



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : MATHEMATICS, SCIENCE RESEARCH & TECHNOLOGY HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q492

PRINCIPAL: JOSE M. CRUZ EMAIL: JCRUZ3@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 |
|---|--|-----------|
| Jose M. Cruz | *Principal or Designee | |
| Sharon Kletzkin | *UFT Chapter Leader or Designee | |
| Debra Davis-Smith | *PA/PTA President or Designated Co-President | |
| N/A | DC 37 Representative, if applicable | |
| Kehinde Olatunji Nia Henry Chelsea Lawrence | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| N/A | CBO Representative, if applicable | |
| Chenet Jahn | Assistant Principal | |
| Michelle Porter | Parent | |
| Michael Francis | Parent | |
| Terry King | Parent | |
| Vivien White | Parent | |
| Nanette McTier | Teacher//UFT/Staff | |
| Christian Suarez | Teacher/UFT/Staff | |

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By August 2012, 85% of all 9th grade students will earn 10 + credits as indicated by the progress report.

Comprehensive needs assessment

- After conducting an analysis of the student performance data from the 8th grade state assessments, it was determined that our 9th grade students demonstrate progress toward achieving the 10 + credits to ensure that students stay on track for graduation.

Instructional strategies/activities

Professional Development:

- a) Professional Development and Common Core Learning Standards will be given on the following topics: Core Curriculum, Curriculum Mapping and Pacing Calendar
- b) Use of rubrics with the language of the standards to provide specific feedback to students regarding their work
- c) Use of student data to plan and set goals for instruction and activities
- d) Continue to develop the inquiry process with teams of teachers to develop study skills to ensure student progress
- e) Use case studies and data to incorporate differentiated lesson planning

Target Population:

- a) Teachers servicing 9th Grade Students that includes General Education, Self Contained and English Language Learners

Responsible Staff Members:

- a) Principal
- b) Assistant Principal of Supervision
- c) Data Specialist
- d) Teachers servicing 9th grade students that include general education, self contained, students with disabilities and English Language Learners

Steps for Including teachers in the decision-making process:

- a) Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments and teacher assessments
- b) Staff determined the process to increase student performance by setting benchmarks to measure the effectiveness of the activity/strategy
- c) Staff will evaluate progress to determine if additional support is needed after analyzing data of student performance on a monthly bases in cross functional teacher teams
- d) Periodic Assessment Dates: October 2011, December 2011, March 2012 and May 2012

Implementation Timeline:

- a) September 2011 through August 2012

Strategies to increase parental involvement

- 1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);**
- 2. 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;**
- 3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;**
- 4. Providing assistance to parents in understanding City, State and Federal standards and assessments; Guidance Counselor sharing inform on the process of graduation**
- 5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.**
- 6. Ensuring that the Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to Parent questions and inquiries**
- 7. Ensuring that parents be trained on how to use Jupiter (Snap Grades) to inform them of the child's progress.**

Math, Science Research & Technology Magnet High 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.

Strategies for attracting Highly Qualified Teachers (HQT)

- a) **Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers**
- b) **The Assistant Principal of Organization will work closely with the network Human Resource personnel to ensure that non-HQT meet all required documentation and assessment deadlines**
- c) **The Assistant Principal of Supervision will mentor and support struggling and new teachers with one to one instructional support and professional development**

Service and program coordination

- a) An Attendance Teacher supports the school to improve attendance with home visits for all students denoted with an attendance problem
- b) The Guidance Counselor supports the best practices of the school and shares vital information regarding student attendance and academic intervention service via one-on-one meetings, group meetings and counseling sessions.
- c) The school has a phone message service to inform parents of absentees on a daily bases and egregious attendance is I-Logged
- d) Teachers are instructed to call to inform parents of poor attendance of students in their class
- e) Attendance Team Staff will support the school's effect to improve attendance statistic for all learners (Students with disabilities and English Language Learners). These efforts will support the progress of all learner to ensure daily attendance in our classes

Budget and resources alignment

- Fair Student Funding (Tax Levy) , Title I Funds and human resources were used to implement this action plan to target ninth grade students from September 2011 through August 2012 as indicated above
- Reimbursable funds
- Supervisor per session (3 days per week) and Saturday program- Observations, Coaching and processing materials
- Teacher per session (3 days per week) and Saturday program- Professional Instructional materials for teachers (Review books and software)

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

- By August 2012, all 12th grade students will make progress toward achieving the 80% state graduation rate standard as evidence by a 3% increase on the school's accountability and progress report.

Comprehensive needs assessment

- After conducting an analysis of the student performance data for the past three years using the RCOS, ARIS and students' transcripts, it was determined that our 12th grade students need to pass several regents in order to achieve the 80% state graduation rate standards in four years.

Instructional strategies/activities

Professional Development:

- a) Professional Development, Common Core Learning Standards will be given on the following topics: Core Curriculum, Curriculum Mapping and Pacing Calendar
- b) Use of rubrics with the language of the standards to provide specific feedback to students regarding their work products and regent exams
- c) Use of regent data to plan and set goals for instruction and activities
- d) Continue to develop teacher teams with test taking skills and study skills to empower our student with the ability to improve assessment outcomes
- e) Use regents exams to incorporate differentiated lesson planning

Target Population:

- a) Teachers servicing 12th Grade Students that includes General Education, Self Contained and English Language Learners

Responsible Staff Members:

- a) Principal
- b) Assistant Principal of Supervision
- c) Data Specialist
- d) Teachers servicing 12th grade students that include general education, self contained, students with disabilities and English Language Learners

Steps for Including teachers in the decision-making process:

- a) Teachers will meet in grade-level and cross functional teams to review student data gathered from regents exams and teacher assessments
- b) Staff determined the process to increase student performance by setting benchmarks to measure the effectiveness of the activity/strategy
- c) Staff will evaluate progress to determine if additional support is needed after analyzing student performance data for regents exams on a monthly

bases in cross functional teacher teams

Implementation Timeline:

- a) September 2011 through August 2012

Strategies to increase parental involvement

- 1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);**
- 2. 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;**
- 3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;**
- 4. Providing assistance to parents in understanding City, State and Federal standards and assessments;**
- 5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.**
- 6. Ensuring that the Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to Parent questions and inquiries**
- 7. Ensuring that parents be trained on how to use Jupiter (Snap Grades) to inform them of the child's progress.**

Math, Science Research & Technology Magnet High 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.

Strategies for attracting Highly Qualified Teachers (HQT)

- a) Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers**
- b) The Assistant Principal of Organization will work closely with the network HR to ensure that non-HQT meet all required documentation and assessment deadlines**
- c) The Assistant Principal of Supervision will mentor and support struggling and new teachers**

Service and program coordination

- a) The school has established a Saturday Enrichment Academy to ensure that students are given the opportunity to prepare and review for the regent exams
- b) The school has provided tutoring after school via the thirty seven and an half minutes and PM School for credit accumulation

- c) An Attendance Teacher supports the school to improve attendance with home visits for all students denoted with an attendance problem
- d) The Guidance Counselor supports the best practices of the school and shares vital information regarding student attendance and academic intervention service via one-on-one meetings, group meetings, counseling sessions and scheduling based on the school scholarship report and progress report
- e) The school has a phone message service to inform parents of absentees on a daily bases and egregious attendance is I-Logged
- f) Teachers are instructed to call to inform parents of poor attendance of students in their class
- g) Attendance Team Staff will support the school's effect to improve attendance statistic for all learners (Students with disabilities and English Language Learners). These efforts will support the progress of all learner to ensure daily attendance in our classes and programs

Budget and resources alignment

- Fair Student Funding (Tax Levy) , Title I Funds and human resources were used to implement this action plan to target ninth grade students from September 2011 through August 2012 as indicated above
- Reimbursable funds
- Supervisor per session (3 days per week) and Saturday program – Observations, Coaching and processing materials
- Teacher per session (3 days per week) and Saturday program – Professional Instructional material for teachers (Review books and software)

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

- By August 2012, 70% of the Lowest Third students will earn 10 + credits in their first year as measured by the school scholarship and progress report.

Comprehensive needs assessment

- After conducting an analysis of the student performance data from the 8th grade state assessments and ARIS, it was determined that our sub group of lowest third students will achieve this benchmark to ensure that student's performance deficiency is address to ensure that these students stay on track for graduation.

Instructional strategies/activities

Professional Development:

- a) Professional Development and Common Core Learning Standards will be given on the following topics: Core Curriculum, Curriculum Mapping and Pacing Calendar
- b) Use of rubrics with the language of the standards to provide specific feedback to students regarding their work
- c) Use of student data to plan and set goals
- d) Continue to develop the inquiry process with teams of teachers to develop study skills to ensure student progress
- e) Use case studies and data to incorporate differentiated lesson planning

Target Population:

- a) Teachers servicing Lowest Third subgroup for the ninth grade that include general education, self contained, students with disabilities and English Language Learners

Responsible Staff Members:

- a) Principal
- b) Assistant Principal of Supervision
- c) Data Specialist
- d) Teachers servicing lowest third students that include all subgroups

Steps for Including teachers in the decision-making process:

- a) Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments and teacher assessments
- b) Staff determined the process to increase student performance by setting benchmarks to measure the effectiveness of the activity/strategy
- c) Staff will evaluate progress to determine if additional support is needed after analyzing data of student performance on a monthly bases in cross functional teacher teams
- d) Periodic Assessment Dates: October 2011, December 2011, March 2012 and May 2012

Implementation Timeline:

- a) September 2011 through August 2012

Strategies to increase parental involvement

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
6. Ensuring that the Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to Parent questions and inquiries
7. Ensuring that parents be trained on how to use Jupiter (Snap Grades) to inform them of the child's progress.

Math, Science Research & Technology Magnet High 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.

Strategies for attracting Highly Qualified Teachers (HQT)

- a) Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers
- b) The Assistant Principal of Organization will work closely with the network HR to ensure that non-HQT meet all required documentation and assessment deadlines
- c) The Assistant Principal of Supervision will mentor and support struggling and new teachers with one to one instructional support and professional development

Service and program coordination

- a) An Attendance Teacher supports the school to improve attendance with home visits for all students denoted with an attendance problem
- b) The Guidance Counselor supports the best practices of the school and shares vital information regarding student attendance and academic intervention service via one-on-one meetings, group meetings and counseling sessions.
- c) The school has a phone message service to inform parents of absentees on a daily bases and egregious attendance is I-Logged
- d) Teachers are instructed to call to inform parents of poor attendance of students in their class
- e) Attendance Team Staff will support the school's effect to improve attendance statistic for all learners (Students with disabilities and English Language Learners). These efforts will support the progress of all learner to ensure daily attendance in our classes

Budget and resources alignment

- Tax Levy Monies
- Reimbursable funds
- Supervisor per session (3 days per week) and Saturday program-Observations, Coaching and processing materials
- Teacher per session (3 days per week) and Saturday program- Professional Instructional materials for teachers (Review books and software)

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 | | | | | 12 | 0 | 12 | |
| 10 | | | | | 8 | 0 | 5 | 1 |
| 11 | | | | | 2 | 0 | 7 | |
| 12 | | | | | 2 | 0 | 2 | |

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 | PM School Independent Credit Units (ICU's) Saturday Enrichment Academy Tutoring Queensborough Community College Program – Century 21 |
| Mathematics | PM School Independent Credit Units (ICU's) Saturday Enrichment Academy Tutoring Queensborough Community College Program – Century 21 Time 2000 Mathematics Conference at Queens College |
| Science | PM School Independent Credit Units (ICU's) Saturday Enrichment Academy Tutoring Queensborough Community College Program – Century 21 University of Albany St. John's University |
| Social Studies | PM School Independent Credit Units (ICU's) Saturday Enrichment Academy Tutoring |
| At-risk Services provided by the Guidance Counselor | Counseling services mandated as per the Individualized Educational Plans; parental meetings; peer-mediation/negotiation. All services provided during the school day. |

| | |
|--|--|
| <p>At-risk Services provided by the School Psychologist</p> | <p>Crisis Intervention Services-one to one and/or small/large groups when needed. All services provided during the school day; Educational, Psychological and Vocational Assessments: Parent/staff/faculty consultation when needed. All services provided during the school day.</p> |
| <p>At-risk Services provided by the Social Worker</p> | <p>Mental health counseling services provided on a one to one basis where appropriate; parental meetings; Parent/staff/faculty consultations when needed; crisis intervention; Social History update for Initial Referrals. All services provided during the school day.</p> |
| <p>At-risk Health-related Services</p> | <p>Health Services provide by on –site Medical Team in affiliation with Jamaica Hospital.</p> |

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

| | | | |
|--|--------------------|-----------------------|--------------------------|
| Cluster Leader/Network Leader Corine Rello/Nichele Manning | District 29 | Borough Queens | School Number 492 |
| School Name Mathematics, Science Research & Tech. HS | | | |

B. Language Allocation Policy Team Composition

| | |
|---|---|
| Principal Jose M. Cruz | Assistant Principal Chenet Jahn |
| Coach N/A | Coach N/A |
| ESL Teacher Gonzalo Pazmino | Guidance Counselor Marie Abellard |
| Teacher/Subject Area Ines Tavarez/Spanish | Parent Debra Davis-Smith |
| Teacher/Subject Area Tracy Shannon/English | Parent Coordinator Kareen Armstrong |
| Related Service Provider Joyce Weingarten | Other Teresa Alvarez/ESL Coordinator |
| Network Leader Nichele Manning-Andrews | Other Minerva Zanca/ AP Supervision |

C. Teacher Qualifications

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

| | | | | | |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers | 1 | Number of certified bilingual teachers | 0 | Number of certified NLA/foreign language teachers | 2 |
| Number of content area teachers with bilingual extensions | 0 | Number of special education teachers with bilingual extensions | 0 | Number of teachers of ELLs without ESL/bilingual certification | 0 |
| Number of teachers who hold both a bilingual extension and ESL certification | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total number of students in school | 419 | Total Number of ELLs | 20 | ELLs as share of total student population (%) | 4.77% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

Part II: ELL Identification Process

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

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

1. The Guidance Counselor admitting the student fills out the Home Language Survey and indicates whether the student is eligible for LAB-R testing. New entrants whose Home Language Survey indicates a language other than English to any one (1) response to questions #1-4 and to any two (2) responses to questions #5-8, are administered the English LAB-R before being programmed. A copy of the Home Language Survey is given to the ESL Coordinator who administers the LAB-R.

The new entrant is programmed based on the LAB-R score and the informal oral interview. The informal oral interview with both the parent/guardian and student is given by the Assistant Principal Administration, the Guidance Counselor and the ESL Coordinator in both English and the Student's native language. Prior to admission, the parent/guardian registering the youngster views the Orientation Video for Parents of Newly Enrolled English Language Learners in order to be able to make an informed decision as to whether the parent wants the youngster in a Transitional Bilingual, Dual Language or Free Standing ESL Program. The ESL Coordinator addresses concerns and provides explanation as to the content of the video. After viewing the video, the parent completes the Parent Survey and Program Selection Form indicating the program preference. Parents have the option to opt-out of Transitional Bilingual Education, however, if the student does not meet the score established for his/her grade level on the LAB-R test, he/she is mandated to receive ESL instruction until he/she test out of the program. In the event that the parent chooses to have the child in a Bilingual program, the student is sent to the Placement Center so the the student may be registered in a school that has the program of their choice. If the new entrant's home language is Spanish and he/she does not meet proficiency level on the English LAB-R, the Spanish LAB is administered as evidence of literacy in the native language. All eligible ELLs are LAB-R tested and programmed within ten days of being admitted in accordance with the score obtained on the LAB-R.

In August, our ELLs are programmed according to their most recent NYSESLAT score as indicated on the RLAT ATS report. The ESL Coordinator reads the State memorandum on the administration of the NYSESLAT. She meets with the ESL teacher and schedules the dates for the administration of the four components of the NYSESLAT in accordance with the time frame provided in the State memorandum. A print out of the RLER ATS report identifies the names of the students that are eligible to take the NYSESLAT is reviewed. The speaking section is administered one-on one to each student first by the ESL teacher. Group administration of the listening, reading and writing sections are given in the ESL classroom with both the ESL teacher and the ESL Coordinator as proctors. A week is set aside for make ups. The ESL coordinator attends the grading training session and turns keys the information to the grading committee. The grading committee consist of the ESL Coordinator, the ESL teacher and licensed

English teachers.

2. At the end of August, during the orientation session for new admits the ESL Coordinator conducts a group orientation session during the day and in the evening on a pre-selected date during the month of September. Flyers are mailed and calls are made to the home to notify parents as to date and topics that will be addressed at these meetings. During these orientation meetings, parents view the Orientation Video for Parents of Newly Enrolled English Language Learners in order to be able to make an informed decision as to whether the parent wants the youngster in a Transitional Bilingual, Dual language or Free Standing ESL Program. For parents who are not able to attend the group parent orientation session, the ESL Coordinator provides one-on-one orientation sessions with students and parents where concerns and further explanations as to the content of the video are provided. After viewing the video, the parent completes the Parent Survey and Program Selection Form indicating the program preference. Parents have the option to opt-out of Transitional Bilingual Education, however, if the student does not meet the score established for his/her grade level on the LAB-R test, he/she is mandated to receive ESL instruction until he/she tests out of the program. In the event that the parent chooses to have the child in a Bilingual program, the student is directed to the placement center. Parents are made aware that when the school meets the numbers needed to establish a Bilingual Program, that they will be notified.
3. In addition to the bi-yearly parent-teacher conferences and monthly PTA meetings, parents of newly enrolled LEP/ELLs are provided with an orientation session on the Common Core State Standards, credit accumulation, Regents testing, Citywide Standards of Intervention and Discipline Measures and all other pertinent graduation requirements. Parents view The Orientation Video for Parents of Newly Enrolled English Language Learners and, if not previously submitted, they are requested to complete the Parent Survey and Program Selection Form. The completed Parent Survey and Program Selection Forms are stored in the student's permanent record files and a copy is kept in the student's ESL file in room 235A. Features of our Free-Standing ESL Program are discussed as well as eligibility and exiting regulations. French, Haitian-Creole and Spanish speaking teaching and paraprofessional staff are present to answer questions and concerns. LAB-R Placement letters, Entitlement letters, Continued Entitlement letters and Non-Entitlement letters are mailed to the student's address of record at the beginning of the school year or as soon as the student is LAB-R tested and the results are known. The letters provide parents with their student's current ESL proficiency placement level. Copies of the letters are kept in the student's ESL file in room 235A.
4. The ESL Coordinator reviews the ATS RLAT report and programs eligible students into our free-standing ESL program according to the level of their most recent score. ESL Teacher's evaluation and parent oral interview are part of the programming process. The Assistant Principal Administration (native speaker of French and Haitian Creole), The ESL Coordinator (native speaker of Spanish) and the Interpretation and Translation Unit assist the Guidance Counselor, content area teachers and the Parent Coordinator with all communication activities with parents. During the oral interview, parents are provided with literature and explanations as to all NYCDOE ESL programs. Parents are made aware that as soon as our ESL enrollment meets the required numbers (20 students in the same grade with the same home language) that a Bilingual program will be implemented and that they will be notified accordingly.
5. The parents have attended either the Parent Orientation Meeting or are provided with a one-on-one orientation at the time of registration. All have filled out the Parent Survey and Program Selection Form and have requested the enrollment of their student in the Free Standing ESL Program. Parents who were unable to attend the orientation meeting are mailed the Parent Survey and Program Selection Form and brochures explaining the Free-Standing, Transitional Bilingual and Dual language ESL Programs with the request that they return the form within 5 days to the ESL Coordinator indicating their choice of program. Trends in parent's choice indicate that 99.9% prefer the Free Standing Self Contained ESL Program.
6. The ESL Free Standing program in our building is aligned with the parents' request according to the selection indicated on the Parent Survey and Program Selection Form. All the parents of our newly admitted students have returned the Parent Survey and Program Selection Form and have been programmed accordingly.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|---|
| All ELLs | 20 | Newcomers (ELLs receiving service 0-3 years) | 10 | Special Education | 2 |
| SIFE | 3 | ELLs receiving service 4-6 years | 5 | Long-Term (completed 6 years) | 5 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 10 | 1 | | 5 | 2 | 1 | 5 | | 1 | 20 |
| Total | 10 | 1 | 0 | 5 | 2 | 1 | 5 | 0 | 1 | 20 |

| ELLs by Subgroups | | | | | | | | | | |
|--|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|--|
| ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | | |
| All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | Total | |
| Number of ELLs in a TBE program who are in alternate placement: <u>N/A</u> | | | | | | | | | | |

C. Home Language Breakdown and ELL Programs

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

| Dual Language (ELLs/EPs) K-8 | | | | | | | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | EL | 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 | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| | | | | | | | | | | |

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

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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 | | | | | | | | | | 3 | 1 | | | 4 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | 1 | | | 1 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | 5 | 3 | 1 | 2 | 11 |
| French | | | | | | | | | | 2 | | 1 | 1 | 4 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 5 | 2 | 3 | 20 |

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?

1. To better serve the low number of ESL students per individual school in the Campus Magnet Complex, we have a unique program whereby one free standing, self-contained ESL program serves all ELLs in the Campus Magnet Complex (Q490). The four Schools in the Campus Magnet Complex are Mathematics, Science Research and Technology High School (Q492), Law Government and Community Service High School (Q494), Business, Computer Applications and Entrepreneurship High School (Q496), and Humanities and the Arts High School (Q498). ELL students from the four schools are ungraded and homogeneously programmed according to their proficiency level on the NYSESLAT and the LAB-R.
2. All students are provided with appropriate ESL classes based on scores attained on the Language Assessment Battery – Revised (LAB-R) and the York State English as a Second Language Achievement Test (NYSESLAT). Ours is a Freestanding ESL Program. Instruction is provided by a licensed ESL teacher. Our program fully addresses compliance with CR Part 154 for intensive English Language Instruction by providing our ESL student population with the required units of ESL instruction:
 - Three Beginner Level Classes: 3- 44 minute periods of ESL daily
 - Two Intermediate Level Classes: 2- 44 minute periods of ESL daily
 - One Advanced Level Class: 1- 44 minute period of ESL and 1- 44 minute period of ELA daily
3. The methodology used in all ESL levels is primary aligned with Common Core Learning Standards mandated by the State. All classes are being served by using the communicative approach allowing students to use the new structures freely and creatively while motivating open-ended activities in all the four language skills: listening, speaking reading and writing. Content area instruction is provided in the mainstream classes. All ELLs are mainstreamed and accordingly receive content area instruction in English.
4. At registration, the Assistant Principal Administration (native French and Haitian Creole speaker), the Guidance Counselor, and the ESL Coordinator (native Spanish speaker) interview the parent and student to determine fluency in the home language. In the event that the student to be registered speaks a low incident language, the Interpretation and Translation Unit assist with the evaluation. Spanish language speakers are administered the Spanish language LAB to further determine students' level of literacy.
5. We serve SIFE students by implementing differentiated instruction. This will include: pairing with stronger academic students, pairing with cultural buddy and providing one-on-one instruction. Besides programming ELLs who have been in US schools less than three years (newcomers) into the recommended periods of ESL instruction, these students are encouraged to attend tutoring during their lunch period

A. Programming and Scheduling Information

and before or after school hours where the results of Periodic Assessment data are analyzed. One to one tutoring is also available to all of our ELLs (newcomers and 4-6 years ELLS) where the student's proficiency level needs in reading and writing are individually addressed. Furthermore, emphasize is placed on academic language and students are allowed extended time on Regents Exams. With regards to long-term ELLs (in NYC school six years or more), the following program/services are available to ensure that our long term

ELL population meets the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, Technical Subjects and Mathematics, and pass the Regents Examinations: PM School Extended Day Program for credit recovery

Peer tutoring in library throughout the day

Small group instruction during students' lunch periods for extra help in reading and writing

Independent student under content area teachers' supervision

37 1/2 minutes small group instruction by content area teachers

All of our ELLs are further supported with the following resources:

Bilingual glossaries and dictionaries

Beginner Level students are paired with a student translators

Increase Number of ELLs taking PSAT and SAT Exams

Continued implementation of the Continuum for Academic Rigor and Excellence Document

Extended time and separate location during the administration of Regents Exams

Translations of the content area Regents exams

6. All students, especially ELL-SWD's are provided opportunities to practice active participation in their learning. Through conversations

and discussions in class with teachers and other students ELL-SWD's develop language skills as well as broaden their knowledge and understanding of subject matter. Students are encouraged to collaborate with peers and utilize cooperative learning strategies.

Teachers model how to pose questions and make comments in small discussion groups which ultimately organizes student directed discussions. Overall, teachers use a variety of strategies when teaching literacy to access their student's needs and determine how to proceed with instruction in the advancement of literacy. Materials include:

- AMSCO Integrated Algebra Texts
- Resources from JMAP.ORG
- Oswego Regents Preparation
- MATHTV.COM
- Compass Learning
- Achieve 3000
- Just Right Books-5 Finger System
- Graphic Organizers
- Tables/Charts/Index Cards
- Cliff Notes
- Cornell notes.

7. When accessing the least restrictive environment ELL-SWDs have the same opportunities as the general education student. They are provided with leveled texts to better accommodate their reading and comprehension levels. They are heterogeneously grouped to afford greater opportunities in meeting their long and short term goals. Utilizing the Individualized Educational Plans teachers become familiar with students testing accommodations to better provide students with the ability to demonstrate mastery of skills and attainment of knowledge without being limited due to the effects of their disability.

Courses Taught in Languages Other than English

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

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

Class/Content Area

Language(s) of Instruction

Class/Content Area

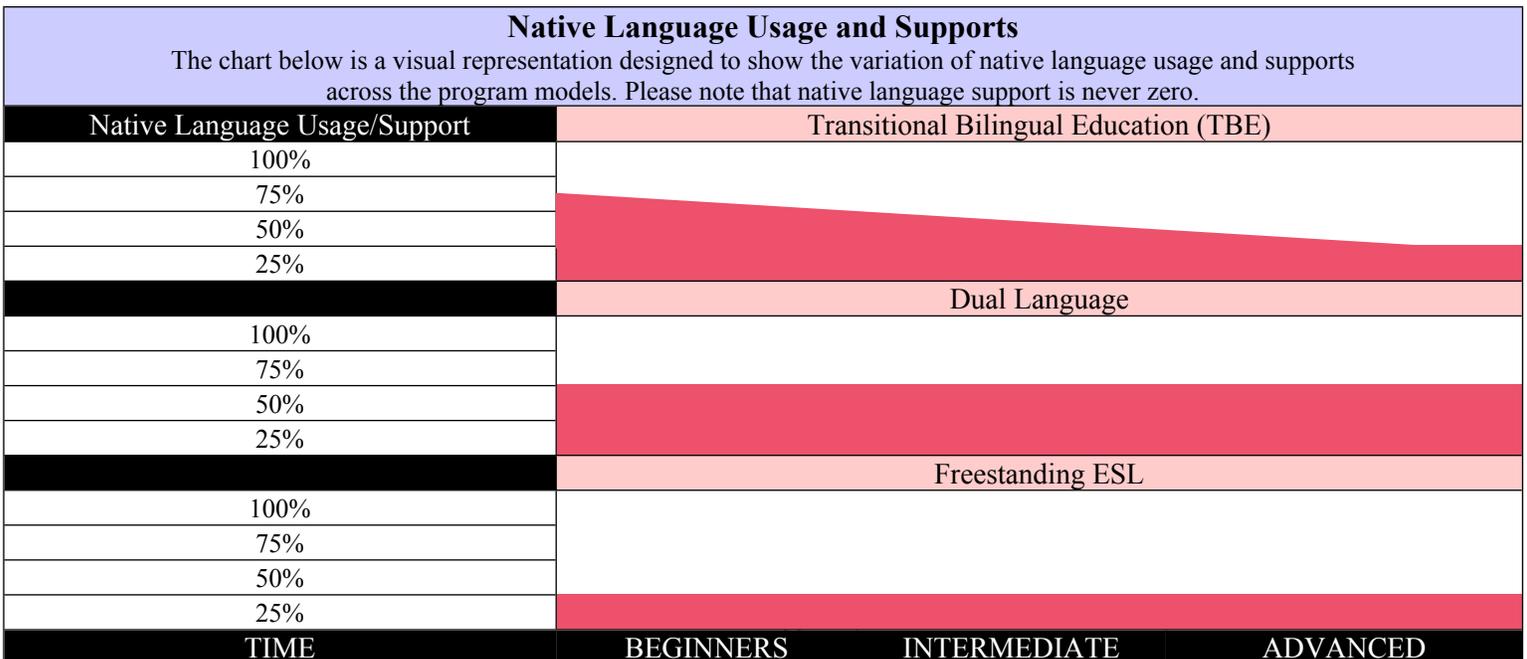
Language(s) of Instruction

| | |
|----------------------|-----|
| Native Language Arts | N/A |
| Social Studies: | N/A |
| Math: | N/A |
| Science: | N/A |
| | |
| | |
| | |
| | |

| | |
|--|--|
| | |
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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 |



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

B. Programming and Scheduling Information--Continued

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

8. We offer the following targeted intervention programs for ELLs in ELA, math, science and other content areas. All targeted intervention is offered in English:

PM School Extended Day Program for credit recovery on Tuesday, Wednesday and Thursday for 2 hours

Peer tutoring in library during students' 6 period lunch

Small group instruction during students' lunch period for extra help in reading and writing

Independent study under content area teachers' supervision five days a week

37 1/2 minutes small group instruction by content area teachers

9. We continue to support students reaching proficiency on the NYSESLAT through tutoring and Regents preparatory classes. Regents testing accommodations have been extended to former ELLs. The testing accommodations for former ELLs include separate locations, extended time, dictionary and glossaries and home language versions of the Regents exams. Furthermore, ELLs who require more than four years to graduate are provided with extensive Academic Instructional Support: small group instruction and tutoring by content area teachers and independent study under content area teachers' supervision.
10. This year we are integrating 37 1/2 minutes small group instruction by content area teachers to enhance academic achievement and address students' areas of deficiencies.
11. Achieve 3000, which targeted ELLs, ISS and the lowest third for credit recovery will be discontinued due to loss of CFN grant. Other programs that will not be available this year are Success in Science, a Regents prep in science and lab completion program, due to lack of funding and YAAOI (Youth Academic & Athletic Outreach, Inc.), an after school enrichment program, because they are no longer in the building.
12. All ELLs are encouraged to participate in all after school activities and events. Even though our school does not qualify for Title III funding, the school invites all students, including ELLs, to participate in all extra-curricular activities through flyers, information that back-packed, phone calls, and direct intervention of ESL, physical education, and performance and visual arts teachers. ELLs participate in our Performing and Visual Arts Program in theater and dance, Instrumental and Vocal Music Program which includes a marching band and steel band, PSAL sport teams and cheer leading.
13. Instruction materials used to support ELLs include glossaries, native language dictionaries, computer lab, Smart Board, classroom libraries. Native language literature books are available in the school library.
14. Since we provide a free standing, self contained, ESL program, which focuses on intense development of academic language and on cognates to accelerate comprehension, we are unable to compare the English performance of our ELL population to performance in their

native language. However, the native language support is used as a bridge to transferring receptive and expressive 2nd language acquisition. All students are provided with a home language bilingual glossary for support in the content area classes.

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Parent-Teacher Association) and Title III Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

E. Parental Involvement

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

1. 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

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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;

E. Parental Involvement

C. Schools with Dual Language Programs

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

N/A

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

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capacity to help their children at home;

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proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

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- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

D. Professional Development and Support for School Staff

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

1. Subject area teachers, paraprofessionals, guidance counselor, special education teachers, psychologist, speech therapists, and secretaries attend professional development as provided by administrative staff which include the Common Core Standards as they relate to ELLs.
2. Content Area teachers, Guidance Counselors, LAB-BESIS Coordinator Staff facilitate the transition from middle to high school through the Monday through Friday 9th period study group meetings with the support of community organization (HAUP).
4. All faculty members are New York state certified and as such have met the State 7.5 hour requirement (or 10 hour requirement for Special Education teachers) for the Jose P. training

E. Parental Involvement

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

1. 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:
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- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

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) | | | | | | | | | | 2 | | | | 2 |
| Intermediate(I) | | | | | | | | | | 6 | 3 | 1 | 3 | 13 |
| Advanced (A) | | | | | | | | | | 2 | 2 | 1 | | 5 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 5 | 2 | 3 | 20 |

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

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

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |

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

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

| New York State Regents Exam | | | | |
|---------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 3 | 0 | 1 | 0 |
| Integrated Algebra | 10 | 0 | 4 | 0 |
| Geometry | 1 | 0 | 0 | 0 |
| Algebra 2/Trigonometry | 0 | 0 | 0 | 0 |
| Math | 0 | 0 | 0 | 0 |
| Biology | 0 | 0 | 0 | 0 |
| Chemistry | 0 | 0 | 0 | 0 |
| Earth Science | 0 | 0 | 0 | 0 |
| Living Environment | 6 | 0 | 3 | 0 |
| Physics | 0 | 0 | 0 | 0 |
| Global History and Geography | 3 | 0 | 1 | 0 |
| US History and Government | 4 | 0 | 0 | 0 |
| Foreign Language | 1 | 0 | 1 | 0 |
| 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 Test) | | | | | | | | |
| Chinese Reading Test | | | | | | | | |

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

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

- Our school uses Periodic Assessment in ARIS to assess early literacy skills. This data is used to better support the demonstrated needs of ELLs in the ESL and content area classrooms through:
 - Portfolio Assessment
 - Writer's Workshop
- The NYSESLAT data reveals that 78% of our ELLs are performing at the Proficient Level on the Listening/speaking modality and 71% are performing at the Intermediate Level on the Reading and writing modality. The overall NYSESLAT and LAB-R proficiency results reveal that 65% of our ELLs are performing at the Intermediate Level.
- The data guides student programming, lesson planning and development which targets the individual needs of each student based on the NYSESLAT data.
- Most students achieve Annual Yearly Progress by moving up a level in ESL proficiency. Few students take these exams in their native language, but some use them only for linguistic support.
 - Content area teachers receive a memorandum identifying ELLs at the beginning of each semester. This enables mainstream teachers to recognize student's needs. They consult with an ESL specialist and avail themselves to translation services.
 - The school has learned that planning effective English Language instruction for ELLs cannot be done in isolation. It is part of a comprehensive and challenging education program that takes into account the academic needs as indicated by the data. Native language is used as a bridge to the target language - it is regarded as essential to transition from one language to the other. Students are permitted to complete assignments in their native language and take the Regents exam in their native language and to cooperatively support one another in collaborative tasks and projects.
- N/A
- As an indication of the success of our program, our data reveals that the majority of our ELLs graduate within the four year framework.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

| School Name: _____ | | School DBN: _____ | |
|---|------------------------------|-------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Jose M. Cruz | Principal | | |
| Chenet Jahn | Assistant Principal | | |
| Kareen Armstrong | Parent Coordinator | | |
| Gonzalo Pazmino | ESL Teacher | | |
| Debra Davis-Smith | Parent | | |
| Tracy Shannon | Teacher/Subject Area | | |
| Ines tarez | Teacher/Subject Area | | |
| N/A | Coach | | |
| N/A | Coach | | |
| Marie Abellard | Guidance Counselor | | |
| Nichele Manning-Andrews | Network Leader | | |
| Minerva Zanca | Other <u>AP Supervision</u> | | |
| Joyce Weingarten | Other <u>Related Service</u> | | |
| Teresa A. Alvarez | Other <u>ESL Coordinator</u> | | 10/24/11 |
| | Other | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **29Q492** School Name: **IMath, Science Research & Tech H.S.**

Cluster: **1** Network: **110**

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.

In order to assess our school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand we used classroom surveys. Classroom surveys gives us an idea of languages spoken written and read in student's homes. We sent a survey home to each of our students inquiring as to whether or not the parent or guardian needed translation services for notices sent home. We also took an inventory of the HLIS for the ELLs in our program and an overview of the OTELE report for our school. We then tabulated the number of parents that spoke languages other than English and determined that there was a need for translation of notices and information about a child's academic performance, ways to increase student achievement and enhance the parents' understanding of academic standards, assessments and tests. We also provide information on parent communication needs in the Language allocation Plan for the school. The parent coordinator and ESL Teacher confer with the parents by telephone, and in one to one conferences on their individual communication 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.

Our school is located in Cambria Heights a working class section of Southeast Queens. The community as a whole very diverse. Approximately 5% of our students are recent immigrants. The majority come from Haiti, Africa, Jamaica and the Dominican Republic. The school is comprised of 92% African-Americans, 2% Hispanics and 1% others. We used our classroom surveys, the inventory of languages from the HLIS and the OTELE report to assess the oral language needs of parents. We found that the major language groups were Haitian Creole and Spanish.

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.

We assessed the number of parents who needed translation services to effectively communicate at PTA meetings, curriculum nights and Parent-Teacher conferences. We have staff members who speak Haitian Creole and Spanish. Written translation is available when needed and the Translation Interpretation Unit is contacted to support school translations. The notices announcing events will be translated into two major languages occurring in our school (Haitian Creole and Spanish). ELL parent orientation materials will also be provided in their native languages. Written translation services will be provided by in-house by school staff and parent volunteers. Teachers, paraprofessionals and school aides who are native speakers will be paid to translate these documents after school hours. Also, we plan to have interpreters in Haitian Creole and Spanish. They will be available to the parents for events such as PTA meetings, Family Literacy and Math Nights and Parent-Teacher conferences.

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

Oral interpretation services will be provided by in-house by school staff. We have staff members who speak Arabic, French, Haitian Creole, Spanish and other languages. Since the two major language groups are Haitian Creole and Spanish, we have teachers to interpret in Haitian Creole and Spanish during school activities. The notices announcing special events will be translated into native language, and interpreters will be available to answer any questions that the parents may ask. This will enhance parents understanding of their child's academic performance and how to help to improve their child's achievement at school. This will also encourage more parents to attend PTA meetings, Parent-Teacher conferences, and open school week. We teachers, paraprofessionals and/or school aides also attend these functions to support parents and students.

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>.

We will make sure that school calendars and notices are translated in a timely manner to ensure that parents who need them actually receive them.

We will make sure that teachers notify the office prior to a parent meeting where a translator is needed. In this manner, we may provide a school employee so that translation services will be provided.

At the present time we have enough staff members to accommodate our translation needs.

We do have signs in the lobby of our school advertising such services.