



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE HIGH SCHOOL FOR COMMUNITY LEADERSHIP

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q328

PRINCIPAL: CARLOS BORRERO **EMAIL:** CBORRERO@SCHOOLS.NYC.GOV

SUPERINTENDENT: MR. JUAN MENDEZ

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
Carlos Borrero	*Principal or Designee	Signature on file
Dean Chadwin	*UFT Chapter Leader or Designee	Signature on file
Sterling Palmer	*PA/PTA President or Designated Co-President	Signature on file
n/a	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
n/a	CBO Representative, if applicable	
Andrew Fairchild	Member/Teacher (UFT)	Signature on file
Shelly Harrington	Member/SLT	Signature on file
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
80% of cohort 2015 students will accumulate 10 or more credits by the end of 2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
The first year of high school has been widely studied and identified as a crucial point that determines future academic success. As such, credit accumulation during this first year continues to be an important goal to ensure that students are well positioned for graduation.

Instructional strategies/activities

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

Flexible block programming based on 9 week cycles allows students to make up course work and/or failed classes during the school year to facilitate credit accumulation in core content areas. (Qualified students may also accelerate credit accumulation.)

Additional enrichment courses are also offered to expand opportunities for credit accumulation (e.g. Music, dance).

Teacher teams will review pass rates at the end of each cycle and submit lists of students in need of repeating cycles to the principal for program modifications and individual action plans.

Regular teacher team meetings to discuss and monitor student performance and progress toward credit accumulation as well as additional after school and Saturday classes require a Per Session allocation of 1000 hours total.

Network support in the use of Datacation software to monitor interim progress of students and identify “at risk” students in a timely manner.

Fiscal resources allotted for after school make-up major content areas meeting for two 90 minute periods per week for up to 20 students each beginning in the Spring semester as part of Per Session hours referenced above.

Use of Tutors from the St. John’s University School of Education to assist students with homework, assignments, etc. 3 days per week for 1 hour throughout the year.

Use of protocols to analyze data related to course pass rate statistics to take place at the conclusion of each 9 week cycle.

Modifications to programming done in HSST/Stars

80% of students will have accumulated at least 5 credits by the end of January 2012.

The needs of ELL students will be met by providing differentiated strategies based on English language proficiency, level of academic proficiency and schooling in home language and motivation. Students will be placed accordingly in either a sheltered ESL program with content area instruction provided in native language, in collaboratively taught content classes (ESL/content teacher) with additional freestanding ESL classes or in fully integrated content area classes with additional technology supports as well as freestanding ESL classes. All ELL students will have access to tutoring and additional support services.

The needs of IEP students will be met through collaborative team teaching. An additional Special Education teacher will provide additional supports on a F Status basis (3 x per week) through SIG funding.

Strategies to increase parental involvement

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

Parent involvement will be increased through outreach efforts by the school that result in parent faculty conferences and individual action plans. Additionally, the school will develop a web site with individual class pages to keep parents informed of student progress.

Strategies for attracting Highly Qualified Teachers (HQT)

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

The school has begun using a research-based framework for teaching that currently serves to build a common understanding of instructional excellence and inform decisions related to professional development. Whole school as well as individual (teacher) professional development goals have been established and a clear set of expectations has been articulated to ensure that teachers can more easily identify areas of strength and in need of professional growth. The components of this framework will be integrated into the rubric used to assess prospective employees.

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.

In addition to extended instructional programming (afterschool, Saturdays) SIG money has also been allocated to build programs for enrichment as well as to increase student supports (e.g. partnerships that provide social emotional supports, music and cooking classes).

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.

A combination of funding lines to support extended educational programming:

SIG Title I ARRA funds for teacher per session for before/after as well as Saturday school (Job ID GIF0A) \$43,154

Tax Levy FSF for teacher per session for before/after as well as Saturday school (Job ID GHFR9) \$23,388

The following funding to support social emotional programming (e.g. Advisory, staff training by school social worker):

Tax Levy FSF for school social worker (Job ID GIBYA) \$3,069

The following funding to support enrichment activities/classes (e.g. band class, dance class):
Title I SWP for instructional supplies (Job ID XHBG) \$33,500

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.

80% of Cohort 2015 students will obtain at least 2 credits in English Language Arts.

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.

Available data for the incoming cohort 2015 indicates that 40% of students for whom there is data scored within the level 2 proficiency range in ELA on the 8th grade assessment. This indicates a strong need for additional supports and opportunities to engage in literacy-related instructional programming. HSCL was very successful with credit accumulation in ELA during the year 2010 – 2011. As such, the goal of focusing on ELA/literacy instruction remains a priority, especially in light of the new Common Core Standards.

Instructional strategies/activities

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

All HSCL students are programmed for an additional ELA class (Writing Composition) for .5 credits.

Flexible block programming based on 9 week cycles also allows students to make up course work and/or failed English 9 (ELA) classes during the school year where necessary.

ELA teachers will engage in four Professional Development sessions with faculty from the Institute for Writing Studies at St. John's University.

Weekly teacher team meetings to discuss and monitor student performance and progress toward credit accumulation in ELA require a Per Session allocation of 108 hours for ELA licensed teachers.

Network support in the use of Datacation software to monitor interim progress of students and identify "at risk" students in a timely manner.

Fiscal resources allotted for after school make-up ELA class meeting for two 90 minute periods per week for up to 20 students each beginning in the Spring semester totaling 54 additional Per Session hours.

Use of Tutors from the St. John's University School of Education to assist students with homework, assignments, etc. 3 days per week for 1 hour throughout the year. Additionally, the school has purchased licenses for MYAccess! A writing program that allows teachers to target assessments of the various components of

writing and tailor instruction to meet specific needs and comes with additional professional development which teachers have already begun attending. ELL and IEP students will be able to use Achieve3000, a similar program that targets the literacy/writing needs of ESL and IEP students.

Use of protocols to analyze data related to course pass rate statistics to take place at the conclusion of each 9 week cycle.
Modifications to programming done in HSST/Stars

80% of students will have accumulated at least 1 credit in ELA by the end of January 2011.

Strategies to increase parental involvement

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

The school has created a website in which homework/projects are posted for most classes. ELA classes use web-based technology to inform parents of course requirements and provide tips for supporting students. Additionally, monthly PA meetings are held to answer questions related to instructional support. Parent teacher meetings, mailings and human resources capable of providing translations are all available at the school.

Strategies for attracting Highly Qualified Teachers (HQT)

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

In addition to the accompanying PD for MyAccess!, Achieve3000 and the collaborative work between ELA staff and The Institute for Writing Studies, HSCL teachers will use a research-based framework for teaching that currently serves to build a common understanding of instructional excellence. In house PD sessions will also focus on aligning curriculum maps, lessons and units to common core standards.

Service and program coordination

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

The school has fully transitioned to Common Core Standards to guide the development of curricula, including the development of aligned tasks to ensure rigor.

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.

A combination of funding lines to support additional instructional staff:

SIG Title I ARRA/Tax levy FSF funds for an additional ELA licensed teacher to teach and serve as liaison with the Institute for Writing Studies at St. John's University (Job ID GIMGV) \$46,821

A combination of funding lines to support professional development and educational software to support writing (e.g. MyAccess!, Achieve3000):

Title I SWP Curriculum and Staff development (Job ID XH9L) \$8,994

Title I ARRA Educational Software/PD (Job ID W7OO) \$18,000

Tax Levy FSF for Network support around Common Core (Set aside for CFN) \$40,599

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

Increase the Regents pass rate on the New York State Algebra Regents Exam for Cohort 2014 students to 65%.

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 current pass rate on the Algebra Regents for Cohort 2014 students is 38%. The school has identified 17 students that scored between the 55 and 64 range on previous Regents exams in Algebra that, with targeted support, are likely to pass the exam. In addition to other students that were not able to pass the exam, many due to mid-year admission from other states and/or countries, these students have been programmed for additional Saturday classes during the Fall semester in preparation for the January 2012 administration of the Algebra Regents exam. There will be additional programming to meet this target in mathematics for students in June and August of 2012.

Instructional strategies/activities

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

Use of flexible programming (Targeted Academic Support class), data and item analysis reports from Datacatation and previous Regents exams as well as ongoing diagnostic assessments to better target specific learning targets. Use of Saturday and after school classes with corresponding allocations for Per Session.

Inquiry and other staff meetings (e.g. Departmental) to discuss student data, develop targeted strategies and extend best practices.

Inclusion of web based technology/hardware (e.g. Ipads, Khan Academy, etc.) as well as specific websites to support students and parents in preparation for state assessments.

Diagnostics are ongoing. January, June and August Regents administration cycles will be preceded by additional instruction and assessment cycles.

Strategies to increase parental involvement

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

The school has created a website in which homework/projects are posted for most classes. Most math classes use web-based technology to inform parents of course requirements and provide tips for supporting students. Additionally, monthly PA meetings are held to answer questions related to instructional support.

Parent teacher meetings, mailings and human resources capable of providing translations are all available at the school.

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.

Inquiry Team work as well as professional development opportunities provided by Network on an ongoing basis. Additionally, the expanded use of a research-based framework for teaching adapted and adopted by the school to develop a common understanding of excellence in instruction is also being used as a formative tool to differentiate professional development for 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.

ARRA funds (SIG) from the federal government as well as Title I and III funds have been allocated to support additional instruction as well as technology to implement the programming described above. AIS guidance as well as Tax levy funds have been allotted for social and emotional supports. A combination of these funding sources has also been allocated for professional development (e.g. compensation to network for PD, etc.)

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.

The following funding lines to support additional instructional programming/ "Inquiry" teacher meetings:
SIG Title I ARRA funds for teacher per session for before/after as well as Saturday school (Job ID GIF0A) \$43,154

Data-driven inquiry and assessment:
ARRA RTTT for Data Specialist (Job ID GI170) to manage student achievement data and engage in PD around item analysis
Tax Levy FSF for Network support around data and license for Datacation/Skedula system (Set aside for CFN) \$40,599

The following funding to support social emotional programming and support over age repeater students:
Title I ARRA for contracted services (e.g. ESR) (Job ID W3X7) \$20,000

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

HSCL will achieve 88% attendance for the 2010 – 2011 school year.

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.

Last year's CEP reflected a goal of 85% attendance. The school was able to surpass this goal for the 2010 – 2011 school year. As such, our new target is 88%. The relationship between attendance and school performance has long been documented.

Instructional strategies/activities

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

HSCL will develop a robust advisory program in which students meet in small groups 2 times per week with a faculty advisor to discuss adolescent issues and provide social emotional support.

School Social Worker and Social Work interns will provide faculty support during Advisory classes.

HSCL will offer enrichment classes based on student interest (e.g. music, dance)

HSCL will develop systems for personalized support to ensure student integration into the HSCL community.

A phone system for informing parents of absences will be purchased using OTPS funds.

Network support in the form of an Attendance Teacher assigned to the school will ensure ATS data is updated regularly.

HSCL has purchased materials to support the development of an Advisory program from Educators for Social Responsibility (e.g. ESR Advisory Library)

Monthly faculty meeting facilitated by School Social Worker to assist faculty in implementing Advisory program.

HSCL to create half credit (27 hours) enrichment classes based on student interest surveys (e.g. music, dance)

TAS classes include individual goal-setting forms and time allotted for student teacher conferencing.

HSCL to purchase software to conduct mass phoning to keep parents informed of absences.

Monthly ATS reports monitor attendance patterns and identify "at-risk" students.

Incentives for attendance and grades for students have been allocated as a means of motivating students (e.g. college and exploratory trips to expand learning experiences).

Strategies to increase parental involvement

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

The school uses an automated phone message system to notify parents of absences or late attendance. Parent conferences as well as contracts with students are also used. Additionally, enrichment classes will, whenever possible, culminate in performances (e.g. Band) to which parents are invited. Additionally, bilingual guidance and social workers are available to expand the school's capacity to communicate more effectively with our parent population.

Strategies for attracting Highly Qualified Teachers (HQT)

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

In house professional development has and will continue to focus on student engagement, as a component of the research-based framework for teacher practice. Teachers have begun to engage in professional conversations around lesson design as well as collegial, critical reviews of lessons to enhance students' active participation in learning. This practice is becoming an embedded element in the professional culture of the school.

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.

AIS counselor, Title III funds for bilingual staff as well as translations. A variety of funding sources have also been used to develop the enrichment classes as well as experiential learning opportunities and college trips that often motivate students to maintain high rates of attendance.

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.

A combination of:

Tax Levy FSF for pupil accounting (Job ID GI7VB) \$3,881; telephone/communication systems (Job ID XHCF) \$1,343; translations (Job ID GIK9D) \$234 for parent outreach and attendance monitoring

Title I SWP for positive behavior supports (Job ID XHC9) \$4,000; and TL FSF for college trips (Job ID XHBS) \$7,043

The following funding to support enrichment activities/classes (e.g. band class, dance class):

Title I SWP for instructional supplies (Job ID XHBG) \$33,500

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

70% of teachers will report that they feel supported in terms of their professional growth on the Learning Environment Survey.

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.

As we continue to expand hiring, our school seeks to continue to foster a supportive, collegial environment in which teachers are supported and challenged professionally. The impact of quality (highly effective) teaching on student achievement has long been recognized. As a new school, we recognize this as a vital part of our success and as such, the school leader has prioritized the development of processes for professional learning for teachers in his own PPR.

Instructional strategies/activities

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

The school has engaged in a professional development plan that includes the adopting of a research-based framework for professional practice, a clear set of target areas for the collective faculty to engage in professional development, as well as avenues for self selected and collaboratively agreed upon areas for differentiated professional growth. Additionally, programming allows for regular opportunities for professional development and exchange. Common planning time is used for alignment of lessons to common core standards, the development of aligned tasks and discussions of students data and best practices. Finally, the school is in the process of developing systems for peer review. All of the above are intended to developed a shared understanding of effective teaching and professional excellence. A calendar of observations has been developed for the whole school year as well as plans to address the differentiated needs of teachers.

Strategies to increase parental involvement

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

- The research-based framework adopted by the school has been shared with parents (SLT).

Strategies for attracting Highly Qualified Teachers (HQT)

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

The school will begin the process of modifying its rubric for hiring to align with the aforementioned research-based framework. Additionally, mentoring of new teachers will be structured into the professional support systems being developed.

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.

Teachers training programs will continue to be supported by Title I and Title III programs. Also, network support in developing professional development systems internally will continue to play a major role in coordinating the elements of our plan.

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.

The following funding sources support our Professional Learning Community activities:

SIG Title I ARRA funds for per session (after school inquiry meetings and PD) (Job ID GIF0A) \$43,154

Tax Levy FSF for teacher per session (after school inquiry meetings and PD) (Job ID GHFR9) \$23,388

Title I SWP Curriculum and Staff development (Job ID XH9L) \$8,994

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	49	31	25	25	25	3	6	4
10	40	48	28	38	25	3	4	6
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	AIS interventions for Level 1 students include reduced class size (less than 24 students) and differentiated instruction within content area classes. Level 1 and 2 students also are programmed for a Targeted Academic Support (TAS) class 3 times per week (M, W, F) that alternates with Advisory (T, Th.) for 45 minutes. Additional after school tutorials will also be provided on Monday, Wednesday and Fridays for both level 1s and 2s in cohort 2015 as well as students that have yet to achieve proficiency in cohort 2014 .
Mathematics	AIS interventions for Level 1 students include reduced class size (less than 24 students) and differentiated instruction within content area classes. Level 1 and 2 students also are programmed for a Targeted Academic Support (TAS) class 3 times per week (M, W, F) that alternates with Advisory (T, Th.) for 45 minutes. Additional after school tutorials will also be provided on Monday, Wednesday and Fridays for both level 1s and 2s in cohort 2015 as well as students that have yet to achieve proficiency in cohort 2014.
Science	AIS interventions for Level 1 students include reduced class size (less than 24 students) and differentiated instruction within content area classes. Science classes also have “push – in” Teacher Assistants from the St. John’s University School of Education for small group instruction and additional support during class.
Social Studies	AIS interventions for Level 1 students include reduced class size (less than 24 students) and differentiated instruction within content area classes. Social Studies classes also have “push – in” Teacher Assistants from the St. John’s University School of Education for small group instruction and additional support during class.
At-risk Services provided by the Guidance Counselor	One-to-one counseling as well as academic counseling for students that have fallen behind in credit accumulation during the day.
At-risk Services provided by the School Psychologist	One-to-one counseling with School Psychologist assigned to building by referral. Queens Hospital satellite office.

At-risk Services provided by the Social Worker	One-on-one weekly counseling with School Social Worker. Students also receive group counseling 2 times per week in Advisory classes that meet Tuesdays and Thursdays for 45 minutes.
At-risk Health-related Services	Guidance staff has developed a set of protocols for students that have health-related risks (e.g. diabetes, etc.)

**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
2011–12

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Debra Maldonado	District 28	Borough Queens	School Number 328
School Name High School for Community Leadership			

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

Principal Carlos Borrero	Assistant Principal Robert Jones
Coach type here	Coach type here
ESL Teacher Flora Lutsky, Miriam Acosta	Guidance Counselor Jennifer Meslin
Teacher/Subject Area Leticia Tobar/Spanish	Parent type here
Teacher/Subject Area Abderrahim Chouaib/Chemistry	Parent Coordinator type here
Related Service Provider Diana Franco	Other type here
Network Leader Derek Smith	Other type here

C. Teacher Qualifications [i](#)

Please provide a report of all staff members’ certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	3	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	2
Number of content area teachers	0	Number of special education teachers with	0	Number of teachers of ELLs without	1

with bilingual extensions		bilingual extensions		ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	185	Total Number of ELLs	41	ELLs as share of total student population (%)	22.16%
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Part II: ELL Identification Process

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

- 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).
- 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.
- 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](#)].)
- 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.
- 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.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. During the formal intake/screening interview at the time a student is being enrolled at the school, the students' parent/guardian is asked if there is a language other than English being spoken at home. If there is another language spoken at home, the pupil accounting secretary refers the family to one of the licensed ESL teachers/LAB coordinators, Flora Lutsky or Letecia Tobar who conduct the ESL identification portion of the intake process. During this intake/screening interview with the student and parents, both are interviewed and all the paperwork from the student's home school is evaluated to determine from the transcript and other records the extent of their English education.

If the student is eligible, he/she is given a LAB-R (Language Assessment Battery) exam and/or the Spanish LAB-R exam by one of the ESL teachers/LAB Coordinators, Flora Lutsky or Letecia Tobar.

The LAB-R, in both languages, is an exam that tests the four modalities of the English language: listening, speaking, reading and writing. The "cut-off score" of the exam is used to determine whether the student "tests in" to the ESL program or is mainstreamed. Eligibility for this exam is limited to students who are enrolling in a New York State school for the first time.

The parent/guardian is presented with an orientation video which describes the language programs which parents can select for their child. These programs include the transitional bilingual education (TBE), dual

language and free standing ESL programs, The DVD explains the type of instruction that each of these programs affords, so that the parents can make a choice of educational path they believe is best suited for their child. Consequently the ESL Coordinator explains the parents' options if the school demographics make certain programs unavailable; for example, at this time, our school has insufficient numbers of students identified as Spanish, Bengali, or Haitian Creole students to develop a Dual Language program. Therefore, parents are informed that they have an option to transfer their child to a school in which the program of their choice is available. They are also informed that should they decide to keep the child at our school, once the student population reaches a threshold of 20 students of the same foreign language with consenting parents, a Dual Language program will be initiated at our school.

After watching the video, the parent/guardian is provided with a Parent/Guardian Home Language Identification Survey (HLIS) and the Program selection form in the family's native language. The purpose of the HLIS is to determine which the incoming student's dominant language; in other words, the language he/she understands, reads, writes and speaks. The HLIS also serves to identify Students with Interrupted formal Education (SIFE) or if the student has any communicative challenges. In this form, parents/guardians choose in what language they would like to receive verbal and written communication from the school. In the event that the parent/guardian also needs verbal assistance during the interview, we access capable staff in the building or a qualified translator from the DOE Translation Unit's Phone Center to guarantee that the parent/guardian is aware of all the placement opportunities that their child has in the New York City school system.

The Program selection form reviews some of the information presented in the DVD and allows the parent to make a written selection of the program which they feel would be optimal for their child. These forms also give the parents an opportunity to review and correct any of the information which they supplied during the initial intake/screening. At this time, parents are also informed that the selection they make is for the whole year, their transfer rights, if they wish a bilingual program, and the ESL requirements of the Department of Education. The New York State English as a Second Language Achievement Test (NYSESLAT) is administered to the every ELL student in the spring. The exam covers all four modalities of the English language, similar to the LAB-R and is used to diagnose the individual proficiencies of the ELL student and inform placement for the following academic year. If a student is deemed proficient by the results of the NYSESLAT, he/she is mainstreamed into the general program of study although transitional support remains available. If a student does not achieve proficiency in English (as determined by the NYSESLAT), a letter of continuance is sent to the parents to inform them that their child will be enrolled in additional English development support classes for the English language learner. The parent is also provided with a continuance letter in which they are made aware of their child's continued ESL education.

2. The Program Selection DVD is presented in the parent's/ guardian's native language to ensure that all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) are clear and understandable. The Parent Survey and the Program selection form is given in the parent's native language as well.

We make every effort to ensure that the parent/guardian is informed of the program choices during the first day in which the child is enrolled. However, in the cases in which the parent/guardian is unable to complete the forms during the first day, parents are informed that the timeline for completing the forms is within 5 business days. We are also informed that if they make no selection or that if they do not complete the forms, the default program choice is bilingual.

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

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

education. Our school has set a policy to reach out to parents either by phone or letter if forms are not returned within five days of the initial intake/screening date.

3. The Parent Survey and the Program Selection form are filled out by the parent/guardian of the incoming student at the time of intake. The ESL teacher assisting with the intake helps the parent/guardian fill out the forms and makes sure that they are completed accurately. Then, the forms are placed in the child's folder in the ESL students' records cabinet. After the child has completed the LAB-R, the ESL teacher/coordinator who administered the test makes a copy of the score report and scores it by hand to determine the appropriate placement of the child. Results are also forwarded to the borough assessment office in Long Island City. Once a score is determined, the entitlement letter is given to the parents stating their child's score and its implications for ESL placement level (beginning, intermediate, advanced, proficient).

4. The LAB-R score is used to determine appropriate placement for the incoming student. In our school, beginning level students receive a minimum of three periods of ESL per day, or the equivalent of 540 minutes of ESL instruction per week. Intermediate students receive a minimum of two periods of ESL per day, equivalent to 360 minutes of instruction per week, and advanced students receive a minimum of one period each of ESL and one period of ELA instruction daily, the equivalent of 180 minutes per week. Parents receive an Entitlement Letter in their native language immediately after the test is scored in the fall as well, after their child has been enrolled in an ESL program for a minimum of one school year and has taken the NYSESLAT.

5. We are a second year school. Currently, we have 33 ELL students. All of our parents have selected ESL, although conversations suggest that there may be future interest in the Dual Language Program. Our current model combines free standing ESL classes for language and content (for beginning level ELLs) and a push-in collaborative Team Teaching model for core content classes (for Intermediate and Advanced ELLs) for math, science, social studies and English Language Arts.

6. As a second year school with 33 ELLs currently enrolled, we have not created a formal bilingual educational program yet. However, all of our ESL teachers are bilingual (Spanish and English) and bilingual instruction/support in Spanish is incorporated into our content classes. We are working actively to expand our enrollment of ELLs so that we may begin offering a transitional bilingual education program (TBE). We have requested consideration from the Queens Borough Enrollment Office in this process. At current rates of enrollment we hope that within one year we will have a Spanish TBE program. Alternatively, we may seek to establish a Haitian Creole TBE program due to initial demographic trends at our school.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										9	7			16
Push-In										11	14			25
Total	0	0	0	0	0	0	0	0	0	20	21	0	0	41

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	41	Special Education 1
SIFE	4	ELLs receiving service 4-6 years		Long-Term (completed 6 years)

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	41									41
Total	41	0	0	0	0	0	0	0	0	41

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																					
K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL L	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0																				

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

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ___

Asian: ___

Hispanic/Latino:

Native American: ___

White (Non-Hispanic/Latino): ___

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										11	13			24
Chinese														0
Russian														0
Bengali										6	2			8
Urdu														0
Arabic										1	1			2
Haitian														0
French										2	4			6
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
TOTAL	0	20	21	0	0	41								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. ELL instruction in our school is delivered through several models designed to best meet individual students' needs. In addition to free standing ESL classes, the beginning level students receive core content classes which are taught by ESL teachers using ESL strategies. The Collaborative Team Teaching Model, used for the intermediate and the advanced students, is a model in which a licensed ESL teacher (Flora Lutsky, Letecia Tobar, or Miriam Acosta) pushes into content classes in which ELL students are blocked along with monolingual (English) students, to provide ESL instruction and support. Content classes use flexible student grouping depending on the lesson being taught at a given time (e.g. heterogeneous by language).
2. Core content classes consist of 90 minute blocks. Push in ESL instruction takes place for the entire block. ELL students take two core content classes daily for a total of 180 minutes of ESL instruction in the content area. They take an additional 45 minutes daily of freestanding ESL instruction. Additionally, ESL students are provided with tutoring after school 3 days a week. Students at all levels are currently receiving a total of 1125 minutes of ESL instruction each week. In addition, we currently provide a Saturday Academy for our ESL students. In this supplementary program, ESL students receive an hour and a half of ESL instruction and an hour and a half of content instruction on Saturdays.
3. Content area instruction is delivered in English by the content area teacher with the use of QTEL and Sheltered Instruction strategies delivered by the ESL teacher to support ELL students. In the content ESL classes Spanish and English are used to make content comprehensible to enrich language development.
4. All ELLs have access to translation dictionaries and software and are encouraged to create original work in their native language, especially the beginning level ELLs. In the beginning the year, the incoming Spanish speaking students are assessed in Spanish (Spanish LAB-R) and are given the mandatory math diagnostic in

A. Programming and Scheduling Information

Spanish as well. Content material is taught in English with strong bilingual support, such as intensive academic vocabulary building activities. In addition, students are presented with translated versions of the material being taught and examinations based on that material.

5. Our school is currently able to differentiate ELL instruction for SIFE students by providing one-to-one instruction as a pull-out during half of the 90 minute core content blocks. Our partnership with St. John's University facilitates our ability to secure the human resources for these efforts. ELL students with special needs (e.g. learning disabilities) are served by flexible integration into our blocks that allows for ICTT contact with a licensed Special Education Teacher and ESL Teacher.

Technology supports are also available for SIFE students. Given our efforts to recruit more ELL students, we plan on recruiting a licensed Special Education teacher with a bilingual extension for the upcoming year.

We currently have a high percentage of ELLs that are newcomers (students with less than 3 years in the country). These students are supported by materials that focus on content knowledge acquisition (e.g. translated and bilingual books, dictionaries, software, etc.) as well as ESL materials that focus on acculturation (e.g. common social interactions). ELL students that have been the country for either 4 to 6 years, or "long term" ELLs receive instruction modified to focus on academic language acquisition and formal register.

6. Teachers of ELL-SWED's use a grade/level appropriate series (National Geographic's "Edge" series as well as content rich independent readers. In addition to QTEL and Sheltered Instruction, the strategies that are utilized are as follows: assisted reading, sight word categories, synonyms match, KWL charts, semantic feature analysis, previewing target text, segmented text, oral reading prompts, analyzing main concepts, TELLs, fact or fiction, visual spatial displays, paragraph restatements, meta-comprehension training on main ideas, pre - paragraph questions, writing before reading, QAR, story mapping training, collaborative learning, identifying and interpreting theme, self questions for main ideas, reciprocal teaching, story retelling, two column notes, anticipation guides, feature analysis, verbal - visual associations.

7. Necessary instructional programs and qualified staff are in place to support the needs of ELL-SWDs. Data analysis meetings are held by staff working with ELL-SWDs to discuss the implementation of intervention services. Students receive ninety minute blocks of content area classes in which various instructional models are used to best meet the needs of individual students: collaborative teaching, self contained and push in and pull out, one-to-one instruction. Student support services (bilingual social worker and bilingual counselor) are in place to provide students in need with additional support.

ELL-SWDs have opportunities to participate in academic and social enrichment activities during and after the school day and during the summer. ELL-SWD take additional classes in our Saturday Academy, in which they receive one and half hour of ESL instruction and one and a half hour of content instruction for a combined total of

Native Language Usage and Supports

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

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

8. Targeted intervention programs in math, science and social studies for all ELLs consist of Collaborative Team Teaching in content areas and free standing ESL instruction for ELL students at all levels. For example, ELL students are block programmed with monolingual (English) students for core content classes. These classes are taught by the corresponding core content teacher and a licensed ESL teacher (either Flora Lutsky, Letecia Tobar or Miriam Acosta). Teachers use flexible grouping in these classes to support ELL students. ELL students also receive free standing ESL classes taught by Miriam Acosta and content area classes for Spanish speaking beginning levels ELLs are taught by Letecia Tobar (social studies) and Flora Lutsky (math). Additionally, our school uses Teaching Assistants from the St. John's School of Education, a partner organization. These TAs provide in - class and one-to-one linguistic support in core content classes (e.g. Spanish, French and Bengali).

9. ELLs that reach proficiency on the NYSESLAT will receive additional support in the form of after school-tutoring and access to technological supports (e.g. IPADS) in class. In addition, they are provided with a TAS (targeted academic support) class during the day.

10. At present, we are seeking to expand our services. We are currently recruiting Spanish speaking ELLs as well as teachers with bilingual extensions with the intent creating a dual language program within the next two years.

11. We are not planning to discontinue any programs/services for ELLs.

12. ELL students are completely integrated into the fabric of our school community. ELLs take core content classes with monolingual (English) students, where a Collaborative Team Teaching model is used. ELLs also receive a Writing Composition class and an option of Native Language Arts (Spanish) or Spanish as a Foreign language. ELL students also take classes in our Saturday Academy Program (ESL and content) and participate in after school programs and activities such as gym, music, art, and dance.

13. Our school uses a combination of translated textbooks, MP3 files, digital translators and IPADS for content area support. Students also have access to English, Spanish, Bengali, French and Arabic dictionaries. We have currently added the multilevel EDGE series as a foundation of our free standing ESL program.

14. Native language support for Spanish speaking students is provided through Native Language Arts classes taught by Letecia Tobar. Mrs. Tobar uses a variety of authentic materials including the Realidades book series. In addition native language support (Spanish) is provided in free standing and content ESL classes by bilingual ESL teachers (Flora Lutsky and Miriam Acosta). Native language support for non-Spanish speaking students is

B. Programming and Scheduling Information--Continued

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15. When purchasing materials, we take into consideration each student's age and level of formal schooling.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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15. When purchasing materials, we take into consideration each student's age and level of formal schooling.

16. All incoming students that commence the school year in September participate in a three day summer

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

Beginning

Intermediate

Advanced

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

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

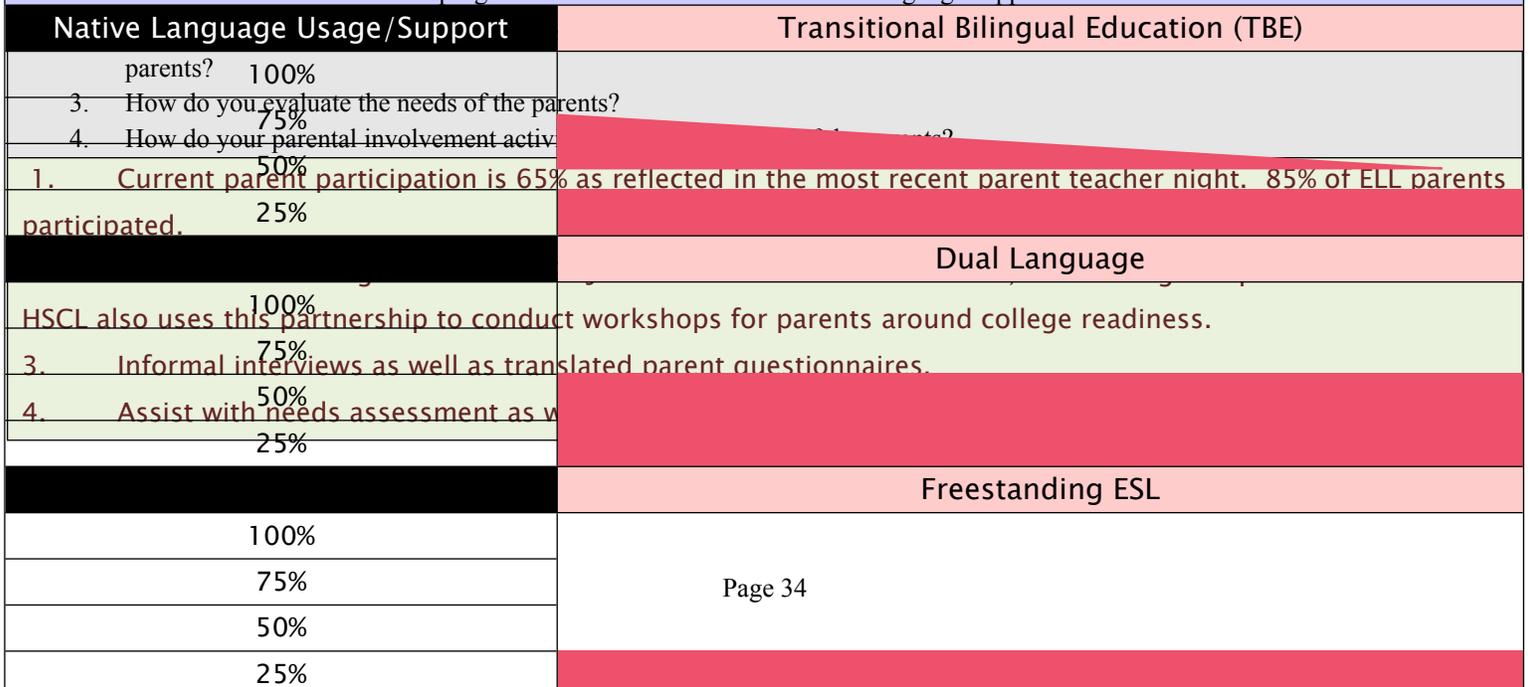
D. Professional Development and Support for School Staff

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

1. All ELL personnel at the school (Flora Lutsky, Letecia Tobar and Meriam Acosta) take professional development courses (such as QTEL) and workshops delivered by the DOE Office of ELLs to expand/update their skill sets in language and content area instructional strategies for ELL students. These teachers will turn key effective strategies, along with a licensed Special Education teacher during school based staff development session.
2. A summer school orientation program is held for Ells as they transition from middle to high school. Ell students have access to a bilingual social worker and school counselor as well as contact with 3 ESL teachers. ELLs are also encouraged to participate in all school clubs and enrichment activities. Block classes utilize differentiated instruction strategies and flexible grouping to integrate ELLs into the fabric of the school.
3. After school PD sessions for all staff 3 times per semester.

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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10. At present, we are seeking to expand our services. We are currently recruiting Spanish speaking ELLs as well as teachers with bilingual extensions with the intent creating a dual language program within the next two years.

11. We are not planning to discontinue any programs/services for ELLs.

12. ELL students are completely integrated into the fabric of our school community. ELLs take core content classes with monolingual (English) students, where a Collaborative Team Teaching model is used. ELLs also receive a Writing Composition class and an option of Native Language Arts (Spanish) or Spanish as a Foreign language. ELL students also take classes in our Saturday Academy Program (ESL and content) and participate in after school programs and activities such as gym, music, art, and dance.

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B. Programming and Scheduling Information--Continued

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B. Programming and Scheduling Information--Continued

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16. All incoming students that commence the school year in September participate in a three day summer

C. Schools with Dual Language Programs

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

Paste response to questions 1–5 here

D. Professional Development and Support for School Staff

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

1. All ELL personnel at the school (Flora Lutsky, Letecia Tobar and Meriam Acosta) take professional development courses (such as QTEL) and workshops delivered by the DOE Office of ELLs to expand/update their skill sets in language and content area instructional strategies for ELL students. These teachers will turn key effective strategies, along with a licensed Special Education teacher during school based staff development session.
2. A summer school orientation program is held for Ells as they transition from middle to high school. Ell students have access to a bilingual social worker and school counselor as well as contact with 3 ESL teachers. ELLs are also encouraged to participate in all school clubs and enrichment activities. Block classes utilize differentiated instruction strategies and flexible grouping to integrate ELLs into the fabric of the school.
3. After school PD sessions for all staff 3 times per semester.

E. Parental Involvement

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

1. Current parent participation is 65% as reflected in the most recent parent teacher night. 85% of ELL parents participated.
2. HSCL uses multilingual TAs from St. John's to assist students in class, for tutoring and pull - out sessions. HSCL also uses this partnership to conduct workshops for parents around college readiness.
3. Informal interviews as well as translated parent questionnaires.
4. Assist with needs assessment as well as integration of parents into school community.

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)										9	6			15
Intermediate(I)										7	9			16
Advanced (A)										4	6			10
Total	0	0	0	0	0	0	0	0	0	20	21	0	0	41

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	13		5	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2		1	
Physics				
Global History and Geography				
US History and Government	13		1	

New York State Regents Exam

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

Native Language Tests

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

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

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

- Our school uses the LAB-R and Spanish LAB-R (for native Spanish speakers) to assess the literacy skills of potential ELL students. LAB-R scores determine the level of proficiency in all four language modalities (listening, reading, writing and speaking) of each potential ELL. The results of the LAB-R are also used to determine the appropriate placement and time allocation per day for each ELL student.
- In accordance with legal mandates, beginning ELL students receive a minimum of three periods of ESL instruction per day, intermediate students receive a minimum of two periods, and advanced students receive a minimum of one period each of ESL and ELA instruction. All students are placed in a free standing, differentiated ESL class. In addition, the ESL teachers push in to all the academic content area subjects. ELL students are blocked with monolingual (English) students in these classes and a Collaborative Team Teaching model is used. Therefore,

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.

We are a new school with a population of 9th and 10th grade students at this time.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carlos Borrero	Principal		12/16/11
Robert Jones	Assistant Principal		12/16/11
	Parent Coordinator		1/1/01
Flora Lutsky	ESL Teacher		12/16/11
	Parent		1/1/01
Letecia Tobar	Teacher/Subject Area		12/16/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
Carlos Borrero	Other <u>Principal</u>		12/16/11
Flora Lutsky	Other <u>Teacher</u>		12/16/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **28Q328** School Name: **High School Community Leadership**

Cluster: Network: **561**

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

Part A: Needs Assessment Findings

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

We use intake data to determine our written and oral translation needs. In addition, ATS home language reports are generated to ensure that our outreach/communication efforts target all necessary languages.

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.

At present, Spanish, Haitian Creole, French, Arabic and Bengali are the major language groups in need of translation. Additional languages such as Mandarin, Cantonese, Urdu, Greek, Russian and Nepalese spoken by our families. However, the latter languages are spoken by bilingual families. These findings have been communicated to faculty and families in staff/teacher meetings as well as Parent teacher Association meetings.

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.

At present, licensed Spanish and French teachers translate all written documents forwarded to parents. A Social Work intern translates materials into Haitian Creole. Arabic translations are done by a faculty member that is a native speaker, educated in an Arabic-speaking country (Morocco). Bengali translations are done with computer software supports and are verified by native speaking students/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.

Oral translations are done in Spanish, Arabic and French by faculty members. A Social Work intern does Haitian Creole translations. Students/family members translate Bengali as well as other languages spoken in Punjabi areas.

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

The school uses the translation office as well as DOE provided materials for all parent notifications.