



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____ FOOD AND FINANCE HIGH SCHOOL _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 02M288 _____

PRINCIPAL: _____ ROGER TURGEON _____ **EMAIL:** _____ RTURGEO@SCHOOLS.NYC.GOV _____

SUPERINTENDENT: _____ TAMIKA MATHESON _____

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
Roger Turgeon	Principal	
Joseph Clausi	Assistant Principal	
Geoffrey Tulloch	UFT Chapter Leader	
Latonia Jenkins	Parent Association President	
	Student Representative	
Lazarus Lynch Aliah Abdul Malik Dennis Ford Shania Thomas		
Jessica Mates	CBO Representative-Cornell University Ext.	
Rose Lovaglio	Member/ Parent	
Tonya Johns	Member/Parents	
Monica Samuels	Member/Teacher	
Brian O’Neill	Member/Teacher	
Joey Touzin	Member/Teacher	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
FFHS will incorporate at least one literacy task and one math task aligned strategically aligned to Common Core standards in all levels of curriculum development in all ELA and Math courses offered this year. Students will have accomplished these tasks by June 2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
Based on the results of students' performance on state math assessments, PSAT, SAT results, and college readiness index the math and literacy tasks that will be developed across grade level will increase the relevancy of the course work. An assessment was made of the college readiness courses that students have been enrolled in and it has been determined that retention has been an issue and that follow-up with the students and the parents is needed. We have also determined that the relevancy of the college courses that students enrolled in have made a difference in success and retention.

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) time line for implementation.

Network specialists, as well as the Common Core Team within the school, will work hand in hand with administration in ensuring comprehension of CCLS this fall and closely look at current student work to understand the steps needed to reach the performance that the CCLS demands. The CC teams, grade level teams and individual teachers will share best practices in an effort develop powerful instruction. Teachers will, continue their work in aligning their curriculum and units to meet the standard while in teams will continue to make necessary changes and maintain rigor. By mid-year, the teachers will have aligned and embedded CCLS that they will use and will create the curriculum accordingly via unit maps; by the spring this should be implemented into lessons in the classroom.

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.

Parents will be informed of the implementation of the instructional expectations and will receive information in regards to the literacy and math tasks that their child will be required to complete. Information will be backpacked in the students' language based on the HLS.

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.

The percentage of HQT's at FFHS is 99%. Teachers have to opportunity to serve on CC Teams, SL Team, mentors to new teachers, teachers are encouraged to become lead teachers on grade level and content level teams.

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.

Community partner program with Cornell provide select students with hydroponic and aquaponic science experience and well as nutrition and 4H programs. Partners in foodservice provide students with job shadowing and work opportunities.

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.

ARRA RTT Citywide Inst Exp-

Title 1 –Teacher/Guidance Counselor- Intervention Prevention

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. **By June 2012, 100% of the tenured and untenured teachers will have experienced an increase number of short frequent classroom observations where they will have received timely feedback.**

Comprehensive needs assessment

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

Based on this year's 2010-2011 Progress Report, our student progress had decreased by 2 points from 44 to 42. The analysis of these results have determined that it is due to a decrease number of students earning 10+ credits in the first and second year and lowest third students earning 10+ credits in the first year. A closer look identifies a need for revision of instruction and assessment approaches towards meeting individual student needs. educating our school's lowest third population via a framework which fosters better teaching and learning.

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.

Teachers and administration will collaborate in developing a classroom observation rubric using the Danielson Framework as the foundation. The expectations of deepening our efforts in aligning curriculum and assessment to the common core standards will be clearly identified and teacher's individual instructional goals will be created. Teachers will be meeting at least three times per month at which time they will be meeting as grade level team, A mid-year performance review will be held for all teachers. Throughout the spring, the teacher generated goals will be addressed, and areas of common concerns will be studied in monthly professional development meetings. The rubric will be created by the fall of 2011 and implemented immediately.

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.

Using the School Leadership Team, parents, students, and staff will evaluate the rubric for observations, to ensure that all of the expectations of all three parties are on the same page. Through the school's Parent Coordinator, an increase in awareness on students who are in the population of the school's lowest third will bridge the gap of what their child is doing while in school as well as what the school is doing to educate their child, via Jupiter Grades (the school's online grade book program,

Jupiter Grades) as well as ARIS, and increasing parent conferences and phone calls.

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.

Through professional development which takes place almost weekly, staff will communicate via department and grade level, share best practices, differentiated strategies, and curriculum to increase their student achievement. However, our school currently has a HQ status of 99%. Through programming 100% of teachers should be HQT's this year.

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.

State and City teacher effectiveness resources, based on the race to the top federal guidelines.

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.
- 10% of the Title I professional development funding is used for partially funding the Assistant Principal of instruction to facilitate the goal.**
- ARRA RTT Instructional Expectations funding is for teachers to conduct student inquiry, as well as fair student funding per-session for professional development and instructional expectations and common core, as well as curriculum development.**
- TL FSF HS & Title 1 – Intervention /prevention**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

Increase the frequency of conducting school wide school environment surveys in order to monitor school progress as well as identify areas that reflect the need for change or improvement.

Comprehensive needs assessment

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

Based on the school's 2010-2011 Progress Report, our school environment survey score decreased from 10 to 9. On the current report the school dropped one-tenth of a point in each category of Academic Expectations, Communication, Engagement and Safety and Respect. After detailed analysis of the survey we have determined that we will focus in on the area of communication. With the increase in communication to all constituents they will be better informed and have more input thus satisfying the areas of concern.

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.

An additional school generated survey will be conducted in the fall of 2011 for teachers and areas of need for reflection will be addressed. Those results will be reviewed by the SLT. A second survey will be conducted with teachers, parents and students will also be given out in early spring of 2012. Based on these results, the school can identify areas of concerns and using the School Leadership Team and Parent Association and a teacher team, together will work towards creating a better school environment. These are all prior to the NYC DOE School Survey which is conducted during the end of March of each year.

Strategies to increase parental involvement

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

The School's Leadership Team as well as the parent Coordinator and the Parent Association Executive Board will all be

actively engaged in the implementation the surveys, as well as working with the school to help address and meet the expectations of the results from the surveys. Backpack notices will be sent home informing parents about the purpose of the survey.

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.

In the event that the survey results indicate that teachers feel a need on a specific area, professional development workshop will be conducted to address these needs.

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.

NYC DOE uses the School Survey as a component of the School's Progress Report, which evaluates the school overall.

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.

Title I SWP -funding will be used for parent outreach, workshops for the PA, and mailings.

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	88	54	88	41	67	n/a	14	1
10	119	55	19	119	59	n/a	12	0
11	84	16	12	11	43	n/a	9	0
12	2	3	2	10	46	n/a	6	0

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>FFHS is using Achieve 3000 as a means to assist those with the lowest levels & lexile scores in ELA. Depending on these levels, students could either have this class once, twice, or three times a day; taught by a trained and certified teacher. This program is online, which enables the opportunity for students to access it either at home, during the school day, or even in the scheduled days set up for after school work.</p>
Mathematics	<p>Khan Academy is a program that is being used in all of our Algebra classes. Regardless to the level of the student, the program modifies it's instruction and offers points based incentives, simulating a video game like competition – which is directly linked to a system of incentives. Students access this program during class time, as well as at home, because it's an online program.</p> <p>Our Math curriculum in all grade levels is set up to match the levels of the students based on previous year's test results and grades, as well as teacher recommendations. Some students may have Math once a day, other's twice, separated at the beginning of the day and at the end, and some have it three times, every other day.</p> <p>Tutoring is also available each week after school.</p>
Science	<p>In Living Environment, the teacher is tying in more hands on based labs, required for the regents exam by going to local museums to conduct the research. The school is also upgrading our lab facilities to enable more hands on labs, to increase comprehension via a more visual approach to learning.</p> <p>FFHS also created a scaffold course to Chemistry called Culinary Chemistry, in which the curriculum was developed with a network administrator along with our culinary teachers, to fuse the concepts together and introduce effectively the basics of chemistry.</p> <p>Tutoring is also available each week.</p>

<p>Social Studies</p>	<p>The 9th grade Global history teacher has aligned the curriculum with concepts studied in ELA, Math, Science, and Culinary, to ensure maximum exposure and relevance towards the content being covered. The Global teachers have also combined to offer trips around New York City, which tie directly into the curriculum offering a more hands on approach. New text was also purchased for the global curriculum, which includes more student friendly and visual methods of ensuring comprehension.</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>FFHS hired an additional guidance counselor to lessen the student case load ratio. Counselors are also taking part in grade level team meetings, which conduct inquiry of students and hold meeting with them to develop a plan of action after identifying a problem or concern. They also have ‘adopted’ a list of students to best give them adequate attention necessary to creating the best possible program that will maximize student abilities.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>The school psychologist works closely with our Special Education Teacher Team, Guidance Counselors and Social Worker when conducting EPC’s, annual reviews and triennials as well as being part in all school’s SESIS trainings/workshops.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>The FFHS Social Worker has group or individual case meetings with our student every day of the week. She works closely with the Guidance Counselors and administration to ensure that all situations are handled to fruition.</p>
<p>At-risk Health-related Services</p>	<p>FFHS offers Health related Service providers who are trained in coaching conversations with students in regards to their health needs, as well as provide two places within the school where students can go, (one for males and one for females) that offer information or anything they might require.</p>

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family

literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, School Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act; This year the meeting took place on October 31, 2011.
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help; This year the meeting took place on October 31, 2011.

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved; This year the meeting took place on October 31, 2011.
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- having access to student's individual classes, progress through the use of Jupiter grades where the parent is given an access code and can view their child's data from any computer
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader C. Grove/W. Bonner	District 02	Borough Manhattan	School Number 288
School Name Food and Finance High School			

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

Principal Roger Turgeon	Assistant Principal Joseph Clausi
Coach N/A	Coach N/A
ESL Teacher M.Kong	Guidance Counselor Paula Astor
Teacher/Subject Area M.Kong/English	Parent L. Jenkins
Teacher/Subject Area J.P.Slee/Mathematics	Parent Coordinator Carmen Mercado
Related Service Provider D. Limato/Special Education	Other J.Mates/Community Partner
Network Leader William Bonner	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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	435	Total Number of ELLs	9	ELLs as share of total student population (%)	2.07%
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Part II: ELL Identification Process

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

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

1. Parents are sent letters in the first week on September inviting them to an open-house where the types of ELL programs are explained. Parents are also given an information packet explaining the same in both English and their home language if available. Otherwise, translators will be provided if required. The Parent Coordinator and the ESL teacher reach out to parents to ensure that parents are fully informed and that well informed choices are made. The Guidance Counselor verifies the Home Language Survey (HLIS) has been completed in determining whether the student should be taking the LAB-R. The process is ongoing throughout the year as the school admits new students, however with every new ELL student, the LAB-R is administered within the first 10 days that they are on register. The LAB-R is administered in accordance to the NYC Department of Education regulations as stated on Memorandum #2 and overseen by the Assistant Principal. The Spanish LAB-R is given when the home if the HLIS response indicates that the home language is Spanish and the LAB-R score is at or below a 40, and only then will the Spanish LAB-R be administered. To ensure that the forms are returned, the returned forms are checked off on a master list and the Parent Coordinator, ESL teacher and in some cases the subject area teachers call home to follow-up and a letter is sent home as well. All ELLs take the NYSESLAT each spring. Students are informed of the information on the NYSESLAT and students practice taking exams in class in the same procedural manner as the NYSESLAT. Students are programmed for the following school year based on their most recent NYSESLAT scores. Students testing at an advanced level are programmed to receive 180 minutes per week. Students testing at an intermediate level are programmed to receive 360 minutes per week. Students testing at a beginner level are programmed to receive 540 minutes per week. Students who test at a score high enough to place out of ELL services receive letters of discontinuation, but are provided language support by the ESL and subject teachers if necessary
2. At the ESL Parent meeting, we ensure that parents have a chance to meet with the ESL teacher and administrator. At this meeting the different programs are explained to the parents in English and also in translation where needed, by the Parent Coordinator, the ESL teacher, and Administration. If the family needs to communicate in Spanish, the Parent Coordinator, or a para-professional helps translate, and in the event that a language needed is not spoke at the school, the DOE translation office services will be obtained. At the meeting, the ESL teacher explains the program and shows the parent orientation video from the DOE website in all necessary languages. This meeting takes place in September and all parents/families of current ELLs are invited. If a parent/family cannot make the meeting, the parent/family will be contacted again via phone and/or mail and invited to another meeting.
3. To ensure that the forms are returned, the returned forms are checked off on a master list and the Parent Coordinator, ESL teacher and in some cases the subject area teachers call home to follow-up and a letter is sent home as well.
4. We make decisions about ESL programs based on students' NYSESLAT scores, their proficiency in reading and writing, their performance in content area classes, teacher evaluations, and parent preference based on the parent survey. Students testing at an advanced level are programmed to receive 180 minutes of services per week. Students testing at an intermediate level are programmed to receive 360 minutes per week. Students testing at a beginner level are programmed to receive 540 minutes per week.
5. After reviewing the parent Survey and Selection Process, 100% of the parents have selected the free-standing ESL program. These surveys are filed in the main office and organized by cohort.
6. The parent choices have been aligned with the school offerings; and based a holistic evaluation of the student's LAB-R scores and the HLIS, the school categorizes the ELL students. The school has been diligent in working towards meeting students needs and achieving

successful outcomes. The ESL teacher and Guidance Counselor are the individuals responsible for reviewing trends in the Parent Survey and Program Selection. All of the records for ELL students, including programming, is organized and stored with LAB-R results. Considering that our program has produced successful results in the past, we have not had to reconsider alignment of needs of parents, our NYSESLAT results have been justifiable. Our parents have been in agreement with the programming choices as we have complied with their continual selection of a free-standing ESL program.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL				6	4	2	3	0	1	9
Total	0	0	0	6	4	2	3	0	1	9

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1a) We use a variety of instructional delivery techniques but predominantly self-contained with some push-in in targeted content area.

1b) Classes are homogenous with mixed proficiency levels of advanced and intermediate. In addition to working in literacy classes, teachers are also seeking out content classes where students have traditionally struggled. We are using the reading program Achieve 3000 and incorporate assisted technology in the form of visual and audio aides via the use of the smart board to scaffold instruction whenever necessary. Differentiated instructional approaches such as the use of adapted texts are used as well, to elucidate concepts and assist with literacy skills. Each year we hold a mock NYSESLAT exam as well, where the students will take a practice version of the exam in order to develop a familiarity with the test as well as have their results evaluated for strengths and weaknesses. When appropriate, an ESL teacher will use a pull-out approach, especially when a cohort of ELLs are working on a similar project in a content area class, but are struggling with ESL-specific challenges.

2. The organization of the staff is structured where a freestanding ELL program is provided for all ELL students according to their proficiency level. Beginners would be provided with 540 minutes per week. Intermediates are provided with 360 minutes per week and advanced ELLs receive 180 minutes per week. Being that students are scheduled for 45 minute periods, our advanced ELLs receive one period of instruction a day, 5 days a week. In addition to also receiving one 45-minute period of instruction per day, 5 days per week, our one intermediate student receives additional push-in instruction in a content area class where the student has been identified as having difficulties achieving because of a language gap, receiving the required 360 minutes for intermediate students. We have organized our staff such that the ESL department has significant time and resources to plan appropriate interventions. Furthermore, we have the ESL department within the ELA department given that the ESL teacher is dual certified in ELA and ESL. This allows best practices from all of our literacy teachers to be shared with the ESL department, and it allows ESL teachers to share strategies with the rest of the department.

3. Our content areas are delivered through normal instruction. ELLs are placed in these classes as mainstream students, and they receive additional support through push-in support and in their daily ESL class. We are exploring using after-school supplemental instruction to strengthen content mastery. Each content area teacher also offers small-group tutoring as needed before and after school. The ESL teacher is also in constant communication with the content area teachers in order to best serve the students. The ESL teacher also offers during and after-school tutoring for ELLs who need extra assistance and support in other content areas.

4. ELLs whose HLIS response to the home language is Spanish and whom receive below a 40 on the LAB-R exam will be administered the Spanish LAB-R. For all New York State Regents Examination with the exception of the English Language Arts Exam, a copy of the exam in the student's native language and a native language – English dictionary is provided. The student has the option of taking the exam in either his or her own native language or in English, but may still view/reference both copies as well as the dictionary.

5. We differentiate our ESL subgroups based on their NYSESLAT data. Our SIFE population allows us to create programs that do not target them specifically. More specifically, these students can take place in our Aventa Learning Credit Recovery program, which enables

A. Programming and Scheduling Information

them to accumulate credits and make up for any time lost, without being singled out because this is offered to all of our students, regardless of ELL status. Rather than make programmatic decisions based on length of ESL services, we believe that services should be based on proficiency; because of this, a student who has low proficiency in English but has been receiving services for many years will be placed alongside students who may only be here recently but are at a similar proficiency. Likewise, recent students who are proficient will be serviced as such. Students with IEPs, are included in the integrated into the CTT academic classes, but still also receive mandated ELL service hours. Instructional materials and resources provided to ELL's include the use of technology in the way of laptops, PC's, Smartboards and software programs such as Achieve 3000 to assist in providing students with resources. Other classroom resources include but not limited to, dictionaries, and leveled reading materials. With math, students are offered tutoring and extra help services, and item analysis results determine weak points which are the focus of these meetings. We try our best to wean long term ELLs off of their services. In particular, we rely less on push-in support and prepare doggedly for the NYSESLAT exam. For many of these students, we have found that low English proficiency is combined with low academic skills in general; by pooling them with our other school-wide supports (remedial classes, small group instruction, Aventa Credit Recovery) we try to place them back on target with grade-level peers.

a. SIFE Students would be assessed, a parent meeting would take place and based on the assessments a determination would be made how to best support the student's needs.

b. Newcomers are given the LAB-R and our own diagnostic before being placed in the appropriate ESL class. Students would receive additional support using Achieve 3000 and after-school sessions.

c. ELLs with 4-6 years will receive self-contained ESL instruction as well as push-in instruction in content area classes where students show a need for additional language support. There will be a stronger focus in making sure that the long-term ELLs are successful in graduating with their grade-level mainstream peers. This means additional support and tutoring sessions, especially in subject areas that culminate in a New York State Regents Examination.

d. Long-term ELL students are assessed through the ACUITY-ITA periodic assessments, as well as additional reading indicators. Instruction is focused on English language development and preparation for the ELA Regents. All ELL's are also included in additional tutoring support groups for all Regents subjects. The Aventa Learning program will also be a useful tool in ensuring maximum potential with credit accumulation and recovery if necessary.

6. The needs of ELLs-SWDs are met by having both the ESL team and Special Education Department collaborating to determine programming and scheduling as well as providing additional services to best serve the student. The ESL teacher reviews the SWD's IEP with the student's special education teacher(s) to best understand the student's specific needs in order to best service the student. Because our SWDs are all in CTT classes, the ESL teacher also teaches CTT courses with a special education teacher. In these classes, both instructors differentiate instruction based on individual needs according to the students' IEPs. Examples of differentiated instruction include but are not limited to the use of graphic organizers, simplified texts, dictionaries, extended time for assignment and exams, alternative assignments, and the use of technology and visual/audio aids. For example, if a student is reading a novel in his or her ELA class, the student may be provided with an abridged version of the text as well as a translated copy of the novel if available. The use of a movie as additional content instruction in both English and his or her native language with subtitles if available can be used as part of differentiated instruction. There is also additional focus for different courses that culminate in New York State Regents Examinations. Content area teachers and the ESL and special education teachers meet and work closely together to help our students reach their academic goals by offering extra tutoring and practice exams for ELL-SWDs.

7. We offer a multitude of extra-curricular activities to support all of our students, including our ELL-SWDs in outside of the academic classroom experiences. We offer many different athletic programs, community service groups, student government and leadership organizations, community partnerships with Cornell University, Harlem Children's Zone, Monroe College, Kingsborough Community College, externships, and because we are a CTE school with a culinary theme – many culinary clubs, events, and competitions. Through these programs, students can develop social language skills and even academic language skills by interacting with peers, teachers, mentors, and others in the community. For example, students who need additional academic support can seek tutoring through Harlem Children's Zone, but those who want to see if college is a goal for their future can take basic classes through Kingsborough Community College or Monroe College. Students who want to improve in their culinary classes can participate in cooking clubs and catering events. These extra-curricular activities are open to all students, including ELL-SWDs and can provide opportunities and learning experiences that cannot be replaced or replicated by a more traditional classroom environment.

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

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

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

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

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	

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. Targeted intervention programs for our ELLs primarily offers ELA support where students receive small-group scaffolded instruction. These services are offered in English and translations in other languages are provided if necessary and available. Other services include Achieve 3000, tutoring, and additional literacy classes built into the students' schedules. Inside the classrooms, resources such as audio book are used to supplement reading and listening skills, graphic novels or modified texts to teach higher-level texts. If a student earns a post-advanced score on the NYSESLAT and transition out of the ESL class, then their progress is closely monitored by the ESL teacher and the guidance counselor to ensure continual success. If the student shows a need for continual ELL support, then it the student can re-enter the advanced ELS class. We also prepare our ELLs to take the New York State English Regents Examination as early as possible to give them the maximum opportunity to be competitive with their grade level peers.

9. ELLs who transition into mainstream classes have continual support from the ESL team. All ELL services and resources are still made available to transitional ELLs. The ESL teacher still monitors the students' progress in all subject areas by meeting with content area teachers and the students themselves.

10. In the upcoming school year we are continuing our use of Achieve3000 / TeenBiz3000. In addition, the Aventa Learning online credit accumulation program will also play a factor as a useful tool in assisting ELLs in our school. All students and their families will also have access to JupiterGrades, an online grade, attendance, and record keeping program where families can monitor student progress and access student assignments from home.

11. We have moved away from using the Reading Navigator program because research tells us that schools that have used Achieve 3000 have been more successful. It has been found that Reading Navigator's program set-up is not as student-friendly as Achieve 3000.

12. ESL students have always had equal access to all school programs. Students participate in all Regents preparatory classes, college preparatory classes, athletics, and have equal access to all electives. The school's phone messenger program calls all homes in the students' native languages and disseminates this information. Letters in English and native languages are also sent home accordingly. Our ELL population participates fully in all of our after school programs including culinary arts programs and competitions, athletics, student government and leadership groups, community service clubs, and general interest organizations.

13. The use of technology is a major goal of the school. Every classroom has a Smartboard and laptop carts are readily available. Teachers make use of PowerPoint, Internet, and other computer resources for instruction. Students create PowerPoint presentations and Microsoft Office for other writing assignments. In their math classes, all students including ELLs have access to wireless Texas Instrument calculators where they can interact with each other and their laptop computers for an enhanced learning experience.

14. Our ELL parents have always chosen free-standing ESL as their program of choice. Because of this, English is the main language of instruction. Additional assistance is given in native language. Classrooms are provide with native language resources and glossaries that support the curriculum.

15. Required support and services corresponds to each ELL's age and grade needs. The ESL teacher meets with the content teachers of each grade level to understand what is being done in each subject area. Then the ESL teacher and the content area teachers decide how to best provide cross-curricular language support, depending on what themes are being taught across the grade. This way, the ESL teacher can also focus on content-specific vocabulary and language skills to best support the ELL students. This is especially true of support for classes that terminate in a New York State Regents Examination. Teachers will also adjust assignments for different abilities. For example, if a class has been assigned a lengthy essay, but the ELL student's writing skills are still in a developing stage, the teacher can modify the assignment for the ELL to a shorter assignment.

16. There are many activities in which provide outreach and assistance to newly enrolled ELLs. Though we do not have any students who are new to ESL services, we do each year have 9th graders or transfer student whom are new to the school. We encourage these

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)?
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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. Targeted intervention programs for our ELLs primarily offers ELA support where students receive small-group scaffolded instruction. These services are offered in English and translations in other languages are provided if necessary and available. Other services include Achieve 3000, tutoring, and additional literacy classes built into the students' schedules. Inside the classrooms, resources such as audio book are used to supplement reading and listening skills, graphic novels or modified texts to teach higher-level texts. If a student earns a post-advanced score on the NYSESLAT and transition out of the ESL class, then their progress is closely monitored by the ESL teacher and the guidance counselor to ensure continual success. If the student shows a need for continual ELL support, then it the student can re-enter the advanced ELS class. We also prepare our ELLs to take the New York State English Regents Examination as early as possible to give them the maximum opportunity to be competitive with their grade level peers.

9. ELLs who transition into mainstream classes have continual support from the ESL team. All ELL services and resources are still made available to transitional ELLs. The ESL teacher still monitors the students' progress in all subject areas by meeting with content area teachers and the students themselves.

10. In the upcoming school year we are continuing our use of Achieve3000 / TeenBiz3000. In addition, the Aventa Learning online credit accumulation program will also play a factor as a useful tool in assisting ELLs in our school. All students and their families will also have access to JupiterGrades, an online grade, attendance, and record keeping program where families can monitor student progress and access student assignments from home.

11. We have moved away from using the Reading Navigator program because research tells us that schools that have used Achieve 3000 have been more successful. It has been found that Reading Navigator's program set-up is not as student-friendly as Achieve 3000.

12. ESL students have always had equal access to all school programs. Students participate in all Regents preparatory classes, college preparatory classes, athletics, and have equal access to all electives. The school's phone messenger program calls all homes in the students' native languages and disseminates this information. Letters in English and native languages are also sent home accordingly. Our ELL population participates fully in all of our after school programs including culinary arts programs and competitions, athletics, student government and leadership groups, community service clubs, and general interest organizations.

13. The use of technology is a major goal of the school. Every classroom has a Smartboard and laptop carts are readily available. Teachers make use of PowerPoint, Internet, and other computer resources for instruction. Students create PowerPoint presentations and Microsoft Office for other writing assignments. In their math classes, all students including ELLs have access to wireless Texas Instrument calculators where they can interact with each other and their laptop computers for an enhanced learning experience.

14. Our ELL parents have always chosen free-standing ESL as their program of choice. Because of this, English is the main language of instruction. Additional assistance is given in native language. Classrooms are provide with native language resources and glossaries that support the curriculum.

15. Required support and services corresponds to each ELL's age and grade needs. The ESL teacher meets with the content teachers of each grade level to understand what is being done in each subject area. Then the ESL teacher and the content area teachers decide how to best provide cross-curricular language support, depending on what themes are being taught across the grade. This way, the ESL teacher can also focus on content-specific vocabulary and language skills to best support the ELL students. This is especially true of support for classes that terminate in a New York State Regents Examination. Teachers will also adjust assignments for different abilities. For example, if a class has been assigned a lengthy essay, but the ELL student's writing skills are still in a developing stage, the teacher can modify the assignment for the ELL to a shorter assignment.

16. There are many activities in which provide outreach and assistance to newly enrolled ELLs. Though we do not have any students who are new to ESL services, we do each year have 9th graders or transfer student whom are new to the school. We encourage these students at orientations to join programs in which the activity transcends the language barrier such as our culinary clubs and competitions, where the ELL students can share with other classmates their knowledge about their native culture's food, or our sport programs where students can develop athletic skills. 9th grade students are also invited to do a separate orientation before the official school year begins so

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. Targeted intervention programs for our ELLs primarily offers ELA support where students receive small-group scaffolded instruction. These services are offered in English and translations in other languages are provided if necessary and available. Other services include Achieve 3000, tutoring, and additional literacy classes built into the students' schedules. Inside the classrooms, resources such as audio book are used to supplement reading and listening skills, graphic novels or modified texts to teach higher-level texts. If a student earns a post-advanced score on the NYSESLAT and transition out of the ESL class, then their progress is closely monitored by the ESL teacher and the guidance counselor to ensure continual success. If the student shows a need for continual ELL support, then it the student can re-enter the advanced ELS class. We also prepare our ELLs to take the New York State English Regents Examination as early as possible to give them the maximum opportunity to be competitive with their grade level peers.

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E. Parental Involvement

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

1. We encourage all parents to participate in our Parent Association (P.A.) and School Leadership Team (SLT). The PA is equipped with headset devices to accommodate parents with simultaneous translation. Parents are also invited to semi-annual ESL parent meetings to touch base with their children's progress. Parents of ELLs also frequently show up to parent-teacher conferences. Parents can also keep in touch with the school and their child's academic performance by logging onto their JupiterGrades account, which is provided in the home language of their choice as well as in English.

2. The school's Community Based Organization is Cornell University Extension. The CBO does not provide any specific workshops or services for ELLs, but all workshops and services provided are open to the whole parent community although translation services are always available when needed.

3. The Parent Coordinator is very involved with the PA in planning conferences, workshops and activities and maintains a close pulse on parent needs.

4. Activities are planned based on one-on-one conversations, group discussions in PA meetings, surveys and current school needs.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1. Teachers are given the opportunity be trained in Achieve3000 and can attended workshops/conferences at Columbia University on the subject of ELL's. Teachers are involved with CFN team meetings, ELL teachers gather to discuss best practices and effective teaching strategies. This information is then relayed to our faculty during faculty conferences and planning meetings, for which our administration, guidance counselors, para-professionals, support staff, and all teachers are present. Our faculty meets on the first Monday and second Monday of every month, and by grade level and inquiry group on the 3rd and 4th Wednesday of every month. Topics discussed include differentiated instructional strategy, providing scaffolded reading exercises, incorporating visual maps to aid comprehension, and reading strategies such as SQ3R.

2. All staff receives the minimum 7.5 hours of ELL training. Staff is conscientious in which students are ELLs and therefore, understand the services that ELLs receive. Content area teachers make adjustments in their lessons for ELLs depending on proficiency level, and service requirements. All staff is made aware of if a student is a newcomer to the country or is a matriculated ELL and may need extra transitional support. Staff touches base with the ESL teacher frequently about transitional and academic progress and ELLs are made aware of this to feel included in the new environment.

3. New general education teachers get 7.5 hours of ELL training and 10 hours for special education. Training will be provided by the ESL teacher and ESO network ESL Liaison. These records are maintained by the ESL teacher and filed along with ESL student records in the main office.

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3. The Parent Coordinator is very involved with the PA in planning conferences, workshops and activities and maintains a close pulse on parent needs.

4. Activities are planned based on one-on-one conversations, group discussions in PA meetings, surveys and current school needs.

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

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

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

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

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

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

- The reading program Achieve3000 is used as an evaluative tool. Additionally, ACUITY -ITA assessment provides teachers with additional base line data to assist in determining student skills in literacy. With this data, we can provide more targeted instruction for the individual needs of our ELLs.
- Based on the NYSESLAT Modality Analysis, our students score mainly in the Advanced-Proficient range. Our ELL students appear to be entering the ninth grade at mid-proficiency level. Based on the data, reading and writing are the areas where most students need additional support. In the ESL classrooms, as well as ELA and other academic disciplines, emphasis has been put on both reading and writing by having students develop portfolios, complete applications, write essays, and continuing honing in on these skill sets. We also do cross-curricular integration of skills by having the students practice reading and writing in science classes in their lab reports or writing about their progress in math journals.
- Patterns across NYSESLAT modalities - reading/writing and listening/speaking will affect instructional decisions. Stronger focus and attention will be paid to areas where students score lower on the NYSESLAT and continual, challenging practice will be administered in areas where students score higher. For our purposes, we will be paying stronger attention to reading/writing instruction and continuing to

Additional Information

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

Paste additional information here

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		1						4
4	3		3		1				7
5	3		2		1				6
6	1		6						7
7	1		5		2				8
8	3		4		1				8
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	3		3						6
8	3		6						9
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	5		3	
Integrated Algebra	4		2	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	3			
Physics				
Global History and	3		1	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language				
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
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 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

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2. Based on the NYSESLAT Modality Analysis, our students score mainly in the Advanced-Proficient range. Our ELL students appear to be entering the ninth grade at mid-proficiency level. Based on the data, reading and writing are the areas where most students need additional support. In the ESL classrooms, as well as ELA and other academic disciplines, emphasis has been put on both reading and writing by having students develop portfolios, complete applications, write essays, and continuing honing in on these skill sets. We also do cross-curricular integration of skills by having the students practice reading and writing in science classes in their lab reports or writing about their progress in math journals.

3. Patterns across NYSESLAT modalities - reading/writing and listening/speaking will affect instructional decisions. Stronger focus and attention will be paid to areas where students score lower on the NYSESLAT and continual, challenging practice will be administered in areas where students score higher. For our purposes, we will be paying stronger attention to reading/writing instruction and continuing to challenge student in listening/speaking. Lessons and practices will be developed to better suit students' individual learning needs which may include more use of technology as a learning tool such as computers, SmartBoard lessons, internet searches, or audio equipment and films. The use of outside resources such as field trips, guest speakers from different disciplines and walks of life, and access to other

Additional Information

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Part VI: LAP Assurances

School Name: <u>Food and Finance High School</u>		School DBN: <u>02M288</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Roger Turgeon	Principal		10/28/11
Joseph Clausi	Assistant Principal		10/28/11
Carmen Mercado	Parent Coordinator		10/28/11
Michelle Kong	ESL Teacher		10/28/11
L. Jenkins	Parent		10/28/11
Michelle Kong	Teacher/Subject Area		10/28/11
JP Slee	Teacher/Subject Area		10/28/11
	Coach		
	Coach		
Paula Astor	Guidance Counselor		10/28/11
William Bonner	Network Leader		10/28/11
Jessica Mates	Other <u>Community Liason</u>		10/28/11
David Limato	Other <u>Special Ed. Teacher</u>		10/28/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M288 **School Name:** Food and Finance High School

Cluster: 4 **Network:** 405

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.

Parents are provided with appropriate and timely information in both English and their home language in accordance to their Home Language Identification Survey (HLIS), or whatever language is preferred by the family as is communicated to the school during ELL parent-orientation meetings via written and spoken request. If there is written information to be sent home in the mail or carried home by the student, necessary written translation is provided. If there is oral information to be discussed, and a translation is necessary, a translator will be used to contact the student's home. If someone on staff is fluent and literate in a student's home language, then the written and/or oral translation will be provided by a staff member. Often the staff member is the parent-teacher coordinator, a regularly appointed teacher, or a school aide. If the family needs a translation in a language that cannot be provided by someone within the school staff, the Translation and Interpretation Unit will be contacted for necessary assistance.

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.

During our annual ELL parent-orientation meetings at the beginning of each school year, parents are asked in what language they prefer school communication. This is asked verbally and in written form on the Language Preference Form distributed at the meeting in both English and in the home language as indicated by the Home Language Identification Survey. According to the surveys and parent meetings, many of our families request to have a translator available when meeting with school personnel and to have written communication translated into their home languages. Other families prefer to have all communication in English. If a family does not attend any orientation meetings, the family is invited to attend an individual conference at a more convenient time. This invitation is extended to the family through a letter sent home or a phone call home. When the family comes in for the conference or holds a phone conference, this is when the parent will be asked about translation needs.

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.

The school provides written translation services in languages in which staff members are literate. At the start of each school year, student data is reviewed and a note of all home languages is made. These languages are then verified again through the ELL parent-orientation meeting in which parents fill out the Preferred Language Form. All required student documents (emergency contact forms, health forms, student code books) are then translated into the home language and students are given a copy in both English and their home language. In our experience, all families who require translation services have been done within our school by our own school staff. In the future, if we have a family whose home language is not one that can be translated by our own staff, and they require written documents in their home language, the Translation and Interpretation Unit will be contacted.

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

The school provides oral translation services in languages in which staff members are fluent. At the start of each school year, student data is reviewed and a note of all home languages is made. These languages are then verified again through the ELL parent-orientation meeting in which parents fill out the Preferred Language Form. All communication will be communicated to the family through a translator from within the school's staff if possible. This is often the parent-teacher coordinator, a regularly appointed teacher, or a school aide. The family will also be made aware that if they prefer, they can bring their own translator to school conferences and meetings. In our experience, all families who require translation services have been done within our school by our own school staff. In the future, if we have a family whose home language is not one that can be translated by our own staff, and they require oral translations in their home language and choose not to provide their own translator, the Translation and Interpretation Unit will be contacted.

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>.

It is important for all parents, including those of LEP students whom may be of limited English proficiency themselves, feel welcomed to participate in all aspects of our school community. Copies of the Parents Bill of Rights and Responsibilities is provided to each family in accordance to their home language as is available in the New York City Department of Education's covered languages. These languages include Arabic, Bengali, Chinese, French, Haitian-Creole, Korean, Russian, Spanish, and Urdu. In the school's main office, near the main entrance to our school, signs are posted in the most prominently used covered language so that parents are made aware that they are entitled to translation services of covered languages. If we have a student population of 10% or more whose families require translation services that are not English or covered languages, the Translation and Interpretation Unit will be contacted for assistance. Families will also be briefed on how they too can contact the Translation and Interpretation Unit for further assistance in accessing services.