



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : HIGH SCHOOL FOR EXCELLENCE AND INNOVATION

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M423

PRINCIPAL: TYONA WASHINGTON EMAIL: TWASHINGTON@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERALDINE TAYLOR-BROWN

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
Tyona Washington	*Principal or Designee	
Charles Ivy	*UFT Chapter Leader or Designee	
Minerva Serrano	*PA/PTA President or Designated Co-President	
Maria Espallat	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lydia Rodriguez	Member/	
Antonia Pichardo	Member/	
Jacqueline Durant	Member/	
Miguelanea Pena	Member/	
Nancy Mercedes	Member/	
Daisy Aaron	Member/	
Marie Thompson	Member	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

To increase the percentage of students who pass the U.S. History Regents from 52%-55% for a 3% increase for the 2011-12 SY.

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.

In our school's first year of offering the U.S History Regents (n=56) we scored a 1.6 on the 2010-11 Progress Report. This was 82% of our Peer Range and 83.3% of the City Range. However, for our students, this represents only a 52% passing rate (65+) for the U.S. History Regents. And all students must pass both, U.S. History and Global History & Geography in order to graduate. And as a transfer school, we choose to offer U.S. History as our first social studies course. We means that we must look to support almost half of our students to retake the U.S. History Regents as well as beginning to prepare for the two-year Global Studies & Geography course.

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.

The social studies teachers began the summer with a review of the Item Analysis for the U.S. History Regents to determine the strengths and needs of the students and then adjust the curriculum to better address the specific learning standards/key ideas and the skills required for the U.S. History Regents. Social Studies teachers then revisited the curriculum to integrate specific best practices and strategies to better support student learning. And they are currently reviewing assessments so that they better align with the required Regents language, content, applications, and skills. Teacher teams will meet on a regular basis to review student work and performance and adjust instruction. And teachers will utilize professional development to collect student data for differentiation.

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.
-
- **Provide materials and training to help parents work with their children to improve their achievement level on U.S. History course and Regents examination.**
- **Conduct events where all parents are invited to attend formal presentations and workshops that address their student academic skill needs for U.S. History and what parents can do to help**

- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- Develop and distributing a communication system designed to keep parents informed about school activities and student progress

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

The school current attends job fairs for both experienced teachers (including ATR's) and potential new teachers such as the Fellows Program. We assist our new teachers with buddy teachers, state-required Mentoring, and professional development to obtain the required number of hours for their licensing. For our veteran teachers we offer leadership opportunities and encourage teacher's to expand their teaching practice by utilizing a research-based framework that addresses teacher development along a continuum.

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
- High School of Excellence and Innovation has a partnership with East Side Settlement House. East Side House is helping to build school culture. There are regular Town Hall meetings, student government, advisory, school trips and evening events to increase parental involvement.

NCLB Title I funding is used to offer tutoring before, after-school, and weekends, as well as workshops for parents and students, and credit recovery activities and materials.

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: teacher , administration, and guidance counselor per session for tutoring, credit recovery, student conferencing , and professional development

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.

To increase the student response on the Communication section of the New York City School Survey from 6.2 to 7.0 for the 2011-12 SY.

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.

In terms of our School Survey Results, Communication ranked the lowest at 7.5, which is at 75% of both the Peer and City Range. However, if we look at the break down of the Communication responses we find parents are the highest at 8.6, followed by Teachers at 7.5, and then a large drop to 6.2 for Students. In looking at the School Survey questions we find that students reported that they did not regularly work in groups (5.8) or participate in hands-on activities (4.3). And teachers responded they did not regularly send parents information on what they are teaching and what students are expected to learn (4.4). And if we compare the Communication score of 7.5 out of 10 (a grade of C) for the 2010-11 school year to the 2009-2010 we see it has remained constant.

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.

Professional development will be needed to assist teachers with the strategies and skills required to improve communication with students. As a transfer school, one of our greatest challenges will be to find ways to encourage students to work together and effectively utilize this learning time to best prepare students for high stakes assessments. Teachers will prepare expectation lists/guidelines for all courses to distribute to both parents and students. We will regularly monitor our progress with students in terms of communication and attempt to better utilize technology to help fulfill this goal. And as our school has changed its physical location and we have more space and legal areas for science laboratories we can now begin to offer more hands-on experiences for our students.

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.

Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children

Provide 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

Maintain a dedicated staff person to serve as a liaison between the school and families. The dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. They 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

Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee

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 school current attends job fairs for both experienced teachers (including ATR's) and potential new teachers such as the Fellows Program. We assist our new teachers with buddy teachers, state-required Mentoring, and professional development to obtain the required number of hours for their licensing. For our veteran teachers we offer leadership opportunities and encourage teacher's to expand their teaching practice by utilizing a research-based framework that addresses teacher development along a continuum.

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.

NCLB Title I funding is used to offer informational resources for parents and students, as well as workshops for parents and students, and funding for outside support services and programs

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: teacher , administration, and guidance counselor per session for team meetings, student conferencing , and professional development
OTPS: paper, toner, postage, envelopes, folders**

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.

To improve our school's Average Change in Student Attendance from -3.7% to +2.0% for the 2011-2012 SY.

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.

In the 2009-10 Progress Report with 81 students, our Average Change in Student Attendance was 3.1% and we were ranked 68.1% relative to our Peer Horizon. However, in 2010-11 we increased the number of students to n=122 and we had -3.7% for our Average Change in Student Attendance which put our school at only 36.1% of the Peer Range and 36.0% of the City Range. Clearly, in order to earn credit s and pass high stakes Regents examination students must first attend classes on a regular basis. And this is especially true when working with students in a Transfer school.

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.

In order to improve student attendance we will need to offer greater incentives to our students, engage the help and support of parent and guardians, and offer training for both students and parents in developing life skills and building positive behaviors. The more connections we create with a student the better chance we have of keeping that student in school. Our professional development, will explore ways to develop and maintain student connections and increase the contact time the school can have with individual students. Our entire staff needs dedicated roles to make this happen and administration must support and model this initiative. While outside partners and role models need to play an integral role in changing student attitude and belief systems.

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.
- **Provide written and verbal progress reports that are periodically given to keep parents informed of their children's attendance and progress**
- **Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's attendance and progress**

- **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 and encourage regular attendance**

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 school current attends job fairs for both experienced teachers (including ATR's) and potential new teachers such as the Fellows Program. We assist our new teachers with buddy teachers, state-required Mentoring, and professional development to obtain the required number of hours for their licensing. For our veteran teachers we offer leadership opportunities and encourage teacher's to expand their teaching practice by utilizing a research-based framework that addresses teacher development along a continuum.

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.
- East Side Settlement House is integrated into the attendance structures at HSEI. They provide incentives to improve attendance, conduct home visits and participate in weekly attendance meetings.

NCLB Title I funding is used to offer informational resources for parents and students, as well as workshops for parents and students, and funding for outside support services and programs

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: teacher , administration, and guidance counselor per session for parent and student conferencing, professional development, and outside agencies and services

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

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.

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.

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.

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.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- 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.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

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.

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.

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.

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.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- 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.

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	81	81	81	81	NA	NA	NA	NA
10	51	51	51	51	NA	NA	NA	NA
11	54	54	54	54	NA	NA	NA	NA
12								

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	All 9 th and 10 th grade students are provided an additional five- 55 minutes of English Language Arts intervention instruction built into the daily program. Saturday & after school tutoring sessions are offered to all students. Identified students receive Wilson, Just Words, and/or REWARDS reading support in pull out small groups during the day.
Mathematics	All students are provided with an additional five- 55 minutes of math instruction built into the daily program. Saturday & after school Math tutoring sessions are offered to all students. Every HSEI student will demonstrate mathematical competency in order to gain credit, move to the next grade level, and ultimately graduate. The competencies include <i>Automaticity</i> of basic math skills essential for high school mathematics success, <i>Essential Learning</i> of the key concepts, skills and problem solving of each math course, <i>Writing</i> of mathematics thinking and reasoning, and <i>Oral Presentation</i> of mathematics thinking and reasoning. Our approach is to leverage the competency system for diagnosis, thereby capturing aligned pre- and post-assessment data
Science	Targeted 9 th and 10 th grade students will receive AIS after school in science content, skills and vocabulary.
Social Studies	After school & Saturday sessions provide curriculum & class work review in small groups for all students.
At-risk Services provided by the Guidance Counselor	Provide individual and group counseling on a daily or weekly basis for one period to address academic concerns, promotion-in-doubt, family issues which appear as impediments to academic success, academic needs through organizational skills, one-on-one counseling, parent meetings, teacher conferences, discussions of goals, transcripts, progress, college and post secondary goal setting, graduation-in-doubt issues. Support sessions provided to holdovers and students in danger of not passing courses. Every student receives guidance and small group support through daily advisory classes facilitated by their Advocate Counselors.

At-risk Services provided by the School Psychologist	Provide individual and group counseling on an as needed basis for one period to address individual and family social emotional concerns.
At-risk Services provided by the Social Worker	Students are provided with one-to-one counseling, small group counseling, and study skills, time management training as needed. Most services are provided during the school day, but also occasionally after school, for students who are facing emotional difficulties which are interfering with their school work, students who are dealing with adjustment issues, both at home and at school, students in academic jeopardy are referred by teachers or students seek out counselors
At-risk Health-related Services	Visiting vision and hearing doctors provided by Children's Aid Society Speech Related Services Occupational Therapy Physical Therapy

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

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

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

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 (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz L. Pendergast	District 06	Borough Manhattan	School Number 423
School Name High School for Excellence and Innovatio			

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

Principal Tyona Washington	Assistant Principal Aka Cassandra
Coach type here	Coach type here
ESL Teacher Elena Caba (ELL Coordinator)	Guidance Counselor Tavarez Migelly
Teacher/Subject Area Nancy Mercedes/ Bilingual-Sped	Parent Minerva Serrano
Teacher/Subject Area Daisy Aarron / Social Studies	Parent Coordinator Maria Espillat
Related Service Provider Daniel Rosenthal/ Speech	Other type here
Network Leader Lawrence Pendergast	Other type here

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

D. School Demographics

Total number of students in school	176	Total Number of ELLs	34	ELLs as share of total student population (%)	19.32%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. At enrollment an ESL Certified Teacher and a trained school staff member meet with parents to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS). The HLIS is provided in English and in the parents' preferred language and is administered by a certified ESL teacher. The LAB-R tests is administered by the ESL teacher(Elena Caba) and trained staff (Nancy Mercedes-bilingual extension). If parents indicated a home language other than English, the ESL teacher conducts an informal oral interview. ESL coordinator administered the LAB-R and Spanish LAB as appropriate, and hand scores the students answer document . Students who speak Spanish at home and score below proficiency on the LAB-R are administered a spanish LAB to determine language dominance. Students who score below proficiency on the LAB-R become eligible for state mandated service for ELLs. Schools are required to notify parents of their childs eligibility for service. The entire intake process (to include the HLIS, the informal interview and the LAB-R) is conducted by Elena Caba, the ESL coordinator who is certified in ESL and Nancy Mercedes, a trained pedagogue with a bilingual extension.

Annually, based on the RLER report on ATS, all eligible ELLs are administered the NYSESLAT, an annual assessment of students' progress. Students who score below proficiency (i.e. beginning, intermediate or advanced level) remain ELLs and continue to receive services appropriate to their proficiency level. Students who score at or above proficiency are no longer ELLs. They can enter general education program with transitional support. Parent\ letters (continuation of entitlement and non- entitlement/transitional) are sent to parents in English and in the parents' preferred language, to advise them of the students' eligibility for ELL services. The ESL coordinator regularly monitors the various ATS reports to ensure that all ELLs are receiving the appropriate services.

The steps taken to annually evaluate ELLs using the NYSESLAT are:

Before the day(s) that the NYSESLAT is to be administered, NYSESLAT administrators prepare answer sheets for each student taking the test follow the directions from the supplier of the answer sheets when filling out the information required.

The school decides whether to administer the NYSESLAT Listening, Reading, and Writing subtests in the students' classroom(s) or elsewhere, and whether to test students in class groups or in groups of other sizes. The Speaking subtest is administered to students individually in a separate location from all other students.

If tests are administered in a classroom, the proctors clear the desks and shelves of all books, papers, and other materials. They completely cover or remove all charts and board work and make sure that each testing room is adequately lit and ventilated and free from noise and other distractions.

The teacher checks the audio player (for the listening CD) in the testing room prior to administering the test, to make sure it works and can be heard clearly throughout the room.

Proctors circulate periodically around the room during the administration of each session of the test to ensure that students are recording their responses to test questions in the proper manner and explain to students that the questions on the NYSESLAT are designed to measure English skills ranging from beginner to proficient.

We make sure that any students with disabilities are provided with the testing accommodations authorized by their IEP or 504 Plan, with two exceptions:

- The Reading subtest may not be read to any student.

- For the Writing subtest, students may not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation.

Proctors also advise students to answer the questions according to their best judgment. However, they give students all the assistance required in the mechanics of taking the test, such as pointing out the correct page in the test booklet and explaining how to record responses in the test booklet or on the answer sheet.

2. Parents of newly identified ELLs are invited to a New ELL Parent Orientation Meeting during which a NYCDOE video/DVD is shown in the parents' preferred language. The video describes and informs parents about the three different programs for ELLs available at the NYCDOE. The programs are Transitional Bilingual Education-TBE, Dual Language-DL, and Free Standing ESL. The ELL Parent Brochure and school related information are distributed to parents in the language that they prefer, to further inform them of the three program options. Parents are then given the Parent Survey and Program Selection Form to complete. Based on the Parents' Selection form, the LAB-R score the student is appropriately placed within 10 days of enrollment. The ESL Coordinator, trained pedagogue, and a translator as needed, facilitate all parent meetings.

3. The ESL teacher (Elena Caba) and the parent coordinator are assigned to mail Entitlement/Non-entitlement and Placement letters in English and in the students' native language. They are sent to parents to inform them of their child's program eligibility and placement. Parents are invited to a parents' orientation at the start of the year and to ongoing parents meetings to provide them with ongoing support. All letters, forms, and agendas are maintained by the ESL coordinator. Copies of the entitlement letters and all communication with parents are kept in the personal file that each ELL has, which can be found in the main office, on the fifth floor, in room 521. These documents are locked and only the ESL coordinator and administration has access to them.

The ESL coordinator, Parent Coordinator, and trained staff make follow up calls/visits in English and in the parents' preferred language, to ensure that the forms are returned. For students whose program selection form is not returned, the default program selection is TBE. Parents who select TBE will be informed that their names will be added to a waiting list. When the list contains 20 names (of students with the same language) in any one grade(9-12) the school will create a bilingual program.

4. All newly identified ELLs are placed within 10 days of enrollment. Placement is based on the students' LAB-R results and the parents' program selection forms. Notifications, in the form of Entitlement letters and placement letters, are mailed to the parents/guardian's home promptly. In addition, at the beginning of each school year, the Continuation of Entitlement letters are sent to parents of all current ELLs to advise them of the students' Spring NYSESLAT scores as well as their current program placement. The ESL coordinator annually evaluates ELLs progress and appropriate placement based on the students' NYSESLAT results. All notifications to parents are offered in English as well as in the parents' preferred language. Placement letters are also kept in the main office in the personal folder of each student.

5. After reviewing the Parent Survey and the Program Selection from the past years ,we came to the conclusion that the majority of our parents (approximately 80 %) chose the ESL program. The rest of the students were placed in the default program Transitional Bilingual Program-Spanish, probably for not returning the Program Selection on time. If the students program selection form is not in an entering student's cumulative records, the school will contact the ESL coordinator at the feeder school to obtain a copy. If that is not possible, then the source of information will be ATS or ARIS.

6. HSEI makes every effort to aligned our programs with parents selection. All communications with parents are provided in English as well as their native language as appropriate. For those parents who chose a Bilingual program not available at our school, parents were given the option of transferring their children to a school offering a bilingual 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):
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Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In										17	7	10		34
Total	0	0	0	0	0	0	0	0	0	17	7	10	0	34

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	20
SIFE	6	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	25

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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	2			7	2	4	25	3	17	34
Total	2	0	0	7	2	4	25	3	17	34

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

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
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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										15	7	10		32
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1				1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	17	7	10	0	34								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

1.HSEI implements a Freestanding English as a Second Language (ESL) Program. The primary goal of this program is to assist students in achieving English Language proficiency within three years. Our ESL program is run by our certified ESL teacher, Elena Caba and Nancy Mercedes and its purpose is to amplify the literacy and academic skills of ELLs, to incorporate recognized and researched based ESL instructional strategies across content subject areas and to give students the skills to perform at city and state grade level in all subject areas.

In the Freestanding ESL component we have (as per the English Language Learner Identification results), 34 of our students who are ELLs., 2 students have received 0-3 years of service , 7 students have received 4-6 years of service and 25 students received over 6 years of service. 9 ELL students who have reached proficient levels will continue to receive transitional services for one or two years according to the year of eligibility. 20 ELL students are special education students. Spanish is the home language of 32 students. One student's home language is Haitian Creole and another one's Niger-Congo.

High School for Excellence and Innovation has two teachers who are fully certified in ESL and 13 teachers who serve ELL students in the content areas. Every teacher incorporates high quality instructional strategies in their daily instructional practices. In addition, 40% of the teacher received 30 hours of Quality Teaching for English Language Learners (QTEL) training from our Children's First Network (CFN). Teachers learn how to scaffold instruction for ELLs with grade-appropriate rigorous texts within a variety of genres. ESL teacher provides the mandated units of study based on the students LAB-R/most current NYSESLAT scores.

2. All ELLs are appropriately served according to their NYSESLAT Proficiency Results:

2 Beginning students receive 540 minutes of ELL instructions(HS)

20 Intermediate students receive 360 minutes of ELL instruction(HS)

12 Advanced students receive 180 minutes of ELL instruction &180 minutes of ELA(HS)

3.NL support is available and offered in all content area.

The overall results of the NYSESLAT modality analysis revealed attention must be given in the areas of reading and writing. Therefore, our ESL support is provided in all content areas. Students are double blocked in ELA , Sciences and Mathematics. All teachers are incorporating the key elements of the Sheltered Instruction Observation Protocol (SIOP) program. The SIOP model consists of eight interrelated component: Lesson Preparation, Building Background, Comprehensible Output, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. Every lesson addresses the academic and Linguistic needs of English Language Learners

Other strategies to be emphasized in order to improve the language of ELLs are:

-Aligning the common core learning standards within the units of study

•Building background knowledge

•Integration of children's native language and cultural use of vocabulary as integrated into the content areas of literacy, mathematics, social studies, physical education, technology, etc.

•Use of manipulatives will facilitate concrete experiences

•Accountable Talk –support language development such as asking open-ended questions which require new or extended responses.

•The use of metacognitive strategies

We ensure that ELLs are appropriately evaluated in their native language by using the data from the Spanish LAB-R. In addition, ELLs are provided with the opportunity to sit in class assessments as well as the NYS Regents examination in their native language. The rationale behind this approach is that we believe that proficiency in the native language supports efficiency in the second language acquisition process

5.Collaborative Planning

•The ESL teacher will consult and network with ELL support from our coaches and CFN to plan instruction for ESL students and to monitor their progress in a general and/or special education classroom. In addition, we will include an extensive staff development for all teachers who teach ELLs.

•The development of appropriate content area vocabulary and comprehension skills training through coaching support and workshops.

•Reading and Writing workshop – ESL students are going to have opportunities to develop appropriate reading and writing skills.

a.Our instructional plan for SIFE is as follows:

Intervention serves as an extension of the regular school program on both push in and pull out services.

A. Programming and Scheduling Information

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFEs within our classroom instruction. SIFE students are grouped based on their skills to receive intervention during the school day as well as for additional instructions during After school and Saturday programs. SIFE students are supported through the push in model in their content area classes. Native language support is provided in all classes the school day.

b. Our instructional plan for newcomers:

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.

-Intensive vocabulary building

- Additional support in speaking and listening skills, including increased use of technological activities in the classroom. Orientate newcomers to their own environment (school, class, city and country), small group instructions and parent communication in their native

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)	Dual Language	Freestanding ESL
100%	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
0%	0%	0%	0%

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

6. We have 20 special needs ELLs. Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the

B. Programming and Scheduling Information--Continued

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

A Programming and Scheduling Information

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. Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in purposeful conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals, notetaking, reading
- Ensure that teachers analyze students' data to identify strength and weakness and utilize the findings to drive and differentiate instruction
- Encourage teachers to participate in professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Literacy coach works closely with teachers (ELA and ESL) to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area - In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, - interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out individual student's specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that Math coach works closely with teachers to support rigorous instruction.

The ESL teachers provide extensive and varied vocabulary instruction throughout the day through push in. Students are taught vocabulary through formal instruction and also provided opportunities to acquire vocabulary through use in language-rich settings in and out of the classroom. This goes beyond the words in reading texts and address the meaning of common words, phrases, and expressions that English learners have not yet learned. The bilingual and ESL teacher with the help of the content area teachers developed a framework of essential words to be taught explicitly and in-depth. Vocabulary instruction is emphasized in all parts of the curriculum and include common English words and phrases as well as content words. Focus on academic vocabulary as intervention has become a routine in everyday instruction in all content areas, as well as AIS(Academic Intervention Services) small class sizes, where ELLs receive individualized support in their identified areas requiring strengthening that align with the NYS standards. They also learn test taking strategies to help them on multiple choice and extended response questions as seen on the high school MATH A Regents, and the 11th Grade English Regents. Services are provided in two forms: scheduled AIS classes and progress monitoring. AIS classes supplement the instruction provided in the general curriculum and assists students in meeting the State Learning Standards. Progress monitoring involves the AIS teacher monitoring a student's performance every five weeks to check on his/her progress in the respective academic class through contact with the content

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?
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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. Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in purposeful conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals, notetaking, reading
- Ensure that teachers analyze students' data to identify strength and weakness and utilize the findings to drive and differentiate instruction
- Encourage teachers to participate in professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Literacy coach works closely with teachers (ELA and ESL) to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area - In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
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Courses Taught in Languages Other than English 

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

Math:	N/A			
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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. Professional development is provided to all staff who are involved with ELLs to include: Assistant Principals, subject area teachers, special education teachers, guidance counselors, secretaries, office personnel and the parent coordinator. A minimum of 7.5 hours per year are devoted to ELL identification and instruction. During the school year, ESL and content area teachers are encouraged to attend ESL training offered by: NYCDOE, BETAC, QTEL, Regional Special Education Technical Assistance Support Center, and CFN 603. An ELL support specialist from the Children's First Network meets regularly with the principal and teachers to guide us as a new school in scaffolding support for our English Language Learners. She has assisted us with coordinating professional development in QTEL strategies for all teachers. All information regarding ELLs including modifications they are entitled to for testing have been shared with the entire school community. The data analysis of ATS reports (RLAT, RNMR, RLER) provides information to administrators and staff to drive instruction. In addition, academic patterns are identified and action plans are created, reflected upon and revised to meet the individual needs of our students.

2. Every teacher receives weekly professional support in differentiating instruction, vocabulary development, and other instructional techniques. Study groups are working on implementing more effective co-teaching strategies, including differentiation of activities, using graphic organizers, note taking, etc. There is Literacy across the Content Areas (LAC) school-wide initiative that trains teachers of all subject areas to integrate the following learning strategies into their lessons, curricula, and assessments: high-impact literacy strategies questioning, predicting, inferring, visualizing, determining importance, making connections, and synthesizing- to increase students' capacity to read challenging texts.

sophisticated metacognitive capacities allow students to plan how to tackle challenging academic tasks, monitor their progress, make decisions about which strategy to use at a particular moment, choose to change strategies if one or another is not helping them progress effectively, and reflect on their learning in order to expand the quantity and quality of the information available to them, higher-order thinking skills, analysis, synthesis and evaluation.

The staff are supported by school leadership and guidance counselor and all staff participates in professional development in order to assist ELLs as follows:

As a school we developed certain strategies that we expect everyone to use. A certain lesson format so that there's a warm up activity in every classroom that you go in to whether it's from gym class to math class to science class to social sciences class, there's a warm up activity posted. And then there's the lesson and then there's a wrap up activity.

This principal led staff in creating curriculum maps based on state standards and in setting up common pacing schedules so that similar content was being taught across classrooms in grade-level instruction at the same time.

- Sheltered Instruction (SIOP Model) adopted for ESL contains strategies
- All staff, including ESL and special education, teach standards
- Teachers decide what strategies are best and how often to use them
- Visuals for ESL students
- Hands-on strategies in science
- Getting away from peer instruction (e.g., peer translation)
- School designs curriculum based on test results and lessons are designed based on curriculum maps aligned with state standards

- Curriculum maps have pacing scale
- Principal requires common instruction across classrooms

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- Principal requires common instruction across classrooms
- Computer programs
- After school programs mandated
- Support teachers in classroom
- Principal monitors teaching and professional development activities require teachers to look at student work in relation to standards
- Teachers use strategies like differentiation and modification in all classes on a regular basis
- District [ESL] coordinator gives teachers this information
- Teachers look at released test items and test-taking protocols
- Expectation of "excellence for all kids"
- Differentiated instruction
- Menu-type assignments that offer student choices
- CDs with translated textbook material in Spanish
- Laptops for every student
- Portable computers

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- Curriculum maps have pacing scale
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- Teachers look at released test items and test-taking protocols
- Expectation of "excellence for all kids"
- Differentiated instruction
- Menu-type assignments that offer student choices
- CDs with translated textbook material in Spanish
- Laptops for every student
- Portable computers
- Technology expert on staff

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

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. When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi-step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. Parents are given a Home Language Survey (HLIS) to identify the child's native language. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the Language Battery Assessment

(LAB-R) is given to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parent brochures are disseminated in their native language to enrich the understanding each available program. HSEI is proud to offer Freestanding ESL to conform to the parental choice selections.

2. To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, HSEI provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home. Moreover, parents who are not fluent in English are encouraged to participate in our various workshops such as ARIS parent link and ACUITY which were conducted by the ESL coordinator and the parent coordinator. They will continue to be available for parents to understand their child's progress through regular case conferencing.

3. In order to evaluate the needs of parents, a Social Worker, Advocate Advisors and Guidance Counselors are available to meet with parents, answer questions and guide them through the high school educational and social emotional experience of high school and post secondary high school goal setting. The ESL teacher, our Parent Coordinator and Community Assistant will be arranging parent sessions specifically related to state standards and the variety of assessment which will be administered during the NYSESLAT.

4. Parent involvement activities address the needs of parents as follows: Parents are invited to parent orientations, parent meetings, parent conference, small group workshops and cultural celebrations throughout the school year.

Discussed are: NYS standards, curriculum, state assessment, NYSESLAT, students projects credit accumulation, graduation requirements, All meetings are conducted by school staff teachers ESL coordinator, guidance counselors, parent coordinator and a translator with translated materials.

We routinely evaluate parents' needs through Annual parent surveys, frequent one-on-one conferences with parents, and parent coordinator's outreach.

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%	Page 33
75%	
50%	
25%	

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?
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12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
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8. Implications for LAP in English Language Arts Area

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- Provide opportunities for students to be involved in purposeful conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals, notetaking, reading
- Ensure that teachers analyze students' data to identify strength and weakness and utilize the findings to drive and differentiate instruction
- Encourage teachers to participate in professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Literacy coach works closely with teachers (ELA and ESL) to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area - In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
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- Incorporating writing as a component of the mathematics lesson, e.g. journals
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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. Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in purposeful conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals, notetaking, reading
- Ensure that teachers analyze students' data to identify strength and weakness and utilize the findings to drive and differentiate instruction
- Encourage teachers to participate in professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Literacy coach works closely with teachers (ELA and ESL) to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area - In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, - interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out individual student's specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that Math coach works closely with teachers to support rigorous instruction.

The ESL teachers provide extensive and varied vocabulary instruction throughout the day through push in. Students are taught vocabulary through formal instruction and also provided opportunities to acquire vocabulary through use in language-rich settings in and out of the classroom. This goes beyond the words in reading texts and address the meaning of common words, phrases, and expressions that English learners have not yet learned. The bilingual and ESL teacher with the help of the content area teachers developed a framework of essential words to be taught explicitly and in-depth. Vocabulary instruction is emphasized in all parts of the curriculum and include common English words and phrases as well as content words. Focus on academic vocabulary as intervention has become a routine in everyday instruction in all content areas, as well as AIS(Academic Intervention Services) small class sizes, where ELLs receive individualized support in their identified areas requiring strengthening that align with the NYS standards. They also learn test taking strategies to help them on multiple choice and extended response questions as seen on the high school MATH A Regents, and the 11th Grade English Regents. Services are provided in two forms: scheduled AIS classes and progress monitoring. AIS classes supplement the instruction provided in the general curriculum and assists students in meeting the State Learning Standards. Progress monitoring involves the AIS teacher monitoring a student's performance every five weeks to check on his/her progress in the respective academic class through contact with the content teacher. If this form of service is not effective, then the student will be placed in an AIS class if his/her schedule allows. Students will exit

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. Professional development is provided to all staff who are involved with ELLs to include: Assistant Principals, subject area teachers, special education teachers, guidance counselors, secretaries, office personnel and the parent coordinator. A minimum of 7.5 hours per year are devoted to ELL identification and instruction. During the school year, ESL and content area teachers are encouraged to attend ESL training offered by: NYCDOE, BETAC, QTEL, Regional Special Education Technical Assistance Support Center, and CFN 603. An ELL support specialist from the Children's First Network meets regularly with the principal and teachers to guide us as a new school in scaffolding support for our English Language Learners. She has assisted us with coordinating professional development in QTEL strategies for all teachers. All information regarding ELLs including modifications they are entitled to for testing have been shared with the entire school community. The data analysis of ATS reports (RLAT, RNMR, RLER) provides information to administrators and staff to drive instruction. In addition, academic patterns are identified and action plans are created, reflected upon and revised to meet the individual needs of our students.

2. Every teacher receives weekly professional support in differentiating instruction, vocabulary development, and other instructional techniques. Study groups are working on implementing more effective co-teaching strategies, including differentiation of activities, using graphic organizers, note taking, etc. There is Literacy across the Content Areas (LAC) school-wide initiative that trains teachers of all subject areas to integrate the following learning strategies into their lessons, curricula, and assessments: high-impact literacy strategies questioning, predicting, inferring, visualizing, determining importance, making connections, and synthesizing- to increase students' capacity to read challenging texts.

sophisticated metacognitive capacities allow students to plan how to tackle challenging academic tasks, monitor their progress, make decisions about which strategy to use at a particular moment, choose to change strategies if one or another is not helping them progress effectively, and reflect on their learning in order to expand the quantity and quality of the information available to them, higher-order thinking skills, analysis, synthesis and evaluation.

The staff are supported by school leadership and guidance counselor and all staff participates in professional development in order to assist ELLs as follows:

As a school we developed certain strategies that we expect everyone to use. A certain lesson format so that there's a warm up activity in every classroom that you go in to whether it's from gym class to math class to science class to social sciences class, there's a warm up activity posted. And then there's the lesson and then there's a wrap up activity.

This principal led staff in creating curriculum maps based on state standards and in setting up common pacing schedules so that similar content was being taught across classrooms in grade-level instruction at the same time.

- Sheltered Instruction (SIOP Model) adopted for ESL contains strategies
- All staff, including ESL and special education, teach standards
- Teachers decide what strategies are best and how often to use them
- Visuals for ESL students
- Hands-on strategies in science
- Getting away from peer instruction (e.g., peer translation)
- School designs curriculum based on test results and lessons are designed based on curriculum maps aligned with state standards

- Curriculum maps have pacing scale
- Principal requires common instruction across classrooms

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- Curriculum maps have pacing scale
- Principal requires common instruction across classrooms
- Computer programs
- After school programs mandated
- Support teachers in classroom
- Principal monitors teaching and professional development activities require teachers to look at student work in relation to standards
- Teachers use strategies like differentiation and modification in all classes on a regular basis
- District [ESL] coordinator gives teachers this information
- Teachers look at released test items and test-taking protocols
- Expectation of "excellence for all kids"
- Differentiated instruction
- Menu-type assignments that offer student choices
- CDs with translated textbook material in Spanish
- Laptops for every student
- Portable computers

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- Expectation of "excellence for all kids"
- Differentiated instruction
- Menu-type assignments that offer student choices
- CDs with translated textbook material in Spanish
- Laptops for every student
- Portable computers
- Technology expert on staff

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. When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi-step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. Parents are given a Home Language Survey (HLIS) to identify the child's native language. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the Language Battery Assessment

(LAB-R) is given to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parent brochures are disseminated in their native language to enrich the understanding each available program. HSEI is proud to offer Freestanding ESL to conform to the parental choice selections.

2. To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, HSEI provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home. Moreover, parents who are not fluent in English are encouraged to participate in our various workshops such as ARIS parent link and ACUITY which were conducted by the ESL coordinator and the parent coordinator. They will continue to be available for parents to understand their child's progress through regular case conferencing.

3. In order to evaluate the needs of parents, a Social Worker, Advocate Advisors and Guidance Counselors are available to meet with parents, answer questions and guide them through the high school educational and social emotional experience of high school and post secondary high school goal setting. The ESL teacher, our Parent Coordinator and Community Assistant will be arranging parent sessions specifically related to state standards and the variety of assessment which will be administered during the NYSESLAT.

4. Parent involvement activities address the needs of parents as follows: Parents are invited to parent orientations, parent meetings, parent conference, small group workshops and cultural celebrations throughout the school year.

Discussed are: NYS standards, curriculum, state assessment, NYSESLAT, students projects credit accumulation, graduation requirements, All meetings are conducted by school staff teachers ESL coordinator, guidance counselors, parent coordinator and a translator with translated materials.

We routinely evaluate parents' needs through Annual parent surveys, frequent one-on-one conferences with parents, and parent coordinator's outreach.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										10	5	4		19
Advanced (A)										4	2	6		12
Total	0	0	0	0	0	0	0	0	0	17	7	10	0	34

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

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

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

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	14	0	10	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	12	0	11	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	14	0	9	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

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

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.

N/A

Part VI: LAP Assurances

School Name: <u>High School for Exc. and Inn.</u>		School DBN: <u>06M423</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Washington , Tyona	Principal		11/30/11
Aka , Cassandra	Assistant Principal		11/28/11
Espillat, Maria	Parent Coordinator		11/28/11
Caba, Elena	ESL Teacher		11/23/11
Minerva Serrano	Parent		11/30/11
Nancy Mercedes/SpEd Bilingual	Teacher/Subject Area		11/23/11
Daisy Aarron / Social Studies	Teacher/Subject Area		11/23/11
	Coach		
	Coach		
Tavarez Migelly	Guidance Counselor		11/28/11
Lawrence Pendergast	Network Leader		11/28/11
Daniel Rosenthal/ Speech	Other		11/30/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 06M423 **School Name:** High School for Excellence and Inno

Cluster: 6 **Network:** 603

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 surveyed at registration, open houses for prospective students, meet & greet night, parent association meetings, through phone calls and visits to homes about language preference. The HLIS forms and the blue cards are reviewed for information regarding students' needs and home information. HSEI also uses the following:

- a. ATS Reports – identifies all home languages.
- b. Home language surveys used to identify incoming new admits.
- c. The HSEI information is also available through SESIS.

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.

It has been determined that translation services, both written and oral, are needed in Spanish (99%) and Haitian Creole (1%). Non-Hispanic and Haitian Creole homes all have access to language supports.

- a. The major translation and oral interpretation needs are two fold: one-on-one parent conferencing and written communication to parents in all subjects/guidance areas/attendance.
- b. Our Parent Coordinator is our spokesperson to the community of parents.

Part B: Strategies and Activities

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

All written school communications will be translated into Spanish and Haitian Creole (for one student only) before being sent home.

- a. The Parent Coordinator will provide most of the written Spanish translations of letters, flyers, notices that are sent home. DOE forms will be procured from the website- The Office of English Language Learners and/or Language Translation and Interpretation Unit website and sent home in other languages, as an additional support as deemed necessary.
- b. We provide in-house translation in Spanish, by in-house staff and parent coordinator and volunteer parents.

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.

a. In-house staff will provide oral interpretation services. Bilingual staff (Parent Coordinator, Children's Aid Staff) will make daily phone calls to students' homes for attendance purposes. In addition, a paraprofessional, and advocate advisors will be available to provide translation services for other staff and parents. Simultaneous translation services will be provided by staff at school sponsored meetings. Parent volunteers will serve as translators at Parents' Association meetings and any other meetings when school staff is not present. Also, recorded messages are provided in both English and Spanish..

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>.

- a. All notifications sent to parents are in both English and Spanish, such as: brochures, entitlement letters/ non-entitlement letters, NYSESLAT parent guide, invitations to conferences and workshops, etc.
- b. The required signage and DOE translations postings will be prominently posted in the school to inform parents of their rights to translation services. The Parent Coordinator will serve as the point of contact for translation services.
- c. The phone number for the Translation and Interpretation Unit will be available in the main office and used when necessary for visitors who don't speak any of the languages spoken by multilingual school staff.

