



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : CURTIS HGIH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R450

PRINCIPAL: AURELIA L. CURTIS **EMAIL:** ACURTIS@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

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 |
|---------------------|--|-----------|
| Aurelia L. Curtis | *Principal | |
| John Pillarella | *UFT Chapter Leader | |
| Steve Wakschal | *Designated Co-President PTA | |
| Denean Dixon | Student Representative | |
| Jeanine Lamadieu | Student Representative | |
| Pete Devlin | Member/CSA | |
| Eric Ritzer | Member/CSA | |
| Margarita Fernandez | Member/UFT | |
| Lisset Marin | Member/UFT | |
| Anita Weintraub | Member/UFT | |
| Samia Goudjil | Member/Parent | |
| Ruth Marin | Member/Parent | |
| Priscilla Marco | Member/Parent | |
| Julie Lewis | Member/Parent | |
| Lois Restrepo | Member/Parent | |
| Jean-Paul Rwitanaga | Member/Parent | |

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2012, at least 40% of students in graduating cohort will demonstrate readiness for post secondary education and the 21st century workplace as evidenced by the Progress Report College Readiness metric

Comprehensive needs assessment

- **Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.**
The NYS Standard for high school graduation is 80%. According to the 2010-2011 NYS school report card, the graduation rate for the Class of 2010 was 71%, 9% less than standard. According to the NYC Progress Report, the four-year graduation rate for the Class of 2011 is 69.3%, 10.7% less than NYS standard. The 2010-2011 NYC Progress Report defined 3 new metrics, College Readiness, College Preparatory Course and College Enrollment Rate which measures the foundation of skills and knowledge students need to achieve postsecondary success. While approximately 90% of students who graduate each year matriculate to 4-year and 2-year colleges, that number is significantly less when one focuses only on the students in the 4-year cohort. According to the metric, only 45.6% of the 2010 cohort students enrolled in a degree program at a 2-year or 4-year college or university by December 31, 2010, as compared to peer schools (47.8%) and other high schools in the city (50.4%). The College Readiness Index measures the percentage of students who graduated and met the Regents exam, SAT and/or course standards for passing out of remedial coursework at the city University of New York. For the 2011 4-year cohort, only 24.8% of graduates met this standard, as compared to peer schools (14.2%) and other high schools citywide (21.5%). The College Preparatory course Index measures the percentage of students in the 4-year cohort who achieved at or above a pre-determined standard. For the 2011 4-year cohort, only 45.7% of graduates met this standard, as compared to peer schools (23.6%) and other high schools citywide (29.8%)

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) Implement Naviance Success Model for all students, beginning in year 1 with students in Grade 12 official classes and 4-year cohort students with 25+ towards graduation. In Naviance Succeed, expectations are raised by connecting coursework to personal goals and aspirations. Students are provided with alerts that encourage higher level coursework based on real data-like test scores.
 - b) Provide professional development of all staff in the College and Career Center by September 2011, followed by professional development for all other guidance personnel and a critical mass of teachers who frequently write college recommendations.
 - c) Target at least one Advanced Placement or International Baccalaureate course that students in non-honors programs will be prepared to enroll
 - d) By January 2012

Strategies to increase parental involvement

As stated in the Curtis High School Parent Involvement Policy, the school will foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress:

- a) providing training for all parents to introduce them to Naviance Family Connection
- b) hosting several College and Career Information Nights designed explicitly for the parents of students in each individual grade
- c) presenting a year-long menu of AVID parent activities to increase parent awareness of AVID tools and methodologies used in the classroom

Strategies for attracting Highly Qualified Teachers (HQT)

The Basic Educational Data Survey identifies 96% of our teachers as being highly qualified. Two of our ROTC instructors are not considered highly qualified due to the fact that New York State does not issue a permanent certification in ROTC instruction. Although three of our science teachers are listed as not highly qualified on the BEDS survey, the majority of their classes are taught in their highly qualified subject area. Licensed Biology teachers are being encouraged to use the highly qualified Title I set aside for reimbursement to switch their licenses to Earth Science. We are actively seeking out licensed Earth Science teachers from all of our local colleges and universities. The Assistant Principal Science and Assistant Principal Administration attend hiring fairs to recruit licensed Earth Science teachers. The Assistant Principal Administration continually searches the open market hiring system for licensed Earth Science teachers. Professional development will be provided on site via weekly PD hour sessions and off-site to train additional teachers for those courses deemed to be indicators of college readiness.

Service and program coordination

In order to increase post secondary readiness for our students we have partnered with Kingsborough Community College to offer 5 college now courses in the fall term and 7 in the spring term. Students receive college credit if they successful pass these courses in high school. In our extension program with ST. John's University students can earn three college credits for completing courses in high school that have been accredited with the university.

Budget and resources alignment

Being a Title I approved school wide program, Title I funds are used to maximize the outreach to ensure academic success for all of our students. Courses taught in the College Now program are funded by the City University of New York. No additional funds are needed for students to receive college credit in the courses accredited by St. John's University.

As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III funds and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

- Supervisor Per Session
- Teacher Per Session
- Guidance Counselor Per Session
- Professional Development (on-site)
- Subscription to Naviance Succeed

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2012, Limited English Proficient, Students with Disabilities and Hispanic subgroups will demonstrate progress towards achieving NYS standards as measured by a 6% increase in those subgroups at Levels 2, 3, & 4 on the NYS ELA assessment

Comprehensive needs assessment

- According to the 2010-2011 NYS School Report Card and the NYC Progress Report, the performance of LEP students and graduation rate lags behind students in other subgroups and all students in the school. For the 2010-2011 report card, the 54 LEP students in the 4-Year cohort achieved a graduation rate of 62%, higher than the progress target, but still well below the NYS standard of 80%. The NYC Progress Report shows a 4-year weighted graduation rate of 108% for ELL students, placing those students in the lower 50% of ELL students citywide.
- LEP students failed to make adequate yearly progress (AYP) in English and Mathematics, contributing the reason why Curtis High School is designated a school in need of improvement (SINI – Year 1). The NYS Report Card also shows that Hispanic students failed to make AYP in English and Mathematics. Hispanics constitute almost 70% of the LEP population at this school.

Instructional strategies/activities

- a) Provide opportunities for ELL-certified teachers and subject area teachers to participate in institutes like Quality Teaching for English Learners (QTEL) to develop teachers' understanding of how: to scaffold instruction for ELLs with grade-appropriate rigorous texts within a variety of genres; to help ELLs transition to English while strengthening academic language in all subjects; to effectively engage ELLs in acquiring the standards-based content and academic language need to succeed in high school.
- b) Provide transitional bilingual classes in at least two major subject areas to support introduction and development of academic discourse such as hypothesizing, evaluating, inferring, generalizing, predicting and classifying
- c) At least one (1) inquiry team will focus on improving ELL achievement

Strategies to increase parental involvement

As stated in the Curtis High School Parent Involvement Policy, the school will share information about school and parent related programs in a format and language that parents can understand. Specifically, this means:

- a) utilizing our FM Transmitter/Receiver system to provide simultaneous interpretation for non-English proficient families during all parent workshops
- b) using translation services to make sure that parents receive critical information in their native language
- c) making sure that teachers and guidance staff have access to interpretation services throughout the school day

Strategies for attracting Highly Qualified Teachers (HQT)

The Basic Educational Data Survey identifies 96% of our teachers as being highly qualified. Two of our ROTC instructors are not considered highly qualified due to the fact that New York State does not issue a permanent certification in ROTC instruction. Although three of our science teachers are listed as not highly qualified on the BEDS survey, the majority of their classes are taught in their highly qualified subject area. Licensed Biology teachers are being encouraged to use the highly qualified Title I set aside for reimbursement to switch their licenses to Earth Science. We are actively seeking out licensed Earth Science teachers from all of our local colleges and universities. The Assistant Principal Science and Assistant Principal Administration attend hiring fairs to recruit licensed Earth Science teachers. The Assistant Principal Administration continually searches the open market hiring system for licensed Earth Science teachers.

Professional development will be provided on site via weekly PD hour sessions and off-site to train additional teachers for in methodologies and strategies that develop teachers' understanding of how to scaffold instruction for ELLs and effectively engage them in acquiring standards-based content.

Service and program coordination

Curtis High School is very respectful of the rights of all parents to be involved in their child's education. To assist parents with limited English proficiency, the school employs an array funded resources and community partners:

- Guidance and pedagogical staff make liberal use of DOE Interpretation Services throughout the year, but especially for Parent Teacher Conferences.
- Title III funds enabled the purchase of 5 FM Transmitters and 24 FM Receivers for simultaneous interpretation at all parent meetings.
- Title III funds are used to translate our Parent Handbook into the languages of our newly arrived families.
- El Centro del Inmigrante, a multi-service Community Based Organization, helps the school conduct community outreach and provides adult workshops around immigrant rights, health education, labor law and parent leader development.
- The school holds adult conversational English classes every Thursday evening. Classroom materials are provided by the Mayor's Office of Immigrant Affairs and the classes are facilitated by El Centro del Inmigrante.
- The school works closely with the New York Immigration Coalition and Consulate offices to develop and host Consulate on Wheels Events to assist families in keeping their documents current.

All SWDs and ELLs will participate in one of four literacy-based programs that have been established as part of the overall instructional program

Budget and resources alignment

As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III funds and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

- Supervisor Per Session
- Teacher Per Session
- Guidance Counselor Per Session
- Professional Development (on-site and off-site)
- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during extended day programs

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.

By June 2012, at least 50% of teaching staff will demonstrate a shared understanding of academic rigor, accountable talk and differentiated instruction as evidenced by at least a 2% increase in the pass rate on the NYS ELA and Mathematics assessments

Comprehensive needs assessment

According to the NYC Progress Report 2010-2011, credit accumulation data indicates that 76.9% of students in the first year earn 10 or more credits. Only 53.2% of the students in the lowest third earn 10 or more credits in their first year. The numbers drop in the second year to 72.0% and 41.8% respectively. In the third year, the numbers percentage of students who accumulate 10 or more credits falls again to 69.0% while the percentage of students in the lowest third in their third year rises to 49.1%. A review of the school's Scholarship Report for June 2011 indicates that 79.09% of the students passed English, 70.09% passed Social Studies, 68.28% passed Mathematics and 72.80% passed Science. Further investigation reveals that of the students who took a regents exam in June, 77.37% passed The English Language Arts, 67.12% passed the global History and Geography/ United States History and government, 41.33% passed a Mathematics regents and 72.80% passed a Science regents.

Instructional strategies/activities

- a) Increased use of student –centered Common Core Standards based multimedia lessons that provide multiple entry and exit points for students; frequent walk-throughs, intervisitations, mini-observations and full-period observations; installation and utilization of SmartBoards; sharing of Best Practices.
- b) Professional development on Danielson's rubric, AVID methodologies and Instructional Strategies
- c) Examination of student work in inquiry groups, professional learning communities and small learning communities, continue use of Inquiry Spaces
- d) by June 2012

Strategies to increase parental involvement

As stated in the Curtis High School Parent Involvement Policy, the school will provide parents with the information and training needed to effectively become involved in planning and decision making in support of their student's progress. This will specifically include:

- a) offering multiple opportunities for parents to track their student's day to day and overall progress via Jupiter Grades, ARIS Parent Link, timely distribution of report cards, Parent Teacher Conferences and access to teacher contact information
- b) linking parents to professional development materials both electronically and via a family lending library.
- c) giving parents meaningful opportunities to provide input via surveys, direct conversation, email and the more formal forums of PTA and School Leadership Team meetings.
- d) considering family circumstances in the scheduling of parent events and the use of translation, interpretation services for non-English proficient parents.

Strategies for attracting Highly Qualified Teachers (HQT)

The Basic Educational Data Survey identifies 96% of our teachers as being highly qualified. Two of our ROTC instructors are not considered highly qualified due to the fact that New York State does not issue a permanent certification in ROTC instruction. Although three of our science teachers are listed as not highly qualified on the BEDS survey, the majority of their classes are taught in their highly qualified subject area. Licensed Biology teachers are being encouraged to use the highly qualified Title I set aside for reimbursement to switch their licenses to Earth Science. We are actively seeking out licensed Earth Science teachers from all of our local colleges and universities. The Assistant Principal Science and Assistant Principal Administration attend hiring fairs to recruit licensed Earth Science teachers. The Assistant Principal Administration continually searches the open market hiring system for licensed Earth Science teachers.

Professional development will be provided on site via weekly PD hour sessions and off-site to train additional teachers for in methodologies and strategies that develop teachers' understanding of how to scaffold instruction for ELLs and effectively engage them in acquiring standards-based content.

Service and program coordination

The College of Staten Island Liberty Partnership Program created in 1988 by a provision of the Liberty Scholarships Program legislation provides us with two college tutor/mentors to target students who have been identified as requiring additional academic support to complete high school. Eligible students are provided with a range of services structured to facilitate their ability to persist through high school completion and admissions as competitive candidates for postsecondary education and the workforce.

The College of Staten Island Discovery Institute provides teaching scholars to work in classrooms, tutor for regents exams, and provide trips to the College campus.

All first-year SWDs and ELLs will participate in one of four literacy-based programs that have been established as part of the overall instructional program

Budget and resources alignment

Being a Title I approved school wide program, Title I funds are used to maximize the outreach to ensure academic success for all of our students. The reduced class size model is used in both English and Math in order to reduce the student to teacher ratio and increase academic rigor, accountable talk, and differentiated instruction.

As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III funds and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

- Supervisor Per Session
- Teacher Per Session
- Guidance Counselor Per Session
- Professional Development (on-site and off-site)
- Consumable instructional materials for use during Extended Day programs

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

By June 2012, at least 50% of students will show progress in using evidence to support arguments as measured by a 2% increase in credit accumulation for all subgroups listed on the NYC Progress Report

Comprehensive needs assessment

According to the NYC Progress Report 2010-2011, credit accumulation data indicates that 76.9% of students in the first year earn 10 or more credits. Only 53.2% of the students in the lowest third earn 10 or more credits in their first year. The numbers drop in the second year to 72.0% and 41.8% respectively. In the third year, the percentage of students who accumulate 10 or more credits falls again to 69.0% while the percentage of students in the lowest third in their third year rises to 49.1%. Additionally, the average SAT score for 2010-2011 was 444 for Critical Reading, 442 for Mathematics and 433 for Writing.

Instructional strategies/activities

- a) Increased use of student –centered Common Core Standards based multimedia lessons that provide multiple entry and exit points for students;
- b) Professional development on Common Core Standards and Common Core standards infused curriculum
- c) Development of common assessments and examination of student work in inquiry groups, professional learning communities and small learning communities
- d) By June 2012

Strategies to increase parental involvement

As stated in the Curtis High School Parent Involvement Policy, the school will provide assistance to parents in understanding City, State and Federal standards and assessments. To this end, the school will:

- a) present parent training in the use of ARIS Parent Link to track student progress
- b) distribute credit accumulation progress reports so parents can visually comprehend how their child is progressing towards graduation in terms of state standards
- c) provide ample access to guidance staff, the Parent Coordinator and administration so parents can move towards a fuller understanding of Common Core Standards, assessment instruments and individual student progress.

Strategies for attracting Highly Qualified Teachers (HQT)

The Basic Educational Data Survey identifies 96% of our teachers as being highly qualified. Two of our ROTC instructors are not considered highly qualified due to the fact that New York State does not issue a permanent certification in ROTC instruction. Although three of our science teachers are listed as not highly qualified on the BEDS survey, the majority of their classes are taught in their highly qualified subject area. Licensed Biology teachers are being encouraged to use the highly qualified Title I set aside for reimbursement to switch their licenses to Earth Science. We are actively seeking out licensed Earth Science teachers from all of our local colleges and universities. The Assistant Principal Science and Assistant Principal Administration attend hiring fairs to recruit licensed Earth Science teachers. The Assistant Principal Administration continually searches the open market hiring system for licensed Earth Science teachers. Professional development will be provided on site via weekly PD hour sessions and off-site to train additional teachers for in methodologies and strategies that develop teachers' understanding of how to use evidence to support arguments and foster higher order thinking skills.

Service and program coordination

The College of Staten Island Liberty Partnership Program created in 1988 by a provision of the Liberty Scholarships Program legislation provides us with two college tutor/mentors to target students who have been identified as requiring additional academic support to complete high school. Eligible students are provided with a range of services structured to facilitate their ability to persist through high school completion and admissions as competitive candidates for postsecondary education and the workforce.

The College of Staten Island Discovery Institute provides teaching scholars to work in classrooms, tutor for regents exams, and provide trips to the College campus.

All first-year SWDs and ELLs will participate in one of four literacy-based programs that have been established as part of the overall instructional program

Budget and resources alignment

Being a Title I approved school wide program, Title I funds are used to maximize the outreach to ensure academic success for all of our students. The reduced class size model is used in both English and Math in order to reduce the student to teacher ratio. The RCS model should assist teachers in implementing programs that will increase student's ability to use evidence in supporting arguments.

As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III funds and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

- Supervisor Per Session
- Teacher Per Session
- Guidance Counselor Per Session
- Professional Development (on-site and off-site)
- Consumable instructional materials for use during Extended Day programs

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 | 192 | 194 | 160 | 58 | 475 | 1 | 36 | 4 |
| 10 | 480 | 636 | 242 | 280 | 328 | 4 | 17 | 2 |
| 11 | 290 | 316 | 160 | 128 | 115 | 1 | 22 | 3 |
| 12 | 167 | 290 | 42 | 40 | 110 | 0 | 15 | 0 |

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"> • Using the NYS 7th/8th grade ELA test scores as well as in-house assessments (SORT, AGS reading level indicator, writing samples), all incoming freshmen identified as Level 1 and low-to-mid level 2s are programmed in literacy classes according to the aforementioned data. The low-to-mid level 1s are placed in the Wilson Literacy program. High level 1s and low-level 2s are placed in the Read 180 literacy program, and low-to-mid level 2s are placed in a Ramp-Up program. This past term we programmed 2 Wilson literacy classes, 3 Read 180 literacy classes, and 3 Ramp-Up literacy classes, servicing approximately 180 students. The students are evaluated three times during the course of the school year using in-house assessments, as well as the ACUITY periodic examinations. On the sophomore level, we offer a single period reduced register literacy class and a writing class for those students for whom the data/teacher conferences indicate require additional support. Achieve 300, a web-based reading comprehension program, is also utilized in the literacy classes, as well as in our ESL literacy classes. • Opportunities for remediation are available during and after school, as well as on Saturdays. Tutoring sessions are tailored to students' specific needs and may be one-to-one, small group or whole class. SAT tutoring sessions are held on Thursdays and on Saturdays. Parents will be apprised of student progress through parent/teacher conferences, phone calls, letters, and phone messaging. |
| Mathematics | <ul style="list-style-type: none"> • Tutoring – Small group or on-to-one instruction occurs after the regular school day to provide remedial assistance. Regents Prep-Classes provided after or during the regular school day to prepare students for the Regents exams. These classes are given in addition to all required courses. • Saturday School Center-This center provides supplemental instruction for students in need of remediation in math. Instruction is delivered in small groups. • Grade 9 Reduced Class size One period (45 minutes) are given to provide |

| | |
|-----------------------|---|
| | <p>supplemental instruction for those students that perform at level 1 or 2. This instruction is performed five days a week for the entire semester in reduced size classes.</p> <ul style="list-style-type: none"> • Thursday and Saturday PSAT/SAT Prep - Classes designed to prepare students for the Mathematics portion of the PSAT and SAT. The instruction is delivered in small groups. |
| Science | <ul style="list-style-type: none"> • A comprehensive tutoring program across all science curricula. Teachers focus on providing assistance to students with homework, preparing for tests and reviewing lessons or topics that are not understood by students. Students are encouraged to attend tutoring on a regular basis, using a variety of incentives. Tutoring is offered in small groups and one-to-one. Tutoring is held before and after school as well as during teacher professional periods. • To help students meet the NY state laboratory requirements to qualify to sit for a Science Regents we provide students with the opportunity to make up labs they missed. Make up labs are held on a weekly basis before, during and after the school day. Make up Lab is offered in small groups. • On Saturdays during the months of January, May and June, regents review classes are held from 9:00 AM to 12:00 PM for all science subjects. The focus of these classes is to prepare students who have failed the Earth Science or Living Environment Regents. Students are given extensive practice and exposure to past Regents Examinations. Skills such as writing, literacy, application of knowledge, drawing conclusions and analysis of data are stressed. |
| Social Studies | <ul style="list-style-type: none"> • There is a comprehensive tutoring program across all Social Studies curricula. Teachers focus on providing assistance to students with homework, preparing for tests and reviewing lessons or topics that are not understood by students. Students are encouraged to attend tutoring on a regular basis, using a variety of incentives. Tutoring is offered in small groups and one-to-one. Tutoring is held before and after school as well as during teacher professional periods. • On Saturdays during the months of January, May and June, regents review classes are held from 9:00 a.m. to 12:00 p.m. in all Global History and Geography and USHGVT subjects using past Regents questions and Kaplan techniques. • Reduced class size Extended Day school classes in global History and Geography |

| | |
|--|--|
| | <p>and USHGVT are offered after regular school. Students are given extensive practice and exposure to past Regents Examinations. Skills such as map reading, graph analysis, cartoon analysis, essay writing and document based interpretation are offered.</p> |
| <p>At-risk Services provided by the Guidance Counselor</p> | <ul style="list-style-type: none"> • One to one counseling services are provided to “At-Risk” students regarding the following: credit accumulation, appropriate behavioral techniques and life skills. • This could be done during the student’s lunch period, before and/or after school hours. Drop-out prevention and prevention of placement in Instructional Support Service Programs are the goals. • Students are on a “daily” to monitor their attendance and behavioral progress or regression. This is conducted every day and placed in the student’s guidance folder. Team collaboration with students and/or parents and teachers are also conducted. The line of communication is always open to all through face to face conferences, written and/or telephone conversation. • In addition, students are discussed at the Pupil Personnel Team committee meetings. Students are also referred to Peer Counseling, Mediation and/or Leadership classes. • Agency referrals are also made. • Credit recovery and digital learning are offered as options. Students are encouraged to take Extended Day classes, Tutoring, Saturday classes, etc. if he/she is behind in course work. Attendance and cutting are top priorities |
| <p>At-risk Services provided by the School Psychologist</p> | <ul style="list-style-type: none"> • One-to-one counseling during the school day for parents and students with suicidal ideations, students referred by teachers, deans and counselors • Referrals to community-based organizations for expanded services. |
| <p>At-risk Services provided by the Social Worker</p> | <ul style="list-style-type: none"> • One-to-one services during the school day including at-risk counseling, assessment for depression/suicidal ideation, parent-teen counseling, teacher referrals • Small group discussions during and after school hours including support group for parents of children with behavior problems, • Life skill instruction using “Connect With Kids” curriculum • Classroom presentations to students regarding graduation requirements |

| | |
|---|---|
| | <ul style="list-style-type: none"> • Assist PPT Team in formulating academic intervention plans and services • Assist Dean's Office in indentifying and servicing at-risk students • Crisis counseling • Providing information regarding community resources and services for parents and students • Referrals for in-patient care for students in need of psychiatric services |
| <p>At-risk Health-related Services</p> | <ul style="list-style-type: none"> • Diabetic blood glucose monitoring and insulin coverage • Glucagon administration • Nebulizer administration • Epi-Pen administration • Oral Medication administered • Suctioning • All services are 1:1, some are on a daily basis, while others are administered as need • One-to-one speech therapy services during the school day |

**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.

CURTIS HIGH SCHOOL 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, Curtis High 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 Teacher Association and the PTA Title I Parent sub-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;

The Curtis High School 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 Curtis High School 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 Curtis High School Parent-Teacher Association and the PTA Title I Parent sub-Committee. 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;
- 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, the Curtis High School Parent-Teacher Association and the PTA Title I Parent sub-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 (parents/guardians, grandparents and foster parents) asserting leadership in education for their children.;
- 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 and web publications designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teachers 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 or 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 with 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 Curtis High School 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-Teacher Association or serve to the extent possible on advisory groups, e.g., the PTA Title I Parent sub-Committee, 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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 31R450 **School Name:** CURTIS HIGH SCHOOL

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

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

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

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

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

LEP students failed to make adequate yearly progress (AYP) in English for the second consecutive year, thus causing Curtis High School to be designated as a school in need of improvement (SINI- Year 1). There are several academic issues that contributed to this specific subgroup's lack of progress. In addition to poor attendance and family migration patterns, the data indicates that our ELL program needs to be more rigorous and further aligned to both content area instruction and the NYS Common Core Learning Standards. Moreover, content area teachers require additional professional development in order to consistently deliver rigorous instruction that effectively engages ELLs in acquiring standards-based content and academic language necessary to succeed in high school.

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

We have instituted several interventions in order to support improved achievement in the specific subgroups for which Curtis High School was identified: the aforementioned ELL population as well as our SWD and Hispanic subgroups. The Discovery Institute of the College of Staten Island has provided funding for the English and History departments to create curriculum maps in order to align instruction in these two disciplines to the NYS Common Core Learning Standards. This funding has also afforded the ELL and English departments the opportunity to collaborate on curriculum maps for the three levels of ELL instruction in order to further align this instruction to the English curricula. Moreover, we have expanded our Native Language Program, creating an intermediate Native Language class and a transitional bilingual Global 1 class to augment the beginner class that was offered in 2010-2011. Finally, two inquiry teams, consisting of administrators, guidance personnel, ELL-certified teachers, Special Education-certified teachers and subject-area teachers, meet regularly to review data and focus on strategies to improve the performance of our ELL, SWD and Hispanic subgroups.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

The following Professional Development will continue to be implemented in Curtis High School in order to address the needs of the subgroups in question, as well as our overall population:

- A) Fostering the acquisition of content-specific vocabulary as well as academic language**
 - B) Developing curriculum maps aligned to the NYS Common Core Learning standards**
 - C) Developing teachers' questioning and discussion techniques in order to enhance our students' critical thinking skills**
 - D) Utilizing UbD to design curriculum generated by Big Ideas/Essential Questions**
 - E) Utilizing Cornell Note-taking strategies to help students organize information**
 - F) Incorporating writing portfolios into the curriculum to be used as both summative and formative assessments**
 - G) Looking at student writing in teams in order to create and implement strategies that address concerns/deficiencies**
 - H) Incorporating direct reading comprehension instruction into the curriculum, as well as PSAT/SAT test-taking strategies**
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The school's professional development program fosters the development of professional learning communities within subject areas and across subject areas. One-hour is dedicated weekly to teacher professional development when teachers can learn from each other and support mutual adaption of strategies that will aid in improving the performance of subgroups that did not make AYP.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents will be notified using school-customized version of the letter provided by the Department of Education. Translated versions of the letter will be sent to parents who speak a language other than English. The Principal will discuss the school's SINI status at a scheduled PTA meeting in January 2012.

**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 Ruiz, José/LoBianco, R | District 31 | Borough Staten Island | School Number 450 |
| School Name Curtis High School | | | |

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

| | |
|---|---|
| Principal Dr. Aurelia L. Curtis | Assistant Principal Adele Rombley |
| Coach June Kelly | Coach Benjamin Davis |
| ESL Teacher Dr. Komi Agoda, Mr. B. Davis | Guidance Counselor Ms. Jona Balili |
| Teacher/Subject Area Kathy Urso/Global 1 | Parent Felipe Paredes |
| Teacher/Subject Area June Kelly/NLA | Parent Coordinator Tom Hepworth |
| Related Service Provider Anita Weintraub | Other type here |
| Network Leader Roberto Hernandez | 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 | 2 | Number of certified bilingual teachers | 2 | Number of certified NLA/foreign language teachers | 1 |
| Number of content area teachers with bilingual extensions | 1 | Number of special education teachers with bilingual extensions | 1 | Number of teachers of ELLs without ESL/bilingual certification | 4 |
| Number of teachers who hold both a bilingual extension and ESL certification | 1 | 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 | 2586 | Total Number of ELLs | 165 | ELLs as share of total student population (%) | 6.38% |
|------------------------------------|-------------|----------------------|------------|---|--------------|

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. a) When a student enters Curtis High School, the first steps we take to identify him/her as a potential ELL student are: a) an oral interview, B) the Home Language Identification Survey, and/or C) the LAB-R. These assessments are all administered within the first ten days of the student's enrollment at Curtis H.S. Pre-testing consists of a lengthy interview process by Ms. Balili, the ESL Guidance Counselor and a licensed pedagogue, as well as Ms. June Kelly, a licensed ESL/Bilingual teacher and a native language speaker, teacher recommendations, the NYSESLAT, and a diagnostic reading test (ALLD) in order to establish the students' reading abilities. The LAB-R in Spanish is administered by Ms. Kelly or Ms. Quevedo (the bilingual certified/ESL certified pedagogues) if the student is administered the LAB-R in English and cannot take it because he/she does not speak or read English. Both Ms. Kelly and/or Ms. Quevedo administer the LAB-R in Spanish to these students mentioned above. Post assessment is based on the students' portfolios, on-going classroom formative evaluations given by the ESL/NLA teacher and the students' results of the NYSESLAT test given in May. Ms. Balili, ESL Guidance Counselor and a licensed pedagogue, administers the Home Language Identification Survey (for new comers who have never been administered the HLIS), as well as the LAB-R (if necessary). She also administers the initial formal assessment as Mr. Mario Lopez, a paraprofessional, and Ms. June Kelly (see credentials above) serve as interpreters.

b) Many personnel at Curtis H.S. speak various languages other than English. Languages spoken are Chinese, Polish, Russian, Italian, French Creole, German, French, Korean, Albanian, African dialects, Arabic, and of course Spanish. Pedagogues that speak other languages are in the various content areas. Teachers that speak Spanish are either in the Foreign language Department or are teaching the classes in the Native Language Arts class and the Global 1 class as well as the Algebra and Geometry support classes. Ms. Kelly, who teaches the Intermediate NLA class, is certified as a bilingual and ESL teacher. The other teachers who teach the Global, Math and the Beginner NLA class will be attending Hunter College in the spring 2012 for certification in Bilingual Extension. c) In order to ensure that all ELLs receive the NYSESLAT annually, the Guidance Counselor responsible for ELLs uses the ATS report to identify students who are eligible to take the NYSESLAT. She also uses the RLAT report which lists the LAB-R and NYSESLAT eligibility report, as well as the RLER to verify the list of students eligible to take the LAB-R and the NYSESLAT. Teachers who administer the NYSESLAT keep a running list of those students absent for a specific part of the test. The list is then submitted to the Assistant Principal and the Guidance Counselor. The Guidance Counselor then makes every attempt to locate and reschedule the student to take the part of the test that he/she missed. Ms. Balili, the guidance counselor, has often gone above and beyond the call of duty, scheduling parent/guardian meetings and on occasion visiting students' homes to ensure that they come to school to take the NYSESLAT or any part they may have missed. Ms. Adele Rombley, the assistant principal of Foreign Language/ESL, initially has a Professional Development on administering the NYSESLAT and the protocols for correcting and grading the Writing Part of the test. She reviews the ESL Standards and the Writing Rubric prior to the dates the different parts are to be administered. Ms. Rombley then creates a schedule for administering the four components. Since the Speaking component is administered during a longer period of time and during the students' regular ESL or Bilingual classes, she confers with the teachers who will administer the test and schedules one day for each separate part of the test. The test is administered during a one week period: Day 1 is the Listening component, since students have already taken the Speaking part. Day 2 is the Reading component and Day 3 the Writing component. On Day 4, students who did not take one or any of the components of the NYSESLAT are administered those parts. The teachers responsible for administering the NYSESLAT are licensed ESL/Bilingual teachers. They have attended the PDs offered in administering the NYSESLAT, as well as the

in-house PD the assistant principal provides every year before the test is administered.

2. Parents are informed of the various programs during our mandatory Parents' meeting, which takes place within the first ten days of the opening of the school year. At the meeting, which took place on September 15, 2011, parents are introduced to Ms. Rombly, the Assistant Principal of the ESL/Foreign language Department, Ms. Balili, the Guidance Counselor for ELLs, Mr. Hepworth, the Parent Coordinator, and Mr. Lopez, the paraprofessional and interpreter for the parents. We inform the parents of the three different programs offered to ELLs by the New York City Public Schools (Freestanding ESL program, Transitional Bi-lingual program and Dual Language program), explaining what each program consists of and showing them a video that demonstrates the three programs. The video is also shown in the different languages represented at the meeting. After the video we inform parents of the program choices we offer at Curtis H.S., the Freestanding ESL Program and the Transitional Bilingual Program, which we began last spring, 2011 and have expanded. We also explain the requirements set by New York State in order to offer the Transitional Bilingual program (a minimum of 20 students that speak the same language). Since Curtis H.S. has a majority of Spanish-speaking students we are able to offer the program. After our explanation we distribute the Parent Choice letters and ask parents to choose the program of their choice. For

parents who are **This school serves the following grades (includes ELLs and EPs)** the guidance counselor for the ELLs sends the parent choice letter home with a cover letter in **Check all that apply** and requesting that they return the letter to Curtis H.S. as soon as possible with the choices back, Ms. Balili asks the student of those parents to bring the letter back to us.

Ms. Balili also makes telephone calls at home to speak with the parents and explains the three choices they have in New York City Public Schools and the two choices we offer here. As noted above, the only group with more than twenty students speaking the same language is Spanish. At the present time we are expanding the bilingual program and hope to include licensed pedagogues in the Science classes, U.S. History classes and the Math classes. We are in the process of actively recruiting pedagogues who meet the criteria necessary to service the students in these classes. Teachers who do not have a Bilingual Extension certificate will enroll at Hunter College for certification. Teachers teaching the Global class, the NLA Beginners' class and the Math teacher in the CTT class will be attending Hunter College. Ms. Kelly, the NLA Intermediate level teacher, and Ms. Quevedo, the bilingual/ISS teacher, are licensed in Bilingual and ESL. The freestanding ESL teachers, Mr. Davis and Mr. Agoda, are both licensed ESL teachers.

3. For those parents who do not attend the meeting, Ms. Balili sends letters home with an explanation in various languages of the three program choices. She also follows up with telephone calls in different languages and informs the students that the Parent Choice letters must be returned immediately. Ms. Balili also makes house calls for those parents who do not respond immediately. For students new to Curtis H.S. the Parent Survey and Program selection letter are distributed and explained to the parents when they come to register their children; we inform them about our Transitional Bilingual Program as well and show them the video explaining the three different programs offered in New York City. Since the majority of our students are Spanish speakers, if the parents do not return the form we place them in the Transitional Bilingual Program. As for the other students who are not of Spanish origin, if the forms are not returned they are placed in the Freestanding ESL Program.

4. Students are placed in either the Freestanding ESL classes or the Transitional Bilingual Program based on many factors which include the literacy skills of the students, the ALLD Literacy test, the number of years students attended school in their respective countries, and the possible interruption of education. Spanish-speaking SIFE students and Spanish-speaking Special Education students are placed in the Native Language Arts classes and our Global 1 Bilingual class. Parents are informed of their choices either at the Mandatory Parents' Meeting, during registration, or via telephone calls made at home and distribution of placement letters that are required to be signed by a parent/guardian. If a parent is not available during any of the processes aforementioned and the Guidance Counselor does not speak to a parent during a home visit then the student is placed in the Transitional Bilingual Program if the home language is Spanish. Placement letters are kept in a binder(s) with the students' names and filed in cabinets in the ESL Guidance Counselor's Office. Placement letters are distributed to parents at meetings during which parents choose the program they feel will most benefit their child's education. Parents who are not present at the meetings are sent letters home by the students and via mail with a cover letter in the native language (Spanish) explaining the bilingual and the ESL instructional programs. The guidance counselor also makes telephone calls at home to explain the two programs. Continued entitlement letters are also maintained in file cabinets and binders in the guidance counselor's office.

5. During the past few years the trend in program choices has been the Freestanding ESL Program. Approximately 96% of parents chose the ESL Program. However, since we implemented the Transitional Bilingual Program in February, 2011, parents whose native language is Spanish have opted for the Bilingual Program once it was conveyed to them that the development of the students' first language is critical in order for second language acquisition to be successful.

6. The program models are aligned with the parent choices for the Spanish speaking students. Unfortunately for families that speak other languages we cannot offer the Transitional Bilingual Program because the number of students that speak other languages is not sufficient, as per the mandatory twenty or more students of the same native language, to begin the program. Parents, however, are informed that if they want their children in a Transitional Bilingual Program they have a choice of sending their children to a school that

offers such a program in their native language. Consequently, data shows that parents do opt for Curtis H.S. as their choice of school for their children. For the Spanish speaking students right now we offer a Beginners' Native Language Arts class, an Intermediate Native Language Arts class, and a Global 1 bilingual class. Since we do not have any teachers who speak and/or are licensed Bilingual teachers in content areas such as Math and Science, we do not offer these classes in the TBE Program yet. In the spring, 2012 semester we will offer a Math class with a bilingual support teacher who speaks Spanish fluently and has minor in Mathematics.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|----|----|----|----|---------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | 2 | 1 | 0 | 0 | 3 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | 62 | 87 | 10 | 6 | 165 |
| Push-In | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 64 | 88 | 10 | 6 | 168 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|----|-------------------------------|----|
| All ELLs | 165 | Newcomers (ELLs receiving service 0-3 years) | 73 | Special Education | 39 |
| SIFE | 35 | ELLs receiving service 4-6 years | 43 | Long-Term (completed 6 years) | 45 |

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

| ELLs by Subgroups | | |
|-------------------|------------------|------------------------------------|
| ELLs (0-3 years) | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | Total |
|---------------|-----|------|-------------------|-----|------|-------------------|-----|------|-------------------|-------|
| TBE | 22 | 10 | 0 | 13 | 2 | 0 | 12 | 0 | 1 | 47 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 54 | 4 | 5 | 30 | 6 | 7 | 34 | 5 | 22 | 118 |
| Total | 76 | 14 | 5 | 43 | 8 | 7 | 46 | 5 | 23 | 165 |

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 | | | | | | | | | | 21 | 26 | 0 | 0 | 47 |
| 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 | 21 | 26 | 0 | 0 | 47 |

| 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: | Other: |
| Native American: ____ | White (Non-Hispanic/Latino): ____ |

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 | | | | | | | | | | 45 | 68 | 3 | 2 | 118 |
| Chinese | | | | | | | | | | 0 | 1 | 1 | 1 | 3 |
| Russian | | | | | | | | | | 0 | 0 | 0 | 0 | 0 |
| Bengali | | | | | | | | | | 1 | 1 | 1 | 0 | 3 |
| Urdu | | | | | | | | | | 0 | 2 | 0 | 1 | 3 |
| Arabic | | | | | | | | | | 6 | 6 | 1 | 1 | 14 |
| Haitian | | | | | | | | | | 0 | 0 | 1 | 0 | 1 |
| French | | | | | | | | | | 1 | 0 | 1 | 0 | 2 |
| Korean | | | | | | | | | | 0 | 0 | 1 | 0 | 1 |
| Punjabi | | | | | | | | | | 1 | 1 | 0 | 0 | 2 |
| Polish | | | | | | | | | | 0 | 0 | 0 | 0 | 0 |
| Albanian | | | | | | | | | | 1 | 0 | 0 | 0 | 1 |
| Other | | | | | | | | | | 7 | 8 | 1 | 1 | 17 |
| TOTAL | 0 | 62 | 87 | 10 | 6 | 165 |

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. a)The ELL population at Curtis High School is organized by department. The ESL department and the Foreign Language Department are combined, with Ms. Adele Rombley serving as the Assistant Principal. ESL licensed teachers work collaboratively with ELA teachers. Ms. Rombley (Assistant Principal) and Mr. DeConzo (Assistant Principal-English Department) work collaboratively to create support for ESL students to meet or exceed the Federal, State and City requirements. The ESL classroom offers language development and support in content and native language with some language students grouped together. The ESL teachers at Curtis H.S. hold both an ESL license and content area license. Native Language support such as the use of bilingual dictionaries, native language classroom libraries, technology enrichments in the native language such as Achieve 3000 and Read 180, or the buddy system are in place. Students identified as SIFE students will receive additional support such as tutoring during 10th and 11th periods, Monday-Friday. Each tutoring session is one hour in length. Mr. Agoda is available for these periods. He is a licensed ESL teacher and a licensed content area teacher. Saturday classes are also available to students. Students have the opportunity to attend ELA classes every Saturday from 9:00 a.m. to 12:00 p.m. for literacy enrichment. Native Language Arts classes have also been created in addition to ESL classes. These classes were created in order to give language support to students whose literacy skills in their native language are level 1 and/or whose formal education has been interrupted.

b)The classes are homogeneous, in which students at each proficiency level are programmed based on the NYSESLAT results and/or the LAB-R results.

2. Based on the results of the LAB-R students are placed in the appropriate level of instruction for the mandated number of minutes, in freestanding ESL classes and/or Transitional Bilingual classes. During PD time on Wednesdays Ms. Rombley meets with teachers of the ELL Small Learning Community. At the first meeting of the new school year, she explains the state mandated minutes students are required to sit for as per the three levels of proficiency. This is based on the students' NYSESLAT results. Ms. Balili, the ELL Guidance Counselor, schedules each student according to the mandated minutes of ESL instruction per level. Students in the Native Language Arts classes meet every day, Monday-Friday, either during the 4th period or 6th period classes. This is during the students' regular school day. The Period 4 class is an intermediate NLA class and the period 6 is a beginners' class. The beginner's class is taught by a certified bilingual teacher; the 4th period class teacher will be attending classes in the spring, 2012 for certification. All ESL teachers and content area teachers are provided with the mandated hours that ELLs are required to have. Students are supported in their native language by the use of bilingual dictionaries, a native language art library and/or a buddy system. All instruction in the content area classes is grade level appropriate. Through on-going professional development, the curriculum of the ESL classes is aligned with the content area instruction, especially in the English discipline.

a)The Beginning Level classes have 540 minutes of ESL instruction a week at Curtis High School. During the school year 2011-2012 there is one beginning ESL class, which meets three periods a day (L1, LS1, LT1Z)

This year there are four Intermediate classes. The Intermediate Level classes have 360 minutes of ESL instruction a week. During the

A. Programming and Scheduling Information

school year 2011-2012 the Intermediate classes meet two periods a day (L3, LT3).

The Advanced level consists of two ESL classes, L5 which meet 180 minutes per week. In addition, the Advanced ELLs take an additional mainstream English class. Advanced ESL students take the ELA Regents in January of the students' Junior year and again in June at the end of their junior year if they did not pass the ELA in January or score a minimum grade of 75.

3. Both Beginning and Intermediate ESL students have 225 minutes of instruction per week in Global History, Earth Science, or Biology and Algebra 1. In these classes the self-contained model is observed. The ELLs are grouped together and receive content area instruction with ESL methodologies in English with native language support. The native language support is also available at Curtis H.S, because the Bilingual/ESL certified teacher and coach visits the content area classes on a rotating schedule to provide native language support. Mr. Davis, also a certified ESL teacher, also meets with content area teachers during professional development sessions. Both Ms. Kelly and Mr. Davis meet with various content area teachers after school to discuss the support and specific topics to help teachers and students. Content area class rooms are provided with Native Language libraries, bilingual dictionaries and textbooks that are ESL specific for each content area. All the content-area teachers have been sent to QTel training. These teachers also regularly attend both in house PD and PD offered outside of the school building during the school year by the Office of English Language Learners. This year we offered a Global 1 bilingual class, where instruction delivery is 60%-40% as stated in the chart below.

Advanced ESL classes are mainstreamed in most content area classes. ESL content area classes in both American History and Economics are offered to the Advanced ESL students, in order to enable the ELLs to pass the American History and Government Regents exam.

4. Since the majority of ELLs are Spanish speakers we first give them an oral exam followed by an Academic Language and Literacy Diagnostic (ALLD) where the students are tested in Spanish. Based on the results of the diagnostic test the students are placed in a Native Language Arts class and/or a bilingual class. This year we have 47 students enrolled in the Transitional Bilingual Program.

5. a) Curtis HS was allocated a SIFE grant for the school year 2010-2011. As a result of this grant Curtis H.S. created a Native Language Arts class for SIFE students which met period 2, Monday-Friday during the students' regular school schedule. Students were also scheduled during their regular school hours for an Algebra 1 and Geometry support class as well as a Literacy support class. A Guidance Counselor also came to speak to the students about such topics as college readiness, rights of the students when it came time to apply for college, and other related topics of interest to ELLs. At the beginning of the spring semester ELLs were given a diagnostic reading test in order to establish their reading ability (ALLD). The ESL students use a Web based literacy program, called Achieve 3000, in order to improve their literacy skills. All students selected for this class were mandated to attend the Literacy class during their regular school day, Monday through Friday. Licensed ESL teachers were trained every year in the Achieve 3000 program. Tutoring is also available Monday-Friday, periods 10 and 11. Mr. Agoda, an ESL licensed teacher, is in charge of the literacy class and tutoring. A second Native Language Arts class (Intermediate) was created and meets every day period 6 for 45 minutes, taught by a licensed Bilingual teacher. Students that have been identified as SIFE/LTELL students are enrolled in the class. They also rotate into the Math class using the Carnegie Learning Program.

A partnership between Curtis High School and St. John's University provided an opportunity for the ESL students and their parents to attend ESL and Beginning Computer classes at the St. John's University Staten Island Campus. This year "El Centro edl Emigrante", a not for profit organization, will offer computer classes and English classes to parents of ELLs free of charge. Parents were notified of this opportunity on September 15, 2011, at the Parents' Mandatory meeting. They will meet in the Curtis H.S. Library every Thursday from 6:00 P.M. to 8:00P.M.

Depending on the allocation of our proposed SIFE grant for 2011-2012 Curtis HS will continue to expand the Transitional Bilingual Program to the science classes. As of this moment, however, we have purchased the Visual Learning DVDs for Living Environment and Earth Science. "Club Connect", a Guidance class for academic and social support, will also be added during second period. "Club Connect" will be conducted by a teacher who has had experience with ELLs and is also an AVID trained teacher/mentor at Curtis H.S. In addition, CHS will continue to implement the Literacy class for those students who qualify to attend. The Read 180 and Achieve 3000 are used as well for beginning ESL students during their regular school day. SIFE/SWD students will also be scheduled to attend a team-taught literacy class with a Reading Specialist during their regular school day and/or a team-taught Math skill-building class, according to the students' needs.

b) For ELLs who are newcomers(are in the US less than three years) instruction will be delivered using ESL strategies and QTel instruction. ESL and content area teachers have attended QTel training, with the exception of three teachers who will attend as soon as the PD is offered. The classrooms are supplied with bilingual dictionaries and native language libraries. Students are programmed for a

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% | Page 31 |
| 75% | |
| 50% | |
| 25% | |

A. Programming and Scheduling Information

and Read 180 are both used in the students' regular school day program. During the regular school day an ELA review class will be scheduled and team taught by an English teacher and a licensed ESL teacher.

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. Intervention services for ELLs in ELA, Math, Science, Global History, English, and US History include, but are not limited to:

- After school tutoring- ELA, math and Global History, U.S. History content area
- Literacy class-SIFE students and Native Language Arts classes.
- Saturday tutoring- content-area
- After school Achieve 3000 class
- Achieve 3000 and Read 180 classes for literacy-SIFE students

Most of the intervention services offered at Curtis High School are conducted in English. Classes in Math and history are conducted 75% in English and 25% in Spanish. Science class is also conducted 75% in English and 25% in French. The Native Language Arts classes, the Global 1, and the Math support classes are conducted in Spanish 60% and English 40%.

9. Curtis High School continues to support ELLs who are reaching proficiency on the NYSESLAT by supporting them in the content-area ESL classes. Former ELLs are allotted time and a half for test accommodations, bilingual dictionaries are available in the classrooms at all times, and they are given a choice of language in which they want to take the state exams, provided it is available in the native language. As per state mandates former ELLs are entitled to the same accommodations as present ELLs for two years after they score Proficient on the NYSESLAT. Ms. Balili, the ESL guidance counselor, follows up on their academic progress and also provides any counseling and academic intervention needed.

When the ELLs reach proficiency they are given the opportunity to take mainstream classes if they are eligible for them. Many ELLs are taking electives offered in the Performing Arts, Music, Law Houses, the Computer Business Institute and Journalism Program. During the school year, if the students qualify, they may also enroll in College Now classes.

If ELL students reach proficiency based on the NYSESLAT they are given the option of staying with the "L" House or selecting another "House". Students are informed that they will receive ESL support for two years. Many students request taking an advanced ESL class in order to continue in ESL instruction, in addition to taking the required ELA class. Ms. Balili, the guidance counselor and grade adviser, programs students who have become proficient because they passed the NYSESLAT for all mainstream classes and keeps them informed about any guidance issues and college information relating to ELLs (i.e. College Information Nights and College Visits). The former ELLs who did not select the "L" House were encouraged to select a "House" that most suited their needs and interests. Ms. Balili keeps in touch with them informally and advises them when they need help. They also go to Ms. Balili for advice for college and/or career planning. Many former ELLs choose to take AP/IB classes in their native languages. Former ELLs are also invited to ELL field trips.

10. Curtis H.S. will continue to expand the Transitional Bilingual Program. At the present time we do not offer a bilingual class in the sciences (Living Environment, Earth Science). In the spring, 2012 semester we will include an Algebra 1 class which will be team taught by a licensed Math teacher and a native Spanish speaker, who minored in Math. "Club Connect", a support class facilitated by a trained AVID teacher/mentor, will be scheduled in the spring, 2012 semester; guest speakers will be invited on a monthly basis to come speak to our ELLs about college/career options. Finally, a bilingual U.S. History class will also be created in the spring, 2012. All of the programs are targeted to begin in the spring, 2012 semester and will include SIFE/SWD as well.

11. Curtis H.S. will not discontinue services or programs.

12. Tutoring for the ELA, Math, Social Studies, both Global and US History and Science (Living Environment, Chemistry, Earth Science) is available after school, Monday through Friday during 10th and 11th periods in the school Library. Ms. June Kelly, a licensed and certified ESL/bilingual teacher, is also there to help and support the students. Tutoring is also available on Saturdays for all content area classes. These classes are held from 9:00 A.M. to 12:00 P.M. A SIFE Literacy class will be offered as well during the students regular

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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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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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. Intervention services for ELLs in ELA, Math, Science, Global History, English, and US History include, but are not limited to:

- After school tutoring- ELA, math and Global History, U.S. History content area
- Literacy class-SIFE students and Native Language Arts classes.
- Saturday tutoring- content-area
- After school Achieve 3000 class
- Achieve 3000 and Read 180 classes for literacy-SIFE students

Most of the intervention services offered at Curtis High School are conducted in English. Classes in Math and history are conducted 75% in English and 25% in Spanish. Science class is also conducted 75% in English and 25% in French. The Native Language Arts classes, the Global 1, and the Math support classes are conducted in Spanish 60% and English 40%.

9. Curtis High School continues to support ELLs who are reaching proficiency on the NYSESLAT by supporting them in the content-area ESL classes. Former ELLs are allotted time and a half for test accommodations, bilingual dictionaries are available in the classrooms at all times, and they are given a choice of language in which they want to take the state exams, provided it is available in the native language. As per state mandates former ELLs are entitled to the same accommodations as present ELLs for two years after they score Proficient on the NYSESLAT. Ms. Balili, the ESL guidance counselor, follows up on their academic progress and also provides any counseling and academic intervention needed.

When the ELLs reach proficiency they are given the opportunity to take mainstream classes if they are eligible for them. Many ELLs are taking electives offered in the Performing Arts, Music, Law Houses, the Computer Business Institute and Journalism Program. During the school year, if the students qualify, they may also enroll in College Now classes.

If ELL students reach proficiency based on the NYSESLAT they are given the option of staying with the "L" House or selecting another "House". Students are informed that they will receive ESL support for two years. Many students request taking an advanced ESL class in order to continue in ESL instruction, in addition to taking the required ELA class. Ms. Balili, the guidance counselor and grade adviser, programs students who have become proficient because they passed the NYSESLAT for all mainstream classes and keeps them informed about any guidance issues and college information relating to ELLs (i.e. College Information Nights and College Visits). The former ELLs who did not select the "L" House were encouraged to select a "House" that most suited their needs and interests. Ms. Balili keeps in touch with them informally and advises them when they need help. They also go to Ms. Balili for advice for college and/or career planning. Many former ELLs choose to take AP/IB classes in their native languages. Former ELLs are also invited to ELL field trips.

10. Curtis H.S. will continue to expand the Transitional Bilingual Program. At the present time we do not offer a bilingual class in the sciences (Living Environment, Earth Science). In the spring, 2012 semester we will include an Algebra 1 class which will be team taught by a licensed Math teacher and a native Spanish speaker, who minored in Math. "Club Connect", a support class facilitated by a trained AVID teacher/mentor, will be scheduled in the spring, 2012 semester; guest speakers will be invited on a monthly basis to come speak to our ELLs about college/career options. Finally, a bilingual U.S. History class will also be created in the spring, 2012. All of the programs are targeted to begin in the spring, 2012 semester and will include SIFE/SWD as well.

11. Curtis H.S. will not discontinue services or programs.

12. Tutoring for the ELA, Math, Social Studies, both Global and US History and Science (Living Environment, Chemistry, Earth Science) is available after school, Monday through Friday during 10th and 11th periods in the school Library. Ms. June Kelly, a licensed and certified ESL/bilingual teacher, is also there to help and support the students. Tutoring is also available on Saturdays for all content area classes. These classes are held from 9:00 A.M. to 12:00 P.M. A SIFE Literacy class will be offered as well during the students regular school day, Monday through Friday in Room 422. ELLs are afforded equal access to programs such as International Baccalaureate classes if students excel in their previous classes. Students are placed in an IB class if they show mastery of the subject area. Many ELLs at Curtis H.S. are placed in the IB Spanish, Italian or French classes. This is true for other content area classes as well. ELLs are also encouraged to

Courses Taught in Languages Other than English

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)?

Math:

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
 2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.
1. Professional development to individual ESL content area teachers, Bilingual content area, Native Language Arts, and ESL teachers at Curtis High School is provided through various Professional Development conferences at Curtis H.S. on Wednesday mornings the staff meets for one hour, from 7:45 A.M. to 8:45 for Professional Development. Our school is divided into separate "Houses" or "Small Learning Communities". The ESL content area, Bilingual content area, Native Language Arts teachers, ESL teachers, the Reading/Speech Specialist, Ms.Krongold, the parent coordinator, Tom Hepworth, Mr. Lopez, the paraprofessional for the ELLs, along with Ms. Balili, the ESL Guidance Counselor and Ms. Rombley meet in Room 421 to discuss various issues concerning our ELLs. Training for Achieve 3000 is offered at Curtis High School for 5 hours at two different sessions, once in fall semester and once in the spring semester. This year three English teachers who teach our ELLs are using the Achieve 3000 Program as well. Mr. Agoda, one of the ESL teacher, will also use the program. Mr. Davis and Ms. Kelly have attended various conferences and Professional Development during the fall 2010 and spring 2011. The ESL and ESL content-area teachers as well as Ms. Balili, the ESL guidance counselor, and the Assistant Principal attended various workshops throughout New York City as well as attending workshops held at Curtis High School. Ms. Rombley attended all meetings on the LAP Report, the NYSESLAT and other professional developments that improve instruction for the ELLs at Curtis High School. New teachers and Ms. Rombley completed the QTel workshops.
- Topics discussed are; "ESL Learning Standards", "How Do We Prepare Students for the ELA?" "Preparing Students for the NYSESLAT". Included in these meetings is the guidance counselor, Ms. Balili as well as the ISS Bilingual/SWD teacher, Ms. Quevedo. Topics that are discussd are; "Making AYP", "What Are the Components of the NYSESLAT?" "How Do We Improve Attendance?" "Improving Parental Involvement", "Chancellor's Seven Directives for ELLs". "Data Analysis of the NYSESLAT, where do differentiate?"
- At the end of each semester, ELLs who have achieved academically are recognized by the ESL teachers and the ESL content area teachers. They are celebrated with a breakfast, small prizes, and Certificates of Achievement Awards in various categories. The categories include "Most Improved", "Highest Average" and "Improved Attendance". Parents of ELLs are invited to attend the celebration.
2. During our "Small Learning Community" meetings and the staff development days prior to the start of classes, the guidance counselor and assistant principal prepare staff in assisting ELLs as they transition into high school. We discuss the problems that ELLs face and inform the staff to whom they must refer the students when the students are having a difficult time adjusting. Some of the problems ELLs face when they are new to the country are housing, work issues; immigration and lack of parental/guardians support. We also speak to the staff in a foreign language and ask them how they felt while they were spoken to in another language. We stress the fact of how difficult it is for our ELLs to know what is going on in a classroom when their native language is not spoken and the lesson is in a language they do not understand. Ms. Balili, the guidance counselor, has attended various professional developments in order to assist ELLs as they transition. In the spring, 2011 a support class for ELLs met with Ms. Balili in order to help them transition. Topics she discusses with them are college and career readiness, graduation requirements, and adjusting to different cultures. Ms. Balili has attended such training as "Accountability for ELLs", "Emporium for dual language education", and the McKinney-Vento homeless assistance training.
3. The minimum 7.5 hours of ELL training for all staff takes place the first two days of Staff Development before the first day of classes in September. This year the two days of Staff Development were September 6 and 7, 2011. Staff reports to school at 7:50 A.M. until 2:50 P.M. and staff development is divided into the morning sessions and then again in the afternoon. After the faculty conference our staff attends the professional development for ELLs during the Small Learning Community meeting for the "L" House, coded for ELLs. Certificates of completion of the 7.5 hours are given to teachers of ELLs and non ELL teachers. The certificates are then kept on file in a file cabinet. Explanation of the services required by the State and Federal Governments are discussed as per José P. These include services mandated for ELLs/ Students With Disabilities where schools in the Eastern district of New York are required by federal court to appropriately evaluate, place and provide services for these students. Advocates for Children of New York continues to monitor the

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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. Parents of ELLs are invited to the Freshmen Orientation two times during the school year, once in the spring and then again in the summer. After the general meeting with all parents and their children, the Small Learning Communities meet separately with the parents and their children to discuss any important issues. Ms. Rombly, the Assistant Principal and Ms. Balili, the guidance counselor, explain

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2. Ms. Balili, the Guidance Counselor and Mr. Hepworth, the Parent Coordinator recommend and advise parents of ELLs of any Community Based Organizations or agencies that may meet their needs. This year, during the mandated parents' meeting, September 15, 2011 El Centro del Emigrante, a nonprofit organization that helps immigrant families was invited to speak. They informed parents of the many issues that students and their families are faced with. Curtis H.S. also has a strong relationship with the New York Immigration Coalition. With the help of both these organizations and the cooperation of the Mexican Consulate, we will host an adult education program based on the consulate's Plaza Comunitarias model. Plaza brings a ready-made, technology rich menu such as Native Language pre-GED, GED, civics, cultural enrichment and job training as well as a strong ELL component and native language parent workshops. This year we also offer free English and computer literacy classes to parents of ELLs. These classes will be held every Thursday evening in the school Library from 7:00P.M. to 9:00 P.M. As an added service we also offer free job skills workshops to parents. El Centro del Emigrante also offers the parents food and clothing for those parents in need. During Parent Teacher Conferences the point person for El Centro, Mr. Kevin Ferrero, came to the ESL teachers' classrooms and spoke to the parents about the above mentioned services to the families. He explained to them how El Centro is available for support and help to families in need or families that may have questions or concern regarding any issue, from finding a job to legal advice about becoming a legal resident. Parents were also informed of the translation services available to them. For example, Curtis H.S. has many pedagogues or staff that speak various languages; we also have Mr. Lopez, the bilingual paraprofessional, available during Parent-Teacher Conferences, Parents' meetings, and of course during the course of the day. Translation services are also available via Erickson Translation And Interpretation Services. Curtis H.S. also purchased FM transmitters and receivers for translations called the "Talk and Listen Kit".

3. We evaluate the needs of the parents through meetings and individual conferences with the parents. Ms. Balili, the guidance counselor, is available at all times to assist parents in any way possible. Her door is always open to welcome parents and students. Parents are given personal business cards from Ms. Balili, Mr. Hepworth, Mr. Lopez, and Ms. Rombley. They are told to call any of the staff involved with their children's issues at any time and we will be more than happy to assist them in any way possible. Tom Hepworth, the Parent Coordinator, calls parents during the school year concerning events that take place in school and invitations to parents of ELLs. Meetings are scheduled to inform the parents of issues concerning their children. Letters are sent home to inform them of any free services that are available through the school and other agencies or community organizations. The parent coordinator sends letters and calls the homes to inform parents of services available to them; for example, free English classes in the school library every Thursday evening from 7:00 P.M. to 9:00 P.M. Parents are also asked to fill out surveys concerning the needs of their children and their own needs as parents of ELLs. These surveys are distributed to parents at Parent-Teacher Conferences, Parents' meetings and are also sent home with their children and mailed to them as well. They are then asked to return them either in person or with their children. If they have not returned them, Mr. Hepworth makes calls to those homes.

4. Parental involvement activities address the needs of the parents by including them in the Multicultural Committee so that they may feel welcome in the Curtis community and the School Leadership Team Committee. Based on their surveys, and personal conversations with the parents during our Parent Teacher Conferences and our Parents' Meetings, activities are planned to address their needs. Letters and/or surveys sent home are sent in English and multiple languages. We also send letters home in English and languages other than English informing the parents of the translation services available to them including the Talk and Listen kit we have at Curtis H.S. They are also informed of the ELL interpreter, Mr. Lopez, the ELL paraprofessional who is available during our meetings that are held in the evenings and during the course of the school day. The translation service located on Bay Street, Erickson Translation Services, which is very close to Curtis H.S., is available any time during the day and on evenings during Parent Teacher Conferences and when we inform them of any meetings with parents that will take place during the evening. We only ask Erickson Translation Services to be of assistance if Mr. Lopez or any other translation service we have at school on a specific evening are not available. The parents' involvement in the School Leadership Committee also allows them to address any needs or concerns they may have and ways of finding any solutions to their needs and/or concerns. The ELL parent involved in the School Leadership Committee addresses the needs of parents and discussions take place to

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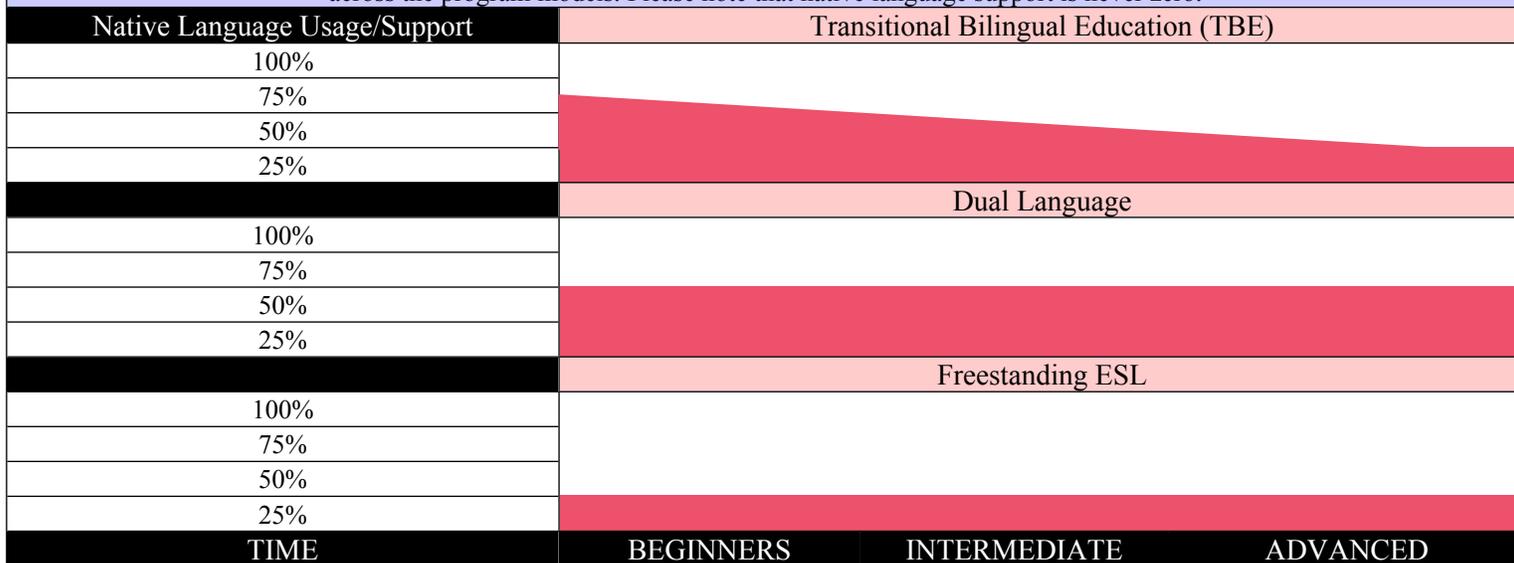
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

| | 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.



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

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- Literacy class-SIFE students and Native Language Arts classes.
- Saturday tutoring- content-area
- After school Achieve 3000 class
- Achieve 3000 and Read 180 classes for literacy-SIFE students

Most of the intervention services offered at Curtis High School are conducted in English. Classes in Math and history are conducted 75% in English and 25% in Spanish. Science class is also conducted 75% in English and 25% in French. The Native Language Arts classes, the Global 1, and the Math support classes are conducted in Spanish 60% and English 40%.

9. Curtis High School continues to support ELLs who are reaching proficiency on the NYSESLAT by supporting them in the content-area ESL classes. Former ELLs are allotted time and a half for test accommodations, bilingual dictionaries are available in the classrooms at all times, and they are given a choice of language in which they want to take the state exams, provided it is available in the native language. As per state mandates former ELLs are entitled to the same accommodations as present ELLs for two years after they score Proficient on the NYSESLAT. Ms. Balili, the ESL guidance counselor, follows up on their academic progress and also provides any counseling and academic intervention needed.

When the ELLs reach proficiency they are given the opportunity to take mainstream classes if they are eligible for them. Many ELLs are taking electives offered in the Performing Arts, Music, Law Houses, the Computer Business Institute and Journalism Program. During the school year, if the students qualify, they may also enroll in College Now classes.

If ELL students reach proficiency based on the NYSESLAT they are given the option of staying with the "L" House or selecting another "House". Students are informed that they will receive ESL support for two years. Many students request taking an advanced ESL class in order to continue in ESL instruction, in addition to taking the required ELA class. Ms. Balili, the guidance counselor and grade adviser, programs students who have become proficient because they passed the NYSESLAT for all mainstream classes and keeps them informed about any guidance issues and college information relating to ELLs (i.e. College Information Nights and College Visits). The former ELLs who did not select the "L" House were encouraged to select a "House" that most suited their needs and interests. Ms. Balili keeps in touch with them informally and advises them when they need help. They also go to Ms. Balili for advice for college and/or career planning. Many former ELLs choose to take AP/IB classes in their native languages. Former ELLs are also invited to ELL field trips.

10. Curtis H.S. will continue to expand the Transitional Bilingual Program. At the present time we do not offer a bilingual class in the sciences (Living Environment, Earth Science). In the spring, 2012 semester we will include an Algebra 1 class which will be team taught by a licensed Math teacher and a native Spanish speaker, who minored in Math. "Club Connect", a support class facilitated by a trained AVID teacher/mentor, will be scheduled in the spring, 2012 semester; guest speakers will be invited on a monthly basis to come speak to our ELLs about college/career options. Finally, a bilingual U.S. History class will also be created in the spring, 2012. All of the programs are targeted to begin in the spring, 2012 semester and will include SIFE/SWD as well.

11. Curtis H.S. will not discontinue services or programs.

12. Tutoring for the ELA, Math, Social Studies, both Global and US History and Science (Living Environment, Chemistry, Earth Science) is available after school, Monday through Friday during 10th and 11th periods in the school Library. Ms. June Kelly, a licensed and certified ESL/bilingual teacher, is also there to help and support the students. Tutoring is also available on Saturdays for all content area classes. These classes are held from 9:00 A.M. to 12:00 P.M. A SIFE Literacy class will be offered as well during the students regular school day, Monday through Friday in Room 422. ELLs are afforded equal access to programs such as International Baccalaureate classes if students excel in their previous classes. Students are placed in an IB class if they show mastery of the subject area. Many ELLs at Curtis

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?

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Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

1. Professional development to individual ESL content area teachers, Bilingual content area, Native Language Arts, and ESL teachers at Curtis High School is provided through various Professional Development conferences at Curtis H.S. on Wednesday mornings the staff meets for one hour, from 7:45 A.M. to 8:45 for Professional Development. Our school is divided into separate "Houses" or "Small Learning Communities". The ESL content area, Bilingual content area, Native Language Arts teachers, ESL teachers, the Reading/Speech Specialist, Ms. Krongold, the parent coordinator, Tom Hepworth, Mr. Lopez, the paraprofessional for the ELLs, along with Ms. Balili, the ESL Guidance Counselor and Ms. Rombley meet in Room 421 to discuss various issues concerning our ELLs. Training for Achieve 3000 is offered at Curtis High School for 5 hours at two different sessions, once in fall semester and once in the spring semester. This year three English teachers who teach our ELLs are using the Achieve 3000 Program as well. Mr. Agoda, one of the ESL teacher, will also use the program. Mr. Davis and Ms. Kelly have attended various conferences and Professional Development during the fall 2010 and spring 2011. The ESL and ESL content-area teachers as well as Ms. Balili, the ESL guidance counselor, and the Assistant Principal attended various workshops throughout New York City as well as attending workshops held at Curtis High School. Ms. Rombley attended all meetings on the LAP Report, the NYSESLAT and other professional developments that improve instruction for the ELLs at Curtis High School. New teachers and Ms. Rombley completed the QTel workshops.

Topics discussed are; "ESL Learning Standards", "How Do We Prepare Students for the ELA?" "Preparing Students for the NYSESLAT". Included in these meetings is the guidance counselor, Ms. Balili as well as the ISS Bilingual/SWD teacher, Ms. Quevedo. Topics that are discussed are; "Making AYP", "What Are the Components of the NYSESLAT?" "How Do We Improve Attendance?" "Improving Parental Involvement", "Chancellor's Seven Directives for ELLs". "Data Analysis of the NYSESLAT, where do differentiate?"

At the end of each semester, ELLs who have achieved academically are recognized by the ESL teachers and the ESL content area teachers. They are celebrated with a breakfast, small prizes, and Certificates of Achievement Awards in various categories. The categories include "Most Improved", "Highest Average" and "Improved Attendance". Parents of ELLs are invited to attend the celebration.

2. During our "Small Learning Community" meetings and the staff development days prior to the start of classes, the guidance counselor and assistant principal prepare staff in assisting ELLs as they transition into high school. We discuss the problems that ELLs face and inform the staff to whom they must refer the students when the students are having a difficult time adjusting. Some of the problems ELLs face when they are new to the country are housing, work issues; immigration and lack of parental/guardians support. We also speak to the staff in a foreign language and ask them how they felt while they were spoken to in another language. We stress the fact of how difficult it is for our ELLs to know what is going on in a classroom when their native language is not spoken and the lesson is in a language they do not understand. Ms. Balili, the guidance counselor, has attended various professional developments in order to assist ELLs as they transition. In the spring, 2011 a support class for ELLs met with Ms. Balili in order to help them transition. Topics she discusses with them

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3. The minimum 7.5 hours of ELL training for all staff takes place the first two days of Staff Development before the first day of classes in September. This year the two days of Staff Development were September 6 and 7, 2011. Staff reports to school at 7:50 A.M. until 2:50 P.M. and staff development is divided into the morning sessions and then again in the afternoon. After the faculty conference our staff attends the professional development for ELLs during the Small Learning Community meeting for the "L" House, coded for ELLs. Certificates of completion of the 7.5 hours are given to teachers of ELLs and non ELL teachers. The certificates are then kept on file in a file cabinet. Explanation of the services required by the State and Federal Governments are discussed as per José P. These include services mandated for ELLs/ Students With Disabilities where schools in the Eastern district of New York are required by federal court to appropriately evaluate, place and provide services for these students. Advocates for Children of New York continues to monitor the implementations of the José P. judgements and orders. Other training for staff is held throughout the school year during the school's Professional Development time, on Wednesdays for one hour, from 7:45-8:45 A.M.

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. Parents of ELLs are invited to the Freshmen Orientation two times during the school year, once in the spring and then again in the summer. After the general meeting with all parents and their children, the Small Learning Communities meet separately with the parents and their children to discuss any important issues. Ms. Rombly, the Assistant Principal and Ms. Balili, the guidance counselor, explain

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2. Ms. Balili, the Guidance Counselor and Mr. Hepworth, the Parent Coordinator recommend and advise parents of ELLs of any Community Based Organizations or agencies that may meet their needs. This year, during the mandated parents' meeting, September 15, 2011 El Centro del Emigrante, a nonprofit organization that helps immigrant families was invited to speak. They informed parents of the many issues that students and their families are faced with. Curtis H.S. also has a strong relationship with the New York Immigration Coalition. With the help of both these organizations and the cooperation of the Mexican Consulate, we will host an adult education program based on the consulate's Plaza Comunitarias model. Plaza brings a ready-made, technology rich menu such as Native Language pre-GED, GED, civics, cultural enrichment and job training as well as a strong ELL component and native language parent workshops. This year we also offer free English and computer literacy classes to parents of ELLs. These classes will be held every Thursday evening in the school Library from 7:00P.M. to 9:00 P.M. As an added service we also offer free job skills workshops to parents. El Centro del Emigrante also offers the parents food and clothing for those parents in need. During Parent Teacher Conferences the point person for El Centro, Mr. Kevin Ferrero, came to the ESL teachers' classrooms and spoke to the parents about the above mentioned services to the families. He explained to them how El Centro is available for support and help to families in need or families that may have questions or concern regarding any issue, from finding a job to legal advice about becoming a legal resident. Parents were also informed of the translation services available to them. For example, Curtis H.S. has many pedagogues or staff that speak various languages; we also have Mr. Lopez, the bilingual paraprofessional, available during Parent-Teacher Conferences, Parents' meetings, and of course during the course of the day. Translation services are also available via Erickson Translation And Interpretation Services. Curtis H.S. also purchased FM transmitters and receivers for translations called the "Talk and Listen Kit".

3. We evaluate the needs of the parents through meetings and individual conferences with the parents. Ms. Balili, the guidance counselor, is available at all times to assist parents in any way possible. Her door is always open to welcome parents and students. Parents are given personal business cards from Ms. Balili, Mr. Hepworth, Mr. Lopez, and Ms. Rombley. They are told to call any of the staff involved with their children's issues at any time and we will be more than happy to assist them in any way possible. Tom Hepworth, the Parent Coordinator, calls parents during the school year concerning events that take place in school and invitations to parents of ELLs. Meetings are scheduled to inform the parents of issues concerning their children. Letters are sent home to inform them of any free services that are available through the school and other agencies or community organizations. The parent coordinator sends letters and calls the homes to inform parents of services available to them; for example, free English classes in the school library every Thursday evening from 7:00 P.M. to 9:00 P.M. Parents are also asked to fill out surveys concerning the needs of their children and their own needs as parents of ELLs. These surveys are distributed to parents at Parent-Teacher Conferences, Parents' meetings and are also sent home with their children and mailed to them as well. They are then asked to return them either in person or with their children. If they have not returned them, Mr. Hepworth makes calls to those homes.

4. Parental involvement activities address the needs of the parents by including them in the Multicultural Committee so that they may feel welcome in the Curtis community and the School Leadership Team Committee. Based on their surveys, and personal conversations with the parents during our Parent Teacher Conferences and our Parents' Meetings, activities are planned to address their needs. Letters and/or surveys sent home are sent in English and multiple languages. We also send letters home in English and languages other than English informing the parents of the translation services available to them including the Talk and Listen kit we have at Curtis H.S. They are also informed of the ELL interpreter, Mr. Lopez, the ELL paraprofessional who is available during our meetings that are held in the evenings and during the course of the school day. The translation service located on Bay Street, Erickson Translation Services, which is very close to Curtis H.S., is available any time during the day and on evenings during Parent Teacher Conferences and when we inform them of any meetings with parents that will take place during the evening. We only ask Erickson Translation Services to be of assistance if Mr. Lopez or any other translation service we have at school on a specific evening are not available. The parents' involvement in the School Leadership Committee also allows them to address any needs or concerns they may have and ways of finding any solutions to their needs and/or concerns. The ELL parent involved in the School Leadership Committee addresses the needs of parents and discussions take place to

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Part V: Assessment Analysis

A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | | | | | | | | | | 22 | 10 | 1 | 0 | 33 |
| Intermediate(I) | | | | | | | | | | 28 | 45 | 4 | 4 | 81 |
| Advanced (A) | | | | | | | | | | 12 | 0 | 5 | 2 | 19 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 62 | 55 | 10 | 6 | 133 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING | B | | | | | | | | | | 2 | 3 | 0 | 0 |
| | I | | | | | | | | | | 12 | 17 | 3 | 1 |
| | A | | | | | | | | | | 14 | 18 | 4 | 3 |
| | P | | | | | | | | | | 24 | 33 | 4 | 5 |
| READING/ WRITING | B | | | | | | | | | | 3 | 6 | 0 | 0 |
| | I | | | | | | | | | | 24 | 25 | 6 | 4 |
| | A | | | | | | | | | | 15 | 24 | 3 | 3 |
| | P | | | | | | | | | | 10 | 16 | 2 | 2 |

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

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

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

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

| New York State Regents Exam | | | | |
|---------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 112 | | 65 | |
| Integrated Algebra | 292 | | 83 | |
| Geometry | 60 | | 13 | |
| Algebra 2/Trigonometry | 5 | | 0 | |
| Math | | | | |
| Biology | | | | |
| Chemistry | 8 | | 2 | |
| Earth Science | 199 | | 30 | |
| Living Environment | 105 | | 39 | |
| Physics | | | | |
| Global History and Geography | 96 | | 46 | |
| US History and Government | 102 | | 23 | |
| Foreign Language | 24 | | 24 | |
| 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) | 6 | 3 | 4 | 6 | | | | |
| 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. The assessment tool Curtis High School uses to assess early literacy skills are the Acuity Periodic Assessments, AGS Reading Level Indicator, in-class reading comprehension assessment, Academic language and Literacy Diagnostic (ALLD), and portfolio writing assignments. The assessments provide us with the basic reading level of each student as well as their writing abilities. It also provides us with word recognition skills of each student. The reading comprehension assessments provide us with an indication of what skills the students need to develop, such as inferencing and visualization. The ELA scores provide us with an indication of the students' reading, listening and writing skills. The information we gather from the students' test results helps us determine how instruction will be delivered and what we have to focus on in order to improve the students' scores.

2. Data patterns reveal that students across all levels and grades perform well on the Listening/Speaking parts of the NYSESLAT. Data shows that students do not perform well in the Reading/Writing parts of the NYSESLAT across all levels and grades. Out of the 165 students that were tested, 56 tenth graders scored on the Intermediate level. Three tenth graders scored at "P". The data patterns across proficiency levels for the LAB-R and the students' grades are as follows for 2010-2011 school year: 9th GRADE: 12 students were tested, 3 students scored on the beginning level and 5 students on the proficient level, 10th GRADE: 7 students were tested, four tested Proficient, two Advanced and one Beginner Level, 11th GRADE: nine students were tested and 3 scored Intermediate, 3 scored Proficient, 1 scored Beginner and 1 was Advanced Level. It is apparent that the lower grade students, in the 9th and 10th grades, scored higher than the 11th graders tested. The Intermediate Level is the level that most ELLs are not able to move past in order to reach the Advanced or Proficient levels when they are in the 11th or 12th grades, although we did not test anyone in the 12th grade.

3. The patterns across the NYSESLAT modalities show that students score higher on the Listening/Speaking and do poorly on the Reading/Writing part of the test. Teachers deliver instruction to improve these skills and focus on reading comprehension and writing by differentiating instruction. Achieve 3000 is also used on a regular basis, at least three times a week in order to increase the students' reading and writing skills.

4. a) According to the NYSESLAT modalities 9th and 10th graders did well on the Listening/Speaking modality. They also scored on the Intermediate level in the Reading/Writing modality. Generally, students did better in the Listening/Speaking modalities and on average scored Intermediate level in the Reading /Writing Modalities. At the present we have two Native Language Arts classes in place at Curtis H.S., one Beginner class and one Intermediate class. These classes are targeted for students that scored low on the literacy test in their native language (Spanish) and English. Students in the Native language Arts classes receive instruction in Spanish and via differentiated instruction learn their native language in all four modalities, listening/speaking, reading/writing, although lessons are differentiated and the focus is in the writing and reading components.

b) Teachers and the school leadership are assessing the results of the NYSESLAT and are aligning their instruction to the test data results. They are focusing on reading and writing in order to strengthen their students skills in the two modalities. Tutoring is also offered every day, during periods 10, 11 for one hour. Mr. DeConzo has a literacy class period 8 every day for 45 minutes for those students who scored low on the two modalities. Achieve 3000 is also used in the class room by the ESL teachers and three English teachers. The students

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: Curtis High School

School DBN: 31R450

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------------|----------------------|-----------|-----------------|
| Dr. Aurelia Curtis | Principal | | 11/2/11 |
| Adele Rombley | Assistant Principal | | 11/2/11 |
| Tom Hepworth | Parent Coordinator | | 11/2/11 |
| Benjamin Davis | ESL Teacher | | 11/2/11 |
| Felipe Paredes | Parent | | 11/2/11 |
| María Morreale | Teacher/Subject Area | | 11/2/11 |
| Kathy Urso | Teacher/Subject Area | | 11/2/11 |
| June Kelly | Coach | | 11/2/11 |
| Benjamin Davis | Coach | | 11/2/11 |
| Jona Balili | Guidance Counselor | | 11/2/11 |
| Roberto Hernandez | Network Leader | | 11/2/11 |
| | Other | | 11/2/11 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **31R450** School Name: **CURTIS HIGH SCHOOL**

Cluster: **6** Network: **611**

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.

Review of Home Language Identification Survey data, as well as direct interviews with families, indicate that families with students attending Curtis High School use a variety of languages other than English as their primary language. This information is recorded in ATS (if not already available) and is noted on the student's Emergency Contact card. The information is used to implement the school's ongoing effort to provide for the translation of written materials as well oral interpretation resources for these families. Some of the written translations and oral interpretations can be achieved using in-house resources, some using community resources and the remainder through DOE Central Translation and Interpretation Unit or contracted vendors. At registration, the Parent Coordinator shows a DVD to incoming families notifying them of their right to receive translation and interpretation services, as well as their right to select for any of the three available DOE ELL educational options.

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

The school presently has an ELL population of about 160 families. About half of those families are Spanish-speaking. The remaining families are rather diverse with no dominant language group. Languages include: Albanian, Arabic, Chinese, French, Polish, and Urdu. The School Leadership Team, in its review of cohort data, discusses and reports on ELL family issues. The Parent Coordinator is also a member of the Language Allocation Policy Team and reports language issues to the PTA Executive Board for dissemination to general membership. The Parent Coordinator will facilitate translation and interpretation services. The Parent Bulletin Board will exhibit signage in the covered languages indicating the availability of translation and interpretive services.

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.

The Parent Handbook has been translated into Spanish and is distributed to all incoming Spanish-speaking families. The school has contracted with Eriksen to deliver an Albanian, Russian, Chinese, Urdu, Polish, and Arabic translation. The Language Allocation Policy Team continues to assess the needs of the incoming ELL families to determine additional languages which should be targeted for translation.

For Centrally and Regionally produced critical communications, the Office of Parent Support provides translations in the eight (8) main languages and these are distributed to students in ESL classes to transport home. The PTA established a Multi-Cultural Committee to assist in organizing parent and community volunteers who wish to help in translating other languages for our families. For student-specific critical communications concerning such matters as health, safety, discipline, permissions and consents or educational entitlements, the school will requisition a translation from the Translation and Interpretation Unit when no immediate in-house or community volunteer resource can be found.

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.

The Parent Coordinator and Registrar maintain a Language Card to help identify the interpretation services needed by incoming families. All staff can access this tool through the Parent Coordinator. The school has in-house staff that can interpret for families who speak Chinese, Italian, French, Polish and Spanish but is prepared to use over-the-phone Interpretation services at 718-752-7373. The Parent Coordinator will work with the PTA Multi-Cultural Committee to develop a comprehensive list of parent and community volunteers to assist ELL parents in communicating with the school. Signage on the Parent Bulletin Board will direct ELL Parents (in each of the 8 covered languages) to the Parent Coordinator's Office for Interpretive services.

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>.

In addition to facilitating the general distribution of notification materials provided by Central, the Parent Coordinator will utilize the EPIC Tool Case Notification materials, as well as conspicuously posted signage in the covered languages from the Translation and Interpretation Unit, to inform parents of their rights to translation and interpretation services.

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

Title III Supplemental Program for ELLs

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

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

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

| Part A: School Information | |
|---|-----------------------------------|
| Name of School: Curtiss High School | DBN: 31R450 |
| Cluster Leader: Jose Ruiz | Network Leader: Roberto hernandez |
| This school is (check one): | |
| <input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): |
| <input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other: |
| Total # of ELLs to be served: 161 |
| Grades to be served by this program (check all that apply): |
| <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> *9 <input type="checkbox"/> *10 <input type="checkbox"/> *11 <input type="checkbox"/> *12 |
| Total # of teachers in this program: 8 |
| # of certified ESL/Bilingual teachers: 3 |
| # of content area teachers: 5 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Curtis High School offers a freestanding ESL program. The ELLs receive all their instruction in English. The ELLs are placed into the different levels of ESL based on the NYSESLAT and the LAB-R scores.

Parents of ELL students registered at Curtis High School are informed that three types of ESL programs are available to their children in NYC: the Dual Language, the Transitional Bilingual program, or the Freestanding ESL program. Based on the results of the completed Parent Survey and the Program Selection Form the Curtis HS ELL parents select the Freestanding ESL program. Thus, the parents' requests are aligned with the programs that are offered at Curtis HS. (The Parent Survey Forms are kept on file in the LAB coordinator's office).

The language of instruction is English and the ESL teachers continue to implement teaching activities that further all learning modalities.

The Beginning Level classes have 540 minutes of ESL instruction a week at Curtis High School. During the school year 2011-2012 there is one beginning ESL class which meets three periods a day.

The Intermediate Level classes have 360 minutes of ESL instruction a week. During the school year 2011-2012 there are four Intermediate classes that meet two periods a day.

Both Beginning and Intermediate ESL students have 225 minutes of instruction per week in Global History, General Science, or Biology and Geometry using ESL methodology. In these classes the self-contained model is observed. The ELLs are grouped together and receive content area instruction with ESL methodologies.

The Advanced level consists of one ESL classes (L5) which meets 180 minutes per week. In addition, the Advanced ELLs take one additional mainstream English class. Advanced ESL students take the ELA Regents at the end of their junior year. Advanced ESL classes are mainstreamed in all content area classes. ESL content area classes in both American History and Economics are offered to the Advanced ESL students, in order to enable the ELLs to pass the American History and Government Regents exam.

The ESL guidance counselor monitors the progress of "long term" and "extension of services" ESL students. Teacher, counselors, paraprofessionals and supervisors form a professional learning community to support teaching and learning for the ELL population. Students are programmed for a double period of literacy classes in both Math and English. Students are encouraged to attend ESL Literacy classes and after school tutoring is available. Students identified as SIFE students are scheduled to attend a Literacy class at the end of the day. A SIFE grant proposal has been submitted for the school year 2011-2012. If and when the grant is approved a Native Language Arts class will be created for SIFE

Part B: Direct Instruction Supplemental Program Information

and Long-term ELLs. Students are also given the opportunity to take advantage of academic intervention services provided during the Extended Day Program.

In the spring semester students are placed in an International Baccalaureate Spanish class or and Advanced Placement Spanish class in order to improve their literacy skills in Spanish. All ELLs are placed in a second language class. If the student is a native Spanish speaker then he/she is given a literacy assessment by a Spanish language teacher and placed in a specific level Spanish class accordingly.

The ESL teachers meet on a monthly basis with the ESL content area teachers to discuss programming issues and to exchange teaching strategies.

The ESL teachers incorporate into their lessons balanced literacy skills, differentiated learning strategies, and the principles of learning, as well as QTEL strategies.

All ESL students will take the required NYS Regents examinations.

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: Professional development is provided throughout the school year by Assistant Principal supervision, ESL certified teachers, ESL guidance counselor, and Community School Director. The training typically occur on Wednesday mornings between 7:45 A.M. and end at 8:45 A.M.

All newly assigned staff receive basic training on ELL strategies to improve teaching and learning for those students. Additional professional development is turnkeyed based on the issues discussed at the AP – LOTE/ESL meetings to all ESL teachers and pertinent staff.

The ESL teachers receive training in the administration of the NYSESLAT in May.

One faculty conference is devoted annually to the discussion of the LAP.

ESL content area teachers receive staff development in ESL methodologies (ex: Q-TEL).

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

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: The parent orientation for incoming English Language Learners was held on September 20, 2011. After September, the orientations are scheduled within the first ten days of ELLs admission to school. At the orientation, parents will see the video and receive literature about the different ELL services in their native language. The sessions usually last about two hours. The orientations will be held in the morning, in the afternoon and in the evening. Curtis's parent coordinator Mr. Tom Hepworth will be present at the orientations as well.

The ESL parents are invited to every PTA meeting via phone calls, e-mail, monthly guidance letters and PTA newsletters.

ESL Parent meetings take place during the school year (usually before the PT conferences in October and March).

The ESL Freshmen Parent orientation meeting takes place after the general freshmen orientation in August of the new school year. During this meeting the NYS ESL Standards, assessment school expectations and general program requirements for the ESL program are being discussed.

Parents are invited via bilingual letters (Spanish – English) to attend this meeting.

The ESL and SIFE parents are invited to participate in ESL parent workshops scheduled throughout the school year.

As stated in the Curtis High School Parent Involvement Policy, the school provides parents with the information and training needed to effectively become involved in planning and decision making in support of their student's progress. This specifically includes:

- a) offering multiple opportunities for parents to track their student's day to day and overall progress via Jupiter Grades, ARIS Parent Link, timely distribution of report cards, Parent Teacher Conferences and access to teacher contact information
- b) linking parents to professional development materials both electronically and via a family lending library.
- c) giving parents meaningful opportunities to provide input via surveys, direct conversation, email and the more formal forums of PTA and School Leadership Team meetings.
- d) considering family circumstances in the scheduling of parent events and the use of translation, interpretation services for non-English proficient parents.

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. | \$18,352 | Partial payment for dedicated guidance counselor who supports ELL students and facilitates parent involvement |
| 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 | | |