



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HIGH SCHOOL FOR LAW ENFORCEMENT AND PUBLIC SAFETY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q690

PRINCIPAL: DIAHANN E. MALCOLM EMAIL: DMALCOL@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
DIAHANN E. MALCOLM	*Principal or Designee	
BRUCE SAKS	*UFT Chapter Leader or Designee	
CHARM RHOMES	*PA/PTA President or Designated Co-President	
BARBARA FELTON	DC 37 Representative, if applicable	
BRENDA GOOLCHARAN JOSEPH JENKINS-YATES	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
CLARISSE COPELAND	Member/PARENT	
LAURA VAN DEREN	Member/CSA	
STEFANIE ABBEY	Member/TEACHER	
KEELIA WILLIAMSON	Member/PARENT	
THOMAS DAVIS	Member/PARENT	
VENUS TERRY SMITH	Member/PARENT	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By decreasing student lateness student outcomes will improve.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- ATS attendance and lateness reports were reviewed in our weekly Attendance Collaborative Inquiry Team Meetings.
- Teachers reviewed student attendance and lateness in their Collaborative Inquiry Team meetings.
- Administrators observed student entry daily and monitored student lateness.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- The principal will discuss the importance of bell to bell instruction with students, parents, and staff at orientation, staff meetings, student assemblies, SLT, and parent meetings.
- Administration will greet the students at the school's entry point every morning to welcome, encourage, and direct them to their programmed destinations.
- Students who arrive late to school will be documented through our CAASS system.
- Teachers will maintain late books to document student lateness and teachers will call the homes of students who are late or absent.
- The Attendance Teacher will work with administration to review patterns of lateness and absence to develop methodologies to address the resolution of issues causing the students to be late or absent.
- The school will utilize the Phone Messenger System to contact parents. After three instances of lateness, the student's parents will be contacted by the Dean's office to set up a meeting to address the lateness issue and develop a resolution to the problem.

- The guidance counselors and school aides will work with administration to document student lateness and track patterns of students who arrive late.
- Our lateness and attendance committee will continue to meet weekly to discuss and monitor student lateness.
- Through special assemblies, students will be commended and rewarded for arriving to school on time.
- During Open School, administration will meet with the families of the students who repeatedly arrive late to school. A plan will be devised with the students and families to decrease student lateness.

Strategies to increase parental involvement

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

N/A

Strategies for attracting Highly Qualified Teachers (HQT)

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

N/A

Service and program coordination

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

Members from NOBLE (National Organization of Black Law Enforcement Executives) speak to the students during mentoring sessions about arriving to school and classes on time.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Phone messenger contract will be renewed with Fair Student Funding.
 - ARRA RTTT Citywide Instructional Expectations (per session for school wide IT/CCLS teacher/administration members)
 - ARRA RTTT Data Specialist to review ATS and CAASS system data. (Per Session for Data Specialist) - To compile and analyze attendance data.
 - Fair Student Funding (administrative and teacher salaries)

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

To improve parent involvement.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- Decrease in the number of parents/guardians who come to the building for struggling students.
- Parent Attendance sheets for Open School Night and Afternoon are reviewed and compared from year to year.
- Attendance from Parent Association Meetings is reviewed.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Administration will engage parents in school decision making which will result in a shared commitment to the school's high expectations and goals.
- We will create a caring and effective home-school partnership to ensure that parents effectively support and monitor their child's progress.
- We will provide assistance to parents in understanding city and state standards and assessments.

- Administration will 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, and Learning Environment Survey) .
- Administration will provide materials and training to help parents work with their children to improve their achievement levels.
- Parent workshops will be conducted focusing on graduation requirements and ways parents can help students prepare for Regents Examinations.
- Student celebratory activities will be held to engage students and increase parent participation (e.g. Arts Festival, Theatre Productions, Academic Awards Assemblies, Sports Award Assemblies, basketball games, track meets, and double dutch competitions).
- Strategies will be implemented to increase the number of parents taking the Learning Environment Survey.
- The e-mail addresses for all staff will be updated and redistributed to all families. This information will also be available on our school's website. Teacher created Google Wiki spaces will also be available for parents to directly interact with staff online.
- Parents and guardians will be trained on the ARIS system at Parent Association Meetings.
- The phone messenger system will continually be updated to include important information about school activities including parent workshops, Open School information, report card distribution dates, Regents and Acuity Examination dates, sporting event dates and times, and other general school information. The phone messenger will also include prompts for parents to respond to messages and requests to volunteer for specific functions.
- Parents will be encouraged to attend Open School, Parent Association General Membership, and School Leadership Team monthly meetings.
- Based on data reports, the principal personally invites the families of struggling students in for mandatory academic intervention meetings.

Strategies to increase parental involvement

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

See Above

Strategies for attracting Highly Qualified Teachers (HQT)

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

N/A

Service and program coordination

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

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Fair Student Funding will be used for student celebratory activities. (OTPS-non-contractual services)
 - Fair Student Funding will be used for parent workshops.
 - Title I STH for non Title I schools. (non-contractual services)
 - Title III Translation Services-For OTPS supplies for mailings (paper/envelopes)
 - Non-contractual services- (FSF) for SLT stipends.
 - FSF for administrative salaries for administration to provide workshops for parents/guardians.

o

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

To improve the academic achievement of the black and hispanic males in the lowest third.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- The School Wide and Collaborative Teacher Inquiry Teams will regularly review the data and work from the lowest third black and hispanic students.
- The research and data from these inquiry teams will be used to inform instruction to meet the academic needs of these students.
- Collaborative planning, assessment, and adjustment to instruction will be made to increase their academic achievement.
- Members from NOBLE (National Organization of Black Law Enforcement Executives) will implement a new after school mentoring program which will primarily target black and hispanic students.
- Credit recovery opportunities will be provided for the lowest third black and hispanic students.
- The administration will discuss student achievement goals during student assemblies, staff meetings, Parent Association meetings, and SLT meetings.
- The lowest third black and hispanic students will be enrolled in mandated after school tutoring on Tuesdays, Wednesdays, and Thursdays.
- Saturday School will be held to provide the lowest third black and hispanic students with additional academic supports.
- The lowest third black and hispanic students will be exposed to tasks which are aligned to the Common Core Learning Standards. The completion of these tasks will lead to improved academic achievement.

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Members from NOBLE (National Organization of Black Law Enforcement Executives) speak to black and hispanic students during mentoring.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Race to the Top/Inquiry Team per session funding will be used for the School Wide and Teacher Inquiry Team Teacher and Administrative members.
 - Fair student funding will be used for Saturday School. (Per session for teachers/aides/supervisors)
 - ARRA RTT Data Specialist for per session to compile data/reports in the academic achievement of black hispanic males.
 - Children First Network Support – for OTPS supplies for Summer and Saturday School
 - TL Summer School for per session for teachers/aids for summer school instructional program.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

- To improve credit accumulation through the sharing of best practices.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- Throughout the year, STARS custom reports were used to analyze student credit accumulation.
- Progress Report credit accumulation data was reviewed.

Instructional strategies/activities

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

- Throughout the year, Collaborative Inquiry Teams will target at risk students who are in danger of not acquiring the necessary credits.
- Students who are not successful in their classes will be programmed for mandated after school tutoring.
- Saturday School will be held to assist students with current course work.
- Students will be provided with credit recovery opportunities.
- Across classrooms, teaching strategies, questioning, and routines will be differentiated so that all students have multiple entry points.
- Teachers will create and implement CCLS tasks which will actively engage all students.
- At risk students will be enrolled in a mentoring program to help them become interested and engaged in their learning.
- Teams of teachers and individual teachers will continuously analyze at risk student data. They will make adjustments to curriculum and instruction to meet all students learning needs.
- Teams of teachers and individual teachers will create assessments and rubrics that offer a clear description of student mastery.

- Administration will observe teachers throughout the year to help strengthen their practices.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parents will be invited to special programs (ie. academic assemblies, SLT/P.A. meetings and workshops) providing information on credit recovery.

Strategies for attracting Highly Qualified Teachers (HQT)

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

N/A

Service and program coordination

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

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Fair Student Funding will be used for Saturday School to pay per-session to teachers to provide instruction.
- TL Summer School to pay per-session to teacher for Summer School instructional programs.
- ARRA RTT Citywide Race to the Top. Per Session for schoolwide IT/CCLS Team members (teachers/ administrators)to work on strategies to improve credit accumulation.
- ARRA RTT Data Specialist. Per-session for data specialist to provide data on credit accumulation/at risk graduation data
- Title I for non Title I schools. Per-session to teachers/administration to provide instruction.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								

9	91	84	35	34	10	15	2	2
10	28	33	15	24	10	15	2	
11	24	24	26	33	10	15	2	
12	11	8	6	24	10	15	2	

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • Mandated tutoring is held Tuesday, Wednesday, and Thursday from 2:17pm to 2:57pm. • Saturday School is offered in January, May, and June. • Ninth grade students who received a one or a two on their eighth grade ELA State Exam, have one period of literacy lab every day.
Mathematics	<ul style="list-style-type: none"> • Mandated tutoring is held Tuesday, Wednesday, and Thursday from 2:17pm to 2:57pm. • Saturday School is offered in January, May, and June. • Ninth grade students who received a one or a two on their eighth grade Mathematics State Exam, have one period of numeracy lab every day.
Science	<ul style="list-style-type: none"> • Mandated tutoring is held Tuesday, Wednesday, and Thursday from 2:17pm to 2:57pm. • Saturday School is offered in January, May, and June.
Social Studies	<ul style="list-style-type: none"> • Mandated tutoring is held Tuesday, Wednesday, and Thursday from 2:17pm to 2:57pm. • Saturday School is offered in January, May, and June.

<p>At-risk Services provided by the Guidance Counselor</p>	<ul style="list-style-type: none"> • Mandated related service counseling (1:1/small group) as mandated by the student's IEP divided between our two guidance counselors. • Round Table Conferences conducted after school, as needed, to address academic and behavioral concerns. • One on one student meetings. • Counselors coordinate student progress reports. • AIS services
<p>At-risk Services provided by the School Psychologist</p>	<ul style="list-style-type: none"> • Mandated serviced (1:1) provided by school psychologist, as shown in the individual student's IEP. School Psychologist is on-site three days per week.
<p>At-risk Services provided by the Social Worker</p>	<ul style="list-style-type: none"> • Mandated services and referrals (1:1) once a week. Social worker is on-site (1) day per week.
<p>At-risk Health-related Services</p>	<ul style="list-style-type: none"> • Occupational Therapy and Physical Therapy is provided during 1:1 sessions, as per the student's IEP, at least once per week.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz	District 28	Borough Queens	School Number 690
School Name High School for Law Enforcement and Publ			

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

Principal Diahann E. Malcolm	Assistant Principal Laura Van Deren
Coach Rozella Kirchgassner	Coach n/a
ESL Teacher Alina Lovasz	Guidance Counselor Ivette Echeverria
Teacher/Subject Area Lauren Dedominic	Parent Charm Rhomes/ C. Copeland
Teacher/Subject Area Bruce Saks	Parent Coordinator n/a
Related Service Provider Dwayne Parker	Other Danielle Coccia, AP
Network Leader Lawrence Pendergast	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	534	Total Number of ELLs	12	ELLs as share of total student population (%)	2.25%
------------------------------------	------------	----------------------	-----------	---	--------------

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. 

Part II: ELL Identification Process

1. When students come for over the counter registration, the parent/ guardian is issued a copy of the home language identification survey for completion by either the AP Guidance and/or the pupil accounting secretary. The parent / guardian and the child are also interviewed. If the student is identified as a possible English Language Learner, our ESL teacher is summoned to assist. The ESL teacher also interviews the family and administers the Lab-R to the student. If the Lab-R score indicates that the student is a candidate for ELL services, the parent/guardian reconvenes with the ESL teacher, watches the ELL video, and is issued a parent survey and a program selection form. If our parents do not choose an ELL program, the default program is bilingual education. The Spanish LAB is administered to our Spanish speaking ELLs. The parent is informed that the NYSESLAT is given annually in the spring; the results will determine whether or not the services will be discontinued or continued. Since we are a small learning community, orientations are held on an individual basis. In the Spring, in consultation with the testing coordinator and the ESL teacher, all four components of the NYSESLAT are administered during the students prescribed ESL period(s). ATS reports such as RLAT, RLER , and RMNR are utilized to determine NYSESLAT eligibility.
2. After the student takes the Lab-R and the results have been tabulated, the parent/guardian is resummoned by the ESL teacher, the three program choices are explained, the parent watches the video, questions are solicited, and the parent/guardian is given a parent survey and a program selection form. This is done within the week the child enters the building so the child can be properly programmed.
3. Based on the previous year's NYSESLAT results, the Assistant Principal completes the continued entitlement letters. A copy of the letter is mailed home to the parents and a hard copy is given to the students to take home. A copy is also placed in the student's cumulative records. We have been successful retrieving our Parent Survey / Program Selection forms. We work hard to ensure that our families come in and complete them on-site. The ESL teacher also distributes the entitlement letters to the students. Copies of these letters are kept in the students; permanent records.
4. Our school has only a stand alone ESL program. This is discussed with the parent. We do have a Spanish speaking guidance counselor onsite. The translation/ interpretation unit is notified if any other translation services are needed.
5. Based on a data analysis of the Parent Survey and Program selection forms for the past few years, all parents have selected an ESL program.
6. The parent requests have been aligned to our ESL program. In previous years, a family who had wanted a bilingual special education program decided to transfer to another site where this program was offered.

Part III: ELL Demographics

A. ELL Programs

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

Page 22 1 2 3 4 5
 6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	5
SIFE		ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	3			4		1	5		3	12
Total	3	0	0	4	0	1	5	0	3	12

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
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										5	3	1		9
Chinese														0
Russian														0
Bengali														0
Urdu										1				1
Arabic														0
Haitian										1				1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	8	3	1	0	12								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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

PROGRAMMING AND SCHEDULING INFORMATION

1. Our twelve ELLs are a part of our freestanding pull-out ESL program. Our three advanced ELLs are also mainstreamed into an ELA class. Four intermediate students are also students with disabilities who are mainstreamed for ESL services. The ESL teacher pushes into our beginner student's Global class. Our ESL program is ungraded and homogeneous.
2. We only have one beginning level ELL. Our eight intermediate students receive a double period of ESL daily which equates to approx. 400 minutes/ week. Our three advanced students receive one period of ESL daily (approx. 200 minutes/week) and one period of ELA daily (approx. 200 minutes/week).
3. All content specific materials are delivered in English. English is the only common language among our ELLs. In the ESL classes, the development of listening, speaking, reading, and writing skills is emphasized. The ESL teacher also works on test taking strategies with the students to improve their results on the NYSESLAT, Regents, or RCT examinations.
4. The ELLs are evaluated by the ESL teacher and our Spanish speaking guidance counselor.
5. Differentiated instruction for ELL subgroups
 - a) We have one SIFE student at the advanced level. In addition to his ESL class, he has been mainstreamed into a regular English class and has been programmed for mandated tutoring after school. He also receives testing accommodations. The student will be administered the NYSESLAT in the spring.
 - b) Newcomer/ Beginner ELLs receive their 540 (three periods/day) of ESL instruction per week and will also be placed in a literacy lab component or mandated after school tutoring to enhance their ELA skills. They also receive testing accommodations. These students will also receive the NYSESLAT in the spring.
 - c) ELLs receiving services for four to six years receive the mandated instructional time and testing accommodations. They are also placed in mandated tutoring after school three days a week.
 - d) Long-Term ELLs receive the mandated instructional time and testing accommodations. In addition, during their lunch period, the librarian and/or ESL teacher work with the students on their reading and writing skills.
6. The ESL teacher utilizes the Edge textbook and a newspaper for English Language Learners to accelerate English language development.

A. Programming and Scheduling Information

7. Our beginner student receives push-in services for social studies. Our students with disabilities are pulled out of their self-contained setting and placed into our ESL classes.

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				
Social Studies:				
Math:				
Science:				

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

Native Language Usage and Supports

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

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

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. After school tutoring in English is available in all core subject areas for those ELLs in need of additional support. We also hold a Saturday program in January and in May/June to assist students with their preparation for Regents / RCT examinations.

9. ELLs who reach proficiency on the NYSESLAT continue to receive testing accommodations and test preparation services. Translation / interpretation services are readily available for their families. During school-wide and state examinations, former ELLs are given extended time on examinations.

10. For the upcoming school year, we would like to work on strategies to improve parental involvement. We may want to offer a workshop regarding the ELL curriculum and graduation requirements. Also, for those students who remained at the advanced level after the NYSESLAT results, we are initiating a lunchtime tutoring component to assist these students with their reading and writing.

11. No programs/ services for ELLs will be discontinued at this time.

12. All programs offered are for all students at our school. Students are screened to ensure that they are placed into the appropriate program/ courses. ELLs are assigned to mandated tutoring with the ESL teacher three days per week. They can also attend our Saturday programs for additional support in January, May, and June.

13. The ELL teacher utilizes the classroom computers and she is learning how to use the Smart Board. She also uses an overhead projector. Bilingual dictionaries and glossaries are also available in different subject areas.

14. Our ELLs receive instruction exclusively in English.

15. Support services and resources are subject specific. They are not divided by age and/or grade levels.

16. Before ELL students begin at HSLEAPS, they are invited to attend a Meet and Greet in June and a New Student Orientation in August to learn about the school, our programs, and our services.

17. Spanish is the only language elective offered at HSLEAPS.

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. In what language are students with limited English proficiency (LEP) instructed? How do you ensure that the content

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 AND SUPPORT FOR SCHOOL STAFF

1. Our ELL teacher will be regularly attending professional development provided by the Children First Network (Cluster 6). For example, she will be attending a full day workshop on cultural, linguistic, and academic differences and another workshop on strategies to improve instruction on November 15th and December 21st. She has attended trainings on instructional strategies and performance assessments. She also attends our monthly faculty and departmental conferences. Our AP Administration has also attended professional development sessions sponsored by the Bronx BETAC including ELLs and the Common Core State Standards and the Extension of Services for ELLs. Since our ELL teacher is a first year teacher, she is receiving mentoring one period per week on a weekly basis.
2. Our ELL teacher has been trained with our entire school staff on assisting students to successfully make the transition from middle to high school. During our SBO time on Mondays, Ms. Lovasz works with the general /special education teachers to assess the needs of her students so she can prepare them better for not only the NYSESLAT but their state examinations.
3. During our monthly professional development conferences, our staff is trained on intervention and assessment strategies. The staff is also briefed on the NYSESLAT exam and the Common Core State Standards. Attendance sheets and agendas are maintained in the Principal's Office.

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?

PARENTAL INVOLVEMENT

1. All parents are invited to attend our monthly PA meetings. Monthly newsletters are also sent home; many are translated into Spanish.
2. Our school has not partnered with any agencies or CBOs to provide workshops to ELL parents.
3. Our ELL teacher keeps in direct contact with our ELL parents and provides them with flyers/ information re. DOE sponsored activities.
4. We keep the translation/interpretation unit information readily available. Spanish translators (school staff) are available upon request. All ELL related workshops/activities are publicized by the school.ste response to questions 1-4 here

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1				1
Intermediate(I)										4	3	1		8
Advanced (A)										3				3
Total	0	0	0	0	0	0	0	0	0	8	3	1	0	12

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
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	1		0	
Integrated Algebra	4		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	5		1	
Physics				
Global History and Geography	3		1	
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

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: HSLEAPS

School DBN: 28Q690

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
DIAHANN E. MALCOLM	Principal		1/1/01
LAURA VAN DEREN	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
ALINA LOVASZ	ESL Teacher		1/1/01
C. RHOMES / C. COPELAND	Parent		1/1/01
L.AUREN DEDOMINIC	Teacher/Subject Area		1/1/01
BRUCE SAKS	Teacher/Subject Area		1/1/01
ROZELLA KIRCHGAESSNER	Coach		1/1/01
	Coach		1/1/01
IVETTE ECHEVERRIA	Guidance Counselor		1/1/01
LAWRENCE PENDERGAST	Network Leader		1/1/01
DWAYNE PARKER	Other <u>RELATED SERVICES</u>		1/1/01
DANIELLE COCCIA	Other <u>ASST. PRINCIPAL</u>		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: 28q690 **School Name:** HIGH SCHOOL FOR LAW ENFORCEMENT AND

Cluster: 6 **Network:** 603

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.

Home language / ethnicity reports from ATS were analyzed. The majority of our parents speak English; however, the majority of the remainder of our families speak Spanish. DOE literature and school documents are regularly provided in both languages. Of the 534 families at our school, 48 families require written and oral translation services in Spanish, eight require haitian creole, four require french-haitian creole, two require bengali according to ATS report RHLA. We plan on sharing this information at future PA and SLT meetings.

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.

Home language and ethnicity surveys were distributed. Information is shared at our monthly SLT and PA meetings.

Part B: Strategies and Activities

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

Written translation is provided by the DOE Translation/ Interpretation Unit. Our Spanish speaking staff is also provided with per-session to translate documents, as needed.

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 is also provided by the DOE Translation / Interpretation Unit. Our Spanish speaking staff (which includes our guidance counselor and attendance teacherr) regularly translate at parental conferences and speak at Open School and Orientation.

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>.

Parents/ Guardians receive the Bill of Rights and Responsibilities at the opening PA General Membership meeting. A DOE generated poster is hung in the lobby indicating the availability of translation services. Written and oral translation services in Spanish and French are available on - site.