



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : DEWITT CLINTON HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X440

PRINCIPAL: GERALDINE AMBROSIO **EMAIL:** GAMBROS@SCHOOLS.NYC.GOV

SUPERINTENDENT: _____

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, the Performance Index in ELA will increase from 147 to 152 for All Students, from 107 to 116 for Limited English Proficient Students and 77 to 89 for Students with Disabilities

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.

A review of the Annual Yearly Progress (AYP) for the past three years indicates that the school has not achieved AYP in ELA. As a school in improvement status, English is a priority.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Weekly Common Planning Time will focus on Effective Teaching, Common Core Learning Standards (CCLS) in ELA alignment, Curriculum Mapping, revising Pacing Calendars, analyzing Student Work (Assistant Principals, Teachers of English and ESL, Literacy Coach, Teacher Center Coach).
- Teacher Teams will develop strategies that address the needs of English Language Learners, Students with Disabilities and individual learning styles. (Teacher Teams, Literacy Coach, Teacher Center Coach, Assistant Principals).
- Professional Development for the Assistant Principals:
 - Teacher Effectiveness (Principal, Network).
 - Integrating the Common Core Learning Standards in ELA, Reading Standard 1 and 10 and Writing Standard 1, in instruction (Network, Principals).
 - Developing tasks for the CCLS in ELA (Network, Principal).
 - Attendance at workshops provided by Office Of English Language Learners (OELL).
- Professional Development for Teacher Teams:
 - Attendance at training sessions.
 - Participation at Reach Professional Development workshops.
- Tutoring will be provided to students after school and on Saturdays to enable them to review topics to successfully pass the regents.
- Students will use web based programs, available 24/7, to assist in regents review (supported by Teachers, Assistant Principal) (Castle Learning, Penda).
- Acuity tests will be administered with results analyzed to inform instruction (Teachers, Literacy Coach, Assistant Principals, and Principal).

- Uniform assessments used for summative assessments.
- Students with Disabilities in need of additional language support will attend a Wilson Reading class (daily).
- English Language Learners and other identified Regular Ed and Students with Disabilities will receive assistance through Achieve 3000 to improve language acquisition.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Parents will be notified by mail and by phone messaging of the Parent Association Meetings.
 - At the meetings, workshops will center on teenage development, communication with teenagers, graduation requirements, assimilation of cultures, the college process, attendance issues, career readiness and recognizing when a child is in need.
 - At Parent Association meetings, parents will receive books, glossaries, and other items to increase participation.
 - Classes will be offered to parents in GED (English and Spanish), ESL and Computer Literacy (Basic and Advanced.)
 - Parents will be invited to school events by mail and phone messaging.
 - Report cards of students with failing grades will be mailed home.
 - Parents will be invited to participate in an outing sponsored by the Parent Association in the spring.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
 - Collect resumes of Highly Qualified Teachers.
 - The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
 - Mentors are assigned to support struggling and un-qualified teachers.
 - Provide PD on Common Core Integration and use of data.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Good Shepherd Services Staff will work with students on mediation, attendance, credit recovery, basic math skills and parent outreach.
 - Montefiore School Based Clinic provides students with medical attention, dental services and counseling to help them succeed academically.
 - Sports and Arts Foundation provides tutoring, academic support, social activities, college trips and mentoring for at risk students.
 - Alumni Association provides funds for scholarships, mentoring, school activities and sports teams.
 - Reach Program provides Professional Development and classroom supplies for teachers in addition to classes for students for college readiness.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Fair Student Funding (Tax Levy), Title 1 Funds, Title III Funds, Learning Technology Grant 63, ARRA RITT Citywide Inst Exp and Human Resources will be used to implement the action plan to target students who have not passed the ELA Regents.

- Supervisor per session (2 days per week and on Saturday mornings)
- Teacher per session for tutoring and web based activities (2 days per week and on Saturday mornings)
- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials to support curriculum during the regular school day
- Purchase of web based programs as Achieve 3000, Castle Learning, Plato, Daedulus, Datacation
- Teacher per session for Curriculum Mapping (2 days per week)

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, the Performance Index in Mathematics will increase from 160 to 164 for All Students, from 141 to 147 for Limited English Proficient Students and 88 to 99 for Students with Disabilities.

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.

A review of the Annual Yearly Progress (AYP) for the past three years indicates that the school has not achieved AYP in Mathematics. As a school in improvement status, Mathematics is a priority.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - Weekly Common Planning Time will focus on Effective Teaching, Common Core Learning Standards in Mathematics alignment, Curriculum Mapping, revising Pacing Calendars, analyzing Student Work (Assistant Principal, Teachers of Mathematics, Math Coach).
 - Teacher Teams will develop strategies that address the needs of English Language Learners, Students with Disabilities and individual learning styles.

- (Teacher Teams, Math Coach, Assistant Principal)
- Professional Development for the Assistant Principal:
 - Teacher Effectiveness (Principal, Network)
 - Integrating the Common Core Learning Standards in Mathematics in instruction (Network, Principal).
 - Developing tasks for the CCLS in Mathematics (Network, Principal).
 - Monthly Professional Development provided by the School Based Intermediate Supervisor Institute (CSA).
 - Mentoring of Assistant Principal in Teacher Effectiveness, Academic Rigor and Differentiation (Colleague Assistant Principal).
 - Twice monthly mentoring on role of the Assistant Principal (Executive Leadership Institute)
 - Professional Development for Teacher Teams:
 - Attendance at TI Calculator Technology training sessions.
 - Participation at MTTI Program at Lehman College in improving teaching strategies (weekly).
 - Participation at Reach Professional Development workshops.
 - Participation in the Title IIB Kim Project.
 - Tutoring will be provided to students after school and on Saturdays to enable them to review topics to successfully pass the regents.
 - Students will use web based programs, available 24/7, to assist in regents review (supported by Teachers, Assistant Principal) (Castle Learning, Penda).
 - Acuity tests will be administered with results analyzed to inform instruction (Teachers, Math Coach, Assistant Principal, Principal).
 - Uniform assessments used for summative assessments.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Parents will be notified by mail and by phone messaging of the Parent Association Meetings.
 - At the meetings, workshops will center on teenage development, communication with teenagers, graduation requirements, assimilation of cultures, the college process, attendance issues, career readiness and recognizing when a child is in need.
 - At Parent Association meetings, parents will receive books, glossaries, and other items to increase participation.
 - At Parent Association meetings, the Principal will present questions that are asked on the Integrated Algebra Regents.
 - Classes will be offered to parents in GED (English and Spanish), ESL and Computer Literacy (Basic and Advanced.)
 - Parents will be invited to school events by mail and phone messaging, and participate in a field trip in the spring.
 - Report cards of students with failing grades will be mailed home.
 - Parent Coordinator will provide PD to Parents using ARIS.
 - Parents will be invited to participate in an outing sponsored by the Parent Association in the spring.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
 - Collect resumes of Highly Qualified Teachers.
 - The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
 - Mentors are assigned to support struggling and un-qualified teachers.

- Provide Professional Development (PD) on Common Core Integration and use of data.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Good Shepherd Services Staff will work with students on mediation, attendance, credit recovery, basic math skills and parent outreach.
 - Montefiore School Based Clinic provides students with medical attention, dental services and counseling to help them succeed academically.
 - Sports and Arts Foundation provides tutoring, academic support, social activities, college trips and mentoring for at risk students.
 - Alumni Association provides funds for scholarships, mentoring, school activities and sports teams.
 - Reach Program provides Professional Development and classroom supplies for teachers in addition to classes for students for college readiness.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Fair Student Funding (Tax Levy), Title 1 Funds, Title III Funds, Learning Technology Grant 63, Title IIB Math/Science Partnerships, ARRA RITT Citywide Inst Exp and Human Resources will be used to implement the action plan to target students who have not passed the Integrated Algebra Regents.

- Supervisor per session (2 days per week and on Saturday mornings)
- Teacher per session for tutoring and web based activities (2 days per week and on Saturday mornings)
- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials to support curriculum during the regular school day
- Purchase of web based programs as Castle Learning, Penda, Daedulus, Datacation
- Teacher per session for Curriculum Mapping (2 days per week)

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 the attendance rate will be 80.3%

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 attendance rate for the 2010-2011 was 77.3%. If students are present in school, there is a greater probability that they will pass their classes and regents examinations. Given that attendance and credit accumulation are related, we will reorganize our attendance procedures for the 2011-2012 and improve attendance by 3% to 80.3%.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - Assign Attendance Coordinator September 2011 (Principal).
 - Identify students with attendance issues from Every Student Every Day Mayor's Initiative and Daily Attendance (Principal, Good Shepherd Services, Attendance Coordinator, Attendance Teachers, Network, and Assistant Principal) September.
 - Recruit mentors and provide adult mentors for Grade 12 students (September, October) (Principal, Assistant Principal).
 - Recruit mentors from senior class for 9th, 10th and 11th grade students and provide training to the student mentors (Principal, Attendance Coordinator, Assistant Principal, Good Shepherd Services and Guidance Counselors).
 - Address Attendance issues at Parent Association Meetings (Ongoing) (PA President, Principal, Good Shepherd Services).
 - Individual Intervention plans will be developed for students with chronic attendance issues (Counselor, Family Para, Attendance Teacher).
 - Attendance teachers will inform subject teachers of attendance of students through SLCs and Guidance Counselors, Family Para and Attendance Teacher.
 - Provide incentives and recognition to students and parents on improvement on attendance (Parent Association, Principal, Attendance Coordinator).

Strategies to increase parental involvement

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

- Parents will be notified by mail and by phone messaging of the Parent Association Meetings.
- Student attendance and success will be honored at Parent Association Meetings
- At the meetings, workshops will center on teenage development, communication with teenagers, graduation requirements, assimilation of cultures, the college process, attendance issues, career readiness and recognizing when a child is in need.
- At Parent Association meetings, parents will receive books, glossaries, and other items to increase participation.
- At Parent Association meetings, Principal will present questions that are asked on the Integrated Algebra Regents
- Classes will be offered to parents in GED (English and Spanish), ESL and Computer Literacy (Basic and Advanced.)
- Parents will be invited to school events by mail and phone messaging.
- Report cards of students with failing grades will be mailed home.
- Parent Coordinator will provide PD to Parents using ARIS
- Parents will be invited to participate in an outing sponsored by the Parent Association in the spring.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
 - Collect resumes of Highly Qualified Teachers.
 - The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
 - Mentors are assigned to support struggling and un-qualified teachers.
 - Provide PD on Common Core Integration and use of data.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Good Shepherd Services Staff will work with students on mediation, attendance, credit recovery, basic math skills and parent outreach.
 - Montefiore School Based Clinic provides students with medical attention, dental services and counseling to help them succeed academically.
 - Sports and Arts Foundation provides tutoring, academic support, social activities, college trips and mentoring for at risk students.
 - Alumni Association provides funds for scholarships, mentoring, school activities and sports teams.
 - Reach Program provides Professional Development and classroom supplies for teachers in addition to classes for students for college readiness.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Fair Student Funding (Tax Levy), Title 1 Funds, AIDP Every Student Everyday and Human Resources will be used to implement the action plan to target students who have not passed the Integrated Algebra Regents.

- Teacher per session for attendance outreach, home visits and mentoring activities

- Guidance Counselor per session for outreach and attendance related activities
- Per session for training student mentors to provide mentors for ninth and tenth graders

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	700	590	510	700	59	29	68	352
10	610	415	390	550	49	34	57	319
11	490	350	345	403	53	37	56	369
12	359	240	319	398	51	29	54	328

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: Extended Day for ELL Students and SWD, Achieve 3000, Wilson Reading, Tutoring, Castle Learning, Plato, SES	Extended Day for ELL students and SWD (Wilson Reading, small group instruction, tutoring, Achieve 3000), Wilson Reading used during the day (group instruction), Achieve 3000 (During the day and after school), Tutoring (During the day, after school, Saturdays, one-to-one instruction and small group instruction), Castle Learning (after school), Plato computer assisted instruction (after school), SES (self paced with provider)
Mathematics: Extended Day for ELL and SWD, Tutoring, Regents Prep Classes, Achieve Now Classes, Penda Learning, Castle Learning	Extended Day for ELL and SWD (small group instruction and one-on-one tutoring), Tutoring (during the day, after school, Saturdays, one-to-one instruction and small group instruction), Castle Learning (after school), Penda Learning (after school), SES (self paced with provider)
Science: Achieve Now classes for students, Tutoring, Castle Learning	Achieve Now (small group instruction), Tutoring (during the day, after school, Saturdays, one-to-one instruction and small group instruction), Castle Learning (after school)
Social Studies: Achieve Now classes for students, Tutoring	Achieve Now (small group instruction), Tutoring (during the day, after school, Saturdays, one-to-one instruction and small group instruction), Castle Learning (after school)
At-risk Services provided by the Guidance Counselor: Counseling	Counseling (group and Individual) Parent Outreach and counseling, referrals and follow-up to other agencies, college counseling, advising
At-risk Services provided by the School Psychologist: Counseling	Counseling (group and Individual) Parent Outreach and counseling, referrals and follow-up to other agencies, college counseling, advising
At-risk Services provided by the Social Worker: Counseling	Counseling (group and Individual) Parent Outreach and counseling, referrals and follow-up to other agencies, college counseling, advising

At-risk Health-related Services: Immediate Medical Care, Counseling	Counseling (group and Individual) Parent Outreach and counseling, referrals and follow-up to other agencies, college counseling, advising, Medical and Dental Care provided by Montefiore School Based Health Clinic
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

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

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

PARENT INVOLVEMENT POLICY (PIP) – DEWITT CLINTON HIGH SCHOOL

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT – DEWITT CLINTON HIGH SCHOOL

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 10X440

School Name: DeWitt Clinton 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.

DeWitt Clinton was identified in the JIT Report dated March 1-2, 2011 for not meeting the standard in Mathematics (All Students, Hispanic Students, Students with Disabilities, English Language Learners, Economically Disadvantaged Students) and English Language Arts (All Students, Hispanic Students, Students with Disabilities, English Language Learners, Economically Disadvantaged Students). The recommendations from the report suggest that teachers and administrators should participate in Professional Development in order to develop a curriculum in both ELA and Mathematics that is student centered, rigorous, and challenging. Teachers should extend their range of instructional strategies to engage students more fully. School leaders and teachers should establish clear classroom routines and procedures that are monitored. Instructional leadership for ELLs needs to be assessed and developed. There was no curriculum and teachers did not employ targeted strategies for individual students in bilingual classes. School leaders must ensure that all requirements for students with disabilities are met. The administration should use Professional Development and per-session monies to develop plans to address the low passing rate in ELA and Mathematics.

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.

In order to support the recommendations of JIT, school leaders will develop ELA and Mathematics tutoring to address the low passing percentages in both academic areas. In addition, Professional Development will attack the areas stated above with a desired outcome resulting in improved student performance in both ELA and Mathematics for all of the identified populations. Professional Development will center on the Danielson Framework for Teacher Effectiveness and Common Core Learning Standards.

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 10% of Title I funding is directly earmarked for Professional Development. Professional Development will be driven by need. The JIT Report was specific in the areas of identification. They are Mathematics (All Students, Hispanic Students, Students with Disabilities, English Language Learners, Economically Disadvantaged Students) and English Language Arts (All Students, Hispanic Students, Students with Disabilities, English Language Learners, Economically Disadvantaged Students).

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

All new first year teachers to the profession are assigned a mentor that meets with them for one calendar year. The assigned mentors apply for the position and are interviewed by committee to determine qualifications, ability and capability. Once chosen, they are assigned by need and strength. Individual mentors receive on-going help in areas such as classroom management, assessing academic strengths and weaknesses, teacher planning, curriculum development and models, latest teaching strategies (Danielson Method, Differentiated Instruction and Data Driven Individual Instruction).

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.

The school is mandated to send a letter informing parents and students that the school has been identified as a Title I School Planning for Restructuring under the No Child Left Behind Law. The letters are mailed in late August inviting parents to a meeting in September (please see attached copies of letters mailed).

**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 Charles Amundson	District 10	Borough Bronx	School Number 440
School Name Dewitt Clinton High School High School			

B. Language Allocation Policy Team Composition

Principal Geraldine Ambrosio	Assistant Principal Gilbany Suárez-Estrella
Coach Laura Payano	Coach Raquel García
ESL Teacher Ms. Magda Luniewski	Guidance Counselor Mrs. Sara Arias
Teacher/Subject Area Louis Morales-Spanish	Parent Nelly de León
Teacher/Subject Area Janeth Wynter-Bell-Spanish	Parent Coordinator Ms. Aura Hernández
Related Service Provider Lidia Galarza	Other Marlena Palacios - AP Sp Ed
Network Leader Vivian Selenikas	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	13	Number of certified bilingual teachers	10	Number of certified NLA/foreign language teachers	20
Number of content area teachers with bilingual extensions	5	Number of special education teachers with bilingual extensions	11	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	3		

D. School Demographics

Total number of students in school	4219	Total Number of ELLs	815	ELLs as share of total student population (%)	19.32%
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Part II: ELL Identification Process

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

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

Once students are admitted in our school, Maryann Mola-AP Guidance who is a licensed pedagogue (Math) administers the Home Language. If there is any evidence that the student might be an ELL, they are sent to Louis Morales, a licensed pedagogue (Spanish) who is also the LAB BESIS Coordinator. His office is located in room 4W. Mr. Morales does the informal interview with the family and the student to determine the Home Language Survey.

If the student has a Home Language other than English, than Mr. Morales, licensed pedagogue, administers and hand scores the LAB-R. If the student speaks Spanish, he administers and hand scores the Spanish LAB. The parents are given the opportunity to view the parent choice video or meet with the counselor (Sarah Arias, Chris González and Doris Díaz in room 357B) to be informed about the programs available (TBE, Dual Language, Free Standing ESL). The counselors speak in English and in Spanish if necessary. If a parent comes and needs the information in their native language other Spanish, the information is provided through the video and the parental brochure in their native language. During this time, we explained to the parents the importance of paying close attention to the information provided in the video and the programs available for their students. Each parent also receives a copy of the parental brochure in their native language as well. We explained to the parents the options they have and once they choose the program they desire for their children, we explained to them the programs we offer in our school. We clearly explained to the parents that currently our school offers: TBE program and Freestanding ESL based on the number of students currently enrolled in each language and in each grade. If based on their selection, we see that the parents have chosen a program not currently offered in the school, we explained to the parent we will keep their names on record as a family requesting this option and if enough students with that language and preference enroll, we will offer them the program. Secondly, we provide them with information where to find programs available for their child in other locations. If the parents do not make a selection once the options have been explained, the automatic program selection or default program will be TBE.

After reviewing the parent survey and program selection form for the past few years, the trend of program choices is TBE. Currently we have 81 students in ESL only and 734 in TBE.

Gilbany Suárez-Estrella, A.P. FL/ESL. licensed pedague, compiled a list of parent choice programming and provides this information to counselors and all staff involved in programming such as LAB-BESIS Coordinator, Program Chair, AP Guidance, etc. We make every effort to align the parent choice to the student program. The LAB-BESIS Coordinator monitors compliance to the program choice at several points through the year.

Every year we administer the NYSESLAT to our ELLs. In order to have accuracy when administering this exam, the following reports are printed from ATS: the RLER to see the NYSESLAT eligibility roster. We also print the RLAB, RLAT and the RMSR. These reports helps us to analyze the data in detail and to make sure that all entitled students are tested. This information is analyzed by the Assistant Principals of the Foreign Language and ESL department, Gilbany Suárez-Estrella and Marlene Palacios, Special Ed Education. They analyzed the reports together with Mr. Morales, LAB-BESIS Coordinator.

Every year when the NYSESLAT scores are received, once again the RLAT report is printed from ATS and the list is sorted by scores. The counselors receive this information (Sarah Arias, Chris González and Doris Díaz) as well as Maryann Mola, AP. Guidance, Marlene Palcios, AP Special Education and Mr, George Joseph, Program chair. The ESL/Spanish teachers also receive this information for better planning and to best meet the needs of the ELLs in the classrooms.

Parents are contacted immediately about the scores. Continuations of Entitlement Letters are sent out in the preferred language of contact of the parent.

Once the initial interview has been completed, the students are sent to the Foreign Language and ESL office (Room 357A) for further testing. Students and parents are introduced to Magda Luniewski, licensed ESL Teachers and SLC Coordinator, for placement testing in ESL and Spanish classes using the information from the LAB-R exam and the parent choice survey. Immediately, the students and the parents are sent to their assigned counselor (Sarah Arias, Chris González or Doris Díaz-Room 357B). The assigned counselor programs the student based on the data and information obtained during the initial interview (Home Language Survey, Parental choice, LAB-R and Spanish LAB scores and further assessments in Spanish and in English). The counselor takes this information to the program office and there they create and distribute the programs to the students. We program all entitled ELLs within the 10 days period.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										21	17	14	6	58
Dual Language <small>(50%:50%)</small>										0	0	0	0	0
Freestanding ESL														
Self-Contained										30	27	17	12	86
Push-In										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	51	44	31	18	144

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	815	Newcomers (ELLs receiving service 0-3 years)	376	Special Education	167
SIFE	0	ELLs receiving service 4-6 years	121	Long-Term (completed 6 years)	151

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	347	0	16	144	0	43	244	0	101	735
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	46	0	6	22	0	3	12	0	3	80
Total	393	0	22	166	0	46	256	0	104	815

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										226	182	186	141	735
Chinese										0	0	1	0	1
Russian										0	0	0	0	0
Bengali										3	8	11	4	26
Urdu										3	1	1	2	7
Arabic										3	1	1	0	5
Haitian										0	0	0	0	0
French										3	4	6	2	15
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										4	0	0	3	7
Yiddish										0	0	0	0	0
Other										5	9	5	0	19
TOTAL	0	247	205	211	152	815								

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	EL	EP																
Spanish																			0	0
Chinese																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										0	0	0	0	0
Chinese										0	0	1	0	1
Russian										0	0	0	0	0
Bengali										3	8	11	4	26
Urdu										3	1	1	2	7
Arabic										3	1	1	0	5
Haitian										0	0	0	0	0
French										3	4	6	2	15
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0

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
Polish										0	0	0	0	0
Albanian										4	0	0	3	7
Other										5	9	5	0	19
TOTAL	0	21	23	25	11	80								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Teachers in our school teach self contained classes. Depending on the needs of the students some teachers work as co-teachers to assist the students in bilingual classes. Our students are programmed based on their NYSESLAT proficiency levels. For instance:

- students who score I in the NYSESLAT are placed in our Intermediate level classes – two units of ESL (360 minutes a week).
- Students who score B on the NYSESLAT are placed in our Beginner level classes. They received 3 units of ESL 540 minutes a week)
- Students who scores advanced are placed in advanced ESL classes. They receive I unit of ESL class (180 minute per week)
- Every Spanish speaker entitled ELL student receives NLA instruction for every year that they are entitled. Many of our students take AP Spanish (Language and Literature)

We have bilingual teachers who teach our ELLs in the following content area courses: Living Environment, History, Math. Instruction transitions over the years in the bilingual content classes (60%-40%). In the ESL only bilingual classes, we use sheltered instruction.

We assess our students' Spanish abilities through the use of uninformal mid-term and final exams. We use these exams to measure progress and to make adjustments in the instruction.

Our SIFE and Newcomers students are placed in our Newcomers classes. These classes have been created to better serve the needs of these

A. Programming and Scheduling Information

students. In the classroom teachers strategize their lessons focusing on the following:

- Intensive English language development instruction teaching social and academic language.
- Concentration on essential knowledge and skills only.
- We are in the process of revising once again the curriculum thematically organized connected to the CCLS
- We teach the students study skills.

We have students from our ELL Big Brother Big Sister Program (mentoring program) to help us mentor and assist our SIFE students.

We are currently serving our ELLs in our Intermediate level ESL classes through the use of our Achieve 3000 program. Achieve 3000 is the leader in differentiated instruction. This program increases reading comprehension, vocabulary, and writing proficiency. We have students who are registered in these classes as an after school program. Our ELL students who have been receiving ESL services between 4-6 years are currently enrolled in our Achieve 3000 program. They receive the help that they need in regards to their poor literacy skills. In these classes students also have the opportunity to learn individual sounds to help them read. Students can take advantage of the vocabulary enrichment that will be offered in these classes.

We are also currently serving our ELL, specially our Long-Term ELLs in our TITLE III after school tutoring program. This is a program that provides our ELLs with the opportunity of engaging in content - non-fiction articles of current interest. It also provides our ELLs with immediate online analysis of assessments and student skill-levels, cross-referenced and correlated New York State standard-based lessons and the Common Core Learning standards, story-driven writing, online student portfolios and a learning approach that blends technology with teacher-guided instruction. It also has a Math component providing our ELLs with the following: self-adjusting content linked to student skill-acquisition, differentiated and individualized learning curriculum that ensures appropriateness of activities to maximize student potential. It provides inter-active interface leaning modalities. It also focused print media with teacher-guided lessons to address critical performance-standard deficiencies. During the after school tutoring we have about 18 licensed teachers who work with our students in the following areas: Math, Science, History, ESL (advanced, intermediate, beginners and newcomers), Spanish AP class test preparation and more. We also have an inquiry focused group of ELLs of about 98 students who also come after school in the library on Tuesday and on Thursdays from 2:50 until 5:40 pm. These students are currently registered in our Achieve 3000 technological reading program. We have two teachers currently working with them: Mrs. Magda Luniewski -SLC Coordinator/ESL Teacher and Mrs. Mercy Romero - NLA Teacher. With the support and assistant of the Assistant Principal, Mrs. G. Suárez-Estrella, these students were selected to attend our TITLE III tutoring program because they are either off track from graduating or almost on track. The data is carefully analyzed and shared with the teachers. Through our inquiry focus we are trying to provide support for these students so that they can graduate on time. We also offer our ELLs extra support in our Title III Saturday program. We are offering tutoring in all subjects. Students attending tutoring on Saturdays are identified by their teachers. Once the teachers identify the students in need of extra support, they are sent to the FL/ESL department or to their counselors' office in room 357B to obtain a copy of the schedule for tutoring and assigned to a tutor.

Long term ELLs: We are currently working with a group of about 256 Long Term ELLs to help them succeed in their classes. We are in the process of having a bilingual teacher work with an ESL teacher in some of the bilingual classes. We believe that implementing this new strategy will help these students to understand the class and improve. Our goal is to help these students to make it to the next level.

Additional Support: The implementation of the small learning communities created an atmosphere of collaboration in which teachers were able to share their concerns about what students were lacking. These discussions resulted in the formation of many new clubs and programs that focus on support student achievement in various ways. The following is a list of the supports that were created and are run, in large part, by teachers for students:

ACHIEVE 3000 READING PROGRAM: We serve ELLs in our Achieve 3000 program. This program increases reading comprehension, vocabulary, and writing proficiency. All our students currently programmed in the Intermediate ESL classes as per the NYSESLAT, are also registered in our Achieve 3000 reading program. This has been included into our curriculum. The students are required to use the program in class twice a week. The data is carefully analyzed, shared and discussed with our teachers currently teaching these intermediate courses. Mrs. Luniewski, SLC Coordinator is the coordinator of our Achieve 3000 program. She review the data with Mrs. G. Suárez-Estrella, AP and the data is shared with the teachers. We have noticed that a lot of our ELLs have improved in reading and some in writing. Other have been able to pass the ELA Regents due to this program. Achieve 300 has been a tremendous tool and great support to our ELLs. This year, we also included another tutoring program called One to One. This program offers help for all our students not only during school, but also during at home. The Parent Coordinator has been very involved with this tutoring program.

A. Programming and Scheduling Information

In The Social Studies Department takes a proactive approach when preparing students for the Regents. Teachers utilize informal and formal assessments to guide them with lesson preparation and differentiated activities. Vocabulary is incorporated into every lesson along

Native Language Usage and Supports

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

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

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

The following are our instructional strategies and materials:

- Freshman students attend double period daily ESL Ramp Up classes (1 hour 20 minutes). This is a scripted program designed to

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

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These students are also required to attend tutoring after school in all subject areas to help them pass their regents exams. These after school tutoring sessions are offered in Spanish and in English with language support for all those other students whose language is not Spanish or English. We have also have teachers who speaks other languages who meet up in our after school program to provide support for our ELLs. For those students who have reached proficiency on the NYSESLAT, we still provide them with the opportunity to participate in our Title III program, Achieve 3000, ELL Big Brother/Big Sister program and Interns/Monitorfs programs. These students are still entitled to receive any support material in their classes to help them master the language and pass their classes. These students are still receiving all the support all the ELLs are entitled to receive when needed. Teachers are informed about all the support that these students are able to receive in order to help them succeed academically. We have also created english classed within our ESL program to better assist those students who have already achieved proficiency on the NYSESLAT exam. These classes are taught by ESL teachers and many times they work in conjunction with an English teacher so that the students start understanding the transition and feel comfortable with the change and still feel supported.

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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)?

The percentage used in the target language used for EPs and ELLs in each grade is 60%-40%. Instruction is modified to meet their individual learning needs. Visual tools to facilitate comprehension and enhance learning are continuously used in class. Individual and group oral drills for weekly vocabulary lists are frequently used by teachers to improve pronunciation and phonics. A special bilingual Wilson Reading Program class is also offered to students with severe language deficits. Teachers use the English/ESL curriculum and adapt it as needed to meet our students learning needs. Students also attend a 40 minutes Native Language Spanish class which supports academic language acquisition and sustain transferring knowledge from L1 to L2. Bilingual Alternate Educational Paraprofessionals support teachers' instruction and individually scaffolding for students.

Our description of instructional strategies and materials are as follows:

- Freshman students attend a double period ESL Ramp Up class daily (1 hour 20 minutes) which is a scripted program designed to build up overall language skills with a strong component in writing. Teachers use a variety of graphic organizers, daily journal writing, reader's written responses, scaffolded essays, etc. In addition, students have 24:7 access to the individualized computer program, Achieve 3000.
- Sophomore students attend a 40 minutes ESL class daily. Students are engaged in cross-content reading and writing practices. To develop active vocabulary skills, students respond to various writing tasks with the objective of writing expository compositions and thematic essays. Each writing task is preceded by a pre-writing step using graphic organizers, brainstorming activities, etc. Students learn how to actively employ the strategies of comparing and contrasting, as well as evaluating and organizing information. As a resource and to develop reading and writing methodologies, teacher uses recent literature; specifically, Teaching Reading in Social Studies, Science, and Math by Laura Robb.
- Junior and Senior students attend a 40 minutes bridge ESL class daily. A variety of writing tasks, including persuasive, descriptive, and expository essay writings are infused in accordance to the NYS Common Core Standards. The textbook, Writing Source by Kemper, Sebranek, and Meyer, is used for grammar exercises, rubrics, idioms and dictionary resources. To develop students' listening skills, teacher conduct Read Aloud sessions of books such as Bodega Dreams, by Ernesto Quinonez, and Of Mice and Men by John Steinback. Read Aloud sessions are followed up by several post-reading assessments: guiding questions, group work, individual writing, etc.

D. Professional Development and Support for School Staff

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

Professional Development:

From September 2011 to June 2012, our teachers work in their assigned Teachers' Study Groups every Monday during periods 9 & 10 in order to build capacity in meeting the needs of our SIFE/LTE students. They focus on the lesson planning using differentiated instruction techniques and goal setting. These meetings, provided by the Assistant Principal and SLC Coordinator are based on the techniques that promote language acquisition and content mastery through differentiated instruction and student involvement. The sessions address the need to improve the integration of academic vocabulary and increased use of higher order thinking skills in math and other content areas. Work is done through an Inquiry Process to align the ESL curriculum to the Common Core State Standards. In these students students' work is analyzed and shared and teachers provide feedback to each other for a better academic outcome and better lesson planning. Teachers are also working together on curriculum mapping, pacing calendars and selection of textbooks appropriate for the needs of the students who are currently receiving in our school.

The ESL Professional Development Plan includes the following: The Preparation of Lessons (Include content and language objectives, Provide supplementary materials, Adapt content, Plan meaningful activities); Instruction (Building background knowledge, Comprehensible input, Strategies, Interaction, Practice/Application, Lesson Delivery), Review and Evaluation (Review of key vocabulary, Review of key content concepts, Feedback) and Assessments of comprehension and learning. Teachers also center their work on Standard 1 of the Common Core State Standards for ELA in Reading, Writing, Listening, Speaking and Language. Teams include not only the ESL teachers, but also our NLA/EL teachers as well. Teachers participate in the Professional Development provided by the Office of ELL

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Last year we did a lot work for Staff Development. Many of the teachers attended different trainings and meetings with the Office of ELLs. For instance, just last week Gilbany Suárez-Estrella and Mrs. Romero, licensed Spanish teachers attended a workshop sponsored by the Office of ELLs - Integrating the Common Core Standards into NLA classes. This was a two day workshop for a total of 12 hours. This information will be shared with the bilingual teachers, paraprofessionals, ESL and NLA/FL Teachers, counselors, Special Education teachers, Therapists, Parents Coordinators, etc. The information received in these meetings covered strategies for the classrooms but other areas that will benefit our students.

We will continue our work with the staff in the school during our PD meetings with the assistance of our Network ELL Specialist, Mrs. Diana Scalera. She has been working with the staff for the past four years. She has worked and will continue to work with the following staff members:

- Bilingual Teachers
- ESL/NLA/FL Teachers
- Paraprofessionals

Psychologists, therapists, guidance counselors, are constantly attending workshops related to the needs of our ELLs and Special Education students. They are required to attend our in house Staff Development meetings every week as well to discuss information about the ELLs and data useful for teachers to plan their lessons and meet the needs of the students.

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

E. Parental Involvement

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

Parental and Community Participation:

Classes and parental training are offered on Saturdays by the Parent Coordinator, Mrs. Aurora Hernández, on Saturdays and weekdays. For

ELA instruction for <i>all</i> ELLs as required			180 minutes
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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

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The Social Studies Department takes a proactive approach when preparing students for the Regents. Teachers utilize informal and formal assessments to guide them with lesson preparation and differentiated activities. Vocabulary is incorporated into every lesson along with skill building techniques for writing and test taking. Students are taught in English and Spanish and are administered exams in both to assist them with becoming familiar with the Regents. In the Math department the use of vocabulary words are used in all the classes in English and in Spanish. Every day the use of these words are reinforced throught their writing and oral explanations. They are focusing on the pronounciations and meaning. The Science Department is working on tier three vocabulary, reading informational texts, and writing using informational texts. Instruction is both in English and Spanish in order to improve competency and increase academic rigor. All the work being done in the classrooms are all aligned to the ELA standards.

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.

need help with reading and writing. This is the common issue in the classes as well. Also, in analyzing the NYSESLAT modalities, the ESL /NLA/FL and Bilingual teachers meet to discuss this data. In the discussions we review each area and we discuss trends and issues that might be hindering students from moving forward. Teachers discuss the trends, the challenges and plan strategically by creating lesson plans with targeted goals and strategies to help the students move forward. This data is also used as a measurement tool for our Inquiry work. Every week, the NLA/FL/Bilingual teachers meet to discuss their students' progress by sharing best practices, strategies and analyzing their students' work. A review of our data shows that part our ELL and Bilingual students are in need of intensive tutoring. Qualitative Data shows that students need assistance in retelling, summarizing, sequencing and writing a persuasive essay with a controlling idea in order to pass the English Regents and NYSESLAT. Students also need tutoring to support credit accumulation and skill building. Through the amazing job of our teachers, last year our ELL students were able to meet Adequate Yearly Progress (APY). We also received additional credit for English Language Learners. We also had an increase in every single area including the graduation rate. This was possible through the work the teachers accomplished last year in the classrooms and in our Title III tutoring program.

Based on the analysis from the NYSESLAT and LAB-R data the Principal, Mrs. Geraldine Ambrosio, Mrs. Gilbany Suárez-Estrella, Assistant Principal of the Foreign Language/ESL department and Mrs. Marlene Palacios, Assistant Principal of the Special Ed department made the decision of establishing a well organized tutoring program to assist the ELLs and meet their immediate needs. The students who are identified as SIFE (if needed) and Beginners (NYSESLAT and teachers assessments results) will review the language acquisition skills that they need in order to succeed in their classes. These students are selected because their literacy level is low, in their native language (in most cases Spanish) as well as English. They will be serviced by a collaborative team of teachers: NLA teacher, bilingual social studies teacher, bilingual math teacher and a bilingual science teacher. We are also providing services for the Intermediate students who exhibit good oral skills in English. Although these students are fluent in English, they demonstrate weakness in their writing skills. These students will receive support by licensed ESL, Bilingual Content Area teachers and Spanish Native Language Arts teachers. In these tutoring classes the students strengthen their language arts skills through a series of Academic Intervention Activities that focus on the gaps in language acquisition. This will help them to pass the English regents, as well as to understand and apply the learning strategies to their other required exams. The acquisition of these strategies will enable them to be successful in all of their classes. Our Advanced group has diverse needs. This group needs intervention that is focused on their identified language acquisition gaps in preparation for the English regents, the NYSESLAT exam and other content area Regents examinations. These students will study and analyze varying literature in depth in English and Spanish to strengthen both languages. When students are academically proficient in their first language, they are able to transfer the skills and perform equally as well in their second language. Our licensed ESL teachers provide instructional strategies that will help them to enhance their reading, writing, listening and speaking skills.

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)?

The percentage used in the target language used for EPs and ELLs in each grade is 60%-40%. Instruction is modified to meet their individual learning needs. Visual tools to facilitate comprehension and enhance learning are continuously used in class. Individual and group oral drills for weekly vocabulary lists are frequently used by teachers to improve pronunciation and phonics. A special bilingual Wilson Reading Program class is also offered to students with severe language deficits. Teachers use the English/ESL curriculum and adapt it as needed to meet our students learning needs. Students also attend a 40 minutes Native Language Spanish class which supports academic language acquisition and sustain transferring knowledge from L1 to L2. Bilingual Alternate Educational Paraprofessionals support teachers' instruction and individually scaffolding for students.

Our description of instructional strategies and materials are as follows:

- Freshman students attend a double period ESL Ramp Up class daily (1 hour 20 minutes) which is a scripted program designed to build up overall language skills with a strong component in writing. Teachers use a variety of graphic organizers, daily journal writing, reader's written responses, scaffolded essays, etc. In addition, students have 24:7 access to the individualized computer program, Achieve 3000.

- Sophomore students attend a 40 minutes ESL class daily. Students are engaged in cross-content reading and writing practices. To

D. Professional Development and Support for School Staff

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

Professional Development:

From September 2011 to June 2012, our teachers work in their assigned Teachers' Study Groups every Monday during periods 9 & 10 in order to build capacity in meeting the needs of our SIFE/LTE students. They focus on the lesson planning using differentiated instruction techniques and goal setting. These meetings, provided by the Assistant Principal and SLC Coordinator are based on the techniques that promote language acquisition and content mastery through differentiated instruction and student involvement. The sessions address the need to improve the integration of academic vocabulary and increased use of higher order thinking skills in math and other content areas. Work is done through an Inquiry Process to align the ESL curriculum to the Common Core State Standards. In these students students' work is analyzed and shared and teachers provide feedback to each other for a better academic outcome and better lesson planning. Teachers are also working together on curriculum mapping, pacing calendars and selection of textbooks appropriate for the needs of the students who are currently receiving in our school.

The ESL Professional Development Plan includes the following: The Preparation of Lessons (Include content and language objectives, Provide supplementary materials, Adapt content, Plan meaningful activities); Instruction (Building background knowledge, Comprehensible input, Strategies, Interaction, Practice/Application, Lesson Delivery), Review and Evaluation (Review of key vocabulary, Review of key content concepts, Feedback) and Assessments of comprehension and learning. Teachers also center their work on Standard 1 of the Common Core State Standards for ELA in Reading, Writing, Listening, Speaking and Language. Teams include not only the ESL teachers, but also our NLA/FL teachers as well. Teachers participate in the Professional Development provided by the Office of ELL Professional Development. They also attend Professional Development on the Spanish and English Academic Language and Literacy Diagnostic (ALLD) to identify SIFE with a home language of Spanish or English. Another Professional Development workshops are offered by CFN 2.02 with Vivian Selenikas and Diana Scalera in which teachers are required to develop lesson plans related to: Expectations for Language, Rigor, Differentiation in Classroom Teaching and the Danielson's rubric. Professional development is not funded through Title III.

Last year we did a lot work for Staff Development. Many of the teachers attended different trainings and meetings with the Office of ELLs. For instance, just last week Gilbany Suárez-Estrella and Mrs. Romero, licensed Spanish teachers attended a workshop sponsored by the Office of ELLs - Integrating the Common Core Standards into NLA classes. This was a two day workshop for a total of 12 hours. This information will be shared with the bilingual teachers, paraprofessionals, ESL and NLA/FL Teachers, counselors, Special Education teachers, Therapists, Parents Coordinators, etc. The information received in these meetings covered strategies for the classrooms but other areas that will benefit our students.

We will continue our work with the staff in the school during our PD meetings with the assistance of our Network ELL Specialist, Mrs. Diana Scalera. She has been working with the staff for the past four years. She has worked and will continue to work with the following staff members:

- Bilingual Teachers
- ESL/NLA/FL Teachers
- Paraprofessionals

Psychologists, therapists, guidance counselors, are constantly attending workshops related to the needs of our ELLs and Special Education students. They are required to attend our in house Staff Development meetings every week as well to discuss information about the ELLs and data useful for teachers to plan their lessons and meet the needs of the students.

E. Parental Involvement

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

Parental and Community Participation:

E. Parental Involvement

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

Parental and Community Participation:

Classes and parental training are offered on Saturdays by the Parent Coordinator, Mrs. Aurora Hernández, on Saturdays and weekdays. For example, one of the programs focuses on introducing parents to the basic use of computers in conjunction with the Parents Association. They learn how to log on and how to use their passwords to use the ARIS program in finding out information about the progress of their children. Title I monies is used to pay for workshops in which parents receive information on guidance issues and information about the school. The Parents' Association also offers classes in Computers (Basic and Advanced) and GED (in English and Spanish). Parents are invited to school meetings by mail and Phone Messaging. At the first two meetings during the year, parents are given the opportunity to fill out a questionnaire as to the workshops that they want. These workshops are then provided by the Parents Association. For example, the first meeting was an orientation to the requirements for graduation. The second meeting was devoted to the college process. The third meeting was devoted to student attendance. The fourth meeting was devoted to Financial Aid to College. Future meetings will be focused on communication with teenagers, gang issues, how to diffuse issues within the family, getting ready for college, how to communicate with your child when the culture of the family clashes with the culture of the United States.

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)										43	44	53	28	168
Intermediate(I)										73	64	76	49	262
Advanced (A)										40	33	28	22	123
Total	0	0	0	0	0	0	0	0	0	156	141	157	99	553

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										15	25	44	18
	I										20	39	62	39
	A										45	31	30	25
	P										57	38	21	23
READING/ WRITING	B										37	38	132	127
	I										66	59	261	259
	A										29	35	109	108

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P										5	1	3	5

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	372	0	90	0
Integrated Algebra	168	71	80	50
Geometry	45		17	
Algebra 2/Trigonometry	3		1	
Math				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Biology	154	68	78	32
Chemistry				
Earth Science				
Living Environment	15		2	
Physics				
Global History and Geography	184	109	18	42
US History and Government	120	114	2	29
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	350	187	192	86				
Chinese Reading Test								

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

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

The assessment used to determine the literacy level and skills of our ELLs is the LAB-R when administered for the first time, also the in house assessments provided by the school to better determine the level the students is going to be placed upon arriving to the school. This data is used a guide to inform us about the following: the class level the student should be placed in, the materials the student should be exposed to, the strategies that the teacher should use and the amount of time the student to be exposed to in order to obtain the skills necessary for academic movement and improvement. In analyzing the data on the LAB-R and the NYSESLAT, we have noticed that a lot of our ELLs

Additional Information

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need help with reading and writing. This is the common issue in the classes as well. Also, in analyzing the NYSESLAT modalities, the ESL /NLA/FL and Bilingual teachers meet to discuss this data. In the discussions we review each area and we discuss trends and issues that might be hindering students from moving forward. Teachers discuss the trends, the challenges and plan strategically by creating lesson plans with targeted goals and strategies to help the students move forward. This data is also used as a measurement tool for our Inquiry work. Every week, the NLA/FL/Bilingual teachers meet to discuss their students' progress by sharing best practices, strategies and analyzing their students' work. A review of our data shows that part our ELL and Bilingual students are in need of intensive tutoring. Qualitative Data shows that students need assistance in retelling, summarizing, sequencing and writing a persuasive essay with a controlling idea in order to pass the English Regents and NYSESLAT. Students also need tutoring to support credit accumulation and skill building. Through the amazing job of our teachers, last year our ELL students were able to meet Adequate Yearly Progress (APY). We also recieved additional credit for English Language Learners. We also had an increase in every single area including the graduation rate. This was possible through the work the the teachers accomplished last year in the classrooms and in our Title III tutoring program.

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Part VI: LAP Assurances

School Name:

Dewitt Clinton High School

School DBN: 440 BX

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Geraldine Ambrosio	Principal		11/18/11
Gilbany Suárez-Estrella	Assistant Principal		11/18/11
Aurora Hernández	Parent Coordinator		11/18/11
Magda Luniewski	ESL Teacher		11/18/11

School Name:**Dewitt Clinton High School****School DBN: 440 BX**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nelly de León	Parent		11/18/11
Janeth Wynter-Bell	Teacher/Subject Area		11/18/11
Patricia Chacón	Teacher/Subject Area		11/18/11
Raquel García	Coach		11/18/11
Laura Payano-Ortiz	Coach		11/18/11
Sarah Arias	Guidance Counselor		11/18/11
Vivian Selenikas	Network Leader		11/18/11
Marlena Palacios -AP Spe Ed	Other <u>Assistant Principal</u>		11/18/11
Louis Morales	Other <u>LAB BASIS Coordinato</u>		11/18/11
Lidia Galarza	Other <u>Related Services</u>		11/18/11
	Other		11/18/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10x440 **School Name:** DeWitt Clinton High School

Cluster: CFN 2 **Network:** 2

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.

We review the LAP to determine the different languages that are spoken in the home. The material that is sent to parents is translated into these languages. In addition, we utilize the materials available on the NYC Website to provide parents with information. At PA Meetings and Open Houses we survey the parents as to the languages they need. We also use the data from the Home Language Survey to determine the translation needs of our students. We are constantly printing and reviewing reports from ATS to make sure that the information that is sent to all parents is sent in their language of preference of the parent. Based on our analysis of the languages that many of our parents speak, we have noticed that the main language spoken is Spanish. Currently we have about 735 students whose Home Language Survey states that the language spoken at home is Spanish, therefore, we inform the parents, communities about this need, through letters, meetings and even our website. We also have other languages in our school: 1 Chinese, 26 Bengali, 5 Arabic, 15 French, 7 Albanian and 19 speak other languages. We provide all the translation that is necessary for the parents based on their preference.

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.

At the Faculty Conference, the staff was notified as to the different languages that the parents speak. Since the majority of the languages spoken by our parents are English and Spanish, all material is immediately translated into Spanish. The material is sent to the Translation and Interpretation for languages other than Spanish. The staff is apprised of the families where the language is not English or Spanish. Our Parent Coordinator works with the Translation and Interpretation Unit to have materials translated into languages other than English or Spanish.

Part B: Strategies and Activities

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

School policies, health matters, safety and legal or disciplinary matters in addition to entitlement to public education or placement in an Special Education, English Language Learner or non-standard education are translated into the language of the parent. We do the translations for Spanish. Materials are sent to the Translation and Interpretation Unit to be translated into other languages. We utilize Centrally Produced Critical Communications for registration, application, selection, conduct, safety, discipline, special education and related services and transfers and discharges as provided by the Department of Education.

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.

At Parent Association Meetings and Open School, the school provides translation in Spanish. In regard to other languages, the school will ask for a translator for the PA Meetings when requested by a parent for languages other than Spanish. For Open School, we will utilize the Translation Unit through the phone.

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>.

The school will fulfill Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by always translating material into Spanish and providing interpreters for PA Meetings and Open House. Materials will be translated into languages other than Spanish through the translation unit. Interpreters will be provided for languages other than Spanish when requested. Our welcome to DeWitt Clinton High School that is mailed in August to all parents will include a copy of the Bill of Parent Rights and Responsibilities, in their language, which includes their rights regarding translation and interpretation services. We will also post in our entrance a sign indicating the availability of interpretation services in the different languages.

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: DeWitt Clinton High School	DBN: 10X440
Cluster Leader: Mr. Charles Amundsen	Network Leader: Ms. Vivian Selenikas
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 851
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: 23
of certified ESL/Bilingual teachers: 18
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: According to our data this is what we know about our ELLs, we have 815 ELLs of which 376 are newcomers, 167 are in Special Ed., 121 are receiving services from 4-6 years, 151 are Long-Term ELLs. We have 734 ELLs placed in our TBE program and 81 placed in our Freestanding ESL program. Last year we had about 300 Long Term ELLs and this year we have 151. These Long Term ELLs have improved by moving into Advanced classes through the implementataion of our technology reading program Achieve 3000. These students work with this program during class. They also work with Achieve 3000 during our after school Achieve 3000 program.

A review of our data also shows that part of the Title III funds should support intensive tutoring for our Bilingual/ELL students. Last year our Limited English Proficient Students did meet Adequate Yearly Progress (AYP) in English, Math and Graduation Rate. Our Progress Report for the 2009-2010 school year shows that we did get additional credit for English Language Learners. We received a score of 64.6% this is an increase of 16.4% from last year's score of 48.2%. This has been a tremendous improvement for us through the work that teachers have done in the school. This work has been possible because we changed our ESL instructional resources with the use of Milestone in all levels, we also incorporated Achieve 3000 as part of our curriculum. Our testing and assessment process has improved. We test all our students and we analyze the data to determine better and accurate placement. We also changed our programming process to make sure that all our sub-groups' needs are met accordingly.

In analyzing the data - Qualitative Data shows that students need assistance in retelling, summarizing, sequencing and writing a persuasive essay with a controlling idea in order to pass the English Regents and NYSESLAT. Our school offers instructional services for all our English Language Learners on Saturdays and during the week after school. In the ELL Academy Saturday Tutoring Program and the After School ELL Academy Tutoring Program students receive supplemental tutoring support to help them pass their classes. The Saturday Tutoring Program takes place on Saturdays from 9:30 to 12:30 pm. The after school program runs for two hours per day on Tuesdays and on Thursdays. We offer tutoring for all our Bilingual/ESL students in the content areas of Math, Science, ESL (Beginning, Intermediate and Advanced Levels) and Native Language Arts. Students attending tutoring are identified by their teachers and guidance counselors. Teachers analyze the data that is provided to them in our SLC/Departmental meetings.

In both of our tutoring programs students will be grouped according to their needs. The students who are identified as SIFE (if needed) and Beginners (NYSESLAT and teachers assessments results) will review the language acquisition skills that they need in order to succeed in their classes. These students are selected because their literacy level is low, in their native language (in most cases

Part B: Direct Instruction Supplemental Program Information

Spanish) as well as English. They will be serviced by a collaborative team of teachers: NLA teacher, bilingual social studies teacher, bilingual math teacher and a bilingual science teacher. We are also providing services for the Intermediate students who exhibit good oral skills in English. Although these students are fluent in English, they demonstrate weakness in their writing skills. These students will receive support by licensed ESL, Bilingual Content Area teachers and Spanish Native Language Arts teachers. In these classes the students strengthen their language arts skills through a series of Academic Intervention Activities that focus on the gaps in language acquisition. This will help them to pass the English regents, as well as to understand and apply the learning strategies to their other required exams. The acquisition of these strategies will enable them to be successful in all of their classes.

Our Advanced group has diverse needs. This group needs intervention that is focused on their identified language acquisition gaps in preparation for the English regents, the NYSESLAT exam and other content area Regents examinations. These students will study and analyze varying literature in depth in English and Spanish to strengthen both languages. When students are academically proficient in their first language, they are able to transfer the skills and perform equally as well in their second language. Our licensed ESL teachers provide instructional strategies that will help them to enhance their reading, writing, listening and speaking skills.

In response to the socio-instructional needs of our ELL students, we have created the ELL Big Brother/Big Sister Program. This program is supervised by the Assistant Principal of the Foreign Language and ESL Department, Mrs. Gilbany Suárez-Estrella. This program was created to provide immediate and continued support English Language Learner Newcomers need academically, socially and emotionally in a new country, in a new city, in a new school while learning a new language. The instructional focus of this program is to help our newly arrived Newcomer ELL students to learn English. A component of this program is a mentoring class for students who serve as tutors and mentors during and after school. The aim of this class is to develop through both English and their native language, the language skills through the use of the social skills that they need in order to be successful in this country and in their college careers. The students in this program meet daily in different settings and is a scheduled course in the participating students' programs. It utilizes the media of music, art, history, first and second language of the diverse ethnic backgrounds of the students to motivate students' participation and learning outcomes. The ELL mentees interact and learn from their ELL Student Mentors, who have also come from different countries, and who are achieving success in their academic and social lives. Our newly arrived students show improvement in their classes because of the instructional support they receive from their mentor. The ELL students who serve as ELL Big Brothers/Big Sisters in this program also receive language acquisition support through systematic literacy based activities. For example, they are required to write weekly journals in which they reflect upon what they did throughout the week with their assigned student. These journals are reviewed by the Coordinator of the program, an experienced and licensed ESL teacher, and they receive a miscellaneous grade for the work that they do as participation in this program. These students who work as mentors improve their oral skills because they are consistently communicating with the teachers, the students, the Assistant Principal and the Coordinator of the program. This program is funded through Title III Per Session Funds as a supplemental class for students as a direct supplemental instructional service for ELL students.

Part B: Direct Instruction Supplemental Program Information

In addition, we have incorporated into our curriculum a supplemental class utilizing the Achieve 3000 technology program to meet the instructional needs of our Long-Term ELLs. This research based instructional program, conducted by an appropriately licensed ESL teacher, increases reading comprehension, vocabulary, and writing proficiency. In this class, students receive the help that they need in order to improve their literacy skills in reading and writing. Also, they have the opportunity to practice decoding individual sounds in complex English vocabulary to help them read and be able to take advantage of the offered enrichment to their academic English language skills. Also our Intermediate level students use this program twice a week in their ESL classes. Teachers are trained to use Achieve 3000 and the corresponding materials which they incorporate into their lessons. Teachers have the accessibility of posting assignments and projects for their students to complete in school and at home. The data based on the performance and reading level of these students, is used to determine instructional goals in the ESL classes. Teachers analyze the data together with the Assistant Principal and develop differentiated lessons to better serve the students and help them to improve their reading levels. These selected Intermediate level classes work on Achieve 3000 every Tuesday and Thursday. Tax Levy funds will support this supplementary class that meets every day and is taught by a licensed ESL teacher after school. The teacher, Magda Luniewski's regular schedule is 7:55-2:45.

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: From September 2011 to June 2012, our teachers work in their assigned Teachers' Study Groups every Monday in order to build capacity in meeting the needs of our SIFE/LTE students. They focus on the lesson planning using differentiated instruction techniques, goal setting and analyzing students work following the CCLS. These meetings, provided by CFN 2.02, the Assistant Principal and SLC Coordinator are based on the techniques that promote language acquisition and content mastery through differentiated instruction and student involvement. The sessions address the need to improve the integration of academic vocabulary and increased use of higher order thinking skills in math and other content areas. Work is done through an Inquiry Process to align the ESL curriculum to the Common Core Learning Standards.

The ESL Professional Development Plan includes the following: The Preparation of Lessons (Include content and language objectives, Provide supplementary materials, Adapt content, Plan meaningful activities); Instruction (Building background knowledge, Comprehensible input, Strategies, Interaction, Practice/Application, Lesson Delivery), Review and Evaluation (Review of key vocabulary, Review of key content concepts, Feedback) and Assessments of comprehension and learning. Teachers continue deepening their work this year on Standard 1 (Argument and Opinion and also Reading Text for Information) of the Common Core Learning Standards for ELA in Reading, Writing, Listening, Speaking

Part C: Professional Development

and Language. Teams include not only the ESL and Foreign Language teachers, but also our bilingual content area teachers. Teachers participate in the Professional Development provided by the Office of ELL Professional Development (SIFE/LTE Symposium and SIFE/LTE Grant Demonstration Site Visit). They also attend Professional Development on the Spanish and English Academic Language and Literacy Diagnostic (ALLD) to identify SIFE with a home language of Spanish or English. Another Professional Development workshops are offered by CFN 2.02 with Vivian Selenikas and Diana Scalera in which teachers are required to develop lesson plans related to: Expectations for Language, Rigor and Differentiation in Classroom Teaching. Professional development is not funded through Title III.

Part D: Parental Engagement Activities

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

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

Begin description here: It is our goal to engage parents of English Language Learners in their child's education. To that end, in partnership with the Parents Association monthly meetings are conducted to support parents in raising their children. To that end, each meeting contains a workshop portion which will discuss the college process, how to talk with teenagers, how to recognize the signs of depression in teenagers, how to help teenagers navigate peer influence, bullying, gangs, sex and drugs. Guidance Counselors from the school and Social Workers from Good Shepherd conduct these workshops. In addition to the monthly Saturday meetings, the Parent Coordinator conducts meetings on how to use Aris so that parents can keep track of their child's scholastic progress. The Parents Association also offers two courses during the week and on Saturdays. One is Basic and Advanced Computer Literacy and the second is preparing for the GED in English and in Spanish. The Parents Association also buys dictionaries and glossaries for parents who do not speak English. The Parents Association also purchases Literature Books and give them to parents so that they can read them with their children. Parents take two trips in the Spring. Last year they went to Philadelphia, Pennsylvania to see the Liberty Bell and to the Statue of Liberty in New York City. As of this year they are planning a trip to two historic sites in New York State as Sunnyside, home of Washington Irving and Van Courtlandt Manor. Parents are notified of these activities through mailings and phone messaging.

Part E: Budget

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

Allocation Amount: \$0		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		