



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : CYPRESS HILLS COLLEGIATE PREP

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 19K659

PRINCIPAL: ALEX MAYSONET EMAIL: AMAYSON3@SCHOOLS.NYC.GOV

SUPERINTENDENT: KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Alex Maysonet	*Principal or Designee	
Elaine Cohen	*UFT Chapter Leader or Designee	
Juan Matias	*PA/PTA President or Designated Co-President	
Jackie Parrilla	DC 37 Representative, if applicable	
Gabriel Cano Ambar Guerrero Wing Chee Yee	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Elizabeth Kahn	CBO Representative, if applicable	
Amy Yager	Member/Teacher	
Lauren Spota	Member/Teacher	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Teachers will develop rigorous curriculum units and student tasks aligned to the Common Core State Standards.

Comprehensive needs assessment

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

After NY adopted the Common Core State Standards, it was determined that all teachers plan their curriculums aligning them to the CCSS.

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.

Activities:

- Clearly communicate curriculum map and UbD unit expectations
- Support grade and content area teacher leaders in the review of the curriculum maps
- Provide regular opportunities for joint planning based on data analysis and identified student needs and student subgroups
- Provide specific feedback to teachers on the quality of their curriculum maps and units
- Create a range of professional development opportunities to promote teachers' curriculum writing skills and knowledge
- Develop teachers' skills through peer curriculum map reviews

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.
 - Parent Coordinator will conduct Committed Parent meetings (Sponsored by NCLR our school partner) to inform the parents to engage parents in the school community
 - Parent Coordinator will host ELL workshops for non-English speaking parents
 - Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent

questions and inquiries

- Parents will be trained on how to use ARIS Parent Link

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 attends hiring fairs to identify and recruit highly-qualified teachers
 - The pupil personnel secretary will work closely with the network HR point to ensure that non-Highly Qualified Teachers meet all required documentation and assessment deadlines
 - Mentors are assigned to support 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.
 - The school has incorporated violence prevention and STD prevention programs into our advisory system curriculum to ensure all our students are exposed to preventive measures and know where to go for help.
 - Our CBO will provide tutoring and College Readiness sessions for our students. The CBO is developing a College Readiness with our teacher/advisors.

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.

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

- Professional instructional materials to support curriculum development during regular school day.
- Teacher per session for after school programs and differentiated professional development.
- Supervisor per session

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

- Develop existing teacher teams further: Content, Grade, Critical Friends Group, Inquiry Team, to facilitate PD opportunities and collaboration for teachers.

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.
 - Creating structures that allow teachers to collaborated, plan together, look at student work, analyze student data and write curriculum will improve student performance.

Instructional strategies/activities

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

Activities:

- Meet weekly with teacher leaders to plan agendas
- Regular opportunities for leadership training for the team leaders
- Differentiate professional development plans highlighting identified areas for improvement in teaching skills and knowledge
- 90 minute block schedule to ensure sufficient time in meetings and lessons
- Promote skills through peer observations

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.
 - Parent Coordinator will conduct Committed Parent meetings (Sponsored by NCLR our school partner) to inform the parents to engage parents in the school community
 - Parent Coordinator will host ELL workshops for non-English speaking parents
 - Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries
 - Parents will be trained on how to use ARIS Parent Link

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 attends hiring fairs to identify and recruit highly-qualified teachers
 - The pupil personnel secretary will work closely with the network HR point to ensure that non-Highly Qualified Teachers meet all required documentation and assessment deadlines
 - Mentors are assigned to support 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.
 - The school has incorporated violence prevention and STD prevention programs into our advisory system curriculum to ensure all our students are exposed to preventive measures and know where to go for help
 - Our CBO will provide tutoring and College Readiness sessions for our students. The CBO is developing a College Readiness with our teacher/advisors.

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.

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

 - Professional instructional materials to support curriculum development during regular school day.
 - Teacher per session for after school programs and differentiated professional development.
 - Supervisor per session

➤ **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

- Using the ECO form (Effective Classroom Observation), administration will engage in short frequent cycles of classroom observations and feedback using a rubric that articulates clear expectations for teacher practice. Teachers will also be included in the cycles of observation for peer observations.

Comprehensive needs assessment

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

The need to constantly improve our practice and student performance generated this goal. In addition, the city's expectation is that we engage in frequent cycles of observations.

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.

Activities:

- Review rubric with all teachers.
- Invite teachers on walkthroughs using the rubric and the ECO form.
- Provide precise feedback to teachers on the quality of learning.
- Clearly communicate classroom expectations.
- Organize interim assessment data effectively to support classroom decision making.
- Implement planned cycle of frequent Effective Classroom Observation, involving administration and other staff.
- Modeling best practice by coach/consultant, administration and other teachers.

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.
 - Parent Coordinator will conduct Committed Parent meetings (Sponsored by NCLR our school partner) to inform the parents to engage parents in the school community
 - Parent Coordinator will host ELL workshops for non-English speaking parents
 - Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries

- Parents will be trained on how to use ARIS Parent Link

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 attends hiring fairs to identify and recruit highly-qualified teachers
 - The pupil personnel secretary will work closely with the network HR point to ensure that non-Highly Qualified Teachers meet all required documentation and assessment deadlines
 - Mentors are assigned to support 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.
 - The school has incorporated violence prevention and STD prevention programs into our advisory system curriculum to ensure all our students are exposed to preventive measures and know where to go for help
 - Our CBO will provide tutoring and College Readiness sessions for our students. The CBO is developing a College Readiness with our teacher/advisors.

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.

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

- Professional instructional materials to support curriculum development during regular school day.
- Teacher per session for after school programs and differentiated professional development.
- Supervisor per session

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Students will show progress in using evidence to support arguments.

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.

This goal was generated based on the city's expectation that every student read informational text and use evidence to support arguments.

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.
 - Create a range of opportunities for teachers to share best practice in this area.
 - Promote skills through peer observations.
 - Support from literacy consultants
 - Regular opportunities to carry out moderation of student work to ascertain to what degree students grasp this standard.
 - English content area team to identify key skills and knowledge essential for each achievement group, based on interim assessments.
 - Planned cycle of frequent Effective Classroom Observations.

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.
 - Parent Coordinator will conduct Committed Parent meetings (Sponsored by NCLR our school partner) to inform the parents to engage parents in the school community
 - Parent Coordinator will host ELL workshops for non-English speaking parents
 - Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries

- Parents will be trained on how to use ARIS Parent Link

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 attends hiring fairs to identify and recruit highly-qualified teachers
 - The pupil personnel secretary will work closely with the network HR point to ensure that non-Highly Qualified Teachers meet all required documentation and assessment deadlines
 - Mentors are assigned to support 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.
 - The school has incorporated violence prevention and STD prevention programs into our advisory system curriculum to ensure all our students are exposed to preventive measures and know where to go for help
 - Our CBO will provide tutoring and College Readiness sessions for our students. The CBO is developing a College Readiness with our teacher/advisors.

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.
 - As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action from Sept. 2011-June 2012 as indicated below.
 - Professional instructional materials to support curriculum development during regular school day.
 - Teacher per session for after school programs and differentiated professional development.
 - Supervisor per session
 - Hire consultants

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- Students will show progress in modeling with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.

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.

This goal was generated based on the city's expectation that every student model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.

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.

Activities:

- Create a range of opportunities for teachers to share best practice in this area.
- Promote skills through peer observations.
- Support from consultants
- Regular opportunities to carry out moderation of student work to ascertain to what degree students grasp this standard.
- Math content area team to identify key skills and knowledge essential for each achievement group, based on interim assessments.
- Planned cycle of frequent Effective Classroom Observations.

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.
 - Parent Coordinator will conduct Committed Parent meetings (Sponsored by NCLR our school partner) to inform the parents to engage parents in the school community
 - Parent Coordinator will host ELL workshops for non-English speaking parents
 - Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries
 - Parents will be trained on how to use ARIS Parent Link

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 attends hiring fairs to identify and recruit highly-qualified teachers
 - The pupil personnel secretary will work closely with the network HR point to ensure that non-Highly Qualified Teachers meet all required documentation and assessment deadlines
 - Mentors are assigned to support 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.
 - The school has incorporated violence prevention and STD prevention programs into our advisory system curriculum to ensure all our students are exposed to preventive measures and know where to go for help
 - Our CBO will provide tutoring and College Readiness sessions for our students. The CBO is developing a College Readiness with our teacher/advisors.

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.
 - As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action from Sept. 2011-June 2012 as indicated below.
 - Professional instructional materials to support curriculum development during regular school day.
 - Teacher per session for after school programs and differentiated professional development.
 - Supervisor per session
 - Hire consultants

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	70	66			18			
10		53			5			
11		69	49	87	7			
12	35	42	45	83	7			

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

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

Name of Academic Intervention Services (AIS)	Description
<p>ELA Ramp Up Read 180 Achieve 3000 Advisory</p>	<p>In selected advisories, we are using a variety of interventions – SAT, PSAT, Prep, prep for NYS Regents exams for ELA and math, study skills activities-that foster non-fiction comprehension.</p> <p>Students have been assigned a tutoring session eighth and ninth periods on Tuesdays during the months of December and January.</p> <p>Ramp Up, Achieve 3000 and Read 180 are balanced literacy intervention programs, which occur daily in the student’s schedule.</p> <p>Kaplan SAT after-school prep course is available free to students. One in fall for seniors and one in spring for juniors.</p> <p>Regents review classes are scheduled to occur on Saturday mornings during the months of December and January. These sessions will be repeated in May and June.</p>
<p>Mathematics</p>	<p>In selected advisories, we are using a variety of interventions – SAT, PSAT, Prep, prep for NYS Regents exams for ELA and math, study skills activities-that foster non-fiction comprehension.</p> <p>Students have been assigned a tutoring session eighth and ninth periods on Tuesdays during the months of December and January.</p> <p>Regents review classes are scheduled to occur on Saturday mornings during the months of December and January. These sessions will be repeated in May and June.</p>
<p>Science</p>	<p>Students receive ten periods of instruction in science. This is well above the NYSED contact our minimum.</p> <p>In selected advisories, we are using a variety of interventions – SAT, PSAT, Prep, prep</p>

	<p>for NYS Regents exams for ELA and math, study skills activities-that foster non-fiction comprehension.</p> <p>Students have been assigned a tutoring session eighth and ninth periods on Tuesdays during the months of December and January.</p> <p>Regents review classes are scheduled to occur on Saturday mornings during the months of December and January. These sessions will be repeated in May and June.</p>
Social Studies	<p>Students receive ten periods of instruction in science. This is well above the NYSED contact our minimum.</p> <p>Students have been assigned a tutoring session eighth and ninth periods on Tuesdays during the months of December and January.</p> <p>Regents review classes are scheduled to occur on Saturday mornings during the months of December and January. These sessions will be repeated in May and June.</p> <p>In selected advisories, we are using a variety of interventions – SAT, PSAT, Prep, prep for NYS Regents exams for Global Studies and US History, study skills activities-that foster non-fiction comprehension.</p>
At-risk Services provided by the Guidance Counselor	Small group and individual counseling during the school day
At-risk Services provided by the School Psychologist	None
At-risk Services provided by the Social Worker	Individual counseling
At-risk Health-related Services	

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.



New York City Department of Education

Cypress Hills Collegiate Prep

999 Jamaica Avenue, Brooklyn, N.Y. 11208
Tele - 718-647-1672 / Fax - 718-647-6719



“Motivating, Empowering, Inspiring”

Alex Maysonet, Principal

Jessica Anaya, Assistant Principal
Terri Budney, Assistant Principal

Title I Parent Involvement Policy

1. Cypress Hills Collegiate Prep will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - Written Notification (provided in English as well as the prevalent home languages of students and their parents.)
 - Phone Calls
 - Parent Newsletter/Monthly Calendar

2. Cypress Hills Collegiate Prep will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - Written Notification (provided in English as well as the prevalent home languages of students and their parents.)
 - Phone Calls
 - PTA Meetings/Executive Board Meetings
 - Parent Newsletter/Monthly Calendar

3. Cypress Hills Collegiate Prep will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: by:
 - APW – Academic Parent Workshops
 - Community Organization – Cypress Hills Local Development Corporation
 - Parent/Teacher Partnership

4. Cypress Hills Collegiate Prep will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- **EVALUATION CONDUCTED BY:**

The initial evaluation is explained to the Principal and the Parent Coordinator by the Superintendent's office. The information regarding the evaluation is given to the Principal and the schools are responsible for disseminating the evaluation to the parents.

- **WHO CONDUCTS THE EVALUATION:**

Superintendent's Office→Principal→Parent Coordinator Forms Completed by parents and returned

- **PARENT ROLE:**

Parents are selected randomly and asked to complete the evaluation. The evaluation is completed and returned to the parent coordinator.

1

5. Cypress Hills Collegiate Prep will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. The State's academic content standards;
- ii. The State's student academic achievement standards;
- iii. The State and local academic assessments including alternate assessments;
- iv. The requirements of Title I, Part A;
- v. How to monitor their child's progress; and
- vi. How to work with educators.

- **IN STATE AND OUT OF STATE WORKSHOPS, CONFERENCES AND/OR CLASSES:**
Parent Retreats, CEP Retreats, Parent Workshops (Transcript Review, APW, TCP)

- **EQUIPMENT AND OTHER MATERIALS TO ENSURE SUCCESS:**
Laptops, Computer Lab, Well Equipped Library, Wireless Internet Access, Overhead Projectors

b. Cypress Hills Collegiate Prep will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- Written Notification (provided in English as well as the prevalent home languages of students and their parents.)
- Phone Calls
- Large School Posters
- Parent Newsletter/ Monthly Calendar
- PTA Meetings

- c. Cypress Hills Collegiate Prep will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

- Written Notification (provided in English as well as the prevalent home languages of students and their parents.)
- Phone Calls
- Large School Posters
- Parent Newsletter/Monthly Calendar
- PTA Meetings

2

- d. Cypress Hills Collegiate Prep will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

- Written Notification (provided in English as well as the prevalent home languages of students and their parents.)
- Phone Calls
- Large School Posters
- Parent Newsletter/Monthly Calendar
- PTA Meetings

- e. Cypress Hills Collegiate Prep will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Written Notification (provided in English as well as the prevalent home languages of students and their parents.)
- Phone Calls
- Large School Posters
- Parent Newsletter/Monthly Calendar
- PTA Meetings

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the P.T.A. President Ms. Monique Williams and the Principal, Marisol Bradbury.

This policy will adopt by Cypress Hills Collegiate Prep on September 2009 and will be in effect for the period of 2008-2009 school year. The school will distribute this policy to all parents of participating Title I Part A children on or before October 1, 2011.

Principal's Signature: _____

Date _____

SCHOOL-PARENT COMPACT

The _____ Cypress Hills Collegiate Prep, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year _____ 2011-2012 _____.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The Cypress Hills Collegiate Prep will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
Cypress Hills will provide a high-quality curriculum by providing high quality PD to our teachers. We will work with State standards and continuously increase the capacity of our teachers to incorporate challenging and innovative curriculum while covering the state standards. We will share best practices in our Small Learning Community meetings.

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:
Parent-Teacher conferences will be held twice a year, once in the fall and in the spring.

3. **Provide parents with frequent reports on their children's progress.**
Specifically, the school will provide reports as follows:
The school will provide four progress reports and four report cards to the parents.
4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
Parents are encouraged to meet with the teachers as often as possible, we also conduct student review with the students and parents at the parents request. The students review meetings can take place any time we conduct our SLC meetings.
5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows: Parents are encouraged to sit in classes whenever they see the need.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

[Describe the ways in which parents will support their children's learning, such as:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television their children watch.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*



OPTIONAL ADDITIONAL PROVISIONS

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]*

Additional Required School Responsibilities

The **Cypress Hills Collegiate Prep** will:

1. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002

_____	_____	_____
School	Parent(s)	Student
_____	_____	_____
Date	Date	Date

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: K659 **School Name:** Cypress Hills Collegiate Prep

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

As of November 10th, 2011 our students did not make AYP in ELA overall as well as in the economically disadvantaged subcategory. Our English language learners have not made significant progress with respect to the NYSESLAT and ELA Regents exams. We underwent a School Quality Review and the findings stated that teachers must use the data they have collected, analyze it and use it to differentiate instruction to improve student outcomes. These same students passed the ELA Regents in August 2011.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Our staff will receive on-going professional development (17 sessions) from Australian Unites States Services in Education Partners (AUSSIE). The focus of this professional development will help us to continue to align our curriculum maps and performance tasks to the common core standards in English and the other content areas. In addition, teachers will utilize their student data to also differentiate these performance tasks either by process, product or content.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

We have hired A.U.S.S.I.E. to provide professional development to our teachers. The focus of this professional development will be on creating performance tasks in ELA as well as other content areas which will support the ELA C.C.L.S.

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

The Aussie consultant will meet with our teachers in small content learning communities on a regular basis as well as with individual teachers to create tasks that support ELA via rigorous performance tasks.

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

We will prepare the letter in the languages and mail it home to parents or backpack it with our students to take it home to their parents/guardians. In addition, our Parent Coordinate will hold meetings with parent to assist them with any concerns or questions they have.

**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 Chris Groll	District 19	Borough Brooklyn	School Number 659
School Name Cypress Hills Collegiate Prep High School			

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

Principal Alexander Maysonet	Assistant Principal Jessica Anaya Lopez
Coach	Coach
ESL Teacher Elaine Cohen	Guidance Counselor Amy Yager, Mildred Velasquez
Teacher/Subject Area Renee Prestigiacomio / ESL	Parent Mr. Matias
Teacher/Subject Area Jennifer Stokes	Parent Coordinator Elizabeth Guy
Related Service Provider Phil Varghese	Other
Network Leader Gillian Smith	Other

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	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	447	Total Number of ELLs	78	ELLs as share of total student population (%)	17.45%
------------------------------------	------------	----------------------	-----------	---	---------------

Part II: ELL Identification Process

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

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

When new students enter Cypress Hills Collegiate Prep High School, the first place they go to is the main office at which time the secretary contacts the licensed ESL teacher. This licensed ESL teacher Ms. Elaine Cohen, is trained in the intake process. During the intake process, the ESL teacher facilitates the gathering of information about the incoming student. If the ESL teacher is unavailable, a second ESL teacher trained in the intake process, will take her place. The oral interview is conducted in the native language (our ESL teacher can communicate in Spanish) and so if the ESL teacher is unable to communicate, we call upon a member of our staff/faculty who knows the language to assist. If we have no one fluent in the parents' language, we call the Translation Unit. We explain to the parents that we are trying to gather as much information as possible about their child so that we may place the child correctly and provide him/her with the best educational opportunities. During this time, the ESL teacher forms her own assessments as to the language proficiency/dominance of the child. The parents are asked to fill out the HLIS so that the child's dominant language can be determined. The results of the HLIS are used to determine if the child is LAB-R eligible. If so, the LAB-R is administered by the licensed ESL teacher within the first ten days of the child's admission. Notices are received from ATS, as well as a list of new admits from the secretary. In this way, we keep track of our 10 day time line for LAB-R administration. The LAB-R Form B is administered. The ESL teacher personally administers it to the eligible students in her classroom. Before we send the LAB-R exams to the ISC, they are scored by Ms. Cohen by hand on school premises. We realize that these raw scores are not the official scores; however they are used to determine the placement of the child into Beginning, Intermediate, or Advanced classes. If the student is entitled to services, after the LAB-R, we administer the Spanish LAB.

For students who were previously enrolled in our school, the identification and placement processes are determined by the NYSESLAT scores. The students will continue to receive services as advanced, intermediate, or beginning depending on the NYSESLAT scores. In September, students and parents receive entitlement letters indicating whether the student has 'passed out' of ESL or still continues to need services. We do make sure that all ELL students take the NYSESLAT exam each year. During the course of the year, we run reports off of ATS such as; RLER, LAT and LAB-R eligible students. We carefully monitor our ELL student population to make sure that all take the end of year NYSESLAT.

Additionally, the NYSESLAT scores are used to drive our instruction. We analyze the strengths and weaknesses of the students in the four skills area and focus on the needs with each individual student. At the end of the year, approximately May or June, the NYSESLAT exam is administered again.

In September, we send an invitation letter to the parents. This letter is prepared jointly by Ms. Cohen and Ms. Guy, the parent coordinator. The letter goes out in English and Spanish. During this parent orientation meeting, which is conducted by Ms. Cohen with the complete assistance of Ms. Guy, we give the parents pamphlets and handouts with detailed information about our program. At Cypress Hills High School we offer free standing ESL classes. In addition, we provide push-in services for our ELL students. In order for the parents to make a well informed decision, we also discuss the other types of programs available such as Bilingual, self contained ESL, and Dual Language. We share research results with the parents regarding the ranking of these programs letting them know that according to research the best choice is dual language, the second best is transitional bilingual program, and the third best is an ESL program. We also show the parent choice video to help the parents make their own choice.

At the end of the orientation, if we have parents who request a program other than what we provide here at CHCP, we tell them two

things. We let them know that at the current time, we don't offer that particular program because we don't have enough students for it. We do keep track of the student and family requests and if in the future, we have enough students, we will provide the program. Until such time, we let the parents know of nearby schools that offer the programs they are interested in for their child/children. Parents have the option; but we often do encourage them to stay with us. This year, as in the past year, parents have elected to have their children become students at CHCP and participate in our free standing and push in models.

Paperwork is stored very carefully at CHCP. Once the home language surveys and program selection forms are completed, they are placed in the student's cum file. They are put there together by the ESL teacher, Ms. Cohen and the Pupil Accounting Secretary, Mrs. Norma Ruiz Lique. These files are kept in the principal's office and are under lock and key. The entitlement letters are sent out by the ESL teacher, Ms. Cohen, who sends them in English and the native language. We also call as a follow up to alert the parents that these letters are on their way. If we do not receive the forms back in a timely fashion, we call again. These phone calls are made by the parent coordinator, Ms. Elizabeth Guy.

Parent involvement is very important at CHCP. We communicate with the parents via letters sent home, letters given to the students themselves, phone calls home, and monthly calendars. We also have parent teacher conferences twice a year. Additionally, we hold meetings with ELL parents at the beginning of the year, and a couple of times later on in the year to maintain contact. We mail out entitlement letters. We personally distribute entitlement letters to parents who attend the orientation session. If we do not receive the entitlement letters back, we will first speak to the student. After that we call home and will send letters of reminder to return the letter. If all of our attempts at communication to retrieve the entitlement letter have failed, we understand that the default program option is transitional bilingual as per CR154.

After reviewing the parent surveys and parent selection forms, 100% of our families choose our Freestanding ESL program at. In our campus site, we happen to have a school dedicated to newcomers. We do inform the parents of this option; however, they have all chosen to enroll at CHCP. And so at this point in time, the ESL freestanding program at CHCP is in line with family choices. Our monitoring of the parental choice indicates that all families choose our school. We have not had any family choose to attend another school with different ELL support programs.

Given the way the world has been changing, we are ever conscience of the increased numbers of families moving from one country to another. Worldwide events such as earthquakes, tsunamis, and wars to name a few, impact the composition of our student body. We look at the trends in population increases and offer more and varied resources to meet the needs of the new types of students we are getting in our classrooms. Last year we hired another ESL teacher, Ms. Renee Presti. This year we are trying out new resources in computer assisted instruction.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										5	6	5	2	18
Push-In										5	10	5	5	25
Total	0	0	0	0	0	0	0	0	0	10	16	10	7	43

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	78	Newcomers (ELLs receiving service 0-3 years)	34	Special Education	10
SIFE	19	ELLs receiving service 4-6 years	24	Long-Term (completed 6 years)	20

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	0			0			0			0
Dual Language	0			0			0			0
ESL	34	7	0	24	10	3	20	2	7	78
Total	34	7	0	24	10	3	20	2	7	78

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

C. Home Language Breakdown and ELL Programs

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

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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										28	16	11	18	73
Chinese											1			1
Russian														0
Bengali											1			1
Urdu											1			1
Arabic														0
Haitian													1	1
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	28	20	11	19	78								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

This year Cypress Hills Collegiate Prep High School has a total of 78 ELLs and provides three organization models as follows: push-in, free-standing, and collaborative. Our student body is organized into cohorts. Each grade has four cohorts and the cohorts travel together for all of their classes. We group according to grade levels, so we have a heterogeneous group of mixed proficiency levels in each cohort. This year we are following a 90 minute block schedule for some subjects and grades, and a 45 minute period each day for other subjects and grades. Our staff is organized such that the ESL teachers have enough time in their day to service their students according to proficiency level. We combine the minutes of free standing with the minutes of push-in to achieve the mandated number of minutes per week for each student. In classes where there are mixed proficiency levels, we ensure that the number of service hours meets the mandates

A. Programming and Scheduling Information

for the lowest level of ELL in that class. For example, a 10th grade class with mixed ELL levels receives 540 minutes of instruction because of the beginners in the class. We believe that the higher levels in the class will only benefit from the additional time. Two teachers divide the grade levels of ESL. One teacher handles the 9th and 11th grade; the other teacher is responsible for the 10th and 12th grade. Each teacher has free standing classes with her students as well as pushing into the content area classes. Both teachers teach the maximum program load in order to ensure that the students are receiving their mandated minutes of instruction as per CR Part 154. The beginner students actually receive more than the 540 minutes, they receive 630 minutes. The intermediate level students also receive 630 minutes; 270 in free standing classes and 360 in push in. The advanced level students receive 225 minutes of ELA instruction and 90 minutes free standing and 180 minutes of push in.

The free standing ESL classes are designed around developing the four language skills. The ELL teachers use a variety of resources to develop students' language skills as well as vocabulary and grammar. The objectives of the class are based on the NYS learning standards. The lessons are developed following the UBD method. The ESL free standing classes also serve as support for the content area classes. In ESL class, the teacher supports the students on their projects, homework, class assignments, etc. The ESL teacher supports the content area teacher by presenting lessons on academic vocabulary necessary for the content lesson. The ESL classroom is designed to be the supportive and safe educational environment where each student gets the differentiated instruction he/she needs.

The content area classes are taught by the licensed subject area teacher with a push in by the ELL teacher. The classes are taught in English. Many handouts and worksheets are translated into Spanish and French for the students. During classwork, the students will have a copy of the material in English, as well as a support copy in Spanish. The classwork is also differentiated so that the content is more comprehensible across the wide array of student levels in the classroom. Beginner and intermediate ELLs will often get the work in their native language or a simplified text version of the material. Vocabulary is reinforced through ExCell strategies. Content is reinforced by both teachers collaborating together on lessons, projects, presentations, and assessments. One of the ESL teachers can communicate in Spanish. For languages other than Spanish, advanced level students volunteer and receive community service to assist in the classroom. Cypress Hills High School has two foreign language teachers. Additionally, there are a number of teachers who speak Spanish as well as English. All English only speaking teachers consult with and get the assistance of these teachers when it comes to writing assessments and evaluating student work. For Bengali or Urdu beginning students, we use a former ELL student who assists. The student's work is reviewed and

then the teachers consult with each other to determine that the student has been appropriately evaluated.

Students of all proficiency levels are exposed to a rigorous and relevant curriculum. All students are expected to participate in grade and age appropriate content. We accomplish this through differentiation for the ELL subgroups. An example of how we differentiate a writing assignment may be the type of graphic organizer given, the length of the assignment, the topic of the assignment, and the assessment. SIFE and beginners are given a more structured and detailed graphic organizer and the length of the required writing can range from a couple of sentences to one paragraph. Advanced students have less structured pre writing and writing assignments. For those students who are newcomers and SIFE, we differentiate instruction in ways such as using native language support in the classroom 25% of the time, modeled writing, guided writing, native language materials and assessments, age appropriate picture books, the use of visuals and realia in the classroom, sentence frames, and a huge focus on vocabulary. One of the ESL teachers is also an experienced ELA teacher and this enables us to help students prepare for the ELA Regents Exam. These instructional lessons are English through ESL. Vocabulary, obviously, is the main concern. Also, instruction is centered around test taking strategies, note taking skills, getting familiar with NYS exams, and reading, writing, and listening strategies. Beginner students receive different instruction than upper levels of ELLs. With the beginners, we work heavily on vocabulary and oral communication skills. In order for them to understand academic vocabulary, they need to become comfortable using the English language itself. Generally, our ELL students who fall into the 4-6 year range are at the intermediate level. These students receive free standing ESL periods as well as their content area subjects. Their instruction is on a level where they need to practice the vocabulary and have the vocabulary that they have learned reinforced. The advanced students transfer their learned vocabulary to all subject matters.

Courses Taught in Languages Other than English ⓘ

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

- classes that are taught in English using books in the native language
- heritage classes

• foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:	0		
Math:	0		
Science:	0		

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

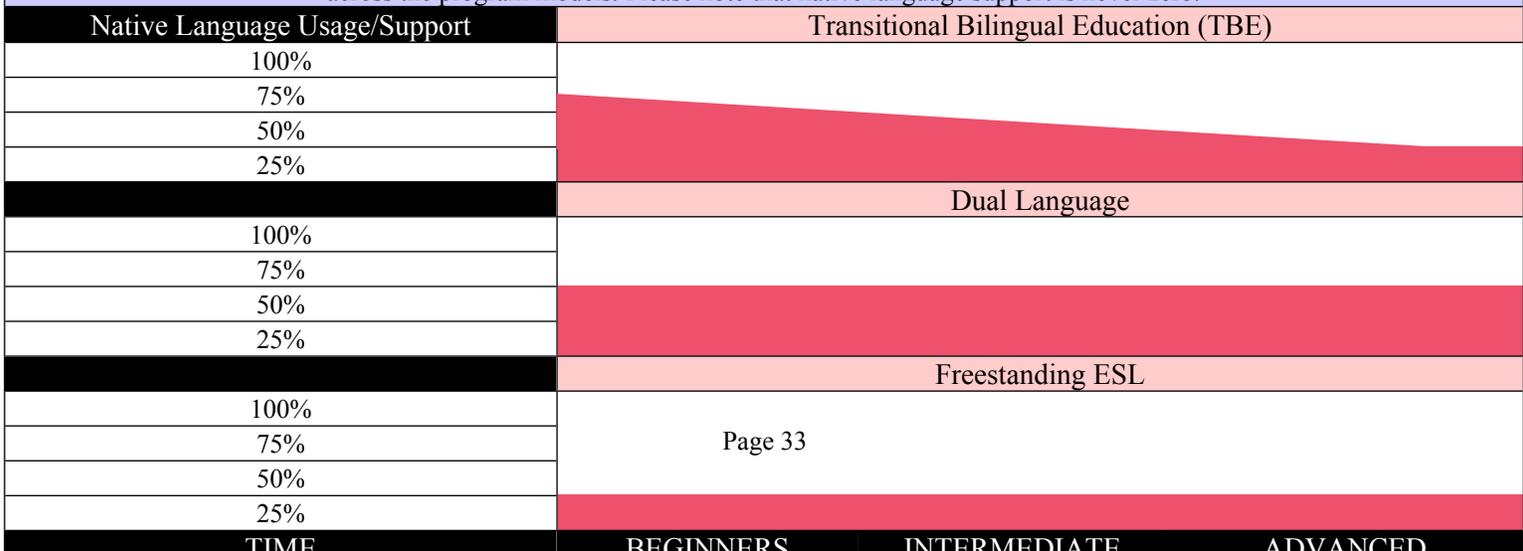
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



B. Programming and Scheduling Information--Continued

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

8. Intervention Strategies in all content areas. CHCP uses a variety from the list below, which is not all inclusive, for all ELL subgroups.

data based decision making
explicit instruction of academic skills
collaborative teacher planning
standards based lessons
research
cultural awareness
technology

For the following interventions, the explicitness and level of detail depends on the ELL subgroup in the classroom. For example, cognates are more commonly used in beginner and intermediate ELL classes than in advanced. Other interventions we use are explicit vocabulary instruction, error correction, alternative assessments, heterogeneous and homogenous grouping, graphic organizers, guided reading and writing, cooperative learning, text modification, and use of visuals to name a few.

For instance, in math, the use of visuals considerably assists the learning process. In math, social studies, and science, the students have glossaries available to them. These glossaries, downloaded from the NYS Regents website, are distributed to all levels of ELLs. We use peer-buddy tutoring. We find that this helps the beginner students especially in content areas and helps the advanced level students as well since it reinforces their knowledge and gives them the opportunity to transfer it. Intermediate and advanced level ELLs are generally more open to oral participation in the classroom whereas the newcomers tend to shy away from speaking. They are encouraged in a supportive free standing ESL class to participate and in the content areas, the ESL teacher assists and supports the beginners in classroom participation by standing with them when they speak.

The school's intervention strategies are in English with the exception of the use of native language dictionaries, translated documents, native language textbooks, and bilingual reading books. Each classroom on the fourth floor of our building has a SMARTBoard and the school has laptops available for instructional use. All students, regardless of subgroup level, participate in technologically designed lessons. Another type of intervention offered is extended day and Saturday academy. These support classes are offered to all current and former ELLs. They may consist of homework assistance, standardized test taking prep, classroom projects, etc.

9. All former ELL students are provided with support until they graduate from CHCP. They are encouraged to participate in extended day and Saturday programs. All students are fully aware that they can "go back" to their ESL teacher and classroom and get assistance with any academic task they need. Until they are two years out, these students still receive testing modifications such as separate area, extended time, use of glossaries, and a third reading on the ELA regents. There are always bilingual dictionaries in all of the classrooms available for student use.

10.

11. There are no programs that will be discontinued.

12. Any program or activity that is a part of CHCP is offered to each and every student in the building. There are no activities specifically designed for an audience that would exclude ELLs. ELL students are offered after school support and a Saturday academy. They may, however, join any after school activity they wish. In fact, they are encouraged to join and unite with native English speakers as this turns into a great learning opportunity. For example, they may join the art club, the yearbook group, student government, etc.

In a specific ELL afterschool program, the time is used in a variety of ways such as; homework help, extended test taking time, lap top assignments, reading, working on ESL classwork, etc. Saturday academy work includes activities such as conversational skills, literacy skill development, projects, and test prep.

B. Programming and Scheduling Information--Continued

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

8. Intervention Strategies in all content areas. CHCP uses a variety from the list below, which is not all inclusive, for all ELL subgroups.

- data based decision making
- explicit instruction of academic skills
- collaborative teacher planning
- standards based lessons
- research
- cultural awareness
- technology

For the following interventions, the explicitness and level of detail depends on the ELL subgroup in the classroom. For example, cognates are more commonly used in beginner and intermediate ELL classes than in advanced. Other interventions we use are explicit vocabulary instruction, error correction, alternative assessments, heterogeneous and homogenous grouping, graphic organizers, guided reading and writing, cooperative learning, text modification, and use of visuals to name a few.

For instance, in math, the use of visuals considerably assists the learning process. In math, social studies, and science, the students have glossaries available to them. These glossaries, downloaded from the NYS Regents website, are distributed to all levels of ELLs. We use peer-buddy tutoring. We find that this helps the beginner students especially in content areas and helps the advanced level students as well since it reinforces their knowledge and gives them the opportunity to transfer it. Intermediate and advanced level ELLs are generally more open to oral participation in the classroom whereas the newcomers tend to shy away from speaking. They are encouraged in a supportive free standing ESL class to participate and in the content areas, the ESL teacher assists and supports the beginners in classroom participation by standing with them when they speak.

The school's intervention strategies are in English with the exception of the use of native language dictionaries, translated documents, native language textbooks, and bilingual reading books. Each classroom on the fourth floor of our building has a SMARTBoard and the school has laptops available for instructional use. All students, regardless of subgroup level, participate in technologically designed lessons. Another type of intervention offered is extended day and Saturday academy. These support classes are offered to all current and former ELLs. They may consist of homework assistance, standardized test taking prep, classroom projects, etc.

9. All former ELL students are provided with support until they graduate from CHCP. They are encouraged to participate in extended day and Saturday programs. All students are fully aware that they can "go back" to their ESL teacher and classroom and get assistance with any academic task they need. Until they are two years out, these students still receive testing modifications such as separate area, extended time, use of glossaries, and a third reading on the ELA regents. There are always bilingual dictionaries in all of the classrooms available for student use.

10.

11. There are no programs that will be discontinued.

12. Any program or activity that is a part of CHCP is offered to each and every student in the building. There are no activities specifically designed for an audience that would exclude ELLs. ELL students are offered after school support and a Saturday academy. They may, however, join any after school activity they wish. In fact, they are encouraged to join and unite with native English speakers as this turns into a great learning opportunity. For example, they may join the art club, the yearbook group, student government, etc.

In a specific ELL afterschool program, the time is used in a variety of ways such as; homework help, extended test taking time, lap top assignments, reading, working on ESL classwork, etc. Saturday academy work includes activities such as conversational skills, literacy skill development, projects, and test prep.

13. The teachers at CHCP use a wide variety of resources to support English language instruction. The resources fall into categories of series, textbooks, novels, graphic novels, newspapers, magazines, realia, visuals, recorders, etc.

B. Programming and Scheduling Information--Continued

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

8. Intervention Strategies in all content areas. CHCP uses a variety from the list below, which is not all inclusive, for all ELL subgroups.

- data based decision making
- explicit instruction of academic skills
- collaborative teacher planning
- standards based lessons
- research
- cultural awareness
- technology

For the following interventions, the explicitness and level of detail depends on the ELL subgroup in the classroom. For example, cognates are more commonly used in beginner and intermediate ELL classes than in advanced. Other interventions we use are explicit vocabulary instruction, error correction, alternative assessments, heterogeneous and homogenous grouping, graphic organizers, guided reading and writing, cooperative learning, text modification, and use of visuals to name a few.

For instance, in math, the use of visuals considerably assists the learning process. In math, social studies, and science, the students have glossaries available to them. These glossaries, downloaded from the NYS Regents website, are distributed to all levels of ELLs. We use peer-buddy tutoring. We find that this helps the beginner students especially in content areas and helps the advanced level students as well since it reinforces their knowledge and gives them the opportunity to transfer it. Intermediate and advanced level ELLs are generally more open to oral participation in the classroom whereas the newcomers tend to shy away from speaking. They are encouraged in a supportive free standing ESL class to participate and in the content areas, the ESL teacher assists and supports the beginners in classroom participation by standing with them when they speak.

The school's intervention strategies are in English with the exception of the use of native language dictionaries, translated documents, native language textbooks, and bilingual reading books. Each classroom on the fourth floor of our building has a SMARTBoard and the school has laptops available for instructional use. All students, regardless of subgroup level, participate in technologically designed lessons. Another type of intervention offered is extended day and Saturday academy. These support classes are offered to all current and former ELLs. They may consist of homework assistance, standardized test taking prep, classroom projects, etc.

9. All former ELL students are provided with support until they graduate from CHCP. They are encouraged to participate in extended day and Saturday programs. All students are fully aware that they can "go back" to their ESL teacher and classroom and get assistance with any academic task they need. Until they are two years out, these students still receive testing modifications such as separate area, extended time, use of glossaries, and a third reading on the ELA regents. There are always bilingual dictionaries in all of the classrooms available for student use.

10.

11. There are no programs that will be discontinued.

12. Any program or activity that is a part of CHCP is offered to each and every student in the building. There are no activities specifically designed for an audience that would exclude ELLs. ELL students are offered after school support and a Saturday academy. They may, however, join any after school activity they wish. In fact, they are encouraged to join and unite with native English speakers as this turns into a great learning opportunity. For example, they may join the art club, the yearbook group, student government, etc.

In a specific ELL afterschool program, the time is used in a variety of ways such as; homework help, extended test taking time, lap top assignments, reading, working on ESL classwork, etc. Saturday academy work includes activities such as conversational skills, literacy skill development, projects, and test prep.

13. The teachers at CHCP use a wide variety of resources to support English language instruction. The resources fall into categories of series, textbooks, novels, graphic novels, newspapers, magazines, realia, visuals, recorders, etc.

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?

Cypress Hills Collegiate Prep High School has an extremely active outreach program for its parent population. We are fortunate enough to have a parent coordinator, Ms. Elizabeth Guy. Ms. Guy is bilingual in Spanish and English. Starting with the very first day when a student arrives with his/her parent to enroll, our ESL teachers encourage the parents to become active participants in our school community. In addition to the two mandated annual meetings, we offer two additional meetings throughout the year for the purpose of discussing: student schedules, transcripts, college readiness, Regents, PSATs, SATs, State mandated ELL testing, academic goals, graduation requirements, credits and credit recovery, community service, and social /counseling issues. These meetings are hosted jointly by the ESL teachers (Ms. Cohen speaks conversational Spanish), Ms. Presti, and the Parent Coordinator Ms. Guy. Depending on the topics we will have one of the guidance counselors join us; either Mrs. Amy Yager or Mrs. Mildred Velasquez (who speaks Spanish and English.) We also will invite a Special Ed teacher since we have special education ELLs in our population. Every document that we distribute is translated from English into Spanish. We send out invitations in English and Spanish and in order to further encourage attendance at these meetings, we make phone calls home to the parents in English and Spanish.

Our local CBO is Cypress Hills Local Development Corporation. This organization offers a wide variety of services to our population. There are a couple of local offices, one on Fulton Avenue and one in Cypress Hills Cemetery that offer assistance to parents as well as students in our school. We are also associated with National Council of La Raza which supports us in our efforts to provide educational services to our students and parents.

This year we have instituted a policy where when a parent enters the building, he/she is first seen by Ms. Guy, our parent coordinator. At that point she inquires about their concerns and if is unable to help him/her, will direct the parent to the appropriate party. Specifically for parents of ELLs, the ESL teacher and guidance counselor get involved. When the parent is here for the first time, the ESL teacher, while doing intake, will converse with the parent. It is in this way, that needs can be determined. If the parent speaks a language that cannot be understood here at the school, we will ask for translation. We know, that newcomers in particular, have specific needs as recent arrivals and we encourage the parents to participate in school activities with their child/children. Everything is translated into their native language when feasible. We have created a checklist of needs which we give to the parents in English and Spanish as a tool to determine their needs and wants. At the first meeting we have, we offer a tour around the building complex and show them the facilities such as the Health Center, the Student Success Center, and the Parent Coordinator's office to name a few.

Our ELL parents are given every opportunity to receive services we have to offer. On our campus, we have a program called the Parent Leaders wherein parents are encouraged to come to school and assist the Parent Coordinator, teachers, and secretaries. We also have a program titled Committed Parents Program, Padres Comprometidos, funded by La Raza. Our fall session will begin in November. Additionally, ESL classes are offered and we are looking into computer programming classes for the parents.

Parents are also encouraged to attend class trips with Ms. Cohen and Ms. Presti as chaperones. We feel this establishes and strengthens the connection the parents have with their children's teachers.

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.

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.

All ELL teachers at Cypress Hills High School are appropriately licensed and certified. The principal is a strong believer in professional development and uses every opportunity to provide such pd. The resources for the pd sessions are as follows: outside consultants, internal staff, community leaders and support organizations, outside consultants, our network, and the DOE staff. Twice a week the staff meets for 90 minutes and once a week the meeting is 45 minutes in length. One of the 90 minute sessions is grouped by grade level while the other 90 minutes is dedicated to content meetings. At the end of the week, the staff comes together for a 45 minute meeting. These meetings cover a variety of pd topics such as: UBD lessons, curriculum map sharing, aligning ESL and English and Social Studies curricula, designing rubrics, analyzing data, differentiating instruction, and planning strategies and modifications to lesson plans to assist the ELL population. An ongoing series of sessions has been presented by Hilde McGeehan of Authentic Education. She has trained all staff in curriculum mapping. The ELL teachers write their own for their free standing classes and also collaborate with the content area teachers to modify their maps for the ELL population. Every couple of months Dr. John Gunn of Queens College conferences with the social studies and ELL teachers to work on the creation of new social studies units. The point is to get the students to understand "the big idea" as research Queens College has done indicates students do better on the NYS Regents if they understand the big ideas. Another outside resource who presents workshops for us is Cambridge Education. This year we are implementing the use of Achieve3000 and all ELL teachers have received training for this program in September. In November, another workshop will be held for them. Cypress Hills HS is supported by the National Council of La Raza. This organization provides us with professional development activities often specifically designed around an ELL population. Through them, three of our faculty have been trained in EXCell strategies developed by Margarita Calderon and Associates. This, in fact, meets the minimum 7.5 hours of ELL training for all staff. We have had Ms. Ana Bishop and Ms. Margarita Calderon herself come to the school to present workshops on strategies for reading, writing, and teaching vocabulary to ELLs. For those new faculty members, their training requirements will be met by our trained coaches/ESL teacher. Once a month for 80 minutes the entire faculty meets as a Critical Friends Group. During that time one teacher presents a lesson he/she has already done or a lesson in the planning stages. Everyone provides input and feedback for the presenter. Often times, the ELL teachers will offer suggestions, modifications, and strategies for the content teacher to employ so that the learning needs of the ELL students are met. Since there are push-ins, the CFG will often be run by the content area teacher along with the push-in ELL teacher. Our own faculty provides professional development as well. Those who attend workshops and conferences always come back and share what knowledge they have gained. Topics have been and will continue to be on areas such as differentiated instruction, addressing the needs of SIFE students, and applying/understanding the Common Core Standards. Our data specialist presents workshops on analyzing data, and learning how to use it to drive instruction. Our network Achievement Coach, Mr. Russell Gonzales hosts workshops on a wide variety of topics. The ELL teachers attend workshops offered by OELL in order to keep abreast of new ideas in methodologies and techniques. These workshops are designed to share best practices in teaching so that the ELL population can reach its full potential.

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?

Cypress Hills Collegiate Prep High School has an extremely active outreach program for its parent population. We are fortunate enough to have a parent coordinator, Ms. Elizabeth Guy. Ms. Guy is bilingual in Spanish and English. Starting with the very first day when a student arrives with his/her parent to enroll, our ESL teachers encourage the parents to become active participants in our school community. In addition to the two mandated annual meetings, we offer two additional meetings throughout the year for the purpose of discussing: student schedules, transcripts, college readiness, Regents, PSATs, SATs, State mandated ELL testing, academic goals, graduation requirements, credits and credit recovery, community service, and social /counseling issues. These meetings are hosted jointly by the ESL teachers (Ms. Cohen speaks conversational Spanish), Ms. Presti, and the Parent Coordinator Ms. Guy. Depending on the topics we will have one of the guidance counselors join us; either Mrs. Amy Yager or Mrs. Mildred Velasquez (who speaks Spanish and English.) We also will invite a Special Ed teacher since we have special education ELLs in our population. Every document that we distribute is translated from English into Spanish. We send out invitations in English and Spanish and in order to further encourage attendance at these meetings, we make phone calls home to the parents in English and Spanish.

Our local CBO is Cypress Hills Local Development Corporation. This organization offers a wide variety of services to our population. There are a couple of local offices, one on Fulton Avenue and one in Cypress Hills Cemetery that offer assistance to parents as well as

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?

Cypress Hills Collegiate Prep High School has an extremely active outreach program for its parent population. We are fortunate enough to have a parent coordinator, Ms. Elizabeth Guy. Ms. Guy is bilingual in Spanish and English. Starting with the very first day when a student arrives with his/her parent to enroll, our ESL teachers encourage the parents to become active participants in our school community. In addition to the two mandated annual meetings, we offer two additional meetings throughout the year for the purpose of discussing: student schedules, transcripts, college readiness, Regents, PSATs, SATs, State mandated ELL testing, academic goals, graduation requirements, credits and credit recovery, community service, and social /counseling issues. These meetings are hosted jointly by the ESL teachers (Ms. Cohen speaks conversational Spanish), Ms. Presti, and the Parent Coordinator Ms. Guy. Depending on the topics we will have one of the guidance counselors join us; either Mrs. Amy Yager or Mrs. Mildred Velasquez (who speaks Spanish and English.) We also will invite a Special Ed teacher since we have special education ELLs in our population. Every document that we distribute is translated from English into Spanish. We send out invitations in English and Spanish and in order to further encourage attendance at these meetings, we make phone calls home to the parents in English and Spanish.

Our local CBO is Cypress Hills Local Development Corporation. This organization offers a wide variety of services to our population. There are a couple of local offices, one on Fulton Avenue and one in Cypress Hills Cemetery that offer assistance to parents as well as students in our school. We are also associated with National Council of La Raza which supports us in our efforts to provide educational services to our students and parents.

This year we have instituted a policy where when a parent enters the building, he/she is first seen by Ms. Guy, our parent coordinator. At that point she inquires about their concerns and if is unable to help him/her, will direct the parent to the appropriate party. Specifically for parents of ELLs, the ESL teacher and guidance counselor get involved. When the parent is here for the first time, the ESL teacher, while doing intake, will converse with the parent. It is in this way, that needs can be determined. If the parent speaks a language that cannot be understood here at the school, we will ask for translation. We know, that newcomers in particular, have specific needs as recent arrivals and we encourage the parents to participate in school activities with their child/children. Everything is translated into their native language when feasible. We have created a checklist of needs which we give to the parents in English and Spanish as a tool to determine their needs and wants. At the first meeting we have, we offer a tour around the building complex and show them the facilities such as the Health Center, the Student Success Center, and the Parent Coordinator's office to name a few.

Our ELL parents are given every opportunity to receive services we have to offer. On our campus, we have a program called the Parent Leaders wherein parents are encouraged to come to school and assist the Parent Coordinator, teachers, and secretaries. We also have a program titled Committed Parents Program, Padres Comprometidos, funded by La Raza. Our fall session will begin in November. Additionally, ESL classes are offered and we are looking into computer programming classes for the parents.

Parents are also encouraged to attend class trips with Ms. Cohen and Ms. Presti as chaperones. We feel this establishes and strengthens the connection the parents have with their children's teachers.

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)

TOTAL

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

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.

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING / SPEAKING	B	0									6	8	2	0
	I										4	7	3	8
	A										9	2	1	6
	P										9	3	5	5
READING / WRITING	B										9	10	5	2
	I										14	8	2	14
	A										5	2	4	3
	P										0	0	0	0

NYS ELA

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

NYS Math

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	18	0	8	0
Integrated Algebra	21	6	5	2
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math				
Biology				
Chemistry	0	0	0	0
Earth Science	5	2	0	0
Living Environment	17	9	7	5
Physics	0	0	0	0
Global History and Geography	17	4	3	0
US History and Government	10	2	2	0
Foreign Language		10		9
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alexander Maysonet	Principal		11/15/11
Jessica Anaya	Assistant Principal		11/15/11
Elizabeth Guy	Parent Coordinator		11/14/11
Elaine Cohen	ESL Teacher		11/15/11
Juan Matias	Parent		11/15/11
Renee Prestigiacomo/ ESL	Teacher/Subject Area		11/15/11
Phil Varghese / Related Svcs	Teacher/Subject Area		11/15/11
	Coach		1/1/01
	Coach		1/1/01
Amy Yager	Guidance Counselor		11/15/11
Gillian Smith	Network Leader		11/15/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 19k659 **School Name:** Cypress Hills Collegiate Prep High

Cluster: IV Groll **Network:** CFN403

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.

When a new admit to the NYC public schools comes to register at Cypress Hills, the Home Language Survey is administered. Additionally, the ESL teacher and Parent coordinator speak with the parent/guardian who has brought the child to register. So there are two ways of assessment to determine the needs of the parents/guardians as far as translation services. For those students previously in the NYC school system, there are a couple of different methodologies used to assess the needs. First of all, students fill out the Blue emergency cards. On these cards, there is a space for preferred oral and preferred written language. Secondly, during Advisory classes, the students are given an internally created survey regarding parental language needs. These surveys are then sorted by parental language preference and a master list is created. All information is maintained by the parent coordinator and the ELL teacher. Oral assessment occurs when phone contact is made with the parent/guardian. When a teacher or guidance counselor makes a phone call and finds that the parent does not speak English, this information is reported to the parent coordinator and ELL teacher. This information is filed along with the other data indicating parents who need native language support for communicative purposes.

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 sources of data used for analysis to determine language needs are the Blue Emergency cards and an internally designed survey. The results are as follows:

1. The primary language besides English is Spanish.
2. The French speaking parents do not need translation or interpretation services.
3. There is one Mandarin speaking set of parents. We rely on the Translation and Interpretation Unit for Mandarin translations.
4. Our information shows that in the Urdu and Bengali speaking cases, one of the parents does speak and read in English.

The information on our findings of translation and interpretation needs is maintained by the parent coordinator, the ELL teacher, and the Pupil

Accounting Secretary. The results are shared with the teaching, guidance, and support staff at the school. Letters are also sent home to the parents/guardians.

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.

All written communication forwarded to parents/guardians is written in English and translated into Spanish. Examples of such communication are DOE notifications, invitations to school functions, summer school and credit recovery programs, and monthly school calendars. Documents are translated into Spanish by the internal staff at Cypress Hills High School. The staff members who provide the translation are native Spanish speakers themselves. They are the parent coordinator, school secretary, guidance counselor, and Spanish teachers. The actual procedure is as follows: the communication is written first in English and approved by a member of the school leadership. Then a request for translation is submitted with a return requested date. The communications are then sent out via mail and followed up with a phone call. For those languages other than Spanish, we use the DOE translation services.

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

Oral interpretation services are provided by in-house school staff. When a parent 'kid talk' is arranged, there is a bilingual guidance counselor always present. When students and families first come to the school, the first people they interact with are the Pupil Accounting Secretary and the Parent Coordinator, both of who are native Spanish speakers. During open school night and open school day, teachers, guidance counselors, and our school aides are available to join the conference when an oral interpreter is needed. Parents/guardians often bring along a relative or family friend who assists in the discussion of their child's/children's academic progress and performance.

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

The first communication sent out is a copy of the Bill of Parent Rights and Responsibilities. This document is sent out in English, Spanish, Chinese, and other languages that our parent population speaks. A letter is also sent out informing the parents that all communication will be sent in Spanish as well as English. For open school night and open school day parent conferences, parents are notified that there will be translators available to them for their discussions. Notices of events and or meetings that are to be held at the school are distributed in both English and Spanish. The parents are made aware that there will be oral translation services available for them to use. Phone calls to homes with non English speaking parents are made by the content area teacher along with a native Spanish speaking teacher who assists.

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: Cypress Hills Collegiate Prep	DBN: 19K659
Cluster Leader: Chris Groll	Network Leader: Gillian Smith
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 67
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> *9 <input type="checkbox"/> *10 <input type="checkbox"/> *11 <input type="checkbox"/> *12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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: Our supplemental programs are designed to accommodate all levels of our ESL population. There are currently 78 ELL students in attendance with a breakdown as follows:

9th Grade: Total # of students = 28 Beginners=9, Intermediate=14 Advanced=5

10th Grade: Total # of students = 20 Beginners=10 Intermediate=9 Advanced=1

11th Grade: Total # of students = 11 Beginners=5 Intermediate=2 Advanced=4

12th Grade: Total # of students = 19 Beginners=2 Intermediate=14 Advanced=3

The program schedule would be as follows: Mondays and Wednesdays from 3:00 pm to 5:00 pm and Saturday mornings from 9:00 am to 12:00 pm.

The language of instruction would be in English. However, there would be native language support provided through dictionaries, native language textbooks, glossaries, and teachers who speak Spanish.

The teachers employed for this program would total two. One licensed ESL K-12 teacher and one Social Studies 7-12 certified teacher.

A wide variety of materials will be employed in order to improve learning in core subject areas and support increased graduation rates among our ELL population. Practice books for standardized tests will be ordered. These consist of NYSESLAT review books, Regents review books, SAT practice and college prep workbooks. This year the newcomer and SIFE population at Cypress Hills High School has significantly increased. In order to meet the needs of this student population, we must expand our resources by adding literacy skills programs and workbooks. After school and on Saturdays we would focus on literacy as well as core subject content.

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: As mentioned earlier, we have had a shift in our ELL population. This year students with 0-3 years of service represent 43.6% of the total, those students with 4-6 years of service represent 30.8%, and the Long Term ELLs represent 25.6% of our total population. We have seen a shift both this year and last towards a higher percentage of newcomer students. This trend, along with the increased SIFE population, necessitates literacy training for our teachers. Additionally, as we aim to increase the percentage of students passing NYSESLAT, we are looking for new materials and programs to employ.

Training is a priority at CHCP for all teachers who work with ELLs. ELL teachers and content area teachers are encouraged to attend workshops provided by OELL. The plan is to have teachers attend training sessions on issues such as literacy skills and developing math skill strategies for ELLs.

Margarita Calderon and Associates has provided, and will continue to provide ExCell Strategies for

Part C: Professional Development

Reading, writing, and vocabulary development (April 2012).

The entire staff, through the inquiry team, will be doing a book study on *Do I Really Have To Teach Reading?* by Cris Tovani. The book will be discussed and ideas tested and shared on a monthly basis. In a sense, the pd will be provided internally. The book study will meet on Fridays for 45 minutes from October 2011 to May 2012.

We will continue to have Understanding By Design lesson planning workshops presented by Hilde McGeehan of Authentic Education. She holds training regarding the concepts of essential questions, enduring understandings, transfer of knowledge, etc.

Achieve3000 has been introduced this year and our ELL teachers, as well as Special Ed teachers will continue to receive training in this program (October 2011).

Teachers who attend outside workshops come back and turnkey the information with the rest of the staff at CHCP.

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: At Cypress Hills Collegiate Prep, parental involvement is a major focus. As we educate our young English language learners, we aim for family support and inclusion. The more the parents are involved, the more opportunities the children will have to succeed. Many times the parents themselves do not speak English. Through our Title III program, we offer language learning for the family community. The parents are encouraged to participate in an ESL learning program on Saturdays as well as in our after school classes. This class is on going throughout the duration of the program. The parents need to develop their communicative skills and several series of textbooks are available for this purpose. Parents are invited to attend classroom educational trips along with their sons and daughters. All notification to parents is sent out by our Parent Coordinator and all communication is translated into Spanish. The parents of non Hispanic ELLs are able to understand English. As well as written communication, bilingual phone calls are made to the homes of our ELL families.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> 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		