



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**HIGH SCHOOL FOR LAW, ADVOCACY AND COMMUNITY
JUSTICE**

03M492

PRINCIPAL: DOREEN CONWELL

EMAIL: DCONWEL2@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Doreen Conwell	*Principal or Designee	
Peter O’Donnell	*UFT Chapter Leader or Designee	
Carlos Ruiz	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Michell Liberato Yanet Damiron	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Mia Bradford	Member /UFT	
Kelly Gionti	Member/UFT	
Joshua Stone	Member/UFT	
Gloria Wolfe	Member/Parent	
June John	Member/Parent	
Jesus Centeno	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By the end of the testing cycle in August 2012, to increase the percentage of students scoring a 75 or higher on ELA Regents exams by 8% to 50% up from 42% as informed by results from the 2010-11 school year (a minimum of 53 students out of 106 scoring 75 or higher).

Comprehensive needs assessment

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

The 2010-11 ELA Regents results were that 42% scored a 75 or higher. A score of 75 or higher is an important indicator of college readiness, and is used by CUNY schools as a benchmark to separate students who need remediation from those who don't. Working towards this goal will help to increase our students' college readiness, and, further, their ability to successfully attain a college degree.

Instructional strategies/activities

-USE OF DATA RESI and ITT (data specialist) - to use RESI and ITT data in September 2011 to identify students who have historically performed at Levels 1 or 2 in order to target them for intervention strategies.
-Item Analysis of ELA Regents (coaches, teachers) - to perform an item analysis of past ELA Regents results in June 2011 and August 2011 to determine areas of instructional focus that will best serve our students. Based upon results of the analysis teachers will target specific areas that student have demonstrated weakness. Teachers will use targeted instructional strategies to strengthen areas needed and students will have the opportunity to attend 9th period class.

Common assessment analysis/ scholarship data (teachers) - to use common assessments (every five weeks) and scholarship data (every six weeks) to assess progress and to predict performance of students who have not yet taken the Regents and target as necessary for intervention

CURRICULUM AND INSTRUCTION - In ongoing circular 6 meetings, to identify performance objectives aligned to the state common core standards, and to create daily lesson plans that incorporate weekly open-ended tasks that build skills that advance mastery of the performance objectives. (teachers, coaches, APs) - To build into the core ELA sequence scaffolding which support students performing at or below minimum standards. - To add Advanced Placement courses in ELA to the course sequence to allow students performing at high levels to accelerate to college-level course work. (Principal, APs, SLT) - To develop assessments that are aligned to the identified performance objectives in order to

better assess student progress towards mastery. (teachers, coaches, APs) - To modify core curriculum and instructional strategies to build student capacity in reading and writing by: - Incorporating short writing tasks into daily work and homework - Incorporating mini lessons that focus on conventions, vocabulary and grammar into unit plans. - Increasing the number of extended writing assignments and the frequency of feedback. - For students with disabilities, fostering strong student engagement by including student-interest-driven text choices in each unit, increasing frequency of feedback for writing assignments and incrementally building to extended writing assignments. o For ELLs, increasing the use of vocabulary-building strategies in each unit. - Review lesson plans to ensure that standards are addressed. - Incorporate questions into lesson plans that address at least three levels of inquiry to improve student responses. With this targeted instructional approach students will receive immediate and meaningful feedback with specific steps to improve achievement. Exemplars will also be provided as a model for students.

PERSONAL LEADERSHIP • To work with Network Leader, Knowledge Management Team, cabinet and lead teachers to further refine ELA course sequence, curricula and PD structures in order to create conditions that foster improved student performance. • To participate in regular workshops with Network Leader and principals to increase capacity to identify and communicate effective teaching practices that will be turn-keyed to teachers and translate into improved teacher practice

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.
 - 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;

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.

PROFESSIONAL DEVELOPMENT - To extend our knowledge and understanding and implementation of Tier 1 and Tier 2 intervention methodologies - To utilize collaborative planning, in-class modeling by a coach and inter-visitations to support teachers in creating open-ended questions and implementing a problem-solving focus in ELA classes - To utilize a lead-teacher/coach collaboration to support teachers in effectively using rubrics to improve student performance on weekly tasks keyed to performance objectives. - Teachers will meet regularly during common planning time to study student work in order to come to agreement on grade expectations and standards and to identify instructional strategies geared to specific student needs. - Teachers will engage in professional development workshops to build capacity for the use of strategies that increase achievement of ELL and students with disabilities. - Supervisors will conduct regular observations to support and to identify professional development needs of teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- College-Now Program on Saturdays and after-school to assist students with rigorous reading and writing strategies and time-management and organizational skills
- Implement Digital Literacy and Citizenship lessons that address such issues as: nutritional awareness, self-esteem, substance abuse and pregnancy, cyber-bullying, relationship counseling and drug prevention. Students will be asked to participate in role-playing, read articles/stories, conduct research and subsequently be able to write about their experiences.
- Classroom workshops conducted by SAPIS worker around social issues that affect student achievement. After conducting workshops students will be asked to establish personal goals and each session will end in a writing assignment where students will be asked to write about their progress toward their goals. SAPIS worker will also address issues such as peer pressure and the pressure to cheat or plagiarize.

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.

\$39,500 Tax Levy CFN: Support for CFN team.

\$361,045 Tax Levy FSF: Support ELA teacher positions

\$39,548 Title I SWP: Support Classroom Para for SWD

\$139,229.70 Contract for Excellence: Reduce class size by increasing the number of teachers hired.
\$33,532 Title I SWP: Professional Development for Improved Teacher Quality
\$47,445 Title I SWP: Support Supervision for ELA
\$10,000 TL NYSTL Textbooks: Support variety of student readings

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By August 2012, to increase the graduation rate for the 2008 cohort to 80% as compared to the 2005 cohort graduation rate of 77% (a minimum of 87 out of 108 students graduating), and to increase the percent of Advanced Regents diplomas from 20% of diplomas earned to 25% of diplomas earned

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.

Focusing on increasing the overall graduation rate as well as the percentage of advanced Regents diplomas earned encourages students to earn more than the minimum credits required, and, specifically is an indicator that students are taking advanced math courses that will help increase their college readiness.

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:

USE OF DATA - To use various data sources to monitor credit accumulation and to identify patterns of student performance by grade, by class and by student for the purpose of modifying instruction and increasing support when necessary. A review of the following data will be conducted after each marking period: - STARS scholarship reports by subject and by teacher - Individual student line grades, Unit test analysis/ scholarship data - To use unit tests and class records to predict performance of students before the issuance of grades and target as necessary for intervention. Diploma certification tracking forms - To use diploma

certification forms as a means of identifying those members of the 2008 cohort in need of intervention.

CURRICULUM AND INSTRUCTION - To build into the core sequence support courses which support students performing at or below minimum standards. - To add enrichment courses to the course sequence during the senior year to allow students performing at high levels to accelerate to college-level course work. - To increase partnerships with colleges to include those who offer College Now courses to increase the opportunity of junior and senior students to gain college credit before graduation from high school. - To increase the number of students participating in SAT and ACT testing, and to incorporate in ELA and math classes during the junior and senior years, the explicit teaching of test prep strategies for these assessments. - To increase the variety of options for students to enroll in credit recovery courses, including online options, PM school and Saturday school courses, to monitor attendance in these courses and to conduct conferences with students and parents when students' failure to attend puts graduation requirements in jeopardy. - To use College Summit in all senior English classes as a means to encourage students to realize post-high school aspirations. - To schedule frequent visits to senior classes from speakers from the world of college admissions and recent college graduates to motivate and prepare students for the transition from high school to post-secondary education. - To schedule periodic one-on-one conferences with guidance counselors to track progress toward graduation using the graduation certification form, resulting in identification of students who need additional support through such programs as The Amazing Race, mentoring, social/emotional counseling and SPARK.

- For students with disabilities, to create personal interest inventories to identify post-high school opportunities, including connections with College Summit, VESID, and college and career fairs. - To increase the number and variety of senior activities, and to restrict these activities to those students meeting promotional criteria set by the school.

PERSONAL LEADERSHIP • To work with Network Leader, cabinet and lead teachers to further refine course sequence, curricula and PD structures in order to create conditions that foster improved student performance. • To help organize and to participate in student leadership conferences focusing on strong engagement of students. • To participate in College Summit training and training in the college admissions process to increase supervisory capacity to train staff in instructional and structural strategies that increase student enrollment in post-secondary education.

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.

To extend parent awareness of graduation requirements and their own child's status, to increase the communication, through senior parent night, guidance conferences and written contracts and status updates, between the school and the parent. - Teachers will meet regularly during common planning time to study student work in order to come to agreement on grade expectations and standards and to identify instructional strategies geared to specific student needs. Through our partnership with College Summit, to offer workshops to parents on the college admissions process.

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.

PROFESSIONAL DEVELOPMENT - To extend our knowledge and understanding and implementation of Tier 1 and Tier 2 intervention methodologies - In collaboration with the staff, to develop the essential characteristics of differentiated teaching approaches that address student needs in the context of engaging and meaningful instruction.

Through teacher participation in targeted PD workshops offered through the Network and College Summit, to build teacher capacity to differentiate instruction in the classroom to better use the results of unit tests, interim assessments and student performance on weekly tasks to target instruction to the needs of the class and of individual students, and to thereby increase the scholarship rate. -

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.
- College-Now Program on Saturdays and after-school to assist students with rigorous reading and writing strategies and time-management and organizational skills. The skills learned in this class are transferable to higher level coursed such as AP and college credited courses.
- Implement Digital Literacy and Citizenship lessons that address such issues as: nutritional awareness, self-esteem, substance abuse and pregnancy, cyber-bullying, relationship counseling and drug prevention. These courses are aimed at boosting self-esteems and removing the stigma that its “not cool” to do well in school and be concerned about good grades.
- Classroom workshops conducted by SAPIS worker around social issues that affect student achievement.

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.

\$ 40,000 Tax Levy CFN: Support for CFN team.

\$15,830 Title I ARRA: Support teacher for after-school academic electives

\$37,544 Tax Levy FSF: Support Attendance Teacher for Outreach

\$39,474 Title I SWP: Support Attendance Aide for Outreach \$

1,000 Tax Levy FSF: Support for Student Activities

\$5,000 Tax Levy FSF: Support for Parent Involvement: Mailings

\$117,251 Tax Levy FSF: Support Supervision for Guidance and Operations

\$36,096.45 Tax Levy Mandated Counseling: Support Counseling and Transition services for SWDs
\$44,455.41 Tax Levy Parent Coordinator: Maintain PC position for parent outreach
\$71,441 OASAS Sub Abuse: Support SAPIS worker for Substance Abuse Prevention
\$61,231 Title I ARRA SWP: Maintain Guidance Counselor Position
\$1,362 Title I ARRA SWP: Support for Parent Involvement
\$3,353 Title I SWP: Support for Parent Involvement
\$50,298 Title I SWP: Professional Development for Improved Teacher Quality

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By the end of the testing cycle in August 2012, to increase the passing percentage on Algebra Regents exams to 50% up from 38% as compared to results from the 2010-2011 Algebra results (a minimum of 84 students out of 168 passing)

USE OF DATA-RESI and ITT (data specialist)-to use RESI and ITT data in September 2011 to identify students who have historically performed at Levels 1 or 2 in order to target them for intervention strategies - **Item Analysis of Math Regents (coaches, teachers)**- to perform an item analysis of past Math Regents results in June 2011 and January 2012 to determine areas of instructional focus that will best serve our students -To establish a baseline of 50% passing percentage using final results from the 2010-2011 school year -**Unit test analysis/ scholarship data (teachers)**--to use unit tests (every four weeks) and scholarship data (every six weeks) to predict performance of students who have not yet taken the Regents and target as necessary for intervention

CURRICULUM AND INSTRUCTION -In ongoing circular 6 meetings, to identify performance objectives aligned to the state standards, and to create daily lesson plans that incorporate weekly open-ended tasks that build skills that advance mastery of the performance objectives. (teachers, coaches, APs)

- To build into the core math sequence support courses which support students performing at or below minimum standards.
- To add enrichment courses in math to the course sequence to allow students performing at high levels to accelerate to college-level course work. (Principal, APs, SLT)
- To develop assessments that are aligned to the identified performance objectives in order to better assess student progress towards mastery. (teachers, coaches, APs)
- To modify core curriculum and instructional strategies to build student capacity in reading and writing about math content by:
 - Incorporating problem-solving tasks into daily work and homework
 - Incorporating Regents review content and tasks into daily lessons and weekly assignments
 - For students with disabilities, fostering strong student engagement by including student-interest-driven content in each unit and increasing hands-on problem solving.
 - For ELLs, increasing the use of vocabulary-building strategies in each unit.
- Review lesson plans to ensure that standards are addressed.
- Incorporate questions into lesson plans that address at least three levels of inquiry to improve student responses

PERSONAL LEADERSHIP

- To work with Network Leader, Knowledge Management Team, cabinet and lead teachers to further refine math course sequence, curricula and PD structures in order to create conditions that foster improved student performance.

- To participate regular workshops with Network Leader and principals to increase capacity to identify and communicate effective teaching practices in the field of math.

Scheduling

Develop programming to enable teachers to meet during common planning time and to visit lab-sites and classrooms of colleagues to observe best practice and to participate in debriefings in order to provide collaborative feedback

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.
 - 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

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.

PROFESSIONAL DEVELOPMENT- To extend our knowledge and understanding and implementation of Tier 1 and Tier 2 intervention methodologies --To utilize collaborative planning, in-class modeling by a coach and inter-visitations to support teachers in creating open-ended questions and implementing a problem-solving focus in math classes---To utilize a lead-teacher/coach collaboration to support teachers in effectively using rubrics to improve student performance on weekly tasks keyed to performance objectives. -Through teacher participation in targeted PD workshops offered through the network, to build teacher capacity to differentiate instruction in the math classroom to better use the results of unit tests, interim assessments and student performance on weekly tasks to target instruction to the needs of the class and of individual students.--Teachers will meet regularly during common planning time to study student work in

order to come to agreement on grade expectations and standards and to identify instructional strategies geared to specific student needs.---Teachers will engage in professional development workshops to build capacity for the use of strategies that increase achievement of ELL and students with disabilities.--Supervisors will conduct regular observations to support and to identify professional development needs of teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- College-Now Program on Saturdays and after-school to assist students with rigorous math strategies, SAT/ACT math prep, and time-management and organizational skills.
- Implement Digital Literacy and Citizenship lessons that address such issues as: nutritional awareness, self-esteem, substance abuse and pregnancy, cyber-bullying, relationship counseling and drug prevention
- Classroom workshops conducted by SAPIS worker around social issues that affect student achievement. Will address such issues as, peer pressure, being “not cool” to excel in school and the pressure to cut class and not do homework.
-

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.

\$39,500 Tax Levy CFN: Support for CFN team.

\$31,715 Tax Levy FSF: Support for Classroom Para for SWD math class

\$13,304 Title I ARRA SWP: Support for Math coach/lead teacher comp time

\$44,521 Title I ARRA SWP: Maintain Math teacher position

\$2,280 Tax Levy DRA: Maintain Math teacher position

\$13,304 Title I ARRA: Support for Math Coach (Professional/Curriculum Development)

\$123,855 Tax Levy FSF: Maintain Math teacher positions

\$139,229.70 Contract for Excellence: Reduce class size by increasing the number of teachers hired.

\$47,445 Title I SWP: Support Supervision for ELA

\$10,000 TL NYSTL Textbooks: Support texts for new math course

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	112	82	0	0	60		26	60
10	22	54	12	41	44		18	44
11	4	14	3	11	18		9	18
12	7	9	10	12	24		6	24

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

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

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p> <p>Mathematics</p> <p>Science</p> <p>Social Studies</p>	<p>Academic Intervention Services are provided to meet the needs of all students who required additional assistance to meet the State standards in ELA, mathematics, science, and social studies. Intensive guidance and support services are provided to assist students who were experiencing affective-domain issues that impacted on their ability to achieve academically. Although the intensity of the services provided varies, based on the individual needs of students, all students performing in Levels 1 and 2, and students deemed to be at risk, including students in special education and English language learners, receive appropriately targeted services. The school has developed Academic Intervention Service programs such as:</p> <ul style="list-style-type: none"> • Literacy Clinic • Freshman Writing Academy • PM school and Saturday school credit recovery • 50-minute small-group instruction <p>Credit recovery initiative is a two-tier program. The test-prep and credit recovery tier takes place Tuesdays-Fridays from 3:30-5:30. Teachers plan lessons that include content and test-prep strategies. The independent study tier takes place on Saturdays. Students who passed the Regents, but still need a course credit are eligible for these classes.</p> <p>Placement:</p> <ul style="list-style-type: none"> • A 50-minute program is offered to students on Tuesdays, Wednesdays, and Thursdays. Teachers work with students in small group settings on test-taking strategies using School Island and teacher-created materials, based on the individual needs of the students. Students in grades 10-12, including English language learners and special education students, are grouped based on their

	<p>Regents exam levels. 9th grade students were programmed into Living Environment or English AIS periods.</p> <ul style="list-style-type: none"> • Students are placed in the Writing Clinic based on Performance Series ELA scores and teacher recommendation. • Guidance counselors program students into credit recovery classes based on credit and Regents exam needs.
<p>At-risk Services provided by the Guidance Counselor</p>	<ul style="list-style-type: none"> • One-on-one meetings to identify individual student goals and action plans to reach them • Contracts signed by parents and students related to positive strategies the student can take to reach the individual goal • Small group sessions to address identified social-emotional barriers to academic success • Identification of career and college opportunities keyed to student interests • Referrals for substance abuse and pregnancy counseling • Parent outreach to solicit and support parent input and participation in addressing student needs • Case-conferences with parent, student and teachers to ascertain areas of need and develop action plan • Self-esteem and sexual awareness workshops
<p>At-risk Services provided by the School Psychologist</p>	<p>Not applicable</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Small Groups (3-8 students) Discussion of various topics such as coping as a freshman in H.S., dealing with anger, depression, family issues, relationship issues, etc.</p> <p>Therapeutic Games to help students recognize and process their feelings.</p> <p>Individual Counseling with the individual student to process personal barriers to success or to manage a crisis</p> <p>Goal-Setting to help students determine needs and develop strategies to obtain goals</p>

At-risk Health-related Services

- Pregnancy counseling**
- Counseling for Self-mutilation/anorexia/other distorted self-image manifestations**
- Depression testing, diagnosis and counseling**
- Drug counseling**
- Relationship abuse counseling**
- STD testing/counseling**
- Routine Care** such as immunizations and check-ups
- Self-Esteem workshops**
- Sexual Awareness**

**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) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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**

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 in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 601	District 03	School Number 492	School Name H.S. Law, Advocacy
Principal Doreen Conwell		Assistant Principal Tamar Muscolino	
Coach type here		Coach type here	
Teacher/Subject Area Peter O'Donnell/ESL		Guidance Counselor Delfina Leston	
Teacher/Subject Area Amanda Moody/ESL		Parent Carlos Ruiz	
Teacher/Subject Area Christine Fryer/S.S.		Parent Coordinator Miggie Reyes	
Related Service Provider type here		Other Mia Bradford/Programmer	
Network Leader Lawrence Block		Other Luta Fernandez/Teacher-Science	

B. 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	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	556	Total Number of ELLs	58	ELLs as Share of Total Student Population (%)	10.43%
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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

Part I: School ELL Profile

- A. LAP Allocation Team
- B. Teacher Qualifications
- C. School Demographics

The 2011 Language Allocation Policy Team comprises a cross-section of talented, dedicated and qualified staff members. Administrators Doreen Conwell (Principal) and Tamar Muscolino (Assistant Principal) head our team and ensure its success. Fully certified ESL teachers Peter O'Donnell and Amanda Moody provide ESL content knowledge to the LAP and educational processes. Programmer/Guidance Counselor Mia Bradford provides data and statistics that drive decision-making as well as parent outreach and communication. Guidance counselor Delfina Leston contributes a student-centered approach and parent out-reach. These carefully selected individuals both respond to and reflect the diversity of our school composition.

MLK Law is in its 9th year of existence, with a program for grades 9-12. It provides a freestanding ESL program for its 58 Spanish, French, Arabic, Haitian, Bengali, Mandarin, Afrikaans and Mandingo speaking ELLs (10.4% of a total population of 556 students) who fall in the Beginner to Advanced range, according to their most recent NYSELAT or LAB-R scores.

Part II: ELL Identification Process

At enrollment teachers, guidance counselors and translators conduct informal oral interviews with newly admitted New York City public school students in English and the home language. They administer the Home Language Identification Survey (HLIS) to parents. If the HLIS indicates that the child may be an ELL, the student is tested with the Language Assessment Battery-Revised (LAB-R) and, when applicable, the Spanish LAB-R. Testing takes place within ten days of enrollment. This screening and testing is conducted by ESL teacher and coordinator Peter O'Donnell and/or ESL teacher Amanda Moody. Translation services for French are provided by Peter O'Donnell. Translation services for Spanish are provided by Programmer, Mia Bradford and other members of the school support staff in the Guidance Office. Translators are hired for Arabic, Bengali and Afrikaans, Mandarin, Mandingo. Students entering our school from a New York City public middle or high school are identified as ELLs based on their most recent NYSELAT score. All students that are identified as ELL's are given an Entitlement Letter to inform parents of their child's LAB-R or NYSELAT decision. This letter is signed by the parent and returned to the ESL coordinator and remain on file. If letters are not returned phone called are made in the parent's home language. The school community recognizes the importance of clarity with regard to communication and collaboration with parents.

Parent orientations are conducted for parents of newly enrolled ELLs in early October and throughout the year to provide them with information about program offerings. The orientations are facilitated by Programmer/Guidance Counselor, Mia Bradford. Opportunities are made available for parents to ask questions regarding ELL services. Translators are available during the orientations. Informational materials are also available in the parents' home language, such as A Guide for Parents and the New York City DVD instructing parents to programs available to ELLs. All print materials, the instructional DVD and the oral presentation contain explicit information about the three program choices—Transitional Bilingual Education, Dual Language and Freestanding ESL—available to students. The orientation facilitator explains the parents' rights to the program of their choice. ELL parents are also contacted and encouraged to attend all PTA functions and semi-yearly Open School opportunities. For the past 8 years, parents have evidenced a trend of preferring

and requesting freestanding ESL, expressing a belief that this is the best way for their children to acquire English quickly. 100% of parents have elected freestanding ESL on the Parent Choice form and the school has responded by offering freestanding ESL classes. Mail and telephone follow-up is conducted for parents who do not attend the orientation in order to give these parents, if they wish, the opportunity to select a program. Additionally, the names of students that have not returned forms are given to the ESL teacher. The teacher will continue with follow-up to the parent and mostly to the student in his/her class. The teacher lists the names of students on the boards as a daily reminder that the forms must be completed and turned in to the teacher as soon as possible. As documents are received the teacher files them accordingly.

Part III: ELL Demographics

- A. ELL Programs
- B. ELL Years of Service and Programs and ELLs by Subgroups
- C. Home Language Breakdown and ELL Programs
- D. Programming and Scheduling Information
- F. Professional Development
- G. Parental Involvement

The 58 ELL’s are organized in block classes by grade level. Within each class is a mix of NYSESLAT and LAB-R determinations. According to the most recent available scores, there are 11 beginning students and 30 intermediate and 17 advanced students. Students receive the required minutes in accordance with New York State law (540, 360 and 180 minutes weekly for beginner, intermediate and advanced students, respectively) in double and triple period programming blocks. In the case of advanced students, more time than required is given. Beginning students receive an additional class 3 days/week during the 8.5 period. The programmers, ESL teachers and administrators make sure students’ programs reflect the mandated number of instructional minutes for their level. By grade level, there are twenty-one 9th graders, twenty-two 10th graders, fourteen 11th graders and one 12th grader. Instructional blocks are coded to reflect both ELA and language support credit accrual. Rigorous, high school-level ELA content is present throughout class time and curriculum. This ELA content is delivered with ESL strategies and methodologies. Some examples of content-area strategies are leveled and/or abridged texts, support texts and extended time.

By language, sixteen 9th graders, eighteen 10th graders, eight 11th graders speak Spanish. We have two 9th graders, four 10th graders, one 11th grade student and one 12th grade student that speaks Arabic. One 9th grader and three 11th graders speak French. One 9th grade student and one 11th grade speak Mandarin, one 10th grade student speaks Bengali, and two 11th grade students speak Bengali. We have one Afrikaans student in 9th grade.

Of the 58 ELLs, 19 are newcomers (0-3 years of service) of these 1 is a Special Education student, 18 have received 4-6 years of these 1 is Special Education student and 21 are long-term ELLs (more than 6 years of service) 4 of these students are Special Education students. We have a total of ten (10) SIFE students in our population. Of these SIFE students, 1 student has 0-3 years of service and seven 4-6 years of service. Two SIFE students are long-term ELL’s.

Part III: ELL Demographics

A. ELL Programs

<p>This school serves the following grades (includes ELLs and EPs) Check all that apply</p>	<p>K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/></p> <p>6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/></p>
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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.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	58	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	6
SIFE	10	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	21

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	19	1	1	18	7	1	21	2	4	58
Total	19	1	1	18	7	1	21	2	4	58

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														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
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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										15	13	7	0	35
Chinese										1				1
Russian														0
Bengali										0	1			1
Urdu														0
Arabic										2	4	1	1	8
Haitian										1		2		3
French										3	0	3		6
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	2	1		4
TOTAL	0	23	20	14	1	58								

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 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).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here
Programming and Instruction

ESL instruction is aligned to NYS Learning Standards for English as a Second Language which include Common Core State Standards for each grade level. All of our ESL instruction is self-contained. Teachers use texts, textbooks (Shining Star, Cause and Effect), reader-writer notebooks, leveled/abridged fiction, dictionaries, glossaries, internet (including a large projection screen), laptops, Rosetta Stone software, audio/visual devices such as SmartBoards, graphic organizers, pictures, manipulatives, music, posters, maps, primary documents and much of the above generated by students. ESL classroom teachers use ESL strategies such as the Point of Entry Model; Content-Based ESL, which uses content as a means to give students English skills; and Balanced Literacy, which includes interactive writing, guided

reading and writers' workshop to deliver academic content area instruction and provides additional support for our students. Classrooms are print-rich, employing word walls, in-class libraries and publicizing student work. As per CR Part 154, the native language is used 25% of the time to access students' transferable skills. Academic rigor is valued and expected. Two bilingual and fully certified ESL teachers provide supplemental instruction to ELLs. (N.B.: Although our talented ESL teachers are bilingual, we do not have certified bilingual teachers because we do not have a bilingual program.) This supplemental instruction includes three 45-minute classes each week (period 8.5) to support ELLs by reinforcing work from regular classes, helping with vocabulary in homework assignments and acting as liaisons to the mainstream teachers in articulating academic difficulties experienced by the students. The Wilson Reading System is used to individualize and support student learning, especially for SIFE students. This system employs various manipulatives to aid students to attend to decoding and message-making skills to build literacy. Native language materials such as books, newspapers and CDs are available in classroom and campus libraries.

Students are tracked through their content area subjects by the ESL teachers. Content area teachers are given support and materials to scaffold content for ELLs. Examples of these supports include leveled content texts, word walls, native language texts and alternative assessments. ESL teachers also provide information about cultural differences and learning styles of ELLs. Teachers have common planning time to discuss students, student data and strategies for success, particularly with regard to SIFE, Special Education ELLs and long-term ELLs. 8.5 homework help is programmed and matched to facilitate specific content needs. All students take electives in content-rich and experiential art, forensics and constitutional law classes. Extra credit is offered to students for participation in our after school arts program, the "CALL. This is a program that uses drama to teach English language and English language arts skills. The program also includes a Homework Help component. Effectiveness of instruction is assessed by classroom instruments, teacher and student self-assessments as well as standardized tests such as the ELA and subject area Regents and the NYSESLAT, both of which are addressed explicitly through Regents and NYSESLAT prep lessons and a general "test sophisticated" classroom culture. Teachers use Teacherease.com and ARIS to access program-wide data on student performance.

We base instruction primarily on grade-level Common Core State Standards and differentiate among ELL subgroups according to English proficiency level, academic preparedness and years of service. All lessons are differentiated through teacher-student conferences, graphic organizers, leveled texts, use of the native language and alternative assessments. For ELL's in schools less than 3 years they will be partnered with a English proficient student that is also fluent in the student's native language. The students will work together during our lunch and learn program where a teacher supervises the learning. ELL's receing 4-6 years of service are also mathched with a mentor an participate in the lunch and learn program. ELL's that have completed 6 years are scheduled for 8.5 class where they receive additonal support 3 times a week for 50-minute periods. ELL's that are identified as having special needs are scheduled one period a day in a resource room class with a special education teacher or will have a special education teacher push-in to one of their core classes.

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

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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

Long-term ELLs typically struggle with credit accumulation and Regents requirements. Many are under-credit and overage 11th and 12th graders. We are therefore particularly concerned with their completion of a four-year graduation. Teachers differentiate instruction to address long-term ELLs' needs. We also offer these students peer-to-peer mentoring, PM school credit recovery, 8.5 homework help and Regents task attack strategies. The Regents are also very explicitly addressed in a special prep class for students who have failed the ELA Regents exam. The school also provides additional support for all ELLs. We have a handbook with

B. Programming and Scheduling Information--Continued

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All of our students can take either Spanish or French as a Foreign Language elective. Students who are proficient in another language are encouraged to sit for the LOTE Exam in that language.

Newly enrolled ELLs, no matter what grade level, are invited to our orientations over the summer and at the beginning of the school year. All ELL students have a double period of ELA instruction in addition to homework help 3 days a week with their ELA teacher. The ELA teacher meets with the students other content area teachers to discuss targeted ESL strategies for the newly enrolled student. Additionally, we try to "buddy" the newly enrolled student with an older student who can serve as a peer mentor. The students are also encouraged to join after-school clubs and sports.

Our ten (10) SIFE students are programmed into period 8.5 homework help. The above mentioned Wilson method is used to build literacy. Students are made to understand that the same standards and expectations are in effect for them as for other ELLs. A college-going culture is maintained and bolstered for SIFE students. An ESL teacher pushes into history, math and science classes to scaffold content for SIFE students. Examples of scaffolding include annotated parallel texts and graphic organizers. Student assessments are tracked by standard and skill to provide specific feedback to the ESL teacher and the student. This data is also used to target instruction in areas where students have demonstrated weakness. Students also use an online system called Castle Learning where the teacher selects assignments that are aligned to the standard and/or skill that needs to be reinforced.

For the upcoming school year we plan to purchase laptops for each student (laptops will remain in school) that will allow the ESL teacher to target specific assignments that are aligned to the students needs based upon data compiled from assessments. Assignments will include guided reading and writing assignments that will allow students to work at their own pace. All information is retained online where teacher can gain access to student work and give appropriate feedback.

No programs for ELL's will be discontinued. In fact ELL teachers and content area teachers participated in professional development workshops called "UDL" universal design for learning. These workshops taught teachers how to modify lessons/tasks for ELL and special education students. It also demonstrated how to scaffold activities and construct lessons that provide multiple entry points for students.

Special Education students are programmed into period 0 and/or resource room. The ESL and resource teachers inter-visit and debrief students' needs and progress. Students receive instruction and intervention according to their language and academic needs with regard to learning style, personal interests, and all information contained in the IEP. ESL teachers contribute to, read and maintain on file IEPs for all

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E. Parental Involvement

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

Paste response to questions 1-4 here

ELL parents are regarded as important partners in the school community. On-going communication between our ESL teachers and attendance teacher help to ensure effective and ongoing communication with parents. This year the Programmer will conduct a workshop for parents to learn to use the internet to communicate with teachers and administrators, particularly through Datacation. An additional workshop will cover the topic of how to talk to teenagers. Teachers, administrators and guidance counselors talk with parents to ensure that they understand our and their rights and responsibilities with regard to education their children. Based on the Home Language Survey, we anticipate translation needs and provide translator as needed. Parents are encouraged to, and indeed do, participate in the PTA and SLT and attend all school functions such as award dinners and fund raisers.

The Parent Coordinator is responsible for creating flyers and letters and mailing them home to parents as well as having students back-pack them home. The parent coordinator also makes phone calls to parents and/or scheduled the Phone Master to call parents to invite them to meetings. The Parent Coordinator is also responsible for facilitating each of the parent meetings. Parent orientations are conducted for parents of newly enrolled ELLs in early October and throughout the year to provide them with information about program offerings. Opportunities are made available for parents to ask questions regarding ELL services. Translators are available for the parent orientations. Informational materials are also available in the parent's home language, such as A Guide for Parents and the New York City DVD instructing parents to available programs for ELLs. We also provide mid-year interventions to develop a plan of action with parents of students who are struggling with schoolwork.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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.

Paste response to questions 1-3 here

Professional Development and Support for School Staff

Professional development sessions will be devoted to ELL services. ESL teachers will meet with content-area teachers during daily team planning time to assist them in planning, delivery of instruction and assessment. All teachers and administrators serving ELLs will participate in regional professional development offerings, such as how to administer the NYSELAT, Depth of Knowledge workshop, Universal Design for learning, curriculum mapping, aligned assessments to standards, techniques on differentiating instruction and aligning ELL instruction with State Standards. Minutes as well as attendance sheets will be kept on file in the Assistant Principal's office. All content teachers will be trained to develop a college-going culture for ELLs as well as general education students that will begin in 9th grade, as student's transition from middle school. All new special education teachers will be provided with ten hours of professional development in ESL strategies. Implementation and effectiveness of professional development will be assessed by classroom observation by administration and coaches, as well as self-reflection. ESL teachers will turn-key the training listed above to English and content area teachers, as well as secretaries and the parent coordinator in five 1-hour workshops. ESL teachers will alternate minute-taking during these PD sessions. These

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E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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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)										4	2			6
Intermediate(I)										9	13	7	0	29
Advanced (A)										3	8	7	1	19
Total	0	0	0	0	0	0	0	0	0	16	23	14	1	54

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

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

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

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

NYS Math

Additional Information

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

Paste additional information here

NYS 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

NYS Social Studies

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									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				
Math <u>Algebra</u>				
Math <u>Geometry</u>				
Biology				
Chemistry				
Earth Science				
Living Environment	12		10	
Physics				
Global History and Geography	14		8	
US History and Government				
Foreign Language				
Other				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
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 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

Review and Analysis of Assessment Data

A. After Reviewing and Analyzing the Assessment Data, Answer the Following

The NYSESLAT provides useful data for discussing our ELLs. The most prominent data in the 2010 NYSESLAT scores is a high proficiency level in Listening/Speaking (17/30 students) and Advanced determination in Listening/Speaking (7/30) among our 9th graders. This indicates a possible trend towards NYSESLAT pass rates for Listening/Speaking 2011. For 10th grade students (5/13) are Proficient in Listening and Speaking, (4/13) are Advanced and (4/13) are at the Beginner level, these 4 students are all newcomers. In our 11th grade class all 4 students are Proficient in Speaking and Listening. In the 12th grade (4/8) students are Proficient, (1/8) is Advanced, (3/8) are at the Intermediate level in Speaking and Listening.

In the modality of Reading and Writing our 9th graders tested as follows: (1) student is Proficient, (10/30) are Advanced, (18/30) are Intermediate and (1) is a Beginner. In the 10th grade (5/13) are Advanced in Reading and Writing, (5/13) tested Intermediate and (3/13) are Beginners in Reading and Writing. In the 11th grade (3/4) are at the Advanced level in Reading and Writing and (1/4) is at the Intermediate level. In the 12th grade (1/8) is Proficient, (2/8) are Advanced, (5/8) are at the Intermediate level in Reading and Writing.

These results reveal a need to increase instructional efforts in Reading/Writing, particularly among grades 9, 10 and 12. Our ELL teachers are collaborating with the other ELA teachers in an effort to improve writing school wide. They meet regularly to discuss instructional strategies and to analyze student work. Instructional choices will include richer, more varied readings, especially in informational texts, which are sometimes downplayed in favor of fiction. We will also focus on vocabulary building through extra-linguistic strategies such as Latin and Greek roots. Latin-based native languages like French and Spanish, the native language of most of our ELLs, will be appealed to

Additional Information

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

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Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		

	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: _____ School Name: **MMLK HS for LACJ**

Cluster: _____ Network:

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.

The HLIS, with its comprehensive questions about the child's home language experience, provides important data for language needs for parents. Namely, the HLIS tells us specifically what languages are represented in the homes of our ELLs. We also work closely with the SLT and PA for further information about necessary language services for parents. We also track rates of return of such records as lunch forms and attendance at school functions such as awards dinners, noticing if any language group is underrepresented in these areas. In these cases, this indicates a need for outreach and further translation and interpretation.

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.

We find that the primary language other than English among our ELLs is Spanish. These 35 ELLs comprise approximately 60% of our ELL population. Therefore, 60% of our ELLs' parents are also Spanish speakers. Many of our Spanish-speaking ELLs are not proficient in English. We are fortunate to have on our staff many native Spanish speakers, some of who live in the same communities as our students. We are able to reach out extremely effectively to these parents both orally and via written messages. We find that the translation needs for these parents is unpredictable. Some of these parents are proficient in English. Others, though not proficient themselves, thoughtfully come to school events accompanied by an English-proficient friend or relative. Regardless, our school can always provide oral interpretation and written translations for Spanish speakers and we always ensure that these parents feel comfortable and informed. For our 6 French speakers, accounting for approximately 10% of our ELLs, our ESL teachers are both proficient in French and conduct necessary outreach in French. We find a predictable pattern of these parents needing help from our French-speaking teachers. For Haitian, our Spanish teacher Ms. Durogene is a native speaker and a great resource for communication in this language. Our research indicates that these parents are uniformly able to communicate in French and have rarely, if ever, availed themselves of Ms. Durogene's services. For lower frequency languages, essentially every other language in our ELL population (such as Bengali, Mandingo and Afrikaans) we hire outside professional translators to speak and

write to parents. For informal visits to the school, we have found that our 8 Arabic speakers, similar to the Spanish speakers, tend highly to bring along an English-proficient friend or relative. The Mandingo-speaking and Afrikaans-speaking parents have shown themselves to be proficient in English. We also maintain DOE generated documents for such purposes as Parents Orientation and Program Choice. It is important that our school community recognize that teaching a child whose home language is not English need not preclude communication with the parent. Professional development and staff meetings, especially those preceding major school community events such as Open School, are times that we speak to general education teachers and other staff about the need to communicate effectively with ELL parents, their right to this communication and the resources available to effect it.

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.

Staff such as programmer/counselor Mia Bradford and support staffer Miggie Reyes work on events such as awards ceremonies and arrange letters about such concerns as free/reduced lunch and military service. Before distributing this information to students they account for the various languages need and procure the necessary translations. In some cases they can download translations from the DOE website. In other cases, a document is written by a Spanish or French proficient staffer. In other instances an outside translator is engaged to create a translated document. In all cases, the information is communicated to all 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.

During crucial school community gatherings, notably Open School, we make sure at least one speaker of ever language represented among our ELLs is available to speak with parents. This can take the form of asking a staffer or PA member to speak with the parent or engaging professional translators to come to the school for the event. In many cases we have had the luxury of assigning a translator to accompany a parent one-on -one for the duration of an event.

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

Our school is committed to providing a helpful and transparent language experience for all parents. When parents arrive in our school the first individuals they meet are Spanish speakers, the language of the majority of our ELL parents. Documents such as "Parents' Bill of Rights and Responsibilities" and the Chancellor's Regulations are available in Spanish and/or other languages. Parents can also avail read signs pasted in our main office as to other language services available to them. In all cases, parents can communicate with administrators and teachers in their own language for information and to support their child's education.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: High School for Law, Advocacy	DBN: 03M492
Cluster Leader: Jose Ruiz	Network Leader: Lawrence Block
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: 58 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ✱12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: ESL instruction is aligned to NYS Learning Standards for English as a Second Language which include Common Core State Standards for each grade level. All of our ESL instruction is self-contained. Teachers use texts, textbooks (Shining Star, Cause and Effect), reader-writer notebooks, leveled/abridged fiction, dictionaries, glossaries, internet (including a large projection screen), laptops, Rosetta Stone software, audio/visual devices such as SmartBoards, graphic organizers, pictures, manipulatives, music, posters, maps, primary documents and much of the above generated by students. ESL classroom teachers use ESL strategies such as the Point of Entry Model; Content-Based ESL, which uses content as a means to give students English skills; and Balanced Literacy, which includes interactive writing, guided reading and writers' workshop to deliver academic content area instruction and provides additional support for our students. Classrooms are print-rich, employing word walls, in-class libraries and publicizing student work. As per CR Part 154, the native language is used 25% of the time to access students' transferable skills. Academic rigor is valued and expected. Two bilingual and fully certified ESL teachers provide supplemental instruction to ELLs. (N.B.: Although our talented ESL teachers are bilingual, we do not have certified bilingual teachers because we do not have a bilingual program.) This supplemental instruction includes three 45-minute classes each week (period 8.5) to support ELLs by reinforcing work from regular classes, helping with vocabulary in homework assignments and acting as liaisons to the mainstream teachers in articulating academic difficulties experienced by the students. The Wilson Reading System is used to individualize and support student learning, especially for SIFE students. This system employs various manipulatives to aid students to attend to decoding and message-making skills to build literacy. Native language materials such as books, newspapers and CDs are available in classroom and campus libraries.

Students are tracked through their content area subjects by the ESL teachers. Content area teachers are given support and materials to scaffold content for ELLs. Examples of these supports include leveled content texts, word walls, native language texts and alternative assessments. ESL teachers also provide information about cultural differences and learning styles of ELLs. Teachers have common planning time to discuss students, student data and strategies for success, particularly with regard to SIFE, Special Education ELLs and long-term ELLs. 8.5 homework help is programmed and matched to facilitate specific content needs. All students take electives in content-rich and experiential art, forensics and constitutional law classes. Extra credit is offered to students for participation in our after school arts program, the "CALL. This is a program that uses drama to teach English language and English language arts skills. The program also includes a Homework Help component. Effectiveness of instruction is assessed by classroom instruments, teacher and student self-assessments as well as standardized tests such as the ELA and subject area Regents and the NYSESLAT, both of which are addressed explicitly

Part B: Direct Instruction Supplemental Program Information

through Regents and NYSESLAT prep lessons and a general “test sophisticated” classroom culture. Teachers use Teacherease.com and ARIS to access program-wide data on student performance.

We base instruction primarily on grade-level Common Core State Standards and differentiate among ELL subgroups according to English proficiency level, academic preparedness and years of service. All lessons are differentiated through teacher-student conferences, graphic organizers, leveled texts, use of the native language and alternative assessments.

Long-term ELLs typically struggle with credit accumulation and Regents requirements. Many are under-credit and overage 11th and 12th graders. We are therefore particularly concerned with their completion of a four-year graduation. Teachers differentiate instruction to address long-term ELLs’ needs. We also offer these students peer-to-peer mentoring, PM school credit recovery, 8.5 homework help and Regents task attack strategies. The Regents are also very explicitly addressed in a special prep class for students who have failed the ELA Regents at least once. The school community is very serious about ensuring passing grades for all ELLs. We also partner closely with guidance counselors and the college advisor as these staff members work closely with students on students’ plans for graduation and beyond. All of the 12th grade students complete the College Summit Program, a program that assists students with college selection and the application and financial aid process. Students who are interested may attend a summer College Summit program with the college advisor. We feel that this is a good leverage point for these students. A college-going culture is maintained and bolstered for long-term ELLs.

All of our students can take either Spanish or French as a Foreign Language elective. Students who are proficient in another language are encouraged to sit for the LOTE Exam in that language.

Newly enrolled ELLs, no matter what grade level, are invited to our orientations over the summer and at the beginning of the school year. All ELL students have a double period of ELA instruction in addition to homework help 3 days a week with their ELA teacher. The ELA teacher meets with the students other content area teachers to discuss targeted ESL strategies for the newly enrolled student. Additionally, we try to “buddy” the newly enrolled student with an older student who can serve as a peer mentor. The students are also encouraged to join after-school clubs and sports.

Our ten (10) SIFE students are programmed into period 8.5 homework help. The above mentioned Wilson method is used to build literacy. Students are made to understand that the same standards and expectations are in effect for them as for other ELLs. A college-going culture is maintained and bolstered for SIFE students. An ESL teacher pushes into history and science classes to scaffold content for SIFE

Part B: Direct Instruction Supplemental Program Information

students. Examples of scaffolding include annotated parallel texts and graphic organizers.

Special Education students are programmed into period 0 and/or resource room. The ESL and resource teachers inter-visit and debrief students' needs and progress. Students receive instruction and intervention according to their language and academic needs with regard to learning style, personal interests, and all information contain in the IEP. ESL teachers contribute to, read and maintain on file IEPs for all Special Education ELLs. An ESL teacher pushes into history and science classes to scaffold content for Special Education students. Examples of scaffolding include annotated parallel texts and graphic organizers. Special Education ELL students fulfill the same standards and expectations as all ELLs. A college-going culture is maintained and bolstered for Special Education ELLs.

The ELL teachers are meeting daily with our ELA teachers to collaborate in aligning the curriculum and texts. Our focus is on student writing, particularly identifying relevant themes and generating cogent theses from them. In all of the ELA classes the teachers follow the same grade level curriculum and unit plans with modifications made where appropriate, such as modified texts and extended unit time. Students are given the same periodic assessments. We use the information from the assessments to drive instruction. It is important that our ELL students are held to the same standards as the rest of the student body since they must pass the English Regents Exam in order to graduate. This school year we are giving our students more support in content area classrooms by having one of our ELL teachers push-in to the content area classes. If we find this strategy effective and if the budget allows, we plan to continue this model next year.

Students who have reached proficiency on the NYSESLAT receive continued support from the ESL team. An ESL teacher pushes into general education ELA classes to scaffold content for these students as necessary. This teacher also collaborates with the ELA teacher and offers information on the students' strengths and learning styles.

Our school participates in campus-wide sports. Indeed, for many years our ELLs have figured prominently on the campus's award-winning boys' soccer team. Other sports such as girls' soccer, baseball, baseball, track and yoga are also available. There is a pool in the building's basement. Clubs for scrapbooking, Gay-Straight Alliance, and the Building Bridges community program also have ELL members. ELLs participate freely as the school reaches out to the through fliers, classroom visits and assemblies.

Other building resources include an intervention program, campus library and medical office. Orientations are held for these services at the beginning of the year. ELLs are aware of and avail

Part B: Direct Instruction Supplemental Program Information

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Part B: Direct Instruction Supplemental Program Information

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Part B: Direct Instruction Supplemental Program Information

IEPs for all Special Education ELLs. An ESL teacher pushes into history and science classes to scaffold content for Special Education students. Examples of scaffolding include annotated parallel texts and graphic organizers. Special Education ELL students fulfill the same standards and expectations as all ELLs. A college-going culture is maintained and bolstered for Special Education ELLs.

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Other building resources include an intervention program, campus library and medical office. Orientations are held for these services at the beginning of the year. ELLs are aware of and avail themselves to all of these services.?????

Part C: Professional Development

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Professional development sessions will be devoted to ELL services. ESL teachers will meet with content-area teachers during daily team planning time to assist them in planning, delivery of instruction and assessment. All teachers and administrators serving ELLs will participate in regional professional development offerings, such as how to administer the NYSELAT and techniques on differentiating instruction and aligning ELL instruction with State Standards. All content teachers will be trained to develop a college-going culture for ELLs as well as general education students that will begin in 9th grade, as student's transition from middle school. All new special education teachers will be provided with ten hours of professional development in ESL strategies. Implementation and effectiveness of professional development will be assessed by classroom observation by administration and coaches, as well as self-reflection. ESL teachers will turn-key the training listed above to English and content area teachers, as well as secretaries and the parent coordinator in five 1-hour workshops. ESL teachers will alternate minute-taking during these PD sessions. These workshops will be held the Monday after each training session. Professional development will be effected throughout the school community.

Part D: Parental Engagement Activities

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

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

Begin description here: communication between our ESL teachers and attendance teacher help to ensure effective and ongoing communication with parents. This year the Guidance Counselor will conduct a workshop for parents to learn to use the internet to communicate with teachers and administrators, particularly through Datacation. An additional workshop will cover the topic of how to talk to teenagers. Teachers, administrators and guidance counselors talk with parents to ensure that they understand their rights and responsibilities with regard to the education of their children. Based on the Home Language Survey, we anticipate translation needs and provide translators as needed. Parents are encouraged to, and indeed do, participate in the PTA and SLT and attend all school functions such as award dinners and fund raisers.

Parent orientations are conducted for parents of newly enrolled ELLs in early October and throughout the year to provide them with information about program offerings. Opportunities are made available for parents to ask questions regarding ELL services. Translators are available for the parent orientations.

Part D: Parental Engagement Activities

Informational materials are also available in the parent’s home language, such as A Guide for Parents and the New York City DVD instructing parents to available programs for ELLs. We also provide mid-year interventions to develop a plan of action with parents of students who are struggling with schoolwork.

Part E: Budget

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

Allocation Amount: \$0

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