



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** \_\_\_\_\_ BENJAMIN N. CARDOZO HIGH SCHOOL \_\_\_\_\_

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

\_\_\_\_\_ Q415 \_\_\_\_\_

PRINCIPAL: \_\_\_\_\_ GERALD MARTORI      EMAIL: [GMARTOR@SCHOOLS.NYC.GOV](mailto:GMARTOR@SCHOOLS.NYC.GOV)

SUPERINTENDENT:    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
Gerald Martori	*Principal or Designee	
Dino Sferrazza	*UFT Chapter Leader or Designee	
Lisa Liatto/Karen Claire	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Raj Liatto	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Ann Sund	Member/ UFT	
Mike Krocondelis	Member/UFT	
Orline Borno	Member/UFT	
Robert Goodman	Member/CSA	
	Member/	
	Member/	
	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**

*By June 2012 students with disabilities will demonstrate progress in achieving state standards from a PI of 131 to 138 in order to meet safe harbor*

### **Comprehensive needs assessment**

- The New York State Report Card cited the school for not making yearly progress in the above areas.

### **Instructional strategies/activities**

- a) The school will write a Quality Improvement Plan

### **Strategies to increase parental involvement**

- Teachers will continue to reach out to parents by telephone, writing letters and e-mails
- Tutoring will be made available to students with disabilities

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- In order to improve the instruction of students with disabilities the school will look to hire special education teachers that are dually certified.

### **Service and program coordination**

### **Budget and resources alignment**

- TL IEP teacher in HS will be used to support classes in ELA and Math Per session for tutoring those students
- NYSTL software for purchase of online program Castle Learning

**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.

<p><b>Annual Goal #2</b> <i>By June 2012 students that are English Language Learners will demonstrate progress in ELA by 5% to a 138 for a performance objective</i></p> <ul style="list-style-type: none"><li>•</li></ul>
<p><b>Comprehensive needs assessment</b></p> <ul style="list-style-type: none"><li>• The New York State Report Card cited the school for not making yearly progress in the above areas.</li></ul>
<p><b>Instructional strategies/activities</b> .We will have test preparation for those students. Will have them take the ELA exam in January 2012 and June 2012</p>
<p><b>Strategies to increase parental involvement</b></p> <ul style="list-style-type: none"><li>• 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.</li></ul>
<p><b>Strategies for attracting Highly Qualified Teachers (HQT)</b></p> <p><b>The school will look to hire teachers that are certified in ESL</b></p>
<p><b>Service and program coordination</b></p>
<p><b>Budget and resources alignment</b></p> <ul style="list-style-type: none"><li>• Title III – LEP money Per session for teachers for tutoring and Per session for teachers to work with parents NYSTL software for purchase of online program Castle Learning</li></ul>

**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.

<p><b>Annual Goal #3</b> <i>By June 2012 an instructional teacher practice will be developed in order to share an understanding of instructional excellence All 183 teachers will be involved in the practice</i></p>
<p><b>Comprehensive needs assessment</b> The NYCDOE's instructional expectations recommend that principals/assistant principals engage in more <i>cycles of classroom observation and feedback using a rubric that articulates clear expectations for teacher practice.</i></p>
<p><b>Instructional strategies/activities</b> :The goal is to help develop a supportive and professional dialogue that will help both</p> <ul style="list-style-type: none"><li>• Administrators and teachers enhance instruction for the students of our schools.</li></ul> <p>Teachers will given written feedback after each of the instructional visits</p>
<p><b>Strategies to increase parental involvement</b></p> <ul style="list-style-type: none"><li>•</li></ul>
<p><b>Strategies for attracting Highly Qualified Teachers (HQT)</b> Continue to look and hire only highly qualified teachers.</p>
<p><b>Service and program coordination</b></p> <p>All the Subject Supervisors</p>
<p><b>Budget and resources alignment</b> TL Network support Training by network to staff on the instructional expectations</p>

**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.

<b>Annual Goal #4</b> <ul style="list-style-type: none"><li>• <i>By June 2012 to strengthen student work by having inquiry teams by department looking at student work</i></li></ul>
<b>Comprehensive needs assessment</b> <ul style="list-style-type: none"><li>• To have English, Social Studies, Math and Science, Foreign Language department inquiry teams look at student work</li></ul>
<b>Instructional strategies/activities</b> <ul style="list-style-type: none"><li>a) During department meetings every month have at least one team of teachers looking at student work</li></ul>
<b>Strategies to increase parental involvement</b> <ul style="list-style-type: none"><li>• School Leadership Team meeting</li></ul>
<b>Strategies for attracting Highly Qualified Teachers (HQT)</b>
<b>Service and program coordination</b>
<b>Budget and resources alignment</b> <ul style="list-style-type: none"><li>• TL Fair student funding salary subsidy 2019 HS - Per session to meet in inquiry team</li></ul>

**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**

*By June 2012 to expose all 183 teachers to the process of Common Core Standards. To have each teacher write at least one lesson plan using the Common Core Standard and share throughout the school*

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**Comprehensive needs assessment**

*Teachers will continue to work on the CCSS in their departments and faculty meetings*

**Instructional strategies/activities**

- The main inquiry team which represents the departments in the school will develop at least one lesson plan using the Common Core Standard

**Strategies to increase parental involvement**

- NA

**Strategies for attracting Highly Qualified Teachers (HQT)**

NA

**Service and program coordination**

- Main Inquiry team

**Budget and resources alignment**

TL salary subsidy 2019 for per session for inquiry members

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	38	31			66		14	
<b>10</b>	33	37			58		11	
<b>11</b>	29	22			34			
<b>12</b>	21	15			19			

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	<ul style="list-style-type: none"> <li>• Tutoring by English Department teachers</li> <li>• SETSS teachers</li> <li>• There are 2 classes of CTT classes</li> </ul> <p>1 writing class ring by English Department teachers</p>
Mathematics	<ul style="list-style-type: none"> <li>• Tutoring by Math teacher</li> <li>• SETSS teachers</li> <li>• 1 Bridge to Algebra class</li> </ul> <p>2 sections of business math</p>
Science	<ul style="list-style-type: none"> <li>• Tutoring by Science teachers</li> <li>• 1 scientific methods class</li> </ul> <p>Regents and RCT prep</p>
Social Studies	<ul style="list-style-type: none"> <li>• Tutoring by Social Studies teachers</li> <li>• 3 sections of social studies skills</li> </ul>
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	There is an SBST social worker that works in conjunction with the guidance

<b>At-risk Health-related Services</b>	
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**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.

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

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

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Charles Admunsen/Jie Zhang</b>	District <b>26</b>	Borough <b>Queens</b>	School Number <b>415</b>
School Name <b>Benjamin N. Cardozo High School</b>			

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

Principal <b>Gerald Martori</b>	Assistant Principal <b>Robert Goodman</b>
Coach	Coach
ESL Teacher <b>Roberta Meyerson</b>	Guidance Counselor <b>Adriana Saponara</b>
Teacher/Subject Area <b>Heather Russell/ESL</b>	Parent <b>Lisa Liatto</b>
Teacher/Subject Area <b>Miri Choi-Shin/ESL</b>	Parent Coordinator <b>Barbara Nunziata</b>
Related Service Provider	Other
Network Leader <b>Jie Zhang</b>	Other

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>7</b>	Number of certified bilingual teachers	<b>3</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>3</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>6</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>3940</b>	Total Number of ELLs	<b>236</b>	ELLs as share of total student population (%)	<b>5.99%</b>
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## Part II: ELL Identification Process

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

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

1. All incoming new students are given a packet at the door which includes a home language survey form. When the initial admissions screener sees a language other than English on that form, it automatically goes to the licensed guidance counselor and the ESL coordinator for the interview process. The family is then interviewed in English and/or their native language by the ESL LAB coordinator who is a licensed pedagogue and a teacher of ESL, and a translator if necessary. Each parent is also given a one to one interview by the LAB coordinator and sees a video in the native language explaining the options for their child -bilingual education, dual language or freestanding ESL. This is a way to insure that parents understand all program choices. The LAB-R is administered to students new to the system by the ESL coordinator, and students are placed in appropriate classes based on results and parental options. If the child does not pass the LAB-R exam, the family is given the Appendix C (entitlement letter) and appendix F (placement letter) . Every student in the ESL/bilingual program must take the annual NYSESLAT exam administered every Spring. Students work with assistant teachers, under the supervision of the classroom teacher, during the teacher's preparation period to strengthen student skills throughout the year leading up to the NYSESLAT exam.
2. Aside from seeing the video in their native language to understand program choices, the guidance department holds meetings for parents of Ells at which time translators are available. In addition, letters are sent and calls are made to parents, with the help of translators, concerning the progress of their children throughout the school year.
3. Entitlement letters are filled out when the parent is present during the administration of the LAB-R, and the parent survey form is filled out at the same time. Parent survey form is stored in the student's permanent record file in the records's room.
4. Parents are given the option whether they want their children to have freestanding ESL, dual language or bilingual classes in addition to ESL. Parents speak with the ESL coordinator and the guidance counselor with translators provided so that parents fully understand the options for their children.
5. We have found that more parents have opted for ESL rather than bilingual education. Of the 22 over the counter families, 19 requested ESL only services. Only 3 families requested bilingual classes.
6. Programs are aligned with parent requests as much as possible. All students whose parents requested freestanding ESL are enrolled in that program. Students whose parents requested a bilingual program receive NLA (Chinese) and are in classes in with heritage teachers in social studies and science. There is no grade (9,10,11 or 12) with 20 or more Chinese students who have chosen the bilingual option.

## 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="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Chinese
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										8	12	18	16	54
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										73	40	49	20	182
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	81	52	67	36	236

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	236	Newcomers (ELLs receiving service 0-3 years)	160	Special Education	38
SIFE	0	ELLs receiving service 4-6 years	33	Long-Term (completed 6 years)	5

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	51	0	2	2	0	0	1	0	1	54
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	120	0	9	40	0	9	22	0	17	182
<b>Total</b>	<b>171</b>	<b>0</b>	<b>11</b>	<b>42</b>	<b>0</b>	<b>9</b>	<b>23</b>	<b>0</b>	<b>18</b>	<b>236</b>

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

**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
Chinese										8	12	18	16	54
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>8</b>	<b>12</b>	<b>18</b>	<b>16</b>	<b>54</b>								

**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
<b>TOTAL</b>	<b>0</b>																			

**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	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**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										23	10	13	2	48
Chinese										36	18	21	13	88
Russian														0
Bengali											1			1
Urdu													1	1
Arabic														0
Haitian										2		1		3
French										1				1
Korean										4	8	7	3	22
Punjabi														0
Polish														0
Albanian														0
Other										7	3	7	1	18
<b>TOTAL</b>	<b>0</b>	<b>73</b>	<b>40</b>	<b>49</b>	<b>20</b>	<b>182</b>								

## 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

## A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a. Our students are in either freestanding ESL classes or transitional bilingual classes with heritage teachers. We have no dual language classes at the present time.

1b. ESL classes are ungraded (9-12) and departmentalized in that the proficiency level is the same in each class, governed by a student's previous performance on the NYSESLAT exam. It is for that reason that freestanding ESL classes correspond as closely as possible to student ability. As a result, students are grouped in beginner, intermediate or advanced classes. Bilingual students in social studies and science, taught by heritage teachers (those who speak the language of the bilingual students) utilize English while integrating the native language when practical. Our NLA class is heterogeneous with mixed proficiency levels. This is because, in our NLA class, students in grades 9,10,11 and 12 are not all on the same performance level. We currently offer an NLA class in Chinese while social studies and science classes are ESL content area with heritage speakers as teachers.

2. The number of minutes strictly follows the guidelines of CR Part 154. In ESL classes, students at the beginning level (level I, receive the mandated three periods of ESL (a double and single instructional period each day) while students at the intermediate level receive the mandated two periods of ESL each day. At levels III and IV, students have one period each of ESL and English language arts. Level III is advanced ESL (L5 and L6) while Level IV is transitional ESL (L7, L8, L9 and L10). Advanced ELLs receive 180 minutes of ESL and 180 minutes of ELA per week.

2a. In the ESL classes, 100% of the instruction is in English. In the NLA class, 100% of the instruction is in the native language. In the social studies and science classes, the instruction is in English with heritage teachers bridging the gap by speaking the native language when needed.

3. As explained above, our social studies and science classes are taught by heritage language teachers, with the help of teacher assistants, under the direction of the teachers in the classroom. At this time our NLA class is in Mandarin Chinese. We do not currently have a bilingual

math class but teacher assistants help students under the direction of the classroom teacher.

4. Where possible, students are given the opportunity to express themselves in their native language on written and oral examinations. We give the city wide Chinese reading test to better assess student ability based on student scores.

5a. We have no recent SIFE students. Any student in our school designated as SIFE was last so designated years ago. Our plan includes, however, intensive instruction with a teacher assistant under the supervision of a classroom teacher to bring any future students up to grade level in all subject areas should any SIFE students be newly admitted.

5b. ELL students with less than three years (newcomers) are assigned buddies in class and work with student assistants under the supervision of the classroom teacher. These students also have additional tutoring available to them through ARISTA tutors throughout the day and after and before school. Newcomers receive 540 minutes of ESL each week, and the classroom teacher gives them a thorough grounding in listening, speaking, reading and writing skills that will prepare them for success in mainstream classes as well as prepare them for the NYSESLAT and English Regents exam. Students work in groups and are encouraged to think critically while using word to word dictionaries when necessary. Newcomers also are given time and one half on their examinations and are afforded before and after school tutoring sessions with a licensed ESL teacher to improve their skills.

5c. ELL students receiving service 4-6 years also work with student assistants under the supervision of the classroom teacher. These

## A. Programming and Scheduling Information

students receive 360 minutes of ESL and continue to enhance their listening, speaking, reading and writing skills. They continue to use glossaries, get extra time for their exams and are afforded before and after school tutoring sessions with a licensed ESL teacher to improve their skills.

5d. Long term ELLs get intensive practice in the four skills: listening, speaking, reading and writing with an extended emphasis on reading and writing. Students are introduced to more complex texts and receive 180 minutes of ESL as well as 180 minutes of ELA instruction. They continue to use glossaries, get extra time for their exams and are afforded before and after school tutoring sessions with a licensed ESL teacher to improve their skills.

6. Teachers of ELL-SWDs utilize differentiated instructional techniques for class and homework assignments to help these youngsters succeed. Teachers utilize Smartboards and auditory and visual stimuli rather than rely on textbooks alone during lessons. Kinesthetic learners are taken into consideration as well.

7. ELL-SWDs are placed in as many mainstream (LRE) classes as possible. Those youngsters needing an aide or scribe have these individuals with them in mainstream classes. All ELL-SWDs are encouraged to join school clubs and are afforded after school tutoring sessions with a licensed ESL teacher to improve their skills. In addition, ELL-SWDs are placed in collaborative classes when possible.

### Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Chinese			
Social Studies:	Ch-heritage teacher			
Math:	Ch-heritage teacher			
Science:	Ch-heritage teacher			

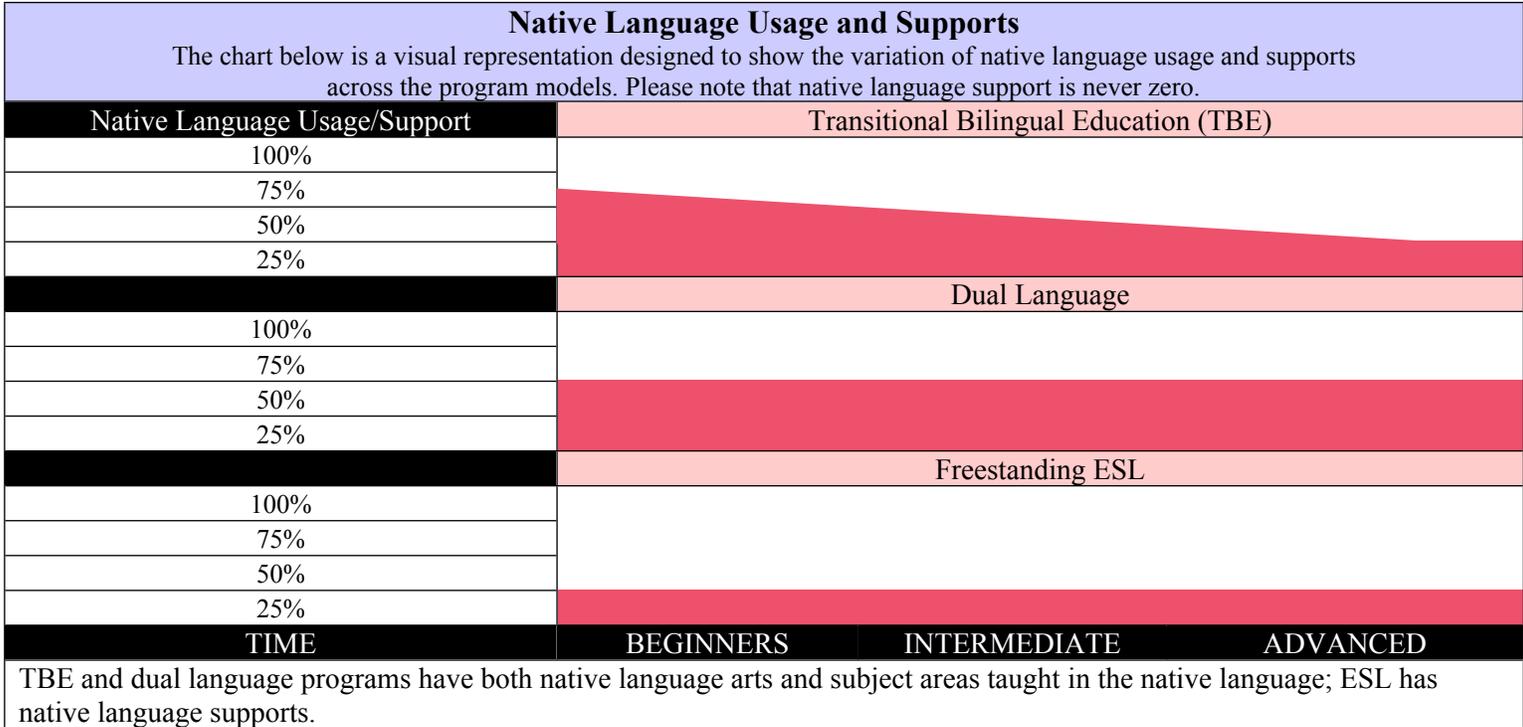
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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



## 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. Students get before or after school tutoring with an ESL teacher in English language arts or with a content area teacher. Students use word for word dictionaries in class and are entitled to extra time for their classroom and Regents exams. Students work with buddies who, if possible, speak the same language or with teacher assistants under the supervision of the classroom teacher. Students also have the chance to work with ARISTA tutors during their lunch period.

9. Guidance counselors code those students who are former ELLs so that teachers know that these students need extra time on their exams, can use word for word dictionaries in their native language in class and have the resource of student assistants or buddies in class. Teachers also check student status on ARIS to better serve student needs.

10. We anticipate adding classes specifically for ELLs in mathematics in the coming year.

11. We expect to continue with the classes that we have in the program and do not foresee discontinuing any of them.

12. All ELLs take art, music and physical education in mainstream (non ESL classes). All electives are open to ELLs, and all clubs and

## 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. Students get before or after school tutoring with an ESL teacher in English language arts or with a content area teacher. Students use word for word dictionaries in class and are entitled to extra time for their classroom and Regents exams. Students work with buddies who, if possible, speak the same language or with teacher assistants under the supervision of the classroom teacher. Students also have the chance to work with ARISTA tutors during their lunch period.
9. Guidance counselors code those students who are former ELLs so that teachers know that these students need extra time on their exams, can use word for word dictionaries in their native language in class and have the resource of student assistants or buddies in class. Teachers also check student status on ARIS to better serve student needs.
10. We anticipate adding classes specifically for ELLs in mathematics in the coming year.
11. We expect to continue with the classes that we have in the program and do not foresee discontinuing any of them.
12. All ELLs take art, music and physical education in mainstream (non ESL classes). All electives are open to ELLs, and all clubs and school activities are available to them as well. There are also ARISTA tutors who meet with ELLs as well, before and after school.
13. Students work with teachers in rooms equipped with Smartboards. Through APEX learning, there are credit recovery programs as well. ELLs also work in computer rooms with teacher assistants under the supervision of classroom teachers, particularly to improve written expression.
14. Students work with buddies and classroom assistants in class in regard to native language support. Heritage language teachers work with students during classroom and professional periods.
15. When possible, students are programmed by age and grade level. This is not always possible when one considers that students, particularly in ESL, are placed according to their level on the most recent NYSESLAT exam - beginning, intermediate and advanced levels.
16. Newly enrolled ELLs are assigned a buddy who is usually a classmate or upper termmer (former or current ELL student) to help navigate the system in the building. Teachers are informed by guidance counselors that the new student is new to the school and currently an ELL.
17. ELLs have the opportunity to take another language in our language department once they have shown some proficiency in English. Students with advanced level competency in a language offered in our school (Spanish) can avail themselves of a level of the language that meets their needs, including an advanced placement language course.

## 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. Teachers of ESL and content area courses meet for articulation meetings as part of their staff development during staff development days. Teachers of ESL also go through NYSESLAT training so they can best administer the exam as smoothly as possible.
2. Teachers are expected to go on ARIS to find out which students are former and current ELLs. They then know who are the other teachers of each individual student and can collaborate or discuss needs of particular ELL youngsters
3. Staff training is ongoing - during staff development days, faculty conferences, departmental conferences and articulation meetings..

### 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. ELL parents are included among our college office parent volunteers to help ELLs in filling out college applications. Parents are an integral part of our school Parent Teacher Association at which time ELL parents can avail themselves of translators if needed and can get information relevant to the education of their children.
2. We currently have a counselor from Child Center of New York who visits one each week to provide services to ELL parents. We also have a representative from Family in Touch who works with ELL parents as well.
3. The school administration studies the responses from the annual parent survey to better meet the needs of all parents including those of ELLs. Our parent coordinator fields calls from parents including those of ELLs and puts parents in touch with the appropriate school personnel.
4. PTA meetings give parents an update on what's happening on a regular basis at school. ELL parents working in the college office get a first hand view of the college application process that can not only benefit other children but also their own. We also have courses for non-native born parents of ELLs in ESL in the evenings so that they can better communicate in English with their children who are learning ESL during the day and also to more easily communicate with the 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)										14	9	7	3	33
Intermediate(I)										39	24	32	18	113
Advanced (A)										30	16	29	15	90
Total	0	0	0	0	0	0	0	0	0	83	49	68	36	236

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>										3	3	3	2
	<b>I</b>										12	7	14	8
	<b>A</b>										17	19	20	17
	<b>P</b>										39	20	28	6
READING/ WRITING	<b>B</b>										10	5	7	2
	<b>I</b>										32	27	33	18
	<b>A</b>										28	18	24	14
	<b>P</b>													

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	175		51	
Integrated Algebra	11	91	9	10
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	3	59	2	48
Physics				
Global History and Geography	81	66	51	44
US History and Government	72	66	67	60
Foreign Language				
Other <u>Chinese</u>		26		26
Other <u>Korean</u>		5		5
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test	1	3	9	11				

**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.

1. We do not currently give the periodic assessment exams in English but expect to do so when the next window opens. We do however give the Chinese reading test to check on student proficiency in the native language and give the NYSESLAT exam to all ELLs to check on

## 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 continue to fine tune our program and make adjustments as needed so that all of our students can ultimately experience success as rapidly as possible.

## Part VI: LAP Assurances

<b>School Name:</b> <u>Benjamin N. Cardozo H.S.</u>		<b>School DBN:</b> <u>26Q415</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gerald Martori	Principal		11/21/11
Robert Goodman	Assistant Principal		11/21/11
Barbara Nunziata	Parent Coordinator		11/21/11
Roberta Meyerson	ESL Teacher		11/21/11
Lisa Liatto	Parent		11/21/11
Heather Russell	Teacher/Subject Area		11/21/11
Miri Choi-Shin	Teacher/Subject Area		11/21/11
	Coach		11/21/11
	Coach		11/21/11
11Adriana Saponara	Guidance Counselor		11/21/11
Jie Zhang	Network Leader		11/21/11
	Other		11/21/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 26Q415      **School Name:** Benjamin N. Cardozo High School

**Cluster:** 2      **Network:** CFN201

**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**

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

The schools needs were culled from the home language survey forms(HLIS), teacher surveys, the parent coordinator, guidance counselors, admission and discharge secretaries and previous requests from parents.  
We are in need of translations for parents of ELLs and parents of non-ELLs who speak languages other than English (particularly in languages such as Chinese, Korean and Spanish) in areas such as the parent/student handbook, parent teacher association bulletins, parent newsletters, guidance counselor/parent, teacher/parent before and after school meetings and school notices to parents.  
We would need seven teacher translators to be paid per session.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We found specific needs in Chinese, Korean and Spanish for translations for parents of ELLs and non-ELLs who speak languages other than English. The findings were reported at general, departmental and content area congruency meetings for the school community.  
These translations will keep parents abreast of what is happening in the school and help to keep the lines of communication open between parents and the school for the ultimate benefit of our students.  
We will need seven teacher translators to be paid per session.

## Part B: Strategies and Activities

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

The school will provide written translations of the parent/student handbook, parent teacher association bulletins/newsletters, open school announcements and invitations for parents. Department letters informing parents of student progress will also need to be translated. These written translation services will be provided in-house by school staff and parent volunteers. We will need seven teacher translators to be paid per session.

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 translation services will be provided in-house by school staff and parent volunteers. Oral translations will be needed for parent teacher association meetings as well as late afternoon and evening counseling services. Services will be provided in-house. We will need seven teacher translators to be paid per session.

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>.

There will be written notification to parents sent home with students. There will also be a phone master relay to inform parents in the native language of any relevant information or dates and times of school meetings. Individual teachers will call parents before /after school with the assistance of translators. We will need seven teacher translators to be paid per session.



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

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Benjamin N. Cardozo H.S.	DBN: 26Q415
Cluster Leader: Charles Amundsen	Network Leader: Jie Zhang
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 236 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 10 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 7

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

We will offer a morning and afternoon program to our 236 English language learners at the beginning, intermediate and advanced levels of proficiency. This will include extensive English language preparation that concentrates on the four skills: listening, speaking, reading and writing. This will be a supplemental program to augment work that is presented in our regular ESL program during the school day. By use of such a before and after school program in the past, we have found that the scores of our youngsters in the NYSESLAT and the New York State Regents Examinations have increased considerably. Many students have tested out of ESL as a result or have moved up one or two levels higher after receiving this enrichment. We are targeting this population so that a strengthening of the skills of our ELL students will impact favorably on their gains and facilitate a smooth transition for them to the mainstream. A vast number of our students have also been able to be graduated as well as obtain Regents endorsed diplomas as a result of this additional program.

The rationale for our program can be supported by "Literacy for English Language Learners: Four Key Issues" by Diane August as presented at the U.S. Department of Education's First Summit on English Language Acquisition in Washington, D.C. on November 13, 2002. In order to measure progress of ELLs in our Title III program, we will administer a diagnostic test at the beginning and end of the year for assessment. Portfolios for student work will also be utilized.

The supplemental morning and afternoon program will include services above and beyond those rendered during the school day. We will concentrate on portions of the NYSESLAT and English Regents examinations such as the auditory and reading comprehension passages as well as specific tasks that need to be mastered such as note taking and essay writing. We have found that these elements need more time than that allotted during the regular school day for many English language learners. There will be extensive vocabulary drill, and critical thinking will be encouraged at all times. In addition, students will be introduced to the process of research so that they will be more successful when writing term papers throughout high school as well as college and beyond. It is our goal to give every English language learner the tools to be independent thinkers and productive citizens.

An integral part of our supplemental morning and afternoon program will include content area classes. As in the past, we will concentrate on NLA (Chinese), social studies (global history and American government), science (living environment and chemistry), mathematics (levels I, II and III) as well as English. As a result of our targeting these areas in the past, we have found that a vast number of English language learners have done exceptionally well in the respective content area New York State Regents examinations.

Our supplemental morning and afternoon program will take place Monday through Friday between the hours of 7:30 -8:30 a.m. and 2:15 - 6:15. This will accommodate as many youngsters as possible since we are on a quadruple session due to an overcrowded school. Many of our students will end their regular school day at 2:00 while many others end at 4:00. This flexible schedule will be able to address the needs of everyone. The program will run for 20 weeks, alternating between two and three hours

### Part B: Direct Instruction Supplemental Program Information

sessions per week, depending on budget, Monday through Friday, days dependent on student and teacher schedules. We expect 15-20 students per class (beginning, intermediate and advanced levels). There will be 10 teachers involved: three ESL, two science, one NLA, three social studies and one math. In addition, there will be a guidance counselor available to students and one supervisor to oversee the program. All staff will be New York City licensed and New York State certified personnel.

### Part C: Professional Development

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

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

Begin description here:

Our professional development aligned with our supplemental morning and afternoon program will consist of workshops and seminars conducted by three licensed and certified ESL teacher experts within our department, one guidance counselor who deals primarily with English language learners and one supervisor. These individuals will work exclusively with teachers of ESL, science, social studies, math and native language arts who are part of our supplemental before and after school program. It will consist of 6 hours of training for each teacher involved between the hours of 4:00 and 5:00 p.m., Monday through Wednesday.

The professional topics will include "Encouraging Critical Thinking for ESL/Bilingual Students," "Necessary Strategies for Success in the Regents and NYSESLAT Exams," "How to Turn ELL Pupils into Effective Writers" and "Reading for Meaning."

To enhance the learning experience of our targeted population, instructional materials, exclusively for this program, will include books from the Northstar series by Pearson/Longman and books from Attanasio dealing with getting ready for the English Regents exam and the NYSESLAT exam. All of these books will focus on strengthening the four communicative skills: listening, speaking, reading and writing.

### Part D: Parental Engagement Activities

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

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

Begin description here:

Insofar as parental outreach is concerned, we offer a supplemental ESL course (beginning, intermediate and advanced levels) for English language learning parents of our LEP morning and afternoon

**Part D: Parental Engagement Activities**

enrichment program students in the evenings from November, 2011 - June, 2012 to foster increased parental involvement in the school and in the education of their children. We have found this ESL course to be the bridge that the parents of LEP students in our supplemental program need to be able to communicate with their children in English. As a result of this course, parents of English language learners in the before and after school enrichment program are more willing to become involved in the workings of the school. In addition, a portion of the evening ESL course helps prepare those parents of the students in our supplemental afternoon program who have applied for the citizenship test. The ESL for English language learning parents will include three teachers, one each for the beginning, intermediate and advanced classes. A guidance counselor will also be involved to serve the needs of the parents in the program.

**Part E: Budget**

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

Allocation Amount: \$31848

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	30,558.84	Teacher per session cost for before and after school instruction of students  20 weeks -alternating between 2 & 3 hour sessions per week  $\$50.06 \times 38 \text{ hours} \times 10 \text{ teachers} =$ $\$19,022.80$ $\$52.39 \times 38 \text{ hours} \times 1 \text{ supervisor} =$ $\$ 1,990.82$ $\$53.82 \times 20 \text{ hours} \times 1 \text{ counselor} =$ $\$ 968.76$ Total: \$22,000.38  Professional Development $\$22.80 \times 5 \text{ hours} \times 6 \text{ hours} =$ $\$ 684.00$ $\$50.06 \times 5 \text{ hours} \times 3 \text{ trainers} =$ $\$ 750.90$ $\$53.82 \times 4 \text{ hours} \times 1 \text{ counselor} =$ $\$ 215.28$ Total: \$1,650.18  Curriculum Development $\$50.06 \times 12 \text{ hours} \times 2 \text{ teachers} =$ $\$1,201.44$

