



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : HIGH SCHOOL FOR ARTS & BUSINESS

DBN : 24Q550

PRINCIPAL: ANA R. ZAMBRANO-BURAKOV **EMAIL:** AZAMBRA@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN M. MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Ana R. Zambrano-Burakov	*Principal	
Bert Kis	*UFT Chapter Leader	
Fanny Velez	*PTA President	
Sashari Melendez	Student Representative	
Jennifer Rosario	Student Representative	
Maria Argyris	Member/AP	
Jeanne Guerriero	Member/Teacher	
Antonia Papantoniou	Member/Teacher	
Rosario Sarmiento	Member/Parent	
Roberto Ramirez	Member/Parent	
Annie Treherne	Member/Parent	
Lydia Alamo	Member/Parent	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2012, Science credit accumulation for all 12th graders will increase by 5% as measured by end of year Scholarship Report.

Comprehensive needs assessment

After conducting a three year trend analysis of the student progress data, Science was identified as an area of need for 12th grade students. As a result, 12th grade Science credit accumulation has been made a priority for the 2011-12 school year.

Instructional strategies/activities

- **Professional Development:** All Science teachers will participate in Professional Development to build capacity to differentiate instruction in Science and to design instruction to target the needs of the class and individual students.
- **Weekly Inquiry Meetings:** Teachers will meet regularly during Inquiry Time to study student work in order to reach an agreement on grade expectations and to identify instructional strategies geared towards to increasing class participation, completion of homework, and improvement in exam performance.
- **Principal and Assistant Principal for Science** will conduct regular observations to support and to identify professional development needs of Science teachers.
- **Implementation of two periods of lab per week** for students to practice their Science skills to be qualified for Science Regents Examinations.
- **Teacher-developed Science periodic assessments** will be administered in November, 2011 and April, 2012 to identify students in need of tutoring and academic services.
- **Target Population:** All Science teachers
- **Responsible Staff Members:** Assistant Principal for Science, Staff Developers, and Data Specialist
- **Implementation Timeline:** September 2011-June 2012

Strategies to increase parental involvement

- **Assistant Principal of Science** will present for parents at a PTA Meeting to explain Science and Science Lab graduation requirements.
- **Parent Coordinator** will host workshop for parents to help them understand Science and Science Lab requirements.
- **Science and Science Lab requirements** as listed in Student Agendas will be reviewed with parents.
- **Science class contract/grading policy** explaining course requirements is distributed at beginning of each term. Parent/Guardian signature is required.

Strategies for attracting Highly Qualified Teachers (HQT)

100% of Science Teachers are highly qualified.

Service and program coordination

- **Implementation of two periods of lab per week during the Fall Semester for students to strengthen their Science skills to qualify for Science Regents Examinations.**
- **AIS Science classes offered to students in Living Environment and Earth Science.**
- **Lab record keeper, through Circular 6 assignment, maintains lab records for completion and on-going data analysis by all Science teachers.**

Budget and resources alignment

As a Title I school wide program, conceptual consolidation will allow us to combine federal and local funds including ARRA RTTT Citywide Exp, ARRA RTTT Data Specialist, Contract for Excellence, Title I SWP, and TL Fair Student Funding to support this goal.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2012, 75% of Long Term ELLs will increase their reading grade level by more than one year, as evidenced by Achieve 3000 benchmark assessments.

Comprehensive needs assessment

Based on our RYOS Report and our RLAT Report, 40 % of our ELLs are Long Term ELLs. In reviewing our RLAT report, we have determined that all of our Long Term ELLs need further assistance in reading skills.

Instructional strategies/activities

- **Professional Development will be provided for teachers by ACHIEVE 3000 consultants. Topics will include: incorporating ACHIEVE 3000 into the curriculum, developing lessons around reading strategies for success, developing lessons incorporating the “article of the day”, analyzing student data in order to differentiate instruction, and determining additional supports.**
- **ESLteachers will work with the Librarian in order to incorporate library use as part of their student reading goals.**
- **Students will learn how to select reading materials that are both challenging and appropriate for their level of reading.**
- **Individualized tutoring will be provided for students before, during and after school, and on Saturday to prepare students for academic rigor and reading.**
- **Differentiated benchmarks and learning plans will be developed based on results of the ACHIEVE 3000 performance assessments.**
- **ESLteachers will modify the nature of the assignments to include repeating, paraphrasing, demonstrating, modeling, slowing down, reading for a specific purpose, summarizing, and note taking.**

- **ESL teachers will use more visuals and graphic organizers such as flow charts, graphs, pictures, SmartBoard technology, and computer software.**
- **Data will be collected and analyzed using the Initial, Mid-year, and Spring Assessments.**
- **ESL teachers will meet during Inquiry periods to discuss and analyze student reading progress.**
- **ESL teachers will predict their students' readiness for college and career through Achieve 3000 "College & Career Forecast" reports and tools.**

Strategies to increase parental involvement

- **Our Saturday Parent Academy will include workshops on how to assist students with reading strategies.**
- **Parents/Guardians will receive information about how to log-in to their child's ACHIEVE 3000 account during PTA meetings and through information sent home.**
- **New parents/guardians will learn about ACHIEVE 3000 during the initial ELL Parent Orientation.**
- **The Parent Coordinator will be available to answer questions about ACHIEVE 3000.**

Strategies for attracting Highly Qualified Teachers (HQT)

- **All of our ESL teachers are highly qualified**
- **In the event of an ESL teacher vacancy, administrative staff will attend hiring fairs to identify and recruit highly-qualified teachers.**

Service and program coordination

- **Under the LTE/SIFE grant, technology was purchased to support this initiative.**
- **ESL teachers will coordinate this program via C-6 assignment.**

Budget and resources alignment

As a Title I school wide program, conceptual consolidation will allow us to combine federal and local funds including ARRA RTTT Citywide Exp, ARRA RTTT Data Specialist, Contract for Excellence, Title I SWP, TL Fair Student Funding, Title III and LTE/SIFE grant funds in order to support this goal.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2012, students in the 11th grade will demonstrate a 3 % increase in academic scholarship as measured by the end of year dynamic ranking report.

Comprehensive needs assessment

Based on an analysis of the 2011 NYC Progress Report, *College Readiness Index*, there is an indication that our students need to improve their grade point average in order to be accepted into post secondary institutions.

Instructional strategies/activities

- Professional Development will be given to staff regarding the requirements for entry into post secondary institutions.
- Teachers will be provided with training on ACT/SAT assessments and how to tailor classroom instruction to address college readiness.
- Administrative/Guidance staff will focus on the 11th grade population and monitor student progress.
- All 11th grade teachers will be required to review the HSST/ ARIS data as well in-house custom reports indicating current student progress in academic average.
- Review of data will be conducted at the end of each marking period, 6 times a year.

Strategies to increase parental involvement

- All parents/guardians will be invited to college readiness workshops that will be conducted during PTA meetings.
- Parents/guardians will receive informational guides e.g. The NY Urban League edition of “A Parent’s Guide to College”, “The Student Advisor” *Avoiding Parental Panic, The Complete Parents Survival Guide*.
- Guidance Counselors will communicate with families of students who are not meeting their college readiness goals.
- Junior Parent information night discussing all aspects of college admission and financial aid will target the parents/guardians of 11th graders.
- Parents/Guardians will use the ARIS Parent Link to monitor their child’s progress.

Strategies for attracting Highly Qualified Teachers (HQT)

In the event of a teacher vacancy, administrative staff will attend hiring fairs to identify and recruit highly-qualified teachers.

Service and program coordination

- College Office is staffed with an ELA teacher who will work with students on academic goals as well as college entrance requirements.
- All 11th and 12th grade teachers are implementing college readiness tasks to strengthen students’ skills necessary to improve scholarship.
- On-going professional development related to college preparedness will be provided to all instructional staff throughout the school year.

Budget and resources alignment

As a Title I school wide program, conceptual consolidation will allow us to combine federal and local funds including ARRA RTTT Citywide Exp, ARRA RTTT Data Specialist, Contract for Excellence, Title I SWP, and TL Fair Student Funding to support this goal.

ACADEMIC INTERVENTION SERVICES (AIS)

	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	36	112	355	22	29	0	0	1
10	30	110	212	28	30	1	0	1
11	50	88	23	18	14	0	0	2
12	51	46	18	9	12	0	0	0

Name of Academic Intervention Services (AIS)	Description
ELA	Students are given support via Small Group Instruction scheduled during teachers' Circular 6 assignment periods. Entering students with low junior high school ELA scores receive an additional ELA period of instruction. Students who have failed the New York State Regents Examination in ELA receive preparation courses that are aligned with New York State requirements. ELL students receive additional support in ELA through the EMPOWER 3000, an academic intervention reading program.

Mathematics	Students are placed in Regents preparation courses when they fail the New York State Regents Examination in Integrated Algebra, Geometry and Trigonometry. We offer two periods of Mathematics daily to incoming freshman scoring 1 in the 8 th grade New York State Mathematics assessment. The students are given support through tutoring during teacher professional periods (Circular 6 assignments). Students are giving additional support through the Mathematics Inquiry Team.
Science	Students are placed in Regents preparation courses when they fail the New York State Regents Examination in Living Environment. We offer two periods of Science Lab weekly to students in Living Environment and Earth Science. The students are given support through tutoring during teacher professional periods (Circular 6 assignments). Students are giving additional support through the Science Inquiry Team.
Social Studies	Students are given support through tutoring during teacher professional periods (Circular 6 assignments). Students are also given support through an academic intervention team and all students that are scheduled to receive standardized testing are given a personalized education plan. This plan allows the students to set goals and benchmarks for themselves and receive skill and content development for the Regents.
At-risk Services provided by the Guidance Counselor	Guidance Counselors meet with students individually to review annual goals and progress issues that impact academic performance.
At-risk Services provided by the School Psychologist	School Psychologist provides students with support as needed.
At-risk Services provided by the Social Worker	Social Worker is assigned to our school on a case by case basis and provides support to at-risk students.
At-risk Health-related Services	Health Office is staffed from 8:00am-3:00pm. Health services are provided daily as needed to identified students.

Title I Parent Involvement Policy and Parent-School Compact for The High School for Arts & Business

Section I: Title I Parent Involvement Policy

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 The High School for Arts & Business [*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. The High School for Arts & Business' 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 Teacher Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. The High School for Arts & Business will support parents and families of Title I students by:

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. 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;

The High School for Arts & Business' 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 High School for Arts & Business' Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's 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, The High School for Arts & Business 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 Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;**
- **maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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 for Family Engagement and Advocacy (OFEA);**
- **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 Title I Parent Annual 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; and**
- **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.**

The High School for Arts & Business will further encourage school-level parental involvement by:

- **holding an annual Title I Parent Curriculum Conference;**

- hosting educational family activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Teacher Association and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center; 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; and
- 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;

Section II: School-Parent Compact

The High School for Arts & Business, *[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. The High School for Arts & Business staff and the 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.

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 State Standards;
- offering high quality instruction in all content areas; and
- 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 a Title I Parent Annual 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, child care or home visits 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 and sending 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 improving 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; and**
- **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 communicate with limited English speaking parents effectively;**
- **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; and**
- **planning activities for parents during the school year (e.g., Open School Week).**

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; and
- 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.

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;
- 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.

I will also:

- communicate with my child's teacher about my child's educational needs and stay informed about his/her 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams);
- share responsibility for the improved academic achievement of my child; and

- **keep copies of subject teacher contracts and monitor periodically.**

Student Responsibilities:

- **attend school regularly and arrive on time;**
- **complete my homework and submit all assignments on time;**
- **come to school prepared with notebook, pencil, and current program card;**
- **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; and**
- **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 Vivian Selenikas	District 24	Borough Queens	School Number 550
School Name High School for Arts and Business			

B. Language Allocation Policy Team Composition

Principal Ana R. Zambrano-Burakov	Assistant Principal Evelyn Acosta
Coach Mercedes Cocco	Coach
ESL Teacher Claudia Velarde	Guidance Counselor Marina Reynoso
Teacher/Subject Area William Renteria	Parent Fanny Velez
Teacher/Subject Area Mary Hidalgo	Parent Coordinator Cira Herrera
Related Service Provider	Other Maria Chacon
Network Leader Vivian Selenikas	Other

C. Teacher Qualifications

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	4
Number of content area teachers with bilingual extensions	3	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	1
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	837	Total Number of ELLs	110	ELLs as share of total student population (%)	13.14%
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Part II: ELL Identification Process

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

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

#1 We identify and place our students according using the following process.

- 1) All newly admitted students will be referred to the LAB/BESIS coordinator for eligibility screening.
 - 2) LAB/BESIS coordinator and ESL teacher, Ms. Mary Hidalgo, will assist the parents to complete the HLIS. An oral interview will be conducted in English/ native language at the time of completing the HLIS. In addition to the HLIS, the student will be given an informal oral interview which is administered by the LAB/BESIS coordinator or other certified ESL teacher. In addition, an informal oral and written evaluation will be administered by a certified Spanish teacher to determine level of proficiency in student's native language. Translators will be available or the Department of Education translation services will be utilized. If a newly arrived student is eligible for LAB-R testing, the LAB/BESIS coordinator will conduct an individual parent orientation to inform them of their parental options. The video presentation will be given in their home language and they will be given assistance to complete the form as needed. They are given the opportunity to ask questions with the assistance of translators. We encourage parents to complete the form as soon as possible. Most of the parents opt to complete the form on the same day of the individual parent orientation. The pedagogues responsible for the screening include our bilingual (Spanish/English) Parent Coordinator, Guidance Counselor, LAB/BESIS Coordinator/certified ESL teacher, as well as a certified Spanish teacher.
 - 3) The student will be scheduled for the LAB-R test within the ten school days and in the interim the student will be placed in an age-appropriate class until the LAB-R hand scores are known.
 - 4) Student will be placed in an appropriate ESL class once the LAB-R scores are known based upon parental selection.
 - 5) If the student is known to the NYC Department of Education, the LAB/BESIS coordinator will check the student's exam records to verify the student's entitlement status and NYSESLAT scores.
 - 6) If the student is entitled, the LAB/BESIS coordinator will contact the parents to inform them of the results of the LAB-R and to verify their parent selection. The entitlement letter is given to the student and mailed out as well.
 - 7) The student will be given a placement test and placed in an appropriate ESL based on his/her NYSESLAT/LAB-R score, placement test and age. This determination will be made by the A.P. of ESL.
 - 8) If the student's native language is Spanish, the Spanish Lab will be administered by our NLA teacher, Maria Chacon. Based on the LAB score and an interview, student will be programmed for the appropriate level of NLA.
- 1c. As a team, the Assistant Principal of ESL Evelyn Acosta, Lab/Besis Coordinator, Mary Hidalgo and ESL teacher, Claudia Feltenstein, we ensure that all ELLs receive the NYSESLAT annually using the following protocols:
1. All students that are eligible are identified through ATS and HSST reports such as the BESIS, RESI, RNMR and RLAT reports
 2. Logistics are created departmentally. (These included dates for each of the Speaking sections, periods and times that teachers will test)
 3. Make-up dates are also scheduled.
 4. Parents are informed about the dates via letters home, Phone master and during school events such as PTA meeting or Open School Night.
 5. Once the exams are given on the dates established. The team will make outreach to the students and their parents via phone calls

and letters to ensure that students attend make-up sessions.

6. If students are still missing any of the components after the make-up sessions, the LAB/BESIS coordinator will individually administer that component to the student to ensure compliance.

In the past several years, we have met test compliance requirements.

#2-In addition to the protocol established above, we also have an additional ELL Parent Orientation for all our incoming ELLs from junior high school during freshman orientation. Parents are welcomed by the administration as well as the ESL coordinator to the school. Graduation requirements are discussed and they have a chance to watch the parental selection video and ask questions about the programs available at our school. Information about NYSESLAT is also provided. In addition, parents will fill out a parent selection form to verify their selection for the upcoming academic year. Students are programmed according to the parent selection letter completed during orientation.

#3 Parents normally complete the Parent Survey and Program Selection Forms during the initial interview conducted by Ms. Hidalgo, ESL coordinator. Interviews are ongoing throughout the school year. In the event that forms are not submitted on that day, then ESL coordinator, Ms. Mary Hidalgo, under the guidance of the AP consistently reaches out to students who have not returned the Parent Selection Letter through reminder letters, outreach to the student and phone calls. Entitlement letters are sent home and collected by Ms. Hidalgo via outreach to both parents and students. Entitlement Letters and Parent Selection letters are stored and maintained in our Title 3 binder with a checklist of who has completed and what is still outstanding.

#4 Newcomers are carefully assessed and placed according to our admissions policy into appropriate levels of ESL taught by licensed ESL teachers. Newcomers who are placed in beginner classes receive three-periods of instruction per day and support from professionals who understand their need for visual and kinesthetic approaches in a communication-based classroom. Through Title III and other appropriate funding sources, newcomers are encouraged to attend daily tutoring and Saturday Academy. Parents are informed of programs and classes during the Parent Orientation and during follow-up contact in person or via-telephone. In addition, every spring, Assistant Principals of Guidance and ESL, NLA teacher, ESL teacher, a Special Education teacher and guidance counselors will visit all of our major feeder schools to meet the incoming ELLs. We administer a placement exam to tentatively program all incoming students. The feeder school will provide us information about parent selection as well as any other critical information needed to enable the students to have a successful transition into high school. These tentative programs are reevaluated once the NYSESLAT results are posted in September. Program changes are submitted to the guidance counselors by the ESL coordinator and AP of ESL in September based on the NYSESLAT scores. Once placement is determined, placement letters are sent out in order to notify parents. For students who are continuing, continued entitlement letters are also sent out. These letters can be found in our Title 3 binder. The Title 3 binder is maintained in our ESL Lab/BESIS office by our coordinator, Mary Hidalgo under the supervision of the Assistant Principal of ESL, Evelyn Acosta.

#5 Our Transitional Bilingual Instructional Program consists of 24 students, while 58 students have been placed in our Freestanding English as a Second Language Instruction. In the past year, more parents have opted for the Freestanding English as a Second Language versus our Transitional Instructional Program. According to the BESIS survey in 2007-2008, 54% opted for Bilingual while 46% opted for ESL only. In 2008-2009 42% opted for Bilingual while 58% opted for ESL only. In 2009-2010 38% of students opted for Bilingual while 62% opted for ESL only. In the 2010-2011 school year, 71% opted for ESL only and 29% opted for bilingual. Our programs are aligned to parental options and are directly tied into programming decisions such as number of bilingual sections offered in content areas. Although this year, more parents opted for ESL only classes, we continue to support these students, as our ESL teachers collaborate with content area teachers in order to support what the students are doing in the content area classes.

#6- The programs in our school are aligned with Parental requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										14	8	4	2	28
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										49	18	8	7	82
Push-In														0
Total	0	0	0	0	0	0	0	0	0	63	26	12	9	110

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	110	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	22
SIFE	20	ELLs receiving service 4-6 years	43	Long-Term (completed 6 years)	32

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	13	2	0	15	8	0	2	0	0	30
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	22	1	0	28	7	8	30	2	13	80
Total	35	3	0	43	15	8	32	2	13	110

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										14	8	4	2	28

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese														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	14	8	4	2	28								

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										40	14	7	4	65
Chinese										3	1	0	1	5
Russian										1				1
Bengali										3	2	0	1	6
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi										1	0	0	0	1
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										1	1	1	1	4
TOTAL	0	49	18	8	7	82								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

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

#1-Under Part 154, our students receive the requisite number of periods in ESL classes. Our ESL classes are departmentalized. To serve our students optimally, the creation of consecutive class periods is programmed into the school's matrix to assist ELLs in meeting and exceeding standards, including passing the English Regents at Mastery level of 3 or 4. Students scoring below 65 are programmed into double-period Regents Review classes, which provide students with more time-on-task. Furthermore, ELLs at proficiency levels 1 and 2 will participate in a triple-period ESL skills block. All entitled students receive three periods of ESL instruction per day at the beginning levels and two periods per day at the intermediate levels. Students at the advanced level receive one period of ESL instruction and one period of English instruction.

Students are grouped by proficiency level first, then grouped by grade level. Students' cohort is also taken into consideration when placing a student who is a junior or senior. Beginning and intermediate who are juniors and seniors are given additional support so that they can acquire the skills needed to pass the Regents exams.

#2 Students in our ESL classes exceed the number of minutes required in ESL and ELA as they are programmed to receive ESL instruction daily. Students receive additional NLA support for 45 minutes per day as stipulated in CR-PART 154.

#3-Our bilingual program in the content area consists of bilingual classes in science, social studies and math. Bilingual content area teachers receive ongoing support and guidance to successfully integrate bilingual/ESL strategies into their lessons, moving students toward proficiency in the target language. At the beginning of each term, classroom teachers review NYSESLAT results and design instruction according to language needs. For beginners, 60% native language and 40% English, for intermediate, 50% native language and 50% English, for advanced 60% English and 40% native language, with the English increasing throughout the semester.

#4-During the admissions and articulation process, students are given a placement exam. They are then interviewed by Ms. Chacon, our lead Spanish Teacher. After students are assessed, they are placed at the correct level of Native Language Arts.

#5 -A. In order to service the SIFE population, we have a plan in place to promote a challenging, rigorous, culturally relevant and linguistically sensitive educational program for these students. Our SIFE students, once identified, will be assessed through a uniform diagnostic test to identify their literacy and academic needs. We would assess these students using the ELL Periodic Assessments, which will assess their literacy and math levels. It also identifies areas of weakness that can be addressed. We will also use the Achieve 3000 benchmark assessment to assess their reading. The system is also beneficial in helping us to monitor their progress. SIFE students will be placed in the appropriate level sequence to allow these students to have more time on task in the development of their language skills. In addition, any available data on the performance of these students on NYS Regents examinations and NYSESLAT will serve to target areas in need of improvement and be used for instructional planning. NYSESLAT results are reviewed by the ESL coordinator and A.P. of E.S.L. when the scores are released in the fall. Students' programs will be revised to meet the NYS C.R. 154 mandated number of units of instructional support for ELLs based on their NYSESLAT scores and parental selection. In addition, data is shared with the bilingual content area teacher and our entire staff via faculty and department conferences so that teachers could more effectively support these students in their classrooms.

A. Programming and Scheduling Information

B. Newcomers are carefully assessed and placed according to our admissions policy into appropriate levels of ESL taught by licensed ESL teachers. Newcomers who are placed in beginner classes receive three-periods of instruction per day and support from professionals who understand their need for visual and kinesthetic approaches in a communication-based classroom.

C. ELLs who require more than four years to graduate receive special attention from our guidance counselors, LAB/BESIS coordinator and Assistant Principals who work collaboratively together to create an individualized plan of action in order to assist students in credit accumulation and passing the Regents exams required to graduate. These students are placed in Regents Review classes as well as our Saturday Academy. Required services and support will correspond to ELL's ages and grade levels. In the classroom, teachers will work with intervention programs such as Empower 3000 in order to help students progress.

D. Once long-term ELLs are identified and an extension of services is requested, these students are supported both academically and socially in an effort to help them transition into the mainstream. Teachers integrate NYSELSAT preparation into regular instruction, and our course of study for advanced ESL students includes challenging material and activities across all four language modalities. In addition, students who have failed the Regents examination are placed into literature-based Regents review classes and registered for Saturday Academy, attendance at which is factored into final grades. Our Regents review classes are structured according to the skills tested on the ELA Regents and, therefore, the instructional planning places listening, reading and writing at the forefront of the curriculum. Finally, students have the opportunity to participate in co-curricular and extra-curricular activities, such as the Repertorio Español and trips to the theater to experience performances in English and Spanish. This important component in the curriculum provides students a social context in which to improve their skills in authentic language settings.

E. Our ELLs who receive special education services and our holdovers benefit from Saturday Academy through more time on task and support in completing their class assignments. Moreover, our ESL teachers communicate regularly with our resource room and CTT teachers about individual student progress and use intervention software such as Empower 3000.

#6 Teachers utilize scaffolding strategies such as graphic organizers, resources such as supplemental texts, adapted texts, study guides, gallery walks and multi-sensory experiences. Teachers are also aware of students' IEP goals in order to help them develop a plan for achieving this goal. Our ESL coordinator, Mary Hidalgo and Assistant Principal of ESL, Evelyn Acosta meet regularly with our IEP coordinator, Mary Kruck in order to ensure that Special Education ELL students are receiving programs that contain the appropriate services required by their IEP and are in compliance with CR-Part 154. Student's IEP's are regularly reviewed and parties are notified of any changes in the IEP that may affect the program of the student. Decisions that affect Special Education ELLs are done collaboratively with the team and the Principal to make sure that their needs are met. If the IEP mandates bilingual instruction then the team will work together to ensure correct placement.

#7- Teachers of ELLs collaborate with Special Education teachers in order to provide students with support in their classes. In addition, teachers are aware of IEP modifications and implement them in the classroom using differentiated support.

Courses Taught in Languages Other than English ⓘ

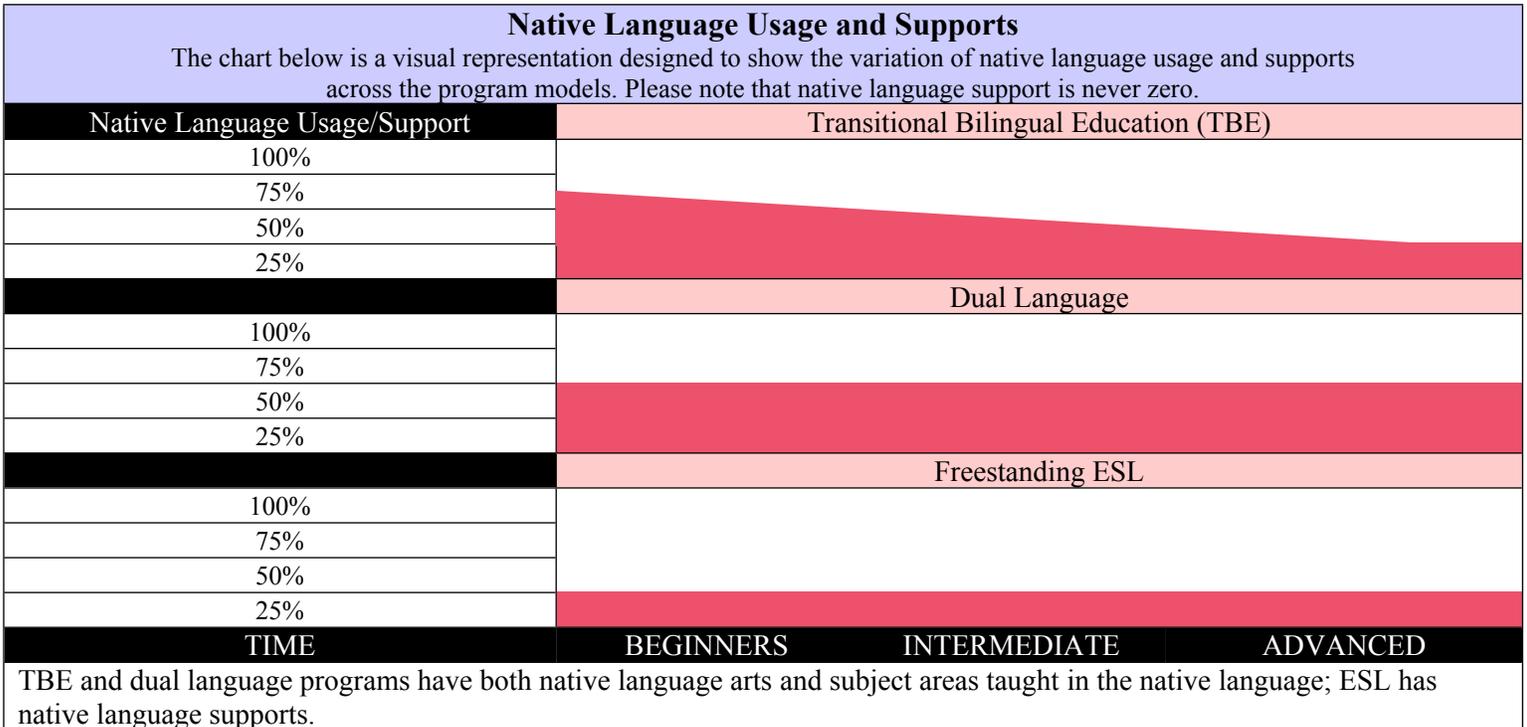
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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	6			
Social Studies:	4			
Math:	8			
Science:	6			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



- B. Programming and Scheduling Information--Continued**
- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
 - Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

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 Title III instructional funds will be utilized to continue the HSAB Saturday Academy and after-school tutoring. Our Academy, which will be conducted from November to June, consists of four bilingual classes for a maximum of 20 students per class, for fifteen 4-hour Saturday sessions (9:00-12:00). Classes that are offered include ESL and bilingual Math, Earth Science, Living Environment, Global History and Geography, and American History. The classes are geared toward students who have not passed or are in danger of not passing the State exams related to these subjects. The HSAB ELL Saturday Academy is staffed by licensed teachers in ESL, math, social studies and science, with a preference given to the very same classroom teachers of these students. English Language Learners who are programmed for Regents review classes are automatically registered for Saturday Academy, where they can improve their listening, speaking, reading and writing skills. Through the ESL Success Grant and LTE grant, we will be able to offer after-school instructional sessions as well.

The immediate impact of this tutorial program on students and the extensive time it provides to model testing accommodations in their real time frame makes our ELL Saturday Academy a key component of our AIS program for ELLs. The core objective of the program is to provide ELLs with the skills necessary to achieve a 65 or better on these examinations, at a rate on par with their English proficient peers. Student in the Academy on Saturdays and after school

#9. After our ELLs have reached proficiency on the NYSESLAT, we continue to provide transitional support by providing the necessary testing accommodations for the requisite amount of time as per New York State Regulations. Students in need of these services are identified and during testing administrations are grouped accordingly so that they may receive the allowed extended time and resources based on New York State regulations. Based on our data, we ascertained that their academic difficulties were due to their lack of knowledge of academic vocabulary and language. We would like to continue to implement interdisciplinary meetings with the content area teachers in social studies and science to discuss and implement vocabulary building strategies to help these students across the curriculum. ESL teachers support content area teachers in the classroom, and during after school tutoring and Saturday Academy, by helping them to deconstruct the academic language of textbooks and primary source documents. In addition, as a result of their findings, we implemented schools wide strategies such as "Word of the Day" and "Word Walls".

#10 Through the LTE/SIFE grant, we will partner with different universities through the College for Every Student Program. This year will be our full implementation of the College for Every Student Program. This program will allow for mentors to come and work with students regarding topics such as the College essay and understanding the requirements for admission and success in College. Through the mentors and Leadership through Service component, we will also be able to support the student's socio-emotional well being through the relationships made through the mentoring program. We will also continue to work with the Common Core Standards and their impact on ELLs. ELL teachers are working with ELA teachers in the inquiry process in order to develop tasks that are aligned with the Common Core Standards.

#11 Although, we will not be discontinuing any programs, due to budget restrictions, we had to reduce the number of Saturdays in our Saturday Academy. We are compensating for the reduction of Saturdays by having teachers tutor through the C-6 assignment.

#12 ELLs are awarded equal access to all programs as they are given the opportunity to take electives in our Business, Art and music sequences. ELLs are also given the opportunity to participate in AP Spanish Language and Literature. ELLs participate in various school trips and after school activities, such as sports and clubs. Supplemental services for ELLs include the Student Center, which takes place after school and the Saturday Academy. Students will also participate in the College for Every Student program that allows students to participate in service, mentoring activities, college trips and leadership and mentoring summits..

#13. ESL students are given the opportunity to simultaneously learn English and computer skills such as PowerPoint, Blogging, and

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
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The immediate impact of this tutorial program on students and the extensive time it provides to model testing accommodations in their real time frame makes our ELL Saturday Academy a key component of our AIS program for ELLs. The core objective of the program is to provide ELLs with the skills necessary to achieve a 65 or better on these examinations, at a rate on par with their English proficient peers. Student in the Academy on Saturdays and after school

#9. After our ELLs have reached proficiency on the NYSESLAT, we continue to provide transitional support by providing the necessary testing accommodations for the requisite amount of time as per New York State Regulations. Students in need of these services are identified and during testing administrations are grouped accordingly so that they may receive the allowed extended time and resources based on New York State regulations. Based on our data, we ascertained that their academic difficulties were due to their lack of knowledge of academic vocabulary and language. We would like to continue to implement interdisciplinary meetings with the content area teachers in social studies and science to discuss and implement vocabulary building strategies to help these students across the curriculum. ESL teachers support content area teachers in the classroom, and during after school tutoring and Saturday Academy, by helping them to deconstruct the academic language of textbooks and primary source documents. In addition, as a result of their findings, we implemented schools wide strategies such as "Word of the Day" and "Word Walls".

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#11 Although, we will not be discontinuing any programs, due to budget restrictions, we had to reduce the number of Saturdays in our Saturday Academy. We are compensating for the reduction of Saturdays by having teachers tutor through the C-6 assignment.

#12 ELLs are awarded equal access to all programs as they are given the opportunity to take electives in our Business, Art and music sequences. ELLs are also given the opportunity to participate in AP Spanish Language and Literature. ELLs participate in various school trips and after school activities, such as sports and clubs. Supplemental services for ELLs include the Student Center, which takes place after school and the Saturday Academy. Students will also participate in the College for Every Student program that allows students to participate in service, mentoring activities, college trips and leadership and mentoring summits..

#13. ESL students are given the opportunity to simultaneously learn English and computer skills such as PowerPoint, Blogging, and

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. All parents, including parents of ELLs take part in our Parent Orientation conducted in June. During this orientation, parents are given valuable information that will help their children transition from the middle school to the high school. During that same orientation, a workshop is offered specifically for ELL parents where parent options are discussed and parents have an opportunity to ask questions. Translation is provided. We involve parents in the effort to help ESL and bilingual students meet graduation requirements by providing translated materials on the New State Standards and Graduation Requirements and by holding an orientation for the parents of newly-arrived ELLs as described above. Orientation is ongoing throughout the fall and spring semesters to apprise incoming parents and students of the regulations. Our Parent Coordinator is bilingual in Spanish and English and works closely with the administrative and instructional teams. One of her primary goals is to formulate, translate and disseminate informational materials to our Spanish-speaking parents. These initiatives, together with a series of workshops (including gang awareness, financial aid for college, graduation requirements and parenting skills) have helped create a community of adults whose primary concern is the academic, social and emotional health of English Language Learners. As part of Title III funds, parents also participate in the ESL Saturday class. During these classes, parents work with teachers to receive instruction in an adult ESL Saturday class which focuses on communication, citizenship and practical skills such as letter writing and filling out job applications. They also learn basic technology skills such as wordprocessing, e-mail and internet resources. Parents of ELLs are also involved through the PTA and the SLT team.

2. Through our College for Every Student Program, we have partnered with Syracuse University and Lehman College to bring college workshops to parents that focus on the college process.

3. The needs of parents are evaluated via surveys and parent participation in PTA meetings and the School Leadership Team. In addition, our parent coordinator expresses concerns to the school leadership and guidance counselors on behalf of the parents. The Principal and Assistant Principal also meet with parents during PTA, School Leadership, Orientations and other workshops as well as one on one in order to understand and gauge the concerns of the parents.

4. The various workshops that we have offered to parents, as well as our Saturday ESL classes have been directly implemented as a result of parent feedback. These programs are evaluated using parent feedback as well.

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)?

We do not currently offer a Dual Language Program

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.

Professional Development is embedded into our school culture and philosophy. Because we have many ELLs and former ELLs, we find that it is important for our entire staff to participate in training that will help to support ELLs. Our staff including teachers and assistant principals have participated in workshops offered by our Office of English Language Learners such as the Dual Language Planning Institute, Dual Language Symposium, QTEL and several other workshops that support Native Language Arts and content area instruction. In addition, our ESL, Bilingual and content area teachers of ELLs have attended workshops sponsored by BETAC including workshops that focus on Regents Preparation for ELLs. Our Network also continues to provide our school with whole group or one on one Professional Development opportunities via our Support Specialist. Our Assistant Principal of ESL, together with our LAB/BESIS coordinator provide teachers and staff that includes paraprofessionals, psychologist, secretaries, parent coordinators with workshops in

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.

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Guidance counselors receive training on CR-PART 154 requirements and transitional placement from Assistant Principal of ESL, Evelyn Acosta and Assistant Principal of Guidance, Maria Argyris in order to help ESL students transition from the middle school to the high school. In addition, guidance counselors receive PD on appropriate resources for ELL students, accommodations and protocols for placement for Special Education ELL students.

Records for Professional Development are maintained in the Title 3 binder..

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. All parents, including parents of ELLs take part in our Parent Orientation conducted in June. During this orientation, parents are given valuable information that will help their children transition from the middle school to the high school. During that same orientation, a workshop is offered specifically for ELL parents where parent options are discussed and parents have an opportunity to ask questions. Translation is provided. We involve parents in the effort to help ESL and bilingual students meet graduation requirements by providing translated materials on the New State Standards and Graduation Requirements and by holding an orientation for the parents of newly-arrived ELLs as described above. Orientation is ongoing throughout the fall and spring semesters to apprise incoming parents and students of the regulations. Our Parent Coordinator is bilingual in Spanish and English and works closely with the administrative and instructional teams. One of her primary goals is to formulate, translate and disseminate informational materials to our Spanish-speaking parents. These initiatives, together with a series of workshops (including gang awareness, financial aid for college, graduation requirements and parenting skills) have helped create a community of adults whose primary concern is the academic, social and emotional health of English Language Learners. As part of Title III funds, parents also participate in the ESL Saturday class. During these classes, parents work with teachers to receive instruction in an adult ESL Saturday class which focuses on communication, citizenship and practical skills such as letter writing and filling out job applications. They also learn basic technology skills such as wordprocessing, e-mail and internet resources. Parents of ELLs are also involved through the PTA and the SLT team.

2. Through our College for Every Student Program, we have partnered with Syracuse University and Lehman College to bring college workshops to parents that focus on the college process.

3. The needs of parents are evaluated via surveys and parent participation in PTA meetings and the School Leadership Team. In addition, our parent coordinator expresses concerns to the school leadership and guidance counselors on behalf of the parents. The Principal and Assistant Principal also meet with parents during PTA, School Leadership, Orientations and other workshops as well as one on one in order to understand and gauge the concerns of the parents.

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3. The needs of parents are evaluated via surveys and parent participation in PTA meetings and the School Leadership Team. In addition, our parent coordinator expresses concerns to the school leadership and guidance counselors on behalf of the parents. The Principal and Assistant Principal also meet with parents during PTA, School Leadership, Orientations and other workshops as well as one on one in order to understand and gauge the concerns of the parents.

4. The various workshops that we have offered to parents, as well as our Saturday ESL classes have been directly implemented as a result of parent feedback. These programs are evaluated using parent feedback as well.

Part V: Assessment Analysis

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. N/A

2. In reviewing our NYSESLAT 2011 data, we found that our ELLs need more support in Reading/Writing as only 3% of our ELLs are proficient. In reviewing the data broken down by grade level, we found that the 9th grades need additional support for reading and writing as 48% are intermediate and 26% are advanced. This is below the school average for ELLs. This chart also has the lowest percentages of

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

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)										8	2	1	0	11
Intermediate(I)										31	11	5	4	51
Advanced (A)										24	13	6	5	48
Total	0	0	0	0	0	0	0	0	0	63	26	12	9	110

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										3	2	0	0
	I										9	3	2	2
	A										18	7	4	4
	P										31	14	6	3
READING / WRITING	B										7	2	1	0
	I										31	10	4	3
	A										24	14	6	4
	P										1	0	1	1

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

NYS Math

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	31	0	24	0
Integrated Algebra	39	24	14	10
Geometry	10	9	1	1
Algebra 2/Trigonometry				
Math	2	2	1	1
Biology				
Chemistry	6		0	
Earth Science				
Living Environment	42	16	12	11
Physics	1		1	
Global History and Geography	24	16	13	6
US History and Government	22	15	21	12
Foreign Language	15	0	15	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)	15	16	12	18				
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.

1. N/A

2. In reviewing our NYSESLAT 2011 data, we found that our ELLs need more support in Reading/Writing as only 3% of our ELLs are proficient. In reviewing the data broken down by grade level, we found that the 9th grades need additional support for reading and writing as 48% are intermediates and 36% are advanced. This is below the school average for ELLs. This cohort also has the largest percentage of ELLs classified as beginners in reading and writing. The 10th graders need additional support in reading/writing as 38% are intermediate. Our 11th graders need additional support in reading/writing as 33% are intermediate. Our 12th graders need additional support in reading/writing as only 11% are proficient. Because we have found that reading and writing is the weakest skill according to our trends analysis, we cover all the modalities but make a greater push toward reading and writing.

3. In analyzing our data, we have determined that we need to focus on reading and writing. Strategies that we will continue to incorporate based on this need will be to have teachers and staff support students so that they may utilize strategies such as skimming, previewing, note taking, recognizing context clues and decoding to achieve their reading goals. ESL teachers will work with these students in small groups by providing targeted instruction and supplementary materials including our EMPOWER 3000. Teachers will continue to adjust the supplementary materials based on periodic review of student progress. In writing, ESL students can still use EMPOWER 3000 to develop writing responses through prompts. Students will actively engage in the writing process by giving them the opportunity to write in a variety of non-fiction genres. Students will engage in the process by responding through prompts and receiving targeted feedback and allowing students to reflect on the writing process and engage in a variety of activities such as free-writes, think-pair-share, graphic organizers. Students will use the media center during the school day in order to further enhance their writing skills through technology.

4. Students taking Regents Exams in content areas are provided the exams in both English and their native language. Students then choose which language they would prefer to take the exam in. After analyzing the Regents results in Comprehensive English, Living Environment, Global History and Geography and US History and Government, we made great gains in English and US History. 77% of our ELLs passed the English Regents (37% increase from last year), and 89% of the ELLs passed US History. In analyzing our data for several years, we have found that with the exception of the Living Environment exam, students fared better when taking the exam in English. However, this year, the results were about the same but leaning toward students faring better in Integrated Algebra when they took it in the Native Language.

4b. We administer the Acuity Periodic Assessment to our ELLs in order to determine their projected performance on the English Regents Exam. The cabinet reviews results and shares them with teachers who use this data in the inquiry process. Additionally, we assess our ELLs with the use of Achieve 3000 and we have seen an overall average gain of two grade levels in reading comprehension. Data shows that our ELLs continue to struggle with non-fiction reading comprehension and vocabulary skills. This was the same as last year, although we continue to make progress in these areas. Teachers strive to implement lessons that address these needs. This year, we will also be administering the ELL periodic assessment and using that data to further our research on inquiry teams.

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: <u>High School for Arts and Busin</u>		School DBN: <u>24Q550</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ana Zambrano-Burakov	Principal		1/1/01
Evelyn Acosta	Assistant Principal		1/1/01
Cira Herrera	Parent Coordinator		1/1/01
Mary Hidalgo	ESL Teacher		1/1/01
Fanny Velez	Parent		1/1/01
Claudia Velarde	Teacher/Subject Area		1/1/01
William Renteria	Teacher/Subject Area		1/1/01
Mercedes Cocco	Coach		1/1/01
	Coach		1/1/01
Marina Reynoso	Guidance Counselor		1/1/01
Vivian Selenikas	Network Leader		1/1/01
Maria Chacon	Other <u>NLA Teacher</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q550 **School Name:** High School for Arts & Business

Cluster: 2.02 **Network:** CFN

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.

Parent/Guardian translation needs are determined by the parental language of preference indicated on the blue emergency card and the Home Language Survey. This information is entered into ATS and used to determine the language of translation necessary. HLIS reports are reviewed by the different constituencies in order to identify the languages spoken by the parents of students. Once the languages are identified, the proper resources and translators are acquired in order to meet the language needs of parents.

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.

Major findings include the need to have more frequent contact in our major language (Spanish) with parents regarding their children's interim academic progress. All communication regarding academic, after-school or socio-emotional activities is translated. We found that it is necessary to translate messages that are communicated via Phonemaster. Due to the high-low income population of our school, it is critical to provide immediate oral translation, given the sacrifices of parents to visit the school, often without an appointment, to assess their child's academic progress.

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.

Translation services will be provided on an as-needed basis through translated written communications using translation websites and bilingual staff members. Translation services will be two-way, from teachers to parents and from parents to teachers. We have designated two staff members who are responsible for translating communication from the school in a timely manner. Our Daedalus program provides instantaneous translation of all academic interim progress reports as well as custom letters generated by teachers, deans, guidance counselors, and other staff. ELL parents receive forms and information in their native language. All parents receive the Parent's Bill of Rights and Responsibilities in their native language.

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

Oral translation services will be provided by designated school staff members, including our bilingual parent coordinator, during the school day and during Parent Orientation, Parent-Teacher Conferences, and PTA meetings. Our Parent Coordinator is bilingual in Spanish, a language spoken by 83% of our population. Staff will contact DOE Translation and Interpretation Unit at 718-752-7373, Ext. 4 to access translation services for languages that are not spoken by staff members.

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>.

School has posted signs conspicuously in the lobby indicating translation services are available through staff and DOE. ELL Coordinator and Parent Coordinator will also notify parents of their right to translation.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: High School	DBN: 24Q550
Cluster Leader: Vivian Selenikas	Network Leader: Vivian Selenikas
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 110 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ✱12
Total # of teachers in this program: <u>6</u> # of certified ESL/Bilingual teachers: 6 # of content area teachers: <u>4</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Title III instructional funds will be utilized to continue the HSAB Saturday Academy and after-school tutoring. Our Saturday Academy, which will be conducted from January to May, consists of four bilingual/ESL classes in content areas for a maximum of 20 students per class, for fifteen 3-hour Saturday sessions (9:00 am-12:00 pm). Each will be taught by one teacher for a total of four teachers. Classes that are offered include Math, ELA, Living Environment, and Global History and Geography and the classes are geared toward students who have not passed or are in danger of not passing the State exams related to these subjects. The HSAB ELL Saturday Academy is staffed by licensed teachers in ESL, math, social studies and living environment, with a preference given to the very same classroom teachers of these students. Teachers placed in these classes have bilingual extensions.

The immediate impact of this tutorial program on students and the extensive time it provides to model testing accommodations in their real time frame makes our ELL Saturday Academy a key component of our AIS program for ELLs. The core objective of the program is to provide ELLs with the skills necessary to achieve a 65 or better on these examinations, at a rate on par with their English proficient peers.

The After School Program will focus on Math, English and Science. Each subject area will meet weekly and will target students who have not yet met the requirement and passed the required Regents Exam in that subject area. The classes have targeted approximately 15 students who meet this criteria for each of the subject areas and students will receive academic intervention in order to succeed in their deficiencies. There are three certified teachers, one ESL, one Bilingual Science and one Bilingual Math, who will offer the academic intervention for these students. There will be three groups categorized by content area.

The textbooks and materials for use in this ELL Saturday Academy and the After School Program focus on materials such as Kaplan preparation materials for the ELA, Global Studies and Living Environment and Prentice Hall supplemental Spanish Language materials for the Integrated Algebra courses. The Saturday Academy teachers have been trained in Q-Tel and/or SIOP model, both of which are research-based instructional programs. In order to support instruction in the classroom and our supplementary instructional programs (Saturday, After-School,) we will also be utilizing EMPOWER 3000. EMPOWER 3000, purchased with grant funds is a web based software that differentiates instruction for students in reading. It also allows for quicker feedback for the student.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Teachers will receive professional development that will help them to support students language development. This year, our workshops for teachers will focus on the Common Core Standards, specifically how to create complex instructional tasks that are aligned to the Common Core Standards in ELA and in Math. Teachers will be able to use these tasks to identify the gaps and to scaffold and help students to reach success on these tasks. ESL and Content Area bilingual teachers (4 in total, 2 ESL, 1 Math, 1 Science) will attend 3 one hour professional development sessions after school. Our school uses Title 1 funds for our Professional Development which include workshops and one on one professional development with our Aussie consultant. (Our Aussie consultant is scheduled to have 11 days with teachers school wide this year paid by Title 1). We will use Title 3 funds for per-session so that teachers may attend the 3 one hour workshops after school. These workshops will supplement the Inquiry work that teachers are engaged in weekly. The titles of the these workshops include: (1) How does our curriculum align with the Common Core Standards? (2) How can we produce tasks that align the Instructional Expectations? (3) What strategies can we implement in order to support our ELLs in meeting the expectations of the Common Core Standards?

Part D: Parental Engagement Activities

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

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

Begin description here: Our parents will be involved through TITLE III through our Saturday ESL Academy for parents. This class focuses on citizenship skills, supporting parents in order to obtain English proficiency and Technology skills. Use of technology will include word processing with a focus on resume writing and e-mail. Parent orientation topics such as: Preparing your child for the college process will also be conducted in these classes. Classes will meet for three hours on Saturdays for a total of twelve sessions.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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Part E: Budget

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

Allocation Amount: \$

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