7.5 hours mandated by Jose P.

## 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. The parents of Multicultural High School students are involved in various ways:

- a. Coming to the parent-teacher conferences during which this compact will be discussed as it relates to the individual students' achievement. Specifically, those conferences will be held: Oct. 27, 2011 & Oct. 28, 2011 and March 29, 2012 & March 30, 2012
- b. Parents are volunteers to work in our main office with phone call translation. Including:
  - i. Attendance report.
  - ii. Cutting Report.
  - iii. Upcoming meetings or workshops for parents (PTA or LST)
- c. Helping our staff to organize events for students.
- d. Teachers and student appreciation day.
- e. Parents and Teachers conferences.
- f. Contributing on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council.

2. Our school is located on a campus school building where we share a student success central running by The Cypress Hills Local Development Corporation of Brooklyn New York City where parents can get information about colleg

3. The school runs an annual school survey where they can let us know their needs.

- a. The Guidance Counselor develops a close relationship with students and their families. The Guidance Counselor will be available to consult with parents regarding the progress of their child and the family's needs

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3. The school runs an annual school survey where they can let us know their needs.
  - a. The Guidance Counselor develops a close relationship with students and their families. The Guidance Counselor will be available to consult with parents regarding the progress of their child and the family's needs.
  - b. Parent Coordinator is situated in room 452 to help parents with any immediate questions and/or concerns.
4. The Multicultural High School will further encourage school-level parental involvement to address parents' needs by:
  - holding an annual Title I Parent Curriculum Conference;
  - hosting educational family events/activities during Open School Week and throughout the school year;
  - encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
  - supporting or hosting OFEA District Family Day events;
  - establishing a Parent Resource Center or lending library; instructional materials for 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; and
  - 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.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0									37	59	41	36	173
Intermediate(I)										25	41	48	71	185
Advanced (A)										10	11	5	6	32
Total	0	0	0	0	0	0	0	0	0	72	111	94	113	390

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										10	31	22	26
	I										17	45	46	58
	A										6	19	21	27
	P										8	12	13	14
READING/ WRITING	B										24	47	39	30
	I										10	45	52	80
	A										6	10	5	8
	P										1	5	6	7

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	88		9	
Integrated Algebra		198		143
Geometry	76		10	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	70		1	
Earth Science				
Living Environment		191		132
Physics				
Global History and Geography		214		165
US History and Government	104		66	
Foreign Language		167		162
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

## 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 informati

## Part VI: LAP Assurances

**School Name:**

**Multicultural High School**

**School DBN: 19k583**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alexandra Hernandez	Principal		12/23/11
Peter Ng-A-Fook	Assistant Principal		12/23/11
Ronald Quimis	Parent Coordinator		12/23/11
Katrina Carbrera	ESL Teacher		12/23/11
	Parent		12/23/11
Constance Pavone	Teacher/Subject Area		12/23/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Sandra Badillo	Guidance Counselor		12/23/11
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01

**School Name:**

**Multicultural High School**

**School DBN: 19k583**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 19k583      **School Name:** Multicultural High School

**Cluster:** 4      **Network:** 407

**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.

Our school utilizes the home language information survey. We also assess based on the demographic profiles of the school and the NCLB sub-group data. When a parent visits our school we immediately assess whether or not translation services are required.

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

The home language is Spanish for all students and parents. These findings are communicated on a regular basis to teachers through professional development sessions and building council meetings.

## Part B: Strategies and Activities

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

All translation services are provided in house. Relevant school based documentation is translated such as reports cards, permission slips, and letters. Oral communications in Spanish include but are not limited to school messenger, Spanish PTA meeting, one on one translation.

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.

Oral interpretation services are available at all times and are provided by school staff, including principal, guidance counselor, 13 teachers, & parent coordinator.

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

All parental notifications that come from Multicultural High School are translated into Spanish, the home language. Our school has various staff members that speak Spanish and are made available to best accommodate the communication needs of parents.

## 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: Multicultural High School	DBN: 19k583
Cluster Leader: CHRIS GROLL	Network Leader: VARLETON MCDONALD
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below)	

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

### 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: Based on the needs of our students, we have purchased Castle Learning and Rosetta stone. Our school is targeting English Language Acquisition and English Regents preparation to support student success. This instruction will take place on Saturdays and Afterschool. We will be focusing on two specific populations: SIFE and advanced level ELLs. Students will have access to the computer lab and relevant programs afterschool from 3:15-5:15, and on Saturdays from 9-1. One period will also be allotted for planning time to develop the content focus for the week. These programs began on October 1 and will continue until June 15. The language of instruction is English, as Castle Learning and Rosetta Stone are software primarily designed to assist in the acquisition of English and Regents Preparation. We have 8 teachers involved in this program, 4 that are bilingual certified teachers and 4 that are content teachers. Students will be using the aforementioned software and computers within the Computer lab.

### 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: We will support instructional practices geared towards the ELL population through focusing on second language acquisition support and strategies related to enhancing day to day instructional practice. Our Network, CFN 407 and Teacher's College will support our school by facilitating professional development. These sessions will take place once a week, for 45 minutes until the end of the school year. Topics that will be covered will range between theory, practice and understanding data in ELL classrooms.

### 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

**Part D: Parental Engagement Activities**

Begin description here: We collaborate with parents to help ensure student success. We will provide parents with as much information about school and specifically, ELL services, so that they can advocate for their families and their children's education. This outreach will occur on the First Thursday of every month, in the form of our PTA meetings where we will offer workshops on everything from "know your rights as a tenant" to "creating a gmail account."

- \* Thursday, December 8th
- \* Thursday, January 12th
- \* Thursday, February 9th
- \* Thursday, March 8th
- \* Thursday, April 5th
- \* Thursday, May 10th
- \* Friday, June 1st

We also want to make sure that parents have access to ESL courses on Saturdays from 9-1.

10/15/2011	3/10/2012
10/22/2011	3/17/2012
10/29/2012	3/24/2012
11/12/2011	4/7/2012
11/19/2011	4/21/2012
12/3/2011	5/5/2012
12/17/2011	5/19/2012
1/7/2012	6/2/2012
1/14/2012	6/9/2012

We are tentatively contracted with NYSABE.

**Part E: Budget**

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

Allocation Amount: \$

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>	28049	To fund for afterschool and Saturday Programming, along with an additional hour for planning purposes per week.  SATURDAY: 18 sessions at 4 hours, from October 15, 2011.  AFTERSCHOOL: 1 hour per week, 20 weeks from November 14, 2011.  Per Session rate: 41.98/per session  <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Semester 1</td> <td style="width: 50%;">Semester 2</td> </tr> <tr> <td>10/15/2011</td> <td>3/10/2012</td> </tr> <tr> <td>10/22/2011</td> <td>3/17/2012</td> </tr> <tr> <td>10/29/2012</td> <td>3/24/2012</td> </tr> <tr> <td>11/12/2011</td> <td>4/7/2012</td> </tr> <tr> <td>11/19/2011</td> <td>4/21/2012</td> </tr> <tr> <td>12/3/2011</td> <td>5/5/2012</td> </tr> <tr> <td>12/17/2011</td> <td>5/19/2012</td> </tr> <tr> <td>1/7/2012</td> <td>6/2/2012</td> </tr> <tr> <td>1/14/2012</td> <td>6/9/2012</td> </tr> </table>	Semester 1	Semester 2	10/15/2011	3/10/2012	10/22/2011	3/17/2012	10/29/2012	3/24/2012	11/12/2011	4/7/2012	11/19/2011	4/21/2012	12/3/2011	5/5/2012	12/17/2011	5/19/2012	1/7/2012	6/2/2012	1/14/2012	6/9/2012
Semester 1	Semester 2																					
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12/3/2011	5/5/2012																					
12/17/2011	5/19/2012																					
1/7/2012	6/2/2012																					
1/14/2012	6/9/2012																					
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	7235	Contract with SIOP Model.																				
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>	7056	120 Headphones with Microphones to support the use of Rosetta Stone and Castle Learning.																				
Educational Software																						

**Part E: Budget**

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

Allocation Amount: \$

(Object Code 199)		
Travel		
Other	4704	Contract with NYSABE.
<b>TOTAL</b>		