



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: CLARA BARTON HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17K600

PRINCIPAL: DR.RICHARD A. FORMAN **EMAIL:** RFORMAN@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:

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*.

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.

Add rows as needed to ensure that all SLT members are listed.

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
Dr. Richard A. Forman	*Principal or Designee	
Matthew Meyerson	CSA	
Marcy Licari	*UFT Chapter Leader or Designee	
Deborah Prince	*PA/PTA President or Designated Co-President	
Paul Renwick	DC 37 Representative, if applicable	
Ellen Brody-Kirmss	Member/UFT Member	
Cisa Escorbores	Member/ UFT Member	
Sandra Eisenstark	Member/ UFT Member	
Donna Hodge	Member/PAC Parent	
Tessa Layne-Mentore	Member/Parent	
Nicola Softleigh	Member/Parent	
Allison Barclay	Member/Parent	
Antoinette Simpson	Member/Parent	
Garnett Shambo	Member/Parent	
Princess Edwards	Student Representative	
Tiffany McFadzean	Student Representative	
Cassandra Simpson	Student Representative	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, the credit accumulation in Math for students in the school's lowest third will increase by three percentage points as measured by scholarship report.

Comprehensive needs assessment

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

Based on AYP reports and our needs assessment, students in the school's lowest third have continued to under-perform all other subgroups. Improving graduation rates. Improving student performance in order to meet the rising effective AMO. Integration of Common Core Curriculum Standards supported by infusion of interdisciplinary connections.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- **Interdisciplinary inquiry teams will collaboratively assess student work to inform the development of instructional strategies that will build common core skills and enable student achievement.**
- **Guidance intervention and mentoring will be utilized to assist students in their efforts to be successful.**
- **Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use student work and data to inform differentiated lesson planning.**
- **All teachers working with students in lowest third school wide and citywide**
- **Implementation Time: September 2011 through May 2012**

Activity #2

- **Designation of an inquiry rooms so that all teachers assigned to an inquiry team can be trained in the use of disaggregated student data. Activities include monitoring student progress, setting initial goals for teams and individual students they will be monitoring. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes.**
- **All teachers working with students in lowest third school wide and citywide**
- **Implementation Time: September 2011 through May 2012**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - **The Parent Coordinator and administrators will rotate attending regularly scheduled parent meetings (PTA meetings) to share information and respond to parent inquiries and questions.**
 - **Guidance Counselors will reach out to students and parents for all students at risk of failing.**
 - **Administrators will be available to parents to respond to questions concerning their child's progress.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - **Administrative staff regularly attending hiring fairs to identify and recruit highly-qualified teachers in all areas.**
 - **The pupil personnel secretary will work closely with the network HR person to ensure that all teachers are highly-qualified in their area of expertise by meeting all required documentation and assessment deadlines.**
 - **Mentors are assigned to support new, struggling, and un-qualified teachers.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - **Castle Learning software was purchased to provide assistant in students' efforts for credit recovery.**
 - **Achieve 3000 software has been purchased to assist ELL in acquisition of English Language.**
 - **Tutoring in Regents Prep**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - **Tax Levy and Title I funding is being utilized to provide per session for credit recovery in extended day.**
 - **Shortened Bell Schedule on Monday's so teachers can work in their inquiry groups for 90 minute sessions alternating weeks with Common Planning Time.**

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, the credit accumulation in English for students in the school's lowest third will increase by three percentage points as measured by scholarship report.

Comprehensive needs assessment

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

Based on AYP reports and our needs assessment, students in the school's lowest third have continued to under-perform all other subgroups. Improving graduation rates. Improving student performance in order to meet the rising effective AMO. Integration of Common Core Curriculum Standards supported by infusion of interdisciplinary connections.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- **Interdisciplinary inquiry teams will collaboratively assess student work to inform the development of instructional strategies that will build common core skills and enable student achievement.**
- **Guidance intervention and mentoring will be utilized to assist students in their efforts to be successful.**
- **Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use student work and data to inform differentiated lesson planning.**
- **All teachers working with students in lowest third schoolwide and citywide**
- **Implementation Time: September 2011 through May 2012**

Activity #2

- **Designation of an inquiry rooms so that all teachers assigned to an inquiry team can be trained in the use of disaggregated student data. Activities include monitoring student progress, setting initial goals for teams and individual students they will be monitoring. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes.**

- **All teachers working with students in lowest third schoolwide and citywide**
- **Implementation Time: September 2011 through May 2012**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - **The Parent Coordinator and administrators will rotate attending regularly scheduled parent meetings (PTA meetings) to share information and respond to parent inquiries and questions.**
 - **Guidance Counselors will reach out to students and parents for all students at risk of failing.**
 - **Administrators will be available to parents to respond to questions concerning their child's progress.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - **Administrative staff regularly attending hiring fairs to identify and recruit highly-qualified teachers in all areas.**
 - **The pupil personnel secretary will work closely with the network HR person to ensure that all teachers are highly-qualified in their area of expertise by meeting all required documentation and assessment deadlines.**
 - **Mentors are assigned to support new, struggling, and un-qualified teachers.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - **Castle Learning software was purchased to provide assistant in students' efforts for credit recovery.**
 - **Achieve 3000 software has been purchased to assist ELL in acquisition of English Language.**
 - **Tutoring in Regents Prep**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - **Tax Levy and Title I funding is being utilized to provide per session for credit recovery in extended day.**
 - **Shortened Bell Schedule on Monday's so teachers can work in their inquiry groups for 90 minute sessions alternating weeks with Common Planning Time.**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, increase the graduation rate of all students to reach the progress target of 76%

Addressing DOE and state targets. Priority area for improving student performance based on progress and state reports. Improving teacher quality and effectiveness.

Comprehensive needs assessment

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

Addressing DOE and state targets. Priority area for improving student performance based on progress and state reports. Improving teacher quality and effectiveness.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- **Interdisciplinary inquiry teams will collaboratively assess student work to inform the development of instructional strategies that will build common core skills and enable student achievement.**
- **Guidance intervention and mentoring will be utilized to assist students in their efforts to be successful.**
- **Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use student work and data to inform differentiated lesson planning.**
- **All teachers working with students in lowest third schoolwide and citywide**
- **Implementation Time: September 2011 through May 2012**

Activity #2

- **Designation of an inquiry rooms so that all teachers assigned to an inquiry team can be trained in the use of disaggregated student data. Activities include monitoring student progress, setting initial goals for teams and individual students they will be monitoring. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes.**
- **All teachers working with students in lowest third schoolwide and citywide**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - **The Parent Coordinator and administrators will rotate attending regularly scheduled parent meetings (PTA meetings) to share information and respond to parent inquiries and questions.**
 - **Guidance Counselors will reach out to students and parents for all students at risk of failing.**
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Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - **Administrative staff regularly attending hiring fairs to identify and recruit highly-qualified teachers in all areas.**
 - **The pupil personnel secretary will work closely with the network HR person to ensure that all teachers are highly-qualified in their area of expertise by meeting all required documentation and assessment deadlines.**
 - **Mentors are assigned to support new, struggling, and un-qualified teachers.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - **Castle Learning software was purchased to provide assistant in students' efforts for credit recovery.**
 - **Achieve 3000 software has been purchased to assist ELL in acquisition of English Language.**
 - **Tutoring in Regents Prep**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - **Tax Levy and Title I funding is being utilized to provide per session for credit recovery in extended day.**
 - **Shortened Bell Schedule on Monday's so teachers can work in their inquiry groups for 90 minute sessions alternating weeks with Common Planning Time.**

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	29	70	72	103	26		24	17
10	19	74	105	171	18	1	31	24
11	10	23	35	44	21		18	27
12	25	13	22	58			14	17

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	During school day tutoring and credit support in which students will be programmed to attend. Online Castle Learning for students who failed both the Regent and class as part of our credit recovery. Tutoring will also be available on Monday afternoons as Regent Prep to prepare those students to re-take the Regents only. Liberty Partnership offers our students daily tutoring in all subjects after school.
Mathematics	During school day tutoring and credit support in which students will be programmed to attend. Online Castle Learning for students who failed both the Regent and class as part of our credit recovery. Tutoring will also be available on Monday afternoons as Regent Prep to prepare those students to re-take the Regents only. Liberty Partnership offers our students daily tutoring in all subjects after school.
Science	During school day tutoring and credit support in which students will be programmed to attend. Online Castle Learning for students who failed both the Regent and class as part of our credit recovery. Tutoring will also be available on Monday afternoons as Regent Prep to prepare those students to re-take the Regents only. Liberty Partnership offers our students daily tutoring in all subjects after school.
Social Studies	During school day tutoring and credit support in which students will be programmed to attend. Online Castle Learning for students who failed both the Regent and class as part of our credit recovery. Tutoring will also be available on Monday afternoons as Regent Prep to prepare those students to re-take the Regents only. Liberty Partnership offers our students daily tutoring in all subjects after school.
At-risk Services provided by the Guidance Counselor	Individual and/or small group sessions one or more times a week pull-out services.

At-risk Services provided by the School Psychologist	Individual session one or more times a week pull-out services.
At-risk Services provided by the Social Worker	Individual and/or small group sessions one or more times a week pull-out services.
At-risk Health-related Services	Individual and/or small group sessions one or more times a week pull-out services. We provide: physical therapy, occupational therapy, vision and hearing services, speech and language therapy, life skills training and transitional services for physically handicapped students. We also provide travel training for those who need it, and health paraprofessionals for those who need them as per their IEP.

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

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

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

Title I Parent Involvement Policy and Parent-School Compact for Clara Barton High School for Health Professions (K600)¹

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore Clara Barton High School for Health Professions, [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. Clara Barton High School for Health Professions' 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 Advisory Council, as trained volunteers and welcomed members of our school community. Clara Barton High School for Health Professions will support parents and families of Title I students by:

- 1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);**
- 2. 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;**
- 3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;**

¹ THIS TEMPLATE WAS DESIGNED BY THE OFFICE OF SCHOOL IMPROVEMENT IN COLLABORATION WITH THE NEW YORK STATE EDUCATION DEPARTMENT, OFFICE OF SCHOOL IMPROVEMENT AND COMMUNITY SERVICES (NYC) AND THE OFFICE FOR FAMILY ENGAGEMENT AND ADVOCACY. THIS TEMPLATE IS ALIGNED TO FULLY COMPLY WITH THE PARENT INVOLVEMENT REQUIREMENTS AS OUTLINED IN TITLE I, PART A, SECTION 1118 OF THE NO CHILD LEFT BEHIND (NCLB) ACT.

4. providing assistance to parents in understanding City, State and Federal standards and assessments; and
5. 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;

Clara Barton High School for Health Professions' 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 Clara Barton High School for Health Professions Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's 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, Clara Barton High School for Health Professions 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 Teacher Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a ²dedicated staff person) to serve as a liaison between the school and families. The Parent dedicated staff person will provide

² PLEASE NOTE THAT ONLY NEW YORK CITY PUBLIC SCHOOLS THAT HAVE ATTAINED A STUDENT POPULATION OF

- information 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 dedicated staff will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- **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 Title I Parent Annual Meeting on or before December 1st 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; and**
 - **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.**

Clara Barton High School for Health Professions will further encourage school-level parental involvement 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 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.**

TWO-HUNDRED (200) OR MORE WILL RECEIVE FUNDING TO HIRE A PARENT COORDINATOR.

- 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; and
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

Section II: School-Parent Compact

Clara Barton High School for Health Professions, *[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. Clara Barton High School for Health Professions staff and the 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.

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 State Standards;
- offering high quality instruction in all content areas; and
- 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 a Title I Parent Annual Meeting (prior to December 1st 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, child care or home visits 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; and
- 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:

- ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- planning activities for parents during the school year (e.g., Open School Week);

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; and
- 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; and
- 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;

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;
- to provide a work space for students to complete their assignments;
- 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 30 minutes);
- set limits to the amount of time my child watches television or plays video games and engage in social networking;
- 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. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school's Parent Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams);

- share responsibility for the improved academic achievement of my child;
- provide opportunities for parents and guardians to attend conferences

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;
- read at least 30 minutes every day outside of school time;

- give to parents or the adult who is responsible for our welfare all notices and information received by us from our school every day;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn.

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Donna Hodge, Title I PAC Chairperson on Thursday, October 13, 2011.

This Parent Involvement Policy was updated on Saturday, September 24, 2011.

The final version of this document will be distributed to the school community on Tuesday, November 22, 2011 and will be available on file in the Parent room 119.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**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 Mr. Amundsen	District 17	Borough Brooklyn	School Number 600
School Name Clara Barton High School			

B. Language Allocation Policy Team Composition

Principal Dr. Richard Forman	Assistant Principal Ms. Vera Leykina
Coach n/a	Coach n/a
ESL Teacher Mr. Habib Cherif	Guidance Counselor Keith Holgate
Teacher/Subject Area Dr. Calvin Paul/Haitian NLA	Parent Deborah Prince
Teacher/Subject Area Mr Evan Malachowsky/SpEd	Parent Coordinator Deborah Prince
Related Service Provider Ms. Hatcher, speech serviceRSP	Other Ms.Linda Shalom, ESL teacher
Network Leader Vivian Selenikas	Other Mr. Henry Douglas, ESL teacher

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	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	7
Number of content area teachers with bilingual extensions	3	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1627	Total Number of ELLs	136	ELLs as share of total student population (%)	8.36%
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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. 

Paste response to questions 1-6 here

The majority of our ELLs come to the school already identified. The parents of every student who enters NYC school system for the first time are administered Home Language Information Survey (HLIS) at the time of admission. The initial interview is conducted in English by the Assistant Principal – Pupil Personnel. If the parents cannot communicate in English and prefer to be interviewed in another language, a teacher who speaks the native language of the child, either Haitian Creole, Spanish or French speaking the preferred language, usually it is Haitian Creole or French, conducts informal interview and administers the HLIS in the native language of the family. The results of the survey and the interview are analyzed by the Assistant Principal supervising all services for ELLs directly after that. If the determination is made that the student is eligible for testing, the LAB-R test is administered by a certified ESL teacher. While the student is being tested, the parents are being informed of the services and programs for ELLs delivered by the school. They also view the informational film about all educational options offered for ELLs in NYC Public Schools. If the LAB-R test results reveal that the student needs ELL services, the parents are offered to fill out program selection form. If the program they selected is not yet offered in our school, the parents are informed that we will monitor the number of children whose parents prefer this particular program, and as soon as the number of students permits, the program will be opened. Meanwhile, we inform the parents of other possible placement choices existing in other schools. The results of the LAB-R test together with the results of initial interview conducted by the bilingual/ESL personnel determine the initial placement of each newly admitted ELL.

The whole testing and placement process is conducted within the first 10 days of the child's admission.

If the child speaks Spanish as a first language, Spanish LAB test is administered directly after the Lab-R score identifies the child as an ELL.

In this case, the whole admission, assessment, and placement process is still conducted within the first 10 school days from admission.

2. The initial entitlement notification is given to the parents within the first 5 day of admittance.
3. Those students who come to the building already identified are placed based on the latest NYSESLAT score. Every spring every identified ELL student takes NYSESLAT examination. This examination is administered only by certified ESL teachers who are specifically trained to conduct and score the test. The RLER ATS report containing the list of all students eligible for NYSESLAT testing is used to ensure that every ELL is tested.

The speaking part is administered individually every day within the testing window. Each ESL teacher tests a group of students he/she does not teach. The students are being called one - by - one by the teacher aid. The ATS - generated list of students is used to determine who needs to get called. Speaking part of NYSESLAT is administered individually in room 329, the office of Assistant Principal.

As far as reading, writing, and listening components, all ELLs are being tested for the same component of NYSESLAT at approximately the same time. During the main testing administration day the students' schedule is being altered. Each student receives an invitation for testing where the day, room and the time schedule. An alphabetized list of students is placed on the door of each classroom where the

teting as about to take place. Two teachers proctor this test in each classroom, one of them is an ESL teacher, and another is a certified member of the faculty.

At te end of the test, the students are given a special lunçjh pass, since most of them missed lunch.

Attendance is taken in each classroom. when the student are admitted for the test. Those student who were abent are afforded two full make up days. If they are abent on these days, they are called for testing in room 329 every day until all componenst are fulfilled.

The result of this test determine the students' placement in ESL, NLA, and bilingual content area classes for the next school year. After that, the parents receive a continuous entitlement letter in the language they prefer. In very rare cases, when the parents prefer to change the placement for the new school year, they are invited for the individual interview with the Assistant Principal supervising services for ELLs. During this meeting the parental choice and the needs of the child are discussed an appropriate decision is made by the parents.

For the incoming students, the program selection process is conducted during the initial intake. The placement letter is given directly to the family after the intake process.

For the rest of ELLs, their NYSESLAT score is the basis for their placement.

Our A.P., M. Leykina, supervises the viewing session of the videoclip from the DOE site about the placement choices available. After the family has a chance to view the film, Ms. Leykina and one of the teachers who speak Haitian Creole, or French, or Spanish answer all parental questions. Then they are asking the parent to make a program choice. available for every child in NYC. If the parent selects th e program not available at this school. an explanation has to be made that we are monitoring the number of children who would like the same program, and that as soon as this program becomes available, the family will be notified

For the incoming new immigrants, the program selection form is being sent home and collected by the ESL teachers within the first week of September. If the form is not returned after the second attempt, the Haitian students are paced in the TBE program, and all other ELLs are places in a free – standing ESL program. We communicate with parents via phone master where pre- recorded messages a being sent home in Haitian creole; via email feature of ARIS; via mailing feature of DAEDALUS which provides translator's assistance. We also make live phone calls with the help of out Haitian Creole, French, and Spanish speaking teacher.

4. The majority of our ELLs are from Haiti. For them, we offer transitional bilingual program. The rest of our ELL students speak French, Spanish, Arabic, Punjabi, and Fulani as a native language. They are offered to participate in our free – standing ESL program. Besides the initial intake process and individual interviews when necessary, our LAP committee conducts a minimum of three meetings a year for the parents of ELLs. These meetings are conducted after school, at a time convenient for the parents. These meetings are conducted in French, English, and Haitian Creole. Spanish translator is always present at these meetings, too. Besides the meetings specifically for the parents of ELLs, very monthly PTA meeting provides accommodations for the parents who prefer to communicate in Spanish, Haitian Creole, or French, the school main languages. Not only every major PTA document is translated, interpreters are also participating in every one of these meetings.

5. The majority of parents prefer transitional bilingual program for their children. Out of 136 ELLs, 28 do not speak Haitian Creole. Only 5 Haitian parents selected free – standing ESL program. The rest of them either selected TBE program.

6. The programs be build in the school are aligned with parental requests. Many Haitian speaking parents expressed interest in including French as an additional component to the Haitian Bilingual instruction their children receive. Our LAP committee intends to examine this possibility and conduct a research as to how the needs of Haitian ELLs are met in other programs in New York and in the United States.

Assoon as the NYSESLAT scores are available, we send a continuous entitlement letter . For every ELL, we back pack the contunuous entitlement or score - out letter. A copy oft his letter goes to the student' s file. A copy of initial notification letter; a copy of non - entitlement letter for the children who passed the NYSESLAT are all stored in the individual student file in r. 329

Part III: ELL Demographics

A. ELL Programs

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

Page 22

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☘	No☑	If yes, indicate language(s): Haitioan Creole
Dual language program	Yes☑	No☘	If yes, indicate language(s): n/a

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										42	46	10	10	108
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										7	14	4	3	28
Push-In														0
Total	0	0	0	0	0	0	0	0	0	49	60	14	13	136

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	136	Newcomers (ELLs receiving service 0-3 years)	90	Special Education	17
SIFE	76	ELLs receiving service 4-6 years	31	Long-Term (completed 6 years)	15

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	77	49	0	23	13	0	8	0	0	108
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	6	5	10	14	9	5	8	1	13	28
Total	83	54	10	37	22	5	16	1	13	136

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	42	46	10	10	108
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other <u>N/</u>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	42	46	10	10	108								

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										3				3
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic													1	1
Haitian										4	13	2	2	21
French											1	1		2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
TOTAL	0	7	15	3	3	28								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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?

79 percent of our ELLs participate in the TBE program. All ELLs receive the number of ESL classes based on their latest NYSELAT/LAB-R results. Beginners have 3 periods of ESL instruction, Intermediate students – 2 period of ESL instruction, and advanced students – 1 period of ESL and one period of ELA instruction every day. Our ELLs who are also SWDs are receiving services in two categories. Those of them who are diploma- bound students participate in ESL classes together with non- disabled ELLs. These classes are taught by certified ESL teachers assisted by paraprofessionals. ELLs with IEPs requiring alternative assessment participate in specifically designed self - contained ESL classes with curriculum and methodology appropriate to meet their needs.

Besides appropriate number of ESL classes, our bilingual program participants receive one period of Haitian Creole Native Language Arts every day. We have 4 yearly cycles of Haitian Native Language Arts available. At the end of the 3d yearly cycle the students take LOTE examination. If they pass it, and we have had a 100% passing rate for the last 3 years, they receive a Foreign Language Regents credit. The curriculum and approaches in this class mirror those of the ELA classes and prepare Haitian students to transfer their skills into English when they eventually take ELA regents examination. Those students who do not achieve a passing score on the NYSESLAT but pass Haitian LOTE examination participate in the fourth NLA cycle, Haitian Creole Theater Arts, devoted to creative writing and public speaking in Haitian.

Besides NLA classes, bilingual students also participate in Math, Science, and Social Studies instruction in both languages. Math and Science classes are taught by certified teachers whose native language is Haitian Creole. In these classes, the amount of native language instruction is determined by the teacher based on the individual needs of students. When necessary, Haitian bilingual paraprofessional and/or peer tutors assist the students in the classroom. For the Global History classes, where our students show weaknesses in academic language and content much more, we make sure that two educators are present in every class., one of them is native speaker of Haitian, and another is very skilled in using bilingual and ESL literacy approaches.

The action research conducted for the last four years by our inquiry team revealed two major difficulties of our students: academic and social/emotional difficulties. To overcome these difficulties, we provide an array of intervention services based on DOE – approved evidence – based solutions.

Newly arrived ELLs with very low English literacy skills participate in the after- school RIGOR small –size sessions. These sessions run twice a week from 3:30 to 5: 30 pm. on Tuesdays and Thursdays. Math tutorial sessions specifically designed for the beginners are run for two days a week at the same time on Wednesdays and Fridays. These sessions utilize Destination Math on- line solution and Castle Learning on - line solution and allow the teacher to individualize intervention services.

Our intermediate and advanced ESL learners work on bridging similar gaps in the Achieve 3000 afterschool sessions running 4 time a week at the same time. All these sessions are funded by the Title III money.

55 percent of our ELLs are SIFE. We also have a significant number of long – term ELLs. We address their needs through the SIFE grant

A. Programming and Scheduling Information

after school and on Saturdays. The participants take part in Science, Social Studies, and ELA Regents – preparation sessions. ESL teachers provide push - in services during these sessions. During the school day, all ELLs receive content - based ESL instruction in their free- standing ESL classes and in their NLA class. Haitian Creole NLA lessons class mirrors ELA lessons, but utilise Haitian reading and writing to prepare the students for the ELA Regents examination. In their ESL classes, the students learn English through the content of various subject areas, mostly History and Science. For the participants in the Haitian Bilingual program, these ESL lessons reinforce their learning in bilingual science and History classes. Bilingual content area teachers conduct their lessons in different combinations of Haitian Creole and English, depending on the linguistic needs of the students. To accelerate English language development, a certified teacher of ELA is being pushed into the ESL class for advanced learners. Our after school and Saturday sessions are enriched by the use of History Alive! , Castle learning, and Achieve 3000 solutions.

All instruction for ELLs is tailored to address their individual needs. The teachers maintain portfolios of each ELL and systematically analyze the progress each student makes during the after – school weekly common planning time sessions each Monday from 2:10 TO 2:50 PM.

T

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

Newly arrived ELLs with very low English literacy skills participate in the after-school RIGOR small –size sessions. These sessions run twice a week from 3:30 to 5: 30 pm. on Tuesdays and Thursdays. Math tutorial sessions specifically designed for the beginners are run for two days a week at the same time on Wednesdays and Fridays. These sessions utilize Destination Math and Castle Learning on-line solution and allow the teacher to individualize intervention services.

Our intermediate and advanced ESL learners work on bridging similar gaps in the Achieve 3000 afterschool sessions running 4 time a week at the same time. All these sessions are funded by the Title III money.

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

Newly arrived ELLs with very low English literacy skills participate in the after-school RIGOR small-size sessions. These sessions run twice a week from 3:30 to 5:30 pm. on Tuesdays and Thursdays. Math tutorial sessions specifically designed for the beginners are run for two days a week at the same time on Wednesdays and Fridays. These sessions utilize Destination Math and Castle Learning on-line solution and allow the teacher to individualize intervention services.

Our intermediate and advanced ESL learners work on bridging similar gaps in the Achieve 3000 afterschool sessions running 4 times a week at the same time. All these sessions are funded by the Title III money.

A large proportion of our ELLs are SIFE. We also have a significant number of long-term ELLs. We assess native speakers of Haitian Creole with informal reading inventory conducted by our certified NLA teacher, Dr. Paul. Beginning this year, we will start using the Haitian feature of Achieve 3000 to assess the students. We address their needs through the SIFE grant in our Saturday Academy. The participants take part in Science, Social Studies, and ELA Regents – preparation small-group sessions from 9 am to 12:45 pm. Each participant takes turn and participates in every session every Saturday. To accelerate English language development, Saturday sessions are enriched by the use of History Alive! and Achieve 3000 solutions.

All instruction for ELLs is tailored to address their individual needs. The teachers maintain portfolios of each ELL and systematically analyze the progress each student makes during the after-school weekly common planning time sessions each Monday from 2:10 TO 2:50 PM.

6. We continue support for every ELL who reached proficiency on the NYSESLAT for the first two years. We group our ELLs and former ELLs into separate official classes, which allows all staff members to identify the students easily. We maintain portfolio of language and content area assignments of these students, continue communicating with their parents in the language they prefer, and invite them to participate in all afterschool and Saturday intervention services if necessary. During testing, former ELLs receive the same accommodations as other ELLs, including the use of bilingual glossaries, extended time, and third reading of listening section on the ELA Regents examination. The teachers use ARIS and DAEDALUS extensively, and all scored our ELLs are flagged in their class lists. This type of grouping allows all content area teachers to differentiate instruction and tailor assignments to fit the need of "former ELLs". In addition to the ELA classes for the Advanced ELLs, we push in an ELA teacher into the ESL class for the advanced ELLs, which allows us to further differentiate instruction and align it with the NYS Common Core Standards in English.

7. This year we are planning to expand the use of Achieve 3000 and include all former ELLs and SWDs, especially the ones with gaps in academic literacy. We also plan to involve former ELLs in peer tutorial activities with those ELLs who are new to the United States and/or to Clara Barton High School. The tutors will be conducting one-on-one tutorial sessions during their lunch periods and group sessions when being pushed-in as teacher assistants in bilingual content area classes. They will receive service credit for these assignments. We also plan to have after-school and Saturday classes in general academic and social skills. These classes, run by the ESL and content area teachers will be focused on teaching the students academic and social skills necessary for school success.

8. We will not discontinue any programs we already have.

9. All ELLs have every opportunity to participate in all school activities; including monolingual academic intervention services funded by Title I money. They participate in clubs and take part in all school events. The needs of ELLs are addressed in every PTA and SLT meeting.

10. We use Achieve 3000, RIGOR, History ALIVE!, Destination Math, and Castle Learning evidence-based solutions to address the

B. Programming and Scheduling Information--Continued

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

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

Paste response to questions 1-4 here

Parents are very active part of our school community. Parents of ELLs participate in all whole school parental functions. They are present at the PTA meetings and parent – teacher conferences and actively participate in all of them. We provide translated versions of all documents created for and by the parents in Haitian Creole, French and Spanish. We also provide qualified interpreters for every parent who requests such service while communicating with individual staff members or participating in any group activities. For the parents of ELLs we provide additional services. Intergenerational Computer, Math and English Literacy classes , as well as SAT preparation classes for parents and their children are part of our Saturday Academy. We also conduct at least 3 meetings with the parents of ELLs devoted to the issues of academic and cultural adjustment of their children to new school and new country. At least twice a year we have an ELL FAMILY MOVIE NIGHT, where the families of our ELLs get together in the evening to watch and discuss a film relevant to their lives. It could be a film about their native country, or about the lives and struggles of immigrants in the United States.

2. We invite representatives of Haitian BETAC and FLAMBAYANT community - based organization to present for our parents.
3. We conduct surveys, phone and in- person interviews in Haitian Creole, French, and Spanish in order to assess the needs of the parents.
4. Based on the needs assessment conducted last year we are planning parental activities for this school year. All parental activities directly address the needs of the parents.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

All staff members working with ELLs and former ELLs meet as a team every Monday. They plan together and discuss the progress of their students. In addition, they participate in numerous DOE – run professional initiatives, i. e., QTEL institutes, NYS TESOL and SABE conferences, HABETAC and other BETAC- sponsored workshops and lecture series devoted to the issues of first and second language acquisition, academic and cultural literacy, and teaching English through content

2. n/a
3. All faculty is participating in two full- day professional development initiatives, one in November, and one in June, devoted to the needs of ELLs, SWDs and native speakers of English who experience literacy acquisition difficulties. Representatives from RIGOR and/or Achieve 3000 work on these days for several hours with a target group of teachers on approaches of utilizing these curricula in their classes to best suit the needs of the students.

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4. How do your parental involvement activities address the needs of the parents?

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4. Based on the needs assessment conducted last year we are planning parental activities for this school year. All parental activities directly address the needs of the parents.

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)										12	9	3	0	24
Intermediate(I)										24	34	7	2	67
Advanced (A)										13	17	4	11	45
Total	0	0	0	0	0	0	0	0	0	49	60	14	13	136

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										2	3	1	0
	I										13	11	3	0
	A										24	20	2	5
	P										10	26	7	9
READING/ WRITING	B										11	5	3	0
	I										28	39	5	8
	A										6	15	6	6
	P										3	1	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0

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

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

Paste response to questions 1-6 here

We assess the literacy skills of all our ELLs with Achieve 3000 Level Set on – line individualized assessment tool in September. 98% of our ELLs score below 6th grade reading level, 16% score below first grade reading level. They are then assessed through the BIGOR

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.

ea1. All ELLs who are SWDs receive ESL services in a self – contained 15:1 class taught by a certified teacher of ESL. There are three periods of ESL for SWDs classes a day. Those ELLs who, according to their IEPs, require assistance of bilingual, alternate placement, health, or crisis paraprofessional, receive all the required assistance in accordance with the IEP committee recommendations. Their assigned paraprofessionals are actively involved in each lesson. Every Monday, the ESL teachers of SWD and the paraprofessionals of ELLs who are SWDs are also collaborating with their ESL teachers in lesson planning and curriculum development during Common Planning Time, from 1:20 to 3: 00 p.m.

There are three main foci of ESL instruction for SWDs:

1. Development of speaking, listening, writing, and reading in English;
2. Development of socially acceptable behavior necessary for functioning in academic environment: working in groups, asking for assistance, requesting a break
3. Development of students' stamina during test – taking in accordance to testing accommodations outlined in the students' IEP.

We are supplementing our instruction with the RIGOR literacy solution specifically designed for the students with low – level literacy problems such as decoding and phonemic awareness

2.Our hold – over students requires assistance in academic language development; study skills development; and Regents test preparation. They receive specifically designed assignments developed by our certified teachers of ESL in collaboration with certified bilingual content area teachers and certified NLA teacher.

Our ESL and bilingual teachers collaborate in writing new ESL curriculum devoted to teaching academic English through Humanities and Sciences content.

The team meets every Monday from 1: 20 to 3: 30 to work on this project during our Inquiry and Common Planning time.

We also provide supplemental Academic and Social English Language Development Services after school and on Saturday.

We use Achieve 3000 and RIGOR literacy solutions, as well as assistance of community – based organizations to provide these services

3. We attack deficits in listening skills from two different perspectives: as an essential part in social skills development and as an essential part in academic language development.

As a social skill, we incorporate listening activities into ESL instruction devoted to effective communication with adults and peers. Such instruction is being delivered during two types of lessons: lessons in social behavior, and lessons in effective group work.

Both types of lessons are designed by the ESL/Bilingual team of certified teachers and qualified paraprofessionals and delivered during ESL, NLA, and bilingual content area classes, and during the supplementary after school and Saturday services

Additionally, we use recording features in our laptops recorders and computers with speakers to conduct a variety of listening comprehension activities in all during the day and after school classes. When working on individualized ACHIEVE 3000 sessions, the students also have access to the listening feature of the software and use headphones

3. In the beginning of the school year, all ELLs who continue struggling with reading and/or writing are assessed with two standardized instruments: Achieve 3000 LEVEL SET assessment tool and Periodic assessment for ELLs.

This assessment approach allows us to define specific reading subskills we need to attack for each individual ELL.

Obtained individual assessment results, as well as reading work samples from the students' portfolio collected during the previous school year, and the most recent NYSESLAT scores are used by ESL, bilingual, and NLA teachers to target specific reading difficulties and group learners by common reading subskills deficits within their classes.

This permits teachers to differentiate ESL, Content Area, and NLA lessons based on specific reading difficulties experienced by individual students.

In ESL and NLA classes, we supplement reading instruction, with Achieve 3000 literacy solution for the Advanced and Intermediate ELLs.

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			8		8				16

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			8		8				16

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	22		15	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry	15		14	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography	15		11	
US History and Government	13		12	
Foreign Language		24		24
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.
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2. In analyzing the assessment data interesting patterns were revealed. Our ELLs progress much quicker in listening and speaking than reading and writing. This is consistent with numerous studies suggesting that reading and writing as parts of academic level of second language development take much longer, up to 7 years, that listening and speaking, which takes up to 3 years. According to the NYSESLAT data, the majority of our ELLs are in the Intermediate stage of English language learning. They tend to spend more than one year in this stage. Since we began using Achieve 3000 and RIGOR, a number of students accelerated their learning, so we have 6 students who progressed from the BEGINNING to ADVANCED level. Generally, all our beginners are newcomers and SWDs on alternative assessment track.

LAB - R results put our newcomers into reading and writing deficits category. Reading and writing skill development is addressed through the use of differentiated instruction - based assignment design by ESL teachers and devoted to the ELLs.

3. The analysis of patterns across NYSESLAT modalities revealed that most ELLs have higher listening/speaking score than reading/writing score. This is consistent with our inquiry team findings and reflects the need to deepen academic language development. To address this need we modified curricula in every content area and ESL class to include vocabulary - reinforcing activities and assessment tools. This year, we are expanding our work in addressing the Evolving NYS Common Core Standards, particularly; Standard 1 in Reading and Writing for grades 9-12. Every teacher working with ELLs receives a copy of the NYSESLAT modalities report and uses it as a guide in designing differentiated lessons and curriculum maps.

4. For the standardized assessment, our ELLs and former ELLs are offered to take Math, Science, and Social Studies tests in their native languages if available. They are provided with two versions of the test, one in English, and another is in language of their choice. In addition, they use glossaries and take advantage of the extended time accommodation. Most students prefer to submit their tests in English. This year we will have many more ELLs and former ELLs eligible for Regents examinations. A large number of them will take these examinations for the first time. We intend to focus on Regents preparation and test taking tutorials in out during – and after – school tutorial sessions.

5. n/a

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.

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In ESL and NLA classes, we supplement reading instruction, with Achieve 3000 literacy solution for the Advanced and Intermediate ELLs.

Part VI: LAP Assurances

School Name: <u>Clara Barton High School</u>			
School DBN: <u>17K600</u>			
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Richard Forman	Principal		10/20/11
Vera Leykina	Assistant Principal		10/20/11
Deborah Prince	Parent Coordinator		10/20/11
Habib Cherif	ESL Teacher		10/20/11
Deborah Prince	Parent		10/20/11
Evan Malachowsky/ISS	Teacher/Subject Area		10/20/11
Linda Shalom/ESL	Teacher/Subject Area		10/20/11
	Coach		1/1/01
	Coach		1/1/01
Keith Holgate	Guidance Counselor		10/20/11
Vivian Selenikas	Network Leader		
Henry Douglas	Other <u>ESL Teacher</u>		10/20/11
Marie Joseph	Other <u>Paraprofessional</u>		10/20/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **17K600** School Name: **Clara Barton High School**

Cluster: _____ Network: **202.2**

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

Part A: Needs Assessment Findings

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

We employed several different strategies to compile a body of translation needs assessment data. These strategies are: interviewing teachers; interviewing parents; interviewing students; analyzing the existent translated materials. Besides, information from each Home Language Survey is entered into ATS by the pupil personnel secretary and the data is summarized by the ELL Team to determine the language preferences for communicating with all parents. All documents sent home are available in the various languages spoken by our parents. All teachers receive a copy of the report which indicates the parent language preference. School report cards are sent home in the home language (that the DOE provides) indicated on the home language survey. When the staff contacts a parent via phone, the Emergency Blue Cards indicate the language spoken and written at home. The staff uses the translation unit to communicate with individuals that do speak another language at home.

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 major findings of our translation needs assessment were reported to the school community twice: for the first time, during the June - 2011 faculty conference; and for the second time - during the June, 30, 2011 new students' and families orientation event. Language surveys are administered all year by our ESL teachers. The findings are reported to the school community through the parent newsletters, notices and posted within our school statistical data which are available on the NYC Department of Education website. Also, our A.P. of instructional support services for ELLs, Ms. Vera Leykina, interviews all new admits to the school and gathers information from the parents and students about their home language.

According to the needs assessment, our written translation needs are: translating into Haitian Creole, French, Bengali and Spanish materials sent home, such as:

Letters about student progress;
Letters about student' attendance
Informative letters sent to parents about school events
Flyers
Posters and signs
Students Report cards.

Our oral interpretation needs are the following:
Oral translation at the orientation session of the parents of newly arrived bilingual students; oral translation at PTA meetings when necessary ;
oral interpretation when principal, guidance counselors, teachers or deans have a conference with parents; oral translation at Teacher- Parent
Conferences and Open School Nights; the use of translators to make phone calls to parents when there is a need.

Part B: Strategies and Activities

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

Letters about students' progress
Letters about students' attendance
Informative letters sent to parents about school events, tutoring, or exams
Flyers
Posters
Students Report cards
Extended glossaries for content area classes

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

The following interpretation services will be provided by our staff for Haitian Creole and Spanish:
Oral translation at the orientation session of the parents of newly-arrived bilingual students
Oral translation at PTA meetings when necessary
Oral interpretation when principal, guidance counselors, teachers or deans when needed
Oral translation at Teacher-Parent and Open School Conferences
Use of translators to make phone calls to parents when needed

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>.

Our school will provide each parent who speaks another language and who requires language assistance services with written notification of their rights regarding translation and interpretation services, and instructions on how to obtain such services.

Our school posts in the lobby, next to the main entrance, a sign in Haitian Creole, Spanish, and Bengali, indicating the room where a copy of the written notification can be obtained.

Our school's Safety Plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative services due to language barriers.

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: Clara Barton	DBN: 17K600
Cluster Leader: Mr. Amundsen	Network Leader: Vivian Selenikas
This school is (check one): ✱conceptually consolidated (skip part E below) ●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): ●Before school ✱After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 144 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ✱12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The work of our Inquiry Team revealed that ELLs have serious gaps in academic language, which affects their achievement in English and other content area classes. In order to ensure that all ELLs meet the standards, besides the regular classroom instruction, we will implement a supplementary Title III academic language development program within a 25-week extended day program.

There will be a two times/week, 2 hours of ESL and/or literacy instruction, for two groups of two different proficiency levels: intermediate and advanced students on Mondays, Tuesdays, Wednesdays, and Thursdays from 3:30 to 5:30 pm. The use of technology, specifically, Achieve 3000 on-line software, will be included in order to improve reading, writing, literary understanding and to boost the general knowledge of the students. We will use Achieve 3000 software in order to improve their academic language development. They will learn how to conduct Internet research in order to develop their general knowledge. The use of computers will help improving their literacy skills and enabling students and their families to communicate safely on line via the controlled environment of DOE - approved software. We plan to provide supplementary ESL instruction for a total of 144 students for both proficiency levels.

Besides providing academic language development instruction, Title III funds will be used to provide language support through the push-in teachers trained in the scientifically-based ESL approaches will collaborate with content area teachers who provide credit recovery courses to our students after school with help of Title I funding. This service will also be provided 4 times a week, for 2 hours each day. The services will be provided by licensed teachers of our school who have experience in teaching ELLs. The program will start on the second Monday of November 2011 and will finish in June of 2011.

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: All teachers working with ELLs will function as an inquiry team which will be engaged in participatory action research project. They will conduct weekly study groups analyzing student data and designing differentiated instructional solutions. The team will take part in the following learning initiatives:

- QTEL training for all teachers serving ELLs who did not have the opportunity to participate in it yet

Part C: Professional Development

- Literacy strategies for beginning ELLs
- Using educational assessment strategies and data to inform and differentiate instruction
- Using technology to enhance language learning
- Training of Bilingual content area teachers in ESL strategies
- PD for all monolingual teachers who educate ELLs, in ESL strategies
- Portfolio Assessment and practical uses of it
- Classroom management strategies for differentiated instructional practices
- Applying Multiple Intelligences Theory to instructional practices

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Describe how the grant will be used to enrich parent experiences at your school. Limit your description to one typed page.

In the past, the parents were very reluctant to come to school on weekday evenings and/or weekends. We conducted a parent survey and discovered that most immigrant parents work late at night and/or on Saturdays. The parents of non-immigrant students, however, are much more active. According to the school Language Allocation Policy, we provide interpreters for all PTA meetings and activities. We have very active PTA president who scheduled most parental meetings on Saturdays. We are planning to run all our parental activities at that time and involve both parent coordinator and PTA president in planning and running of parental sessions. Parents of ELLs, include ELLs who are SWDs, will be engaged in a minimum of 20 hours of meaningful activities related to the academic learning and social/ emotional growth of their children during school year 2011 - 2012.

- Parents will receive four hours of academic and parenting skills instruction each week at the Saturday Title I PAC Academy. Title III funds will provide push-in services for these sessions. The cooperating Title III staff member will assist Title I Academy in helping parents of ELLs and parents of those children who interact with ELLs dealing with issues of adjustment to the new school and new country.

Part D: Parental Engagement Activities

- Every fourth Saturday of the month, parents will participate in workshops exclusively devoted to the needs of immigrants. The Parent Coordinator and PTA President will also conduct workshops about such issues as graduation requirements, college preparation, etc. FLAMBAYANT Haitian CBO representatives will participate in these meetings

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		