



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : GROVER CLEVELAND HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q485

PRINCIPAL: DENISE VITTOR EMAIL: DVITTOR@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 |
|--------------------|--|-----------|
| Denise Vittor | *Principal or Designee | On file |
| Brian Gavin | *UFT Chapter Leader or Designee | On file |
| Kathleen Carlson | *PA/PTA President or Designated Co-President | On file |
| | DC 37 Representative, if applicable | |
| Geline Canayon | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | On file |
| | CBO Representative, if applicable | |
| Gregory Ambrosini | Member/ | On file |
| Lydia Martinez | Member/ | On file |
| Liza Dabkowski | Member/ | On file |
| Kathleen Carlson | Member/ | On file |
| Stephanie Orengo | Member/ | On file |
| Vashtee Ragoonanan | Member/ | On file |
| RoseMaria LaMalfa | Member/ | On file |

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **To improve our Regents performance in all subgroups to reach Safe Harbor targets in Mathematics by August 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.

Safe Harbor (SH) target in mathematics have been met and surpassed, for "All Students" twice in four years. OUR Performance Index and subsequently the Safe Harbor targets have been inconsistent. The Performance Index (PI) on the exiting Mathematics Regents Examination, for "All Students" has increased steadily from 2007 to 2010. The four-year PI in mathematics for Grover Cleveland High School have been as follows: 136, 147, 149, 159; the Safe Harbor targets have been 134, 155, 152, and 154, respectively, for all subgroups.

According to the New York State School Report Card, the three-year trend for the mathematics accountability shows that: (1) Except for the most recent report, the PI for the SWD have surpassed the SH target twice in three years, (2) The LEP students have performed much lower than all other subgroups twice in three years, the difference between their PI and the SH target was 12 for the most recent report, despite surpassing the SH target for the previous year's report, (3) The difference is usually four or less for most PI that are less than the SH target, (4) Adequate Yearly Progress (AYP) was surpassed all three years for the Asian or Native Hawaiian/Other Pacific Islander subgroup.

Based on the 2010-2011 New York State School Report Card: The difference between the PI and SH target for each subgroup, except the Students with Disabilities (SWD) and the Limited English Proficient (LEP) subgroups, is no more than four. There is a significant difference between the PI and the SH target for the SWD, 47; and the LEP students, 12.

Based on the 2009-2010 New York State School Report Card: SH targets were surpassed in mathematics for all subgroups except for the White subgroup. The PI for the White subgroup was one less than the SH target.

Based on the 2008-2009 New York State School Report Card: SH target was met or surpassed for the SWD, the Asian or Native Hawaiian/Other Pacific Islander subgroup, and White subgroup. The PI for the LEP students was nine less than the SH target. For all other subgroups, the difference between the PI and the SH target was four or less.

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.

A) All Integrated Algebra classes are implementing the NYC Department of Education Common Core Curriculum using the

recommended fully aligned Pearson Prentice Hall NY Integrated Algebra program, curriculum and resources. The Pearson program also provides test taking strategies and practice preparation for the NYS Integrated Algebra Regents Exams

- B) All ICT (Integrated Co-teaching) students, ELL students, and at risk students will be given additional supports and modifications to instruction to increase success.
- C) Saturday Programs will be offered for extra tutoring and Regents Preparation in Algebra
- D -Uniform interim and benchmark assessments will be administered for each course. Teacher teams will review the student performance data and provide written feedback on how that data will inform their instruction.

Professional Development – Ongoing September 2011 through June 2011

Activity #1

- Training to strengthen student work to align with the common core standards
- Target Population: All Math teachers
- Responsible Parties: Assistant Principal of Mathematics, HSTW Math Coach/Consultant

Activity #2

- Professional Development to improve Math instruction to ELL's using ESL strategies
- Target Population: All Math teachers
- Responsible Parties: One teacher to attend office of ELL training and turnkey to colleagues – Training by ELL Master teacher to all Math teachers on ESL strategies

Activity #3

- Train teachers to work in collaborative team teaching environments
- Target Population: All ICT Co-teachers
- Responsible Parties: Assistant Principal of ISS, Network Support Specialists in Special Education

Strategies for including teachers in the decision making process

- Teachers will meet during their common planning time to review data gathered from interim assessments. Teachers will make decisions on how the findings of the data will be used to inform instruction.
- Interim assessments are administered quarterly throughout the school year.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Phone-Master service will be used to alert parents of tutoring, Regents prep and test dates and times
- "Daedalus" web based program will inform parents of their child's progress
- Total of four Workshops held throughout the year to train parents on the use of Daedalus and ARIS to access information
- Parent – Teacher nights, parents are given information on how to access their child's data

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.
- Currently Math teachers are highly qualified

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 Assistant Principal Mathematics will coordinate both of the PD efforts by our EPO – HSTW Consultants, and CFN Network Specialists so as to maximize efficacy of implementation
- The Assistant Principal Mathematics and Assistant Principal Organization will coordinate the Saturday Program efforts to offer students tutoring and Regents prep opportunities to increase academic achievement on the Algebra Regents Examination

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.
- SIG monies and additional requested funding will be used to fund the Saturday Math Program
- PD will be held both afterschool for per session and during our Monday PD afternoons (during school hours)
- Per session will be funded through SIG monies
- TL Fair Student Funding, Title III LEP, Common Core supplemental allocations, SIG funds

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

- **To improve our Regents performance in all subgroups to reach Safe Harbor targets in English Language Arts by August 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.

- For the past three years, the Performance Index in English language Arts in the “All Students” sub-group has either been met or has had a three to eight point difference in relation to the Safe Harbor Target. In analyzing the representative data for 2009-10, 2010-2011 and 2011- 2012, the results are as follows: 149:152, 165:157 and 161:169.
- The Accountability Measures have indicated that during the past three years students in the Asian or Native Hawaiian/Other Pacific Islander Sub Group has consistently met AYP.
- During the past two years students in the White Sub-Group met AYP. Last school year, this sub-group fell short of AYP with a Performance Index of seven points below the Safe Harbor Target.
- The Students with Disabilities sub-group has either met Safe Harbor Targets (2009-2010) or have had a 4 point difference (2010-11) in the past as indicated consecutively: 90:84, 118: 122. In 2011-2012, the Performance Index in relation to the Safe Harbor was as follows: 98: 126.
- Limited English Proficient students met Safe Harbor in 2010-11. For the past two years this sub-group has not met Safe Harbor as indicated by the Performance Index. The Performance Index in relation to the Safe Harbor Targets are as follows: 137: 146 in 2009-10 and 124:155 in 2011-12.
- Finally, the Economically Disadvantaged sub-group met Safe Harbor Targets in 2010-11. This group did not meet it in 2009-10, but the Performance Index different was three to seven points from the Safe Harbor Targets.

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 teachers and Assistant Principal of English Language Arts will assess the needs of at-risk students to plan targeted interventions.

The Assistant Principal and teachers will work closely with the Guidance and ELL Departments to ensure academic and social/emotional interventions are implemented to assist Students with Disabilities and ELL students.

The English Department will provide a Saturday Program for tutoring and Regents prep for students who have not met the ELA Regents requirements.

A Mock Regents will be given in the spring to eligible students.

The English curriculum has been retooled to include the common core learning standards for non-fiction reading and writing.

Curriculum maps have been revised to include interdisciplinary Big Ideas with Social Studies and Science.

Uniform assessments will be used to evaluate the effectiveness of the strategies and activities that are being implemented.

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.
- Phone-Master service will be used to alert parents of tutoring, Regents prep and test dates and times
- "Daedalus" web based program will inform parents of their child's progress
- Total of four Workshops held throughout the year to train parents on the use of Daedalus and ARIS to access information
- Parent – Teacher nights, parents are given information on how to access their child's data

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.
- Currently ELA teachers are highly qualified

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 Assistant Principal English Language Arts will coordinate both of the PD efforts by our EPO – HSTW Consultants, and CFN Network Specialists so as to maximize efficacy of implementation
- The Assistant Principal ELA and Assistant Principal Organization will coordinate the Saturday Program efforts to offer students tutoring and Regents prep opportunities to increase academic achievement on the ELA Regents Examination

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.

- SIG monies and additional requested funding will be used to fund the Saturday ELA Program
- PD will be held both afterschool for per session and during our Monday PD afternoons (during school hours)
- Per session will be funded through SIG monies
- TL Fair Student Funding, Title III LEP, SIG funds, Common Core supplemental allocations, CFE funds

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **To improve student attendance rate by a minimum of 2% to 82%**

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 average yearly attendance rate at Grover Cleveland High School is consistently between 79% and 80%, for the past few years, which falls below the New York City average for attendance, as well as the state and city benchmark of 90 percent. As research shows students who attend school less frequently have substantially lower chances of graduating from high school. Therefore, there is a need for Grover Cleveland High School to aggressively approach an initiative of attendance improvement that is school wide, grade specific and includes all staff for outreach.

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.

A school-wide attendance competition will be spearheaded by the Cabinet (Assistant Principals)

Each grade will be competing for the highest increase in monthly attendance

Monthly attendance "race" graphs will be posted outside various offices

Academy and grade mentoring will be included in the attendance plan

Attendance progress will be announced monthly

Updates will be posted on the TV screens in the main entrance and student cafeteria

Incentives are determined by the competition leaders and can include, but are not limited to weekly and monthly tickets for distribution during first and last periods, Fridays, Mondays for entry to Friday Youth Centers, awards assemblies, student council awards and most improved awards for each Academy

Final prize will be a grade wide event

Academy teams will meet during common planning time to address strategies to increase attendance of poor attendees

Automated calls will continue to go out to the homes of absent students

ATS reports including, but not limited to RYIS, PAR, RISA will be used to determine need and progress

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.

Daedalus Workshops for parents during PA meetings and/or other designated times to address ways to improve their child's school attendance, ways to support child attendance and ways to introduce home incentives for attendance improvement

Workshops to be presented by select staff, Community Mediation Services, Upward Bound staff

- Phone-Master service will be used to alert parents of tutoring, Regents prep and test dates and times
- "Daedalus" web based program will inform parents of their child's progress
- Total of four Workshops held throughout the year to train parents on the use of Daedalus and ARIS to access information
- Parent – Teacher nights, parents are given information on how to access their child's data

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.

N/A

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.
- Assistant Principal Pupil Personnel Services will coordinate all services and competitions

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.
- Done during the school day
- Incentives will be purchased through donations
- TL Fair Student Funding, SIG funds, Title III LEP, TL Parent Coordinator funds

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.
- **To improve our 4 year Graduation Rate for Cohort N to 60%**

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 graduation rate of Grover Cleveland High School has remained consistently below the New York State standard. The 2011 graduation rate was 57%. It remains a mission of the administration and staff to increase the four year graduation rate this school year to 60%.

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.

School wide strategies to improve the graduation rate will include, but are not limited to:

- The development of small learning communities to address students needs in a nurturing environment
- Training of administration and guidance staff on data gathering and analysis to determine need for services and interventions
- Ongoing data analysis of specific subgroups who must meet regents goals and credit accumulation goals this year
- Ongoing outreach specifically for individual students who fall into the school's subgroups who must meet regents goals and credit accumulation this year
- Ongoing tutoring – Teacher/Student, Student/Student, CBO/Student
- Conduct inquiry work to determine skill areas that affect student performance which contribute to delayed graduation
- Implementation of Danielson's teacher Effectiveness model to improve classroom instruction and achievement
- Conduct report card conferencing with students to provide feedback to students on their grades and allow students to explain why they are receiving this grade
- Provide credit recovery and additional Regents preparation through APEX and iLearn online programs
- C6 professional period teacher assignments will include tutoring and blended learning for students
- Provide increased review time and additional review sessions after school and on Saturdays for Regents preparation

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 workshops to include attendance improvement strategies and strategies for parents to support their children for academic improvement

Parent Association meetings focused on adolescent topics of interest

- Phone-Master service will be used to alert parents of tutoring, Regents prep and test dates and times
- "Daedalus" web based program will inform parents of their child's progress
- Total of four Workshops held throughout the year to train parents on the use of Daedalus and ARIS to access information
- Parent – Teacher nights, parents are given information on how to access their child's data

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.
- Staff are Highly Qualified with one or two exceptions which are currently in the process of completing certification

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.
- Principal, EPO and Assistant Principals will coordinate services and training of faculty

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Title III, Tax Levy, SIG funding
- TL Fair Student Funding, SIG funds, Title III LEP, TL Parent Coordinator funds, Title IID supplemental funds

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.
- **To increase the credit accumulation of second year students receiving eleven or more credits , especially those in the lowest third Citywide – by 4% (from 44 – 48%)**

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 per the 2010-2011 Progress Report, only 44% of the school's Lowest Third earned more than ten credits in the second year.

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.
- Review Scholarship Reports to determine failure rates and areas of need for second year students
- Conduct inquiry work to identify and plan interventions for second year students in the bottom third citywide through data analysis
- Implement Academic Intervention Services for tenth graders to improve the Math skills needed in Algebra and Geometry through iLearn and tutoring
- Provide make-up classes and make-up work in all content areas to prevent failures in June
- Provide PD on Mathematical Modeling to increase real-world relevance and student engagement in Mathematics instruction
- Provide PD on ESL Literacy strategies across the content areas for tenth grade teachers
- Infuse Achieve 3000 to increase the reading level of ELLs both in ESL and NLA classes
- Utilizing team approach to support students wholestically
- Provide Saturday Academy tutoring for credit recovery make-up work and Regents prep
- Use of Interim and Benchmark assessments to assess student progress
- Conduct Town Hall meetings reviewing credit and state test requirements for promotion

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.
- Phone-Master service will be used to alert parents of tutoring, Regents prep and test dates and times
- "Daedalus" web based program will inform parents of their child's progress
- Total of four Workshops held throughout the year to train parents on the use of Daedalus and ARIS to access information
- Parent – Teacher nights, parents are given information on how to access their child's data

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.
- Staff are Highly Qualified with one or two exceptions which are currently in the process of completing certification

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 entire Cabinet will on the integration and coordination of services

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.
- TL Fair Student Funding, SIG funds, Title III LEP, Common Core supplemental allocations

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 | 319 | 319 | 319 | 319 | 36 | n/a | 30 | n/a |
| 10 | 327 | 327 | 327 | 327 | 32 | n/a | 25 | n/a |
| 11 | 22 | 22 | 22 | 22 | 34 | n/a | 25 | n/a |
| 12 | 15 | 15 | 15 | 15 | 34 | n/a | 40 | n/a |

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 | ELA AIS is provided through extended class time during the school day. Ninth and tenth graders received one hour of instruction and students in the Achieve Now Academy have 1.5 hours of instruction. |
| Mathematics | Mathematics AIS is provided through extended class time during the school day. Ninth and tenth graders received one hour of instruction and students in the Achieve Now Academy have 1.5 hours of instruction. |
| Science | Science AIS is provided through extended class time during the school day. Ninth and tenth graders received one hour of instruction and students in the Achieve Now Academy have 1.5 hours of instruction. |
| Social Studies | Social Studies AIS is provided through extended class time during the school day. Ninth and tenth graders received one hour of instruction and students in the Achieve Now Academy have 1.5 hours of instruction. |
| At-risk Services provided by the Guidance Counselor | Counselors provide one to one counseling and small group counseling. Referrals are made for mental health services when appropriate. Individualized academic programming and adjusted scheduling is made when appropriate. Services are provided during the school day. |
| At-risk Services provided by the School Psychologist | n/a |
| At-risk Services provided by the Social Worker | Services include one to one counseling, weekly and during the school day. Services are also provided on an as needed basis. |
| At-risk Health-related Services | 504 forms indicate medical interventions, health paras are provided where necessary. In-class adjustments, ie: extended time, separate location, are made when dictated by the 504. |

**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.

MARCH 8, 2012

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: **24Q485** School Name: **GROVER CLEVELAND HIGH SCHOOL**

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)

Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Recommendations (JIT)

- There should be a singular instructional focus that incorporates higher order thinking skills and related activities such as reading and writing skills into every lesson, every day
- A schoolwide requirement to incorporate critical thinking skills to classroom instruction should be implemented and supported by coordinated staff development
- Differentiated activities that require higher order thinking should be implemented. Since Smart Boards are readily available, teachers should incorporate this technology as a student-centered, activity learning board rather than a chalkboard
- Lesson planning should aim to maximize class time. Specific lesson plan templates need to be used by professional staff. This should include all elements that are essential to quality class instruction, including higher order thinking questions and pivotal devices such as aims and motivations.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

- **School wide strategies to improve the graduation rate will include, but are not limited to:**

- The development of small learning communities to address students in a nurturing environment
- Training of administration and guidance staff on data gathering and analysis
- Ongoing data analysis of specific subgroups who must meet regents goals and credit accumulation goals this year
- Ongoing outreach specifically with individual students who fall into the school's subgroups who must meet regents goals and credit accumulation this year
- Ongoing tutoring
 - Teacher/Student
 - Student/Student
 - CBO/Student
- Saturday tutoring for ELA and Math
- Saturday "boot camp" for physical education make up credits
- Title III tutoring for ELL students for English and Math during the week and on Saturdays
- Credit recovery programs through APEX and iLearn
 - C6 assignments to be adjusted for tutoring opportunities and blended learning opportunities for students
- School wide attendance initiatives
 - Competitions
 - Inquiry
- Town hall meetings for cohort students to discuss academic needs
- Senior failure meetings with parents
- Ongoing collaboration and referrals to community based organizations that support families and provide mental health services for students in need
- Parent Association workshops

Part B: For Title I SINI Schools Only – (We are not Title I)

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

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

Part I: School ELL Profile

A. School Information [?](#)

| | | | |
|--|--------------------|-----------------------|--------------------------|
| Cluster Leader/Network Leader C. Amundsen/ V. Selenikas | District 24 | Borough Queens | School Number 485 |
| School Name Grover Cleveland High School | | | |

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

| | |
|--|--|
| Principal Denise Vittor | Assistant Principal Regina Dominguez |
| Coach Maria Rozos, ESL | Coach |
| ESL Teacher Krystyna Levy | Guidance Counselor Shirley Ventura |
| Teacher/Subject Area Wanda Tavaréz, Science | Parent Lydia Martinez |
| Teacher/Subject Area Felix Pagan ,Math | Parent Coordinator Albarosa Abdelatif |
| Related Service Provider Donna Williams | Other Michelle Robertson,A.P. ELA |
| Network Leader Vivian Selenikas | Other Suzanne Garcia, A.P.O |

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 | 8 | Number of certified bilingual teachers | 5 | Number of certified NLA/foreign language teachers | 7 |
| Number of content area teachers with bilingual extensions | 4 | Number of special education teachers with bilingual extensions | | Number of teachers of ELLs without ESL/bilingual certification | |
| Number of teachers who hold both a bilingual extension and ESL certification | | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | | | |

D. School Demographics

| | | | | | |
|------------------------------------|-------------|----------------------|------------|---|---------------|
| Total number of students in school | 2102 | Total Number of ELLs | 469 | ELLs as share of total student population (%) | 22.31% |
|------------------------------------|-------------|----------------------|------------|---|---------------|

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. 

2LL Identification Process and Parent Choice at Grover Cleveland High School:

Our ESL Coordinator, ESL Certified pedagogue, Krystyna Levy and our LAB-BESIS Coordinator, Foreign Language /ESL certified pedagogue, Alexandra Gil, conduct informal parent interviews and assist parents in the completion of the Home Language Identification Survey in order to determine eligibility for LAB-R testing. Ms. Gil, our LAB-BESIS is a Spanish teacher, fluent in Spanish and English; Ms. Levy, our ESL Coordinator, is fluent in English, Polish and Russian. They administer, to eligible students, the LAB-R exam within 10 days of enrollment. A Spanish LAB-R is also administered to students with a home language of Spanish. Students with a home language other than English and found NOT to be English proficient, based on the hand scored LAB-R exam, are deemed entitled to receive ESL services and are placed in an instructional program based on parent choice. At Grover Cleveland High School ELL parents receive an individual orientation where the the pedagogue interviews parents concerning students academic history to identify SIFE literacy and numeracy concerns; provides information to parents about the current available programs, which is presented and explained in the target languages (interpreters may be used with some of the low incidence languages where needed); the parents are also provided with an information session where they view the orientation video, discuss the currently available programs: Free Standing ESL and Transitional Bilingual Program (Bilingual Spanish) and make program selections. The parent choice letters determine the programs at our school. We maintain the letters and keep track of those languages for which we currently do not have a bilingual program. The pedagogues who are currently responsible for this process are Alexandra Gil, Foreign Language/ESL certified, LAB/BESIS Coordinator and Krystyna Levy, ESL- certified ESL Coordinator. Parent choice letters are collected and maintained on file in our ESL office. We also maintain copies of LAB-R hand scores and we have compiled a list indicating the students LAB-R exam history. Our programs are aligned to parental choice and we strive to consistently maintain alignment in our student placement. Entitlement letters are sent home in the appropriate home languages. After reviewing the Parent Survey and Program Selection forms we note that the trend is slowly changing from a vast majority of parents choosing the bilingual program to parents also choosing the Free Standing ESL program. Currently approximately 44% of our ELLs are in the Transitional Bilingual Program and approximately 56% are in the Free Standing ESL program. Our school annually administers the NYSESLAT exam during the state- mandated testing period. The test is administered by ESL Coordinator, Krystyna Levy, our LAB-BESIS Coordinator, Alexandra Gil in collaboration with our ESL certified pedagogues: Heidi Collazo, Elizabeth Mihalatos, Matthew Finn, Florence Link, Joan Mazur, Maria Rozos, Doshka Truick. To ensure that all ELLs receive the NYSESLAT annually we utilize the following ATSreports: RLAT, RMNR. The exam is scheduled and administered by modalities using the state guidelines for administration. The speaking modality is administered to students individually at a location separate from other students. The untimed listening, reading, writing subtests are administered to groups of students by our ESL team of pedagogues as identified above. Students with disabilities are provided with the testing accommodations specified by their IEPs or 504 Plans with two exceptions: the Reading subtest may not be read to any student, for the Writing subtest, students may not receive assistance or have their responses corrected for spelling, grammar, paragraphing, or punctuation. As stated above, parents receive individual orientations conducted by one of the members of our ESL team, Alexandra Gil, LAB-BESIS, Krystyna Levy, ESL Coordinator, Regina Dominguez, ESL Assistant Principal. Parents view the orientation video

and complete the program selection form; after sitting for the orientation and after having their questions and/or concerns addressed. We compile all parent selection forms and record target languages in order to notify parents when a TBE in their target language becomes available. The entitlement letters are prepared and distributed by our LAB-BESIS Coordinator and in collaboration with the ESL Coordinator and ESL pedagogues. (ESL team has been identified above). Letters are sent home via students and their signatures are required and kept on file. Continued entitlement letters are also distributed and signature lists are maintained and filed in our ESL office. Placement letters will be sent home and kept on file in the ESL office as well. Also, we hold monthly parent orientation and information meetings to support our incoming ELL population throughout the year. There is an agenda for the meetings, meeting times vary to accommodate parent schedules, and attendance sheets are maintained in our ESL office.

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 checked="" type="checkbox"/> | If yes, indicate language(s): SP |
| Dual language program | Yes <input checked="" 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 | | | | | | | | | | | | | | To t # |
|--|---|---|---|---|---|---|---|---|---|----|----|----|----|-----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Transitional Bilingual Education (60%;40% → 50%;50% → 75%;25%) | | | | | | | | | | 6 | 6 | 7 | 7 | 26 |
| Dual Language (50%;50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | | | | | | | | | | 6 | 6 | 5 | 5 | 22 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 12 | 12 | 12 | 48 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|-------------------------------|----|
| All ELLs | 469 | Newcomers (ELLs receiving service 0-3 years) | 319 | Special Education | 45 |
| SIFE | 106 | ELLs receiving service 4-6 years | 98 | Long-Term (completed 6 years) | 52 |

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

ELLs by Subgroups

| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total |
|---------------|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | 177 | 43 | 0 | 27 | 16 | 0 | 6 | 3 | 0 | 210 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 142 | 18 | 7 | 71 | 23 | 19 | 46 | 3 | 19 | 259 |
| Total | 319 | 61 | 7 | 98 | 39 | 19 | 52 | 6 | 19 | 469 |

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 | | | | | | | | | | 30 | 54 | 68 | 58 | 210 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 30 | 54 | 68 | 58 | 210 |

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

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 | | | | | | | | | | 31 | 42 | 36 | 21 | 130 |
| Chinese | | | | | | | | | | 1 | 2 | 1 | 0 | 4 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | 0 | 0 | 1 | 1 | 2 |
| Arabic | | | | | | | | | | 15 | 15 | 3 | 5 | 38 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | 0 | 1 | 0 | 0 | 1 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | 2 | | 2 | 0 | 4 |
| Polish | | | | | | | | | | 3 | 6 | 5 | 3 | 17 |
| Albanian | | | | | | | | | | 3 | 3 | 3 | 5 | 14 |
| Other | | | | | | | | | | 6 | 19 | 14 | 0 | 39 |
| TOTAL | 0 | 61 | 88 | 65 | 35 | 249 |

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

ELL PROGRAMS

There are 210 ELLs in the Transitional Bilingual program and 259 in our Free Standing ESL program. Our ELL population is provided with services to support their academic needs. Grover Cleveland High School provides staff with developmental training to enable students to achieve academic progress as their English proficiency develops. The goal of incorporating all these elements is to enable our LEP/ELL students to achieve academic progress as their English language skills improve.

Instructional Program Component for ELLs, grades 9 – 12

| | B | I | A |
|--|----------------------------|-------------------------|-------------------------|
| FOR ALL PROGRAMS | | | |
| ESL instruction for all ELLs as required under CR Part 154 | 675 minutes per week | 450 minutes per week | 225 minutes per week |
| ELA instruction for all ELLs as required under CR Part 154 | | | 225 minutes per week |
| Native Language Arts | 45 minutes daily (Spanish) | | |

Program Model Descriptions

ESL/Foreign Language Model - Students who are identified as being English Language Learners receive instruction in English as a Second Language in the following programs: Homogeneous proficiency levels are the same in one class: beginning level students receive triple periods; at the intermediate and advanced levels double periods are given. The transitional level students receive a single period of

A. Programming and Scheduling Information

ESL and a single period of English Language Arts which is taught by a licensed English teacher. At this final level, ESL students are prepared to take the English Regents. The following is the sequence in which the classes are given:

Beginning: LA1 (ESL1) to LA2 (ESL2) are double-period ESL classes with a focus on listening, speaking, reading, writing and grammar at a beginner's level. These classes are accompanied by the English component LS1 and LS2 which are single-period classes with a focus on beginning reading and writing. Students at this level receive a total of 675 minutes of instruction.

Intermediate: LB3/4 (ESL3) to LC5 (ESL54) are single period classes for intermediate level students focusing on their four language skills. These courses are taken with the single-period English component LS3, LS4, LS5. Intermediate students receive a total of 450 minutes. Students gain a greater level of ability in reading and writing.

Advanced: LC6, LD7/8 to LE9 are single period / 225 minutes classes for our advanced students. Not only do we focus on perfecting their listening, speaking, reading and writing skills, they receive intensive instruction in preparation for the English Regents. These classes are accompanied by a class / 225 minutes from the English Department.

ELA Regents Additional Prep class: An additional Regents prep class (L10) is offered to those ELLS in the country for more than one year and that are at the intermediate to advanced levels of language proficiency in the NYSESLAT, are enrolled in intermediate to advanced ESL classes, and are scheduled to sit for the ELA Regents in January/June. The advanced level students also take a Literature class from the English Department that provides Regents support. Students preparing for the Regents are also offered support through the ESL Title III After-school/Saturday Program. In addition, any student preparing for the Regents receives a mock Regents in January that prepares them for the rigor of the Regents.

Long-Term ELLs/SIFE- are targeted through classes that provide support through Achieve 3000, ESL/ Social Studies content instruction, ESL/Science content instruction. Building academic language through content is extremely important for our long-term ELLS. Our bilingual LTE are also supported through NLA classes that build academic language as well. The Achieve 3000 reading program is offered during our Title III After-school/Saturday Program.

ELLs with Special Needs - Our ELLs with special needs receive support from our Instructional Support department. ELLs are provided with all the mandated services based on the students IEP. For long term ELLs with disabilities and who need an extension of services the following instructional support is provided: modified curriculum, alternate placement bilingual paraprofessionals, infusion of ESL methodology in content areas, visuals, SMART technology interactive lessons. These students are also provided with tutoring opportunities during and after the school day. Many of these students are also registered in our on line reading program, Achieve 3000. This program provides students with individualized reading materials. ELL-SWDs receive instruction as follows:

- ESL methodology in content area classes.
- Visual/pictorial dictionaries as reference and aides.
- Bilingual dictionaries as reference and aides.
- Spell checkers/calculators
- Translation as needed by bilingual teacher(s), paraprofessional and/or student(s).
- Vocabulary :graphic organizers.
- As appropriate, allowance or writing or retelling in native language with translation.
- Syllabication of key words and vocabulary.
- Differentiated instruction (visuals, auditory and hands-on).
- Films with subtitles in native language.
- Low level/high interest literature and non-fictional materials.
- Grade level of texts is subject to and individualized by students' instructional reading level derived from the following sources: a student's IEP, teacher estimate and in-house testing (the most current data).

Differentiation of reading materials (texts, fiction and informational [non-fiction]), based on students' instructional reading level. 4 language components of speaking, listening, reading and writing are included in all lessons.

Dependent on need, direct instruction or Wilson reading supplements English literature classes

A. Programming and Scheduling Information

In order to meet the needs of ELLs/SWDs within the least restrictive environment, the ISS department ensures:

- Differentiation of reading materials/texts that are based on students' instructional reading levels. See above descriptions.
- IEPs are consistently reviewed and mandated services are provided by the appropriate school staff.
- Students with the IEP recommendation of related services only or Special Education Teacher Support Services (SETSS) and whose IEP mandates bilingual instruction participate in bilingual classes with the appropriate service in the native language. I.e. Counseling with a Spanish speaking counselor. Bilingual SETSS class with a Spanish/English speaking special educator.
- Students with the IEP recommendation of Integrated Co-teaching (ICT) or Special class in a community district high school are assigned to an alternate placement bilingual (Student's native language/English) paraprofessional in lieu of bilingual special classes or bilingual integrated co-teaching classes as we, as a school, have a small number of students within each grade level to constitute a bilingual special education program or ICT program. Our alternate placement paraprofessionals assist, translate as needed and support classroom instruction.

Our most recent school initiative is the creation of a 9th and 10th grade SLC were through intense collaboration of Principal, Assistant Principals, Guidance Counselors and programmers, the ELL SWDs have been programmed in the SLCs.. As we move (9th and 10th graders are in smaller learning communities [SLCs]) to a whole school of small learning communities, all students whether SWD or not will be included into communities of choice based on career interest.

New comers

All our Newcomer ELLs are provided with individual language proficiency placement exams. In the classroom they are also provided with benchmark assessments that indicate skill based proficiency and deficiencies as well. At the beginner and intermediate levels they are also administered the ELL periodic assessment. All data is used to drive instruction and track student progress. These students are part of our Title III tutoring program. During the school day tutoring periods are also available.

Ninth grade ELLs are part of our Tiger Academy and receive all services including native language support (bilingual Spanish). Teachers have common planning time and review data on an ongoing basis. Tenth Grade are part of our Wolf Academy and receive all services as well.

Regardless of language level, a variety of methods and approaches are incorporated to achieve both communicative and written competency in English. Some of the language learning methods employed are the direct method, whole language approach, and the communicative approach. The instructional objectives of these classes are to develop the four language skills: listening, speaking, reading,

Native Language Usage and Supports

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

| Native Language Usage/Support | Transitional Bilingual Education (TBE) | Dual Language | Freestanding ESL |
|-------------------------------|--|---------------------------|---------------------------|
| 100% 75% 50% 25% | 100% 75% 50% 25% | 100% 75% 50% 25% | 100% 75% 50% 25% |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |

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

A. Programming and Scheduling Information

- Content area instructional component is delivered through instruction in English and ESL methodologies.

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?

ste response to questions 8-17 here

ELLs receive tutoring content opportunities in ELA, Math and other content areas receive supplemental services through our Title III program. The Title III program, after-school and Saturday, offers bilingual Spanish and ESL instruction across content areas. Native language support at the beginning, intermediate and advanced levels are also provided. Through the SIFE/Long term ELL grant ESL students participate in our Achieve 3000 reading program in both the ESL and Native Language classes. English Language Learners are challenged with both new language and culture. In order to address these needs, enrichment activities for ESL/Bilingual students and their families will be provided under Title III. We will also conduct Teacher workshops which will focus on the new New York City Balanced Literacy, differentiation of instruction tailored for ESL students and technology resources available for ELLs. We will continue to outreach our feeder schools via inter-visitations and placement of ESL students who will be coming to our school. We will conduct Bilingual Task Force meetings in which members from the various departments from our school will be represented. Bilingual counseling will be available for at risk ELL students. Our Saturday Institute will help intermediate and advanced ESL students prepare for the English Comprehensive Examination. We will also help students in beginning and low intermediate levels to acquire fluency in listening, speaking, reading and writing via our after-school and Saturday tutorial programs. Parents will participate in Saturday Adult ESL classes. In addition we will offer both Native Language Arts and Math (Bilingual/ESL) tutoring both weekdays and on Saturdays to our ELL students. In our continued efforts to assimilate our immigrant students to the American culture, educational trips will be planned during parts of the fall and spring semesters. This is the one of the many benefits ESL students will have while participating in this program.

In order to inform instruction in our we administer the ELL periodic assessments, Achieve 3000 formative assessments to use data to inform instruction and interventions. In addition the following interventions are offered in order to address the ELL students' socio-emotional needs:

- Counseling ongoing as per student need.
- Goal planning with teachers and counselors. In class goal planning every marking period.
- Academic/emotional counseling as per student need.
- Parent/teacher involvement ongoing.
-

Community Mediation Services is a program funded by the United Way and the DOE. This initiative serves to collaborate with the school to help students stay in school and meet graduation requirements. They provide a myriad of counseling services, team conferencing and parental involvement.

In House Outreach :

- Outreach Letters ongoing.
- Phone calls to parents are made on a consistent basis.
- Daedalus online communication with counselors, parents and faculty.
- Home visits ongoing.
- Counseling services provided by counselors, social workers as needed .
- NYPD collaborates with GCHS to make outreach to students.
- Upon return the student is reinstated and given a program to address his/her needs.

Students are consistently monitored and are given support from teachers, guidance and administration.

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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- Tutoring: during the school day, after-school and Saturdays is made available.
- In-school day tutoring available.

B. Programming and Scheduling Information--Continued

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- Tutoring: during the school day, after-school and Saturdays is made available.
 - In- school day tutoring available.

A. Programming and Scheduling Information

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)?

samples, Interrupted Formal Education Form, and academic history. We serve SIFE students in our school with a bilingual program and an after-school/Saturday tutorial program. These students are taught in English as a Second Language. for Spanish and Polish students, we

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.

to response to questions 1-3 here

Grover Cleveland High School's Title III Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards and achieve higher scores on all city and state assessments. Teachers participating in the professional development workshops and teacher trainers will be paid at per session rate. These professional development sessions will be facilitated by school administrators, Office of ELLs, BETAC, Achieve 3000, ESL/Bilingual Coordinator and teachers.

ESL Assistant Principal, Content area Assistant Principals, Bilingual and Native Language teachers and guidance counselors will receive professional development in order to support our ELL population. Teachers will receive professional development through department meetings, study groups, outside resources. Also, teachers will attend workshops, the NYSABE conference, Advance Placement College Board training sessions, BETAC conferences, Achieve 3000 training and other professional organization meetings; they will turnkey the professional development to the school staff during in-house professional development workshops.

The Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners and ensure all students are fully engaged in lessons. Teachers will work to create an interdisciplinary curriculum encompassing content area instruction with ESL / Bilingual strategies and activities. Interdepartmental study groups will meet to discuss curriculum, assessment and overall student progress with the focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards and achieve higher scores on all city and state assessments. These professional development sessions will be facilitated by school administrators, turn key teachers, ESL/Bilingual Coordinator and ESL/Bilingual/ Native Language teachers and other outside sources.

Teachers working in the supplementary instructional program will attend 4 sessions of professional development after-school.

| Quantity & Hours | Purpose of session |
|------------------|--------------------|
|------------------|--------------------|

| | |
|-------------------------|---|
| Four one-hour sessions: | • Goal setting study groups, curriculum writing, articulation and modification. |
|-------------------------|---|

| | |
|------------------------|---|
| Two one-hour sessions: | • Best practices and Differentiated Instruction |
|------------------------|---|

| | |
|--|---|
| One two-hour professional development session: | • Devoted to the strategies needed to prepare ELLs to meet the city and state standards and to gain a clear understanding of the NYSESLAT/ ELA Regents. |
|--|---|

| | |
|---|--|
| Two one hour professional development sessions: | • Devoted to technology based instructional strategies to develop and enhance ELL students' skills that will prepare them for the demands of a high tech global society and Achieve3000 software training. |
|---|--|

Teachers are provided professional development opportunities through the office of ELLs, BETAC, Achieve 3000, interdisciplinary in house. Teachers working in the supplementary instructional program will attend the NYSABE weekend Conference and serve as turnkey for ESL\Bilingual Foreign Language department.

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|--|---|

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Grover Cleveland's bilingual content area classes are comprised of three levels: beginners, intermediate, and advanced students. It is our goal to have content area teachers informed of the NYSESLAT level of proficiency in each of their respective classes at the onset of each semester.

While keeping these criteria in mind, the teacher will make the necessary adaptation to their instruction to address the students' linguistic differences. For example, the teacher can have three different activities prepared to address each level within the same lesson. For the beginning levels, the activity should engage the student mostly in the native language; at the intermediate level students should be less engaged in the native language; at the advanced level students should be almost entirely engaged in the English language. All three levels, however, will come together in every lesson by having a summary in English.

ELL/ differentiation of instruction training for all staff is held through departmental professional development meetings, and specific teacher professional development days during the academic year. Content area teachers are also scheduled to attend outside professional development sessions and workshops.

D. Professional Development and Support for School Staff

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| Four one-hour sessions: | • Goal setting study groups, curriculum writing, articulation and modification. |
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Courses Taught in Languages Other than English 

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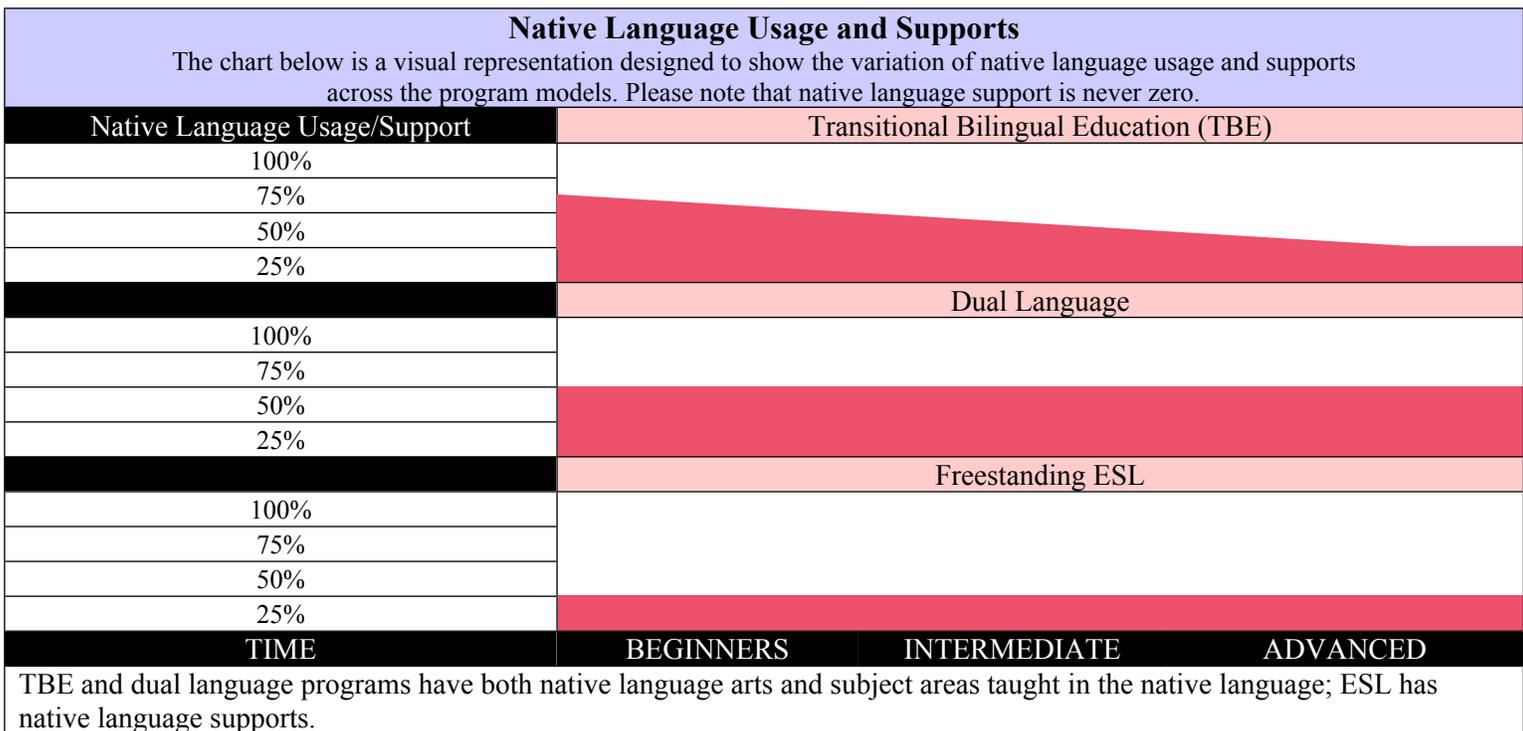
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12 | | | |
|--|----------------------|----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |



B. Programming and Scheduling Information--Continued

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

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ELLs receive tutoring content opportunities in ELA, Math and other content areas receive supplemental services through our Title III

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In order to inform instruction in our we administer the ELL periodic assessments, Achieve 3000 formative assessments to use data to inform instruction and interventions. In addition the following interventions are offered in order to address the ELL students' socio-emotional needs:

- Counseling ongoing as per student need.
- Goal planning with teachers and counselors. In class goal planning every marking period.
- Academic/emotional counseling as per student need.
- Parent/teacher involvement ongoing.
-

Community Mediation Services is a program funded by the United Way and the DOE. This initiative serves to collaborate with the school to help students stay in school and meet graduation requirements. They provide a myriad of counseling services, team conferencing and parental involvement.

In House Outreach :

- Outreach Letters ongoing.
- Phone calls to parents are made on a consistent basis.
- Daedalus online communication with counselors, parents and faculty.
- Home visits ongoing.
- Counseling services provided by counselors, social workers as needed .
- NYPD collaborates with GCHS to make outreach to students.
- Upon return the student is reinstated and given a program to address his/her needs.

Students are consistently monitored and are given support from teachers, guidance and administration.

- Tutoring: during the school day, after-school and Saturdays is made available.
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Additional Information

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

Paste additional information h

Our ELLs participate in our open house days and participate in all school fuctions: Winter Wonderland, Multicultural Festival, Open-Mike Poetry, Spring musical and in-hose theratre productions.

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)?

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?
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Purpose of session

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Part V: Assessment Analysis

A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|-----|-----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | | | | | | | | | | 48 | 56 | 56 | 26 | 186 |
| Intermediate(I) | | | | | | | | | | 29 | 62 | 55 | 47 | 193 |
| Advanced (A) | | | | | | | | | | 15 | 25 | 21 | 29 | 90 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 92 | 143 | 132 | 102 | 469 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING | B | | | | | | | | | | 15 | 26 | 26 | 12 |
| | I | | | | | | | | | | 40 | 51 | 49 | 40 |
| | A | | | | | | | | | | 21 | 57 | 52 | 55 |
| | P | | | | | | | | | | | | | |
| READING/ WRITING | B | | | | | | | | | | 25 | 43 | 41 | 18 |
| | I | | | | | | | | | | 39 | 78 | 68 | 59 |
| | A | | | | | | | | | | 15 | 14 | 15 | 27 |
| | P | | | | | | | | | | | | | |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | 59 | 29 | | | 88 |
| 5 | 37 | 58 | 1 | | 96 |
| 6 | 14 | 60 | 3 | | 77 |
| 7 | 47 | 11 | | | 58 |
| 8 | 15 | 15 | | | 30 |
| 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 | 66 | | 39 | | 17 | | | | 122 |
| 5 | 49 | | 47 | | 30 | | 1 | | 127 |
| 6 | 18 | | 47 | | 44 | | 1 | | 110 |
| 7 | 35 | | 33 | | 11 | | 3 | | 82 |

| NYS Math | | | | | | | | | |
|---------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 8 | 12 | | 14 | | 10 | | 1 | | 37 |
| 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 | 49 | 30 | 27 | 10 |
| Integrated Algebra | 139 | 171 | 88 | 61 |
| Geometry | 4 | 1 | 4 | 1 |
| Algebra 2/Trigonometry | 2 | | 2 | |
| Math <u>A</u> | 2 | 5 | 1 | 2 |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | 7 | 2 | 2 | 1 |
| Living Environment | 119 | 138 | 46 | 72 |
| Physics | | | | |
| Global History and Geography | 94 | 107 | 63 | 66 |
| US History and Government | 33 | 78 | 20 | 40 |
| 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 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) | 168 | 145 | 106 | 90 | | | | | |

| 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 |
| 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.

Paste response to questions 1-6 here

When analyzing the LAB-R data we find that there is no pattern that emerges based on grade level. The pattern we do observe is that the English proficiency level is based on the students previous English language exposure, schooling and/or time in the country. We observe that students coming from countries where English is taught in the schools more regularly or where English is a second language in that country, perform at the higher levels of language proficiency on the LAB-R.

In reviewing the results in the four modalities (listening, speaking, reading and writing) we are observing a pattern, across levels and grades, of low proficiency in writing. This pattern indicates the need to increase proficiency in reading and writing. We observe, at the beginner levels that listening skills are contributing to the low performance as well. At the intermediate levels we also see a tendency of low scores on the reading modality. In order to address the needs of our ELLs, as indicated by the data, we are currently offering during school, after-school tutoring and Saturday instructional classes. Our focus continues to be on writing across the curriculum. We infused the Achieve 3000 on-line reading program into the ESL classrooms to meet students' needs in reading. To address the writing deficiencies we are also infusing the on-line writing program Go My Access. An Achieve 3000 inquiry team is dedicated to collaborative analysis of student progress as to inform instruction and prepare them for the rigor of the NYSESLAT, ELA exams.

ELL PERIODIC ASSESSMENT

ELLs were administered the exam and the current data results are as follows across proficiency levels: 11 students(3.24%) scored at the 0-25% range, 73 (21.53%) scored at the 26-50% range, 125 (36.87) scored at the 51.75% range, 130(38.35) scored at the 76-100 % range. This year we administered the test to all levels of proficiency as opposed to last year where we tested the lower and intermediate levels.

A total of 195 students were tested. In reviewing the data we found that 29.17% of the students tested below standards and 70.83% at or above standards. The breakdown is as follows: 11 studets(5.6%) scored at the 0-25% range, 106 (54.36%) scored at the 26-50%, 61(31.78%) SCORED AT THE 51-75% RANGE, 17(8.72%) SCORED AT THE 76-100% range. In reviewing the data we were able to confirm that students at the inetermediate level of language acquisition experience the L2 stall. We identify reading and writing specifically in this stall period. Individual student data is reviewed in order to make informed decisions to guide instruction. In some cases we have made level changes in oredr to meet student needs as determined by the assessment and teacher input(specifically with the above standard group). We have seen a positive shift in the proficiency levels at the 51-75% and the 76-100% range. Since this is our first year testing all ELLS we will see the advances across proficiencies clearer next year. We will be using individual results to focus on item analysis in order to inform instruction.

The performance of ELLS in the targeted content areas is of great concern at our school.

Additional Information

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

Paste additional information h

Our ELLs participate in our open house days and participate in all school fuctions: Winter Wonderland, Multicultural Festival, Open-Mike Poetry, Spring musical and in-hose theratre productions.

Part VI: LAP Assurances

School Name:

Grover Clevaland H. S.

School DBN: 24Q485

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|------------------------------|----------------------|-----------|-----------------|
| Denise Vittor | Principal | | 11/14/11 |
| Regina Dominguez | Assistant Principal | | 11/14/11 |
| Albarosa Abdellatif | Parent Coordinator | | 11/14/11 |
| Maria Rozos | ESL Teacher | | 11/14/11 |
| Lydia Martinez | Parent | | 11/14/11 |
| Felix Paga-Math | Teacher/Subject Area | | 11/14/11 |
| Krystyna Levy-ESL | Teacher/Subject Area | | 11/14/11 |
| | Coach | | 11/14/11 |
| Michelle Robertson, A.P. ELA | Coach | | 11/14/11 |
| Shirley Ventura | Guidance Counselor | | 11/14/11 |
| Vivian Selenikas | Network Leader | | 11/14/11 |
| Donna Williams ,A.P. ISS | Other | | 11/14/11 |
| Celia Foster, A.P. Math | Other | | 11/14/11 |
| Dorene Lorenzoni , A.P. SS | Other | | 11/14/11 |
| John Pritchard, A.P. Science | Other | | 11/14/11 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q485 **School Name:** GROVER CLEVELAND HIGH SCHOOL

Cluster: 2 **Network:** 202

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.

Our school uses home language indicators on ATS, parent conversations and parent surveys, to determine translation and oral interpretation needs.

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.

The following are our written and oral interpretation needs: (a) all parent memos in top languages other than English, which includes Spanish, Polish and Arabic, (b) all phone master messages must be sent in home language of students, (c) simultaneous translation in Spanish, Polish and Arabic when necessary for parent workshops. Our school used the school website to inform our school community (parents and students) of their rights to translation services. The school uses the platform of faculty conferences and interoffice communication, memos and email to inform staff of translation services available to parents.

Part B: Strategies and Activities

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

(a) Memos translated by DOE translation services via email submission in necessary languages, (b) ESL teachers, as well as foreign language teachers also provide written translations for in school memos when DOE translation services cannot provide it in a timely manner

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

(a) Phone master messages in students' home language as indicated in ATS, (b) Simultaneous translation in Spanish and Polish for all parent workshops provided by outside translation vendors, (c) Attendance teachers are bilingual (English/Spanish, English/Urdu), Parent Coordinator provides translation during registration process, school aides provide translation when making attendance phone calls as well as during the registration process

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

(a) Bill of Parent Rights are available upon registration and through the Parent Coordinator and in the guidance department. The parents' rights are also posted in guidance and at the main entrance of the school, (b) availability of translation services is posted in the guidance department as well as at the main entrance of the school, (c) the safety plan includes procedures that ensure that all parents have access to administrative communication regardless of language barriers, (d) the school uses the Department of Education translation services to provide memos and documents to parents of the eight official languages so that correspondence is understood by parents, (e) the school website will provide information in each of the covered eight languages with regard to the right of parents to translation services.

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: Grover Cleveland High School | DBN: 24Q485 |
| Cluster Leader: Charles Amundsen | Network Leader: Vivian Selenikas |
| 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 checked="" type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other: |
| Total # of ELLs to be served: 483 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12 |
| Total # of teachers in this program: 13 # of certified ESL/Bilingual teachers: 8 # of content area teachers: 5 |

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: Instructional Program

Grover Cleveland High School's Title III program provides English Language Learners with supplemental instruction in a Weekday/Saturday Intervention Academy program. The instructional programs will service ELLs in grades 9, 10, 11 and 12 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT in order to prepare the ELLs for the academic rigor of Regents Examinations, the NYSESLAT, Advanced Placement classes and the challenges of higher education/workforce.

After-School Weekday/Saturday Intervention Academy program will meet beginning in November 2011 through June 2012. The program will consist of classes in Math, Science, NLA, Social Studies and ESL/English Regents Preparation and homework help sessions. During the week there will be two one-hour sessions per week and three-hour sessions on Saturdays. Working this program will be 13 certified Bilingual and/or ESL teachers who will provide supplemental instruction in alignment with the New York City, New York State and Common Core performance standards. Instruction will be in accordance with our LAP policy, the ESL department using ESL strategies, in tangent with the content area teachers to foster and support academic rigor across the curriculum. Supervision and coordination will be in place throughout the duration of the program. Upon completion, an awards ceremony will be held in recognition of student academic effort and attendance.

Using supplemental funds, if awarded, the funding from the SIFE/Long-Term Grant, will afford us the opportunity to work with the Repertorio Español. The program will provide NLA instruction through the theatre arts. A professional actor comes to our school and works with an NLA class on play writing, acting with a focus on literature. Utilizing our Title III and Grant funding sources, in order to assist our ELLs, we will purchase two Scholastic educational magazines: Up Front and Scope. We will also be purchasing a number of dictionaries and word to word glossaries. Other supplementary materials will be provided to augment English, Native Language Arts, Science, Social Studies and Math instruction. General instructional supplies such as chart paper, markers, ink, supplemental books to enhance libraries, and literature related videos. o equip our Title III program with additional technology and provide further support for instruction, we will purchase SMART board supplies.

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

Part C: Professional Development

- name of provider

Begin description here: ESL, Bilingual and Native Language teachers will receive ongoing professional development that will provide them with opportunities to develop and share ideas in order to enhance our current curriculum. Teachers will receive professional development through monthly department meetings, faculty conferences, HSTW (High Schools That Work) (EPO) workshops, inquiry /study groups and LAP task force meetings. Teachers of ELLs will receive training and professional development in the strategies to prepare students for the NYSESLAT, ELA Regents, literacy strategies, Common Core Standards,ESL methodology and strategies. They will also receive training in the administration and grading rubrics of the NYSESLAT. In addition, teachers will attend BETAC and OELL, workshops, Achieve3000, Data analysis workshops and other professional organization meetings; teachers attending outside professional development will turn key the professional development to the school staff during in-house professional development workshops.

Funded by Title III we will hold eight-- two-hour meetings during the school year. Fifteen teachers serving ELLs will be able in attendance. Other training sources, such as our resident ESL Master teacher , will provide professional development. Our professional development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners and ensure all students are fully engaged in lessons. The workshops will also focus on how to analyze and utilize data to inform instruction: e.g. ELL periodic assessment data and Achieve 3000 reports. Our study groups will also be interdisciplinary in nature. We will work with ELA, NLA, bilingual and ESL content teachers to share best practices for ELLs. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards and achieve higher scores on all city and state assessments. Teacher study groups will also focus on instructional goal setting, student bench mark assessments, item analysis and data analysis. Study groups will be using available data, ARIS, Daedalus, ATS and departmental soft and hard data to identify areas of weakness and strategies for success.

Teachers participating in the professional development workshops and teacher trainers will be paid at per session rate. These professional development sessions will be facilitated by school administrators, ESL Master teacher, turn-key teachers, Achieve 3000, ESL/ LAB/BESIS, Coach from the Office of Achievement ,Performance ,and Support, Literacy coach provided by our EPO (HSTW).

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here:

Parent involvement is crucial to the success of students. It is important to provide them with not only a welcoming and friendly school experience but also one that provides educational opportunities. We will be conducting monthly parent orientations that will focus on: school programs; policy and procedures; discipline code, Daedalus and ARIS training; understanding progress reports and multicultural awareness. During our ESL Saturday program we will hold ten- three- hour parent classes of English instruction and technology. The instruction is differentiated, and culturally sensitive. Collations will be available . Parents are notified through parent letters, phone calls and during our Fall Parent Teacher Conferences.

The parent workshops will be conducted by our ESL certified ESL Coordinator, our certified LAB/BESIS Coordinator and the ESL/ Foreign Language Assistant Principal. The ESL Saturday parent classes will be taught by an ESL certified teacher. Supervision will be in place at all parent functions and in the Saturday Academy. Our Parent Coordinator also works with our ESL/Bilingual parents to support their and easy the transition to a new culture. In collaboration with the Parent Association, monthly meetings target different topics and provide parents with information and resources.

Part E: Budget

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

Allocation Amount: \$66532

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|--|--|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | Fall /Weekday Tutoring Supervisor : (1 Assistant Principal) x (1 hour) x 12 weeks x (\$ 52.39 per/hr.) = 628.68 Participating Teachers: (13 Teachers) x (2 hours) x 12 (weeks) = (312 hours) x (\$ 50.06 per/hr.) = 15,618.72 Spring /Weekday Tutoring | Instructional Plan: tutoring Afterschool/ Saturday Academy Teacher Professional development/study groups Monthly parent Orientations and ESL/Technology Parent Saturday class |

Part E: Budget

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

Allocation Amount: \$66532

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------|--|---|
| | <p>Supervisor: (1 Assistant Principal) x (1 hour) x 16 weeks x (\$52.39 per/hr.) = 838.24</p> <p>Participating Teachers (13 Teachers) x (1 hour) x (16 weeks) = 208 (hours) x (\$50.06 per/hr.) = 10,412.48</p> <p>Spring/Saturdays Tutoring</p> <p>Supervisor:(1 Assistant Principal) x (3 hours) x 10 Saturdays x (\$52.39 per/hr.) = 1571.70</p> <p>Participating Teachers (10 Teachers) x (3 hrs) x (10 Saturdays) = (300 hours) x (\$50.06 per/hr.)= 15018.00</p> <p>Monthly Parent Orientations – Participating Teachers: (1 Teacher) x (10 hours) x (\$50.06 per/hr.) = 500.60</p> <p>Supervisor:(1 Teacher) x (10 hours) x (\$52.39 per/hr.) = 523.90</p> <p>Parent Instructional Class – Participating Teachers: (1 Teacher) x (30 hours) x (\$50.06 per/hr.) = 1501.80</p> <p>Participating Teachers: NYSESLAT Training(7 Teachers) x (1 hour) x (\$50.06 per/hr.) =</p> | |

Part E: Budget

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

Allocation Amount: \$66532

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|---|--|
| | 350.42 NYSESLAT training Coordination: (1 Teacher) x (50 hours) x (\$50.06 per/hr.) = 2503.00 Inquiry/Study Groups:(15 Teachers) x (2 hour) x (8 meetings) = (240 hours) x (\$50.06 per/hr.)= 12014.40 | |
| Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. | Achieve 3000 (different funding source) | GCHS holds 500 licenses. |
| Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. | 5050.06 | Scholastic Magazine: Scope and Upfront Dictionaries/word to word glossaries Class libraries General Insstructional supplies |
| Educational Software (Object Code 199) | N/A | |
| Travel | N/A | |
| Other | | |
| TOTAL | 66,532.00 | |

