



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : HIGH SCHOOL OF LANGUAGE AND INNOVATION

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11x509

PRINCIPAL: JULIE NARIMAN **EMAIL:** JNARIMAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERI TAYLOR-BROWN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Julie Nariman	*Principal or Designee	
Mikyoung Cho	*UFT Chapter Leader or Designee	
Andrew Huston	*PA/PTA President or Designated Co-President	
Paul Art	DC 37 Representative, if applicable	
Jenny Angamarca Laura Osorio Rubel Ahmed	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Rosa Cordero	Member/ Parent coordinator	
Segundo Angamarca	Member/ parent	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- 90% of students will move up at least one unit on the Degrees of Reading Power (DRP) assessment by June. The DRP a cloze-structure and creates a situation for the kinds of strategies students need to use to comprehend text. It is a highly reliable test with much less than assessments based on comprehension questions.

Comprehensive needs assessment

- **ELL focus.** Over 80% of the school' s population is newcomer ELL.
- A school-wide focus on reading is essential to address the needs of this population.
- **8th grade reading scores.** Out of the 19 students with an eighth-grade reading score, eleven scored Level 1, while eight scored Level 2. This means that out of all students with an eighth-grade reading score, none were reading on grade-level, which makes a reading focus even more imperative.

Instructional strategies/activities

- Research-based instructional strategies:
 - a) Unison Reading. Unison Reading, a research-based methodology, is a simple yet powerful method in which a small group of students read a text that they chose together, in unison, and stop every time they have a confusion or challenge. Students will do 15 minutes of Unison Reading every day in each of the following classes: literature, Global, Earth Science and Integrated Algebra. Classes will be 70-minutes to provide time for Unison Reading, as well as for sufficient time for independent work, one-on-one conferences, and a daily share at the end of each class. In addition, writing will be taught in a separate class so that students can develop this skill consciously, and through the lens of Genre Practice. This will allow students to use skills and techniques from their readings, and apply them directly to their writing.
 - b) Global will be taught by ESL teachers who are dual-certified in ESL and Social Studies. This will result in the Global classes being taught with language objectives and literacy strategies integrated into each lesson.
 - c) Teachers created their own diagnostics at the beginning of the year aligned to the NYSESLAT. Teachers ensure that all four modalities are included in every class. Teachers chose DRP assessments based on summer professional development they attended as a team.
 - d) Fall 2011—Teachers trained in Unison Reading, which is part of Learning Cultures, a model of formats that provides explicit procedures for teachers to create classroom practices that supports learning for all students. Baseline DRP given. December 2011—interim DRP. December-February 2011-2012—teachers do instructional rounds to target problems of practice in Learning Cultures. Spring 2012—3rd and 4th DRP assessments, teachers reflect on progress and readjust practice based on assessment and instructional rounds.

Strategies to increase parental involvement

- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- **Parent coordinator will also create frequent newsletters in which Learning Cultures and Unison Reading are explained so that parents understand student expectations**

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers at HSLI are highly qualified, and licensed or dual-licensed in their subject area. HQTs remain highly qualified by the following: they plan together every day, attend outside professional development, and get ongoing coaching from a literacy coach in Unison Reading. School cultivates relationships with partner universities to attract highly qualified student teachers, as well as graduates, who are interested in Learning Cultures model. High amount of staff development and collaborative time built into schedule attract teachers who want to grow their practice.

Service and program coordination

- A parent coordinator and community assistant who collaborate regularly with teachers to align federal and state programs (violence prevention programs, nutrition programs, housing programs) with Learning Cultures curriculum.
- Community organizations like Bronx Arts Ensemble and Korea Tae Kwon Do work with students each week to bring arts enrichment and character-building into the curriculum.

Budget and resources alignment

- A Federal School Improvement Grant will be used to provide both an extended day, plus extra common planning time built into schedule; both will be used as teacher per-session.
- SIG grant and Title III will also be used for building extensive and diverse classroom libraries in every content area, with varied levels of reading.
- Title III will be used for professional development.
- FSF will be used for additional small group instruction and targeted interventions after school and on Saturdays for identified students.

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

- Over 90% of students will move up one level on Scantron Periodic Assessments in math.

Comprehensive needs assessment

- **Periodic assessments.** Over 80% of students on first Scantron Periodic Assessment scored below grade level in math.
- **8th grade math scores.** Only 7 out of the 37 students who took the 8th grade state math exam scored at or above grade level. 30 out of 37 were below grade level.

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) As mentioned in the first goal, Unison Reading, a research-based method, is a simple yet powerful method in which a small group of students read a text that they chose together, in unison, and stop every time they have a confusion or challenge. Students will do 15 minutes of Unison Reading every day in math. Students will also do differentiated independent work in math class, practicing what they need most.
 - b) 75% of all math classes will be co-taught, allowing at-risk students do have double the conferences, and for teachers to target more students in Unison Reading and independent work. Also, a dual-certified Special Education and math teacher will teach in the classes of the most at-risk students.
 - c) Teachers created their own diagnostics at the beginning of the year. Teachers also were given responsibility over Scantron, as well as full

administrative access to learn about it on their own. Teachers also used common planning to research online practice tools like Learning Upgrade, which is also an assessment and language-building tool.

- d) Fall 2011—Teachers trained in Learning Cultures and Unison Reading, baseline Scantron given. December 2011—interim Scantron. December-February 2011-2012—teachers do instructional rounds to target problems of practice in Learning Cultures. Spring 2012—3rd and 4th Scantron assessments, teachers reflect on progress and readjust practice based on assessment and instructional rounds.

Strategies to increase parental involvement

- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- Parent coordinator will also create frequent newsletters in which Learning Cultures and Unison Reading are explained so that parents understand student expectations, as well as expectations for work in math classes so that students are fully utilizing online and other resources at home.

Strategies for attracting Highly Qualified Teachers (HQT)

- To attract HQTs, the school used the NYC Teacher Finder to both promote the school and find highly qualified candidates.
- The school works with Math for America to attract highly qualified candidates, such as a PhD. from Columbia University.
- The lead math teacher is involved in a full-year PD program through Lehman College to develop HQTs.
- HQTs remain highly qualified by the following: they plan together every day, attend outside professional development, and get ongoing coaching from a literacy coach in Unison Reading. School cultivates relationships with partner universities to attract highly qualified student teachers, as well as graduates, who are interested in Learning Cultures model. High amount of staff development and collaborative time built into schedule attract teachers who want to grow their practice.

Service and program coordination

- A parent coordinator and community assistant who collaborate regularly with teachers to align federal and state programs (violence prevention programs, nutrition programs, housing programs) with Learning Cultures curriculum.
- Math for America and Lehman College are collaborating with two math teachers to align student development

Budget and resources alignment

- A Federal School Improvement Grant will be used to provide both an extended day, plus extra common planning time built into schedule; both will be used as teacher per-session.
- SIG grant and Title III will also be used for building extensive resources, both online and in the classroom.
- Title III will be used for professional development.
- Title I Fair Student funding will be used for additional small group instruction and targeted interventions after school and on Saturdays for identified students.

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

- Students will read, question, and comprehend a minimum of 35 different content-rich non-fiction texts in each of the core content areas: ELA, Social Studies, Integrated Algebra, and Earth Science

Comprehensive needs assessment

- **8th grade scores.** As mentioned in the other goals, none of the students at HSLI were reading on grade level for the 8th grade. In the 8th grade math scores, 30 out of 37 were below grade level. In science, 26 out of the 36 who took the test scored below grade-level.
- means that out of all students with an eighth-grade reading score, none were reading on grade-level, which makes a reading focus even more imperative.
- **School-based content-area diagnostics.** In the diagnostics given in each content area, teachers found that the majority of students lacked academic vocabulary and core knowledge base to comprehend grade-level content-area readings.
- **ELL focus for Regents exams.** Over 80% of the school's population is ELL, and the majority of these students are newcomers to the country who are learning English. A school-wide focus on content-area comprehension for success on the New York State Regents exams and content area reading is essential to address the needs of this population.

Instructional strategies/activities

- The formats of Learning Cultures and Unison Reading will be fully implemented in all content classes (Earth Science, Integrated Algebra, Global History) on a regular basis.
 - a) Each week, 5-6 different students will choose a non-fiction content-area reading to read during Unison Reading, and every day in every content-area class for 15 minutes, every student in the school will do Unison Reading.
 - b) Teachers were trained in Unison Reading at a three-day conference over the summer, as well as three weeks of professional development in August. Teachers receive ongoing in-class coaching from the McCallister group, which invented Unison Reading.
 - c) Teachers were trained in recordkeeping systems to track the amount of different texts students read, the amount of participation for each student in Unison Reading, as well as students' progress through in-class conferences,
 - d) August-September: training in Unison Reading. September-October—weekly in-class coaching and modeling of methods. November-December—bi-monthly coaching. January-June—bi-monthly teacher inter-visitations, evaluation, follow-up assessments.

Strategies to increase parental involvement

- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- Parent coordinator will also create frequent monthly newsletters in which Learning Cultures and Unison Reading are explained so that parents understand student expectations, as well as expectations for work in math classes so that students are fully utilizing online and other resources at home.

Strategies for attracting Highly Qualified Teachers (HQT)

- HQTs remain highly qualified by the following: they plan together every day, attend outside professional development, and get ongoing coaching from a literacy coach in Unison Reading. School cultivates relationships with partner universities to attract highly qualified student teachers, as well as graduates, who are interested in Learning Cultures model. High amount of staff development and collaborative time built into schedule attract teachers who want to grow their practice.
- Monthly teacher and leadership meetings with Learning Cultures support groups will allow both teachers to principal to network with teachers who are trained or interested in Learning Cultures practices.

Service and program coordination

- A parent coordinator and community assistant who collaborate regularly with teachers to align federal and state programs (violence prevention programs, nutrition programs, housing programs) with Learning Cultures curriculum.

Budget and resources alignment

- A Federal School Improvement Grant will be used to provide both an extended day, plus extra common planning time built into schedule; both will be used as teacher per-session.
- SIG grant and Title III will also be used for building extensive resources, both online and in the classroom.
- Title III will be used for professional development.
- Title I Fair Student Funding will be used for additional small group instruction and targeted interventions after school and on Saturdays for identified students.

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	# 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	19	30	26	NA (8 th grade S.S. scores not available)				
10								
11								

12								
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On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

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

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • Before-school skills class using online skill-building resources, year-long, Monday-Friday for 45 minutes. • 1:1 conferencing: students receive 1:1 conferences in ELA classes bi-monthly to target needs and create reasonable action plans for meeting goals.
Mathematics	<ul style="list-style-type: none"> • Small group instruction: 65% of math classes are co-taught, spread out so that each class has two teachers in at least 3 out of 5 math classes. As a result, extra math teacher provides targeted small-group instruction for at-risk students. • Before-school skills class using online content and skill-building resources, such as Learning Upgrade, Khan Academy, and Castle Learning, year-long, Monday-Friday for 45 minutes. • 1:1 conferencing: students receive 1:1 conferences in math classes bi-monthly to target needs and create reasonable action plans for meeting goals.
Science	<ul style="list-style-type: none"> • Before-school skills class using online content and skill-building resources such as Castle Learning, year-long, Monday-Friday for 45 minutes. • 1:1 conferencing: students receive 1:1 conferences in math classes bi-monthly to target needs and create reasonable action plans for meeting goals.
Social Studies	<ul style="list-style-type: none"> • Before-school skills class using online content and skill-building resources such as Castle Learning, Monday-Friday for 45 minutes. • 1:1 conferencing: students receive 1:1 conferences in math classes bi-monthly to target needs and create reasonable action plans for meeting

	goals.
At-risk Services provided by the Guidance Counselor	NA
At-risk Services provided by the School Psychologist	NA
At-risk Services provided by the Social Worker	NA
At-risk Health-related Services	NA

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Maldonado/ Marge Struk	District 11	Borough Bronx	School Number 509
School Name High School of Language and Innovation			

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

Principal Julie Nariman	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher Shira Wrightman	Guidance Counselor type here
Teacher/Subject Area Katie Walraven/Earth Science	Parent Andrew Huston
Teacher/Subject Area Kristin Donnelly/Social Studi	Parent Coordinator Rosa Cordero
Related Service Provider type here	Other type here
Network Leader Marge Struk	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	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	4
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	80	Total Number of ELLs	65	ELLs as share of total student population (%)	81.25%
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Part II: ELL Identification Process

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

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

1. As parents or guardians of newly enrolled students enter the school, they are greeted and guided through the registration process by the Parent Coordinator and the ELL Coordinator. Parents complete registration forms with the assistance office staff, including a Home Language Identification Survey (HLIS). The Home Language Identification Survey is filled out by the parent with the help of the ELL Coordinator or another available pedagogue. A student is considered to have a home language other than English when one question from Part 1 (questions 1-4) and two questions from Part 1 (questions 5-8) indicate that the student uses a language other than English. As they complete the form, the parent and student are interviewed by the pedagogue administering the survey. If the student does not respond to questions asked in English, all efforts are made to have the student interviewed in his or her native language. If the interview and HLIS indicate that the student is coming from a language background other than English, he or she is administered the Language Assessment Battery-Revised (LAB-R). The LAB-R is administered to students within the first ten days of enrollment. It is administered once in a child's educational career-only upon initial enrollment. Based on the student's performance on the test, his or her entitlement to English language development support services is determined. All new entrants whose HLIS responses indicate a home language of Spanish and score at or below LAB-R cut scores must be administered the Spanish LAB at the time of initial enrollment. The HLIS, LAB-R and Spanish LAB are all administered by a licensed pedagogues: the ESL team and the dean of our school. If students are classified as ELLs according to these documents and assessments, parents are sent an entitlement letter and invited to a parent orientation so that they can choose the ELL program that they would their child to participate in. Each Spring students will be evaluated through the administration of the NYSESLAT until they score receive a score of "Proficient". Data from the NYSESLAT will be analyzed so that trends can be determined with regard to listening, speaking, reading and writing. Said trends will inform programming and planning decisions for the following school year. NYSESLAT testing is administered over the course of a week, in one week, and the regular class schedule is changed to accommodate this. Speaking is administered individually by the ESL team.

2. Our school invites parents of ELL students to participate in orientations or one on one meetings in order to increase involvement and awareness regarding the academic activities of their children. ELL Parent Orientations are facilitated by the ESL team and the parent coordinator. After the ELL identification and assessment process takes place (within the first 10 days of enrollment), we notify parents and inform them of their child's eligibility for ELL services. Our school provides parents of newly enrolled ELLs with information about all three of the different ELL programs that are available in New York City public schools. We provide group orientations at the beginning of the school year so that parents receive all of the information that they need in order to make the right program choice for their children. One on one meetings with parents are scheduled on an ongoing basis, as needed. We show the DOE DVD which describes Dual Language, Transitional Bilingual and Freestanding ESL programs and provide time for question and answer sessions. We are sure to emphasize the specific differences between all three programs so that parents can make an informed choice. Question and answer sessions ensure that parents have a clear understanding of what Dual Language, TBE and ESL programs entail. Because parents of ELLs often speak a language other than English, we use translated DVDs, brochures, and when needed, interpreter services. Bilingual staff and translated materials are also used for phone conversations or informational packets that are sent home by mail along with invitations to one on one meetings. Parents are always encouraged to come into the school for a one on one meeting with the ELL coordinator and Parent Coordinator in order to receive more information about ELL programs.

3. Entitlement letters are sent home by the ELL Coordinator to inform parents of decisions made based on the LAB-R testing results. Parent Survey and Selection forms are sent home with entitlement letters and the date of the orientation or meeting is indicated on the form. Parent Survey and Selection forms are also distributed at orientations and one on one meetings so that they can be filled out on the spot. Follow-up phone calls are made to encourage those unable to attend orientations to return their Program Selection Forms. A file of Parent Survey and Program Selection forms is stored in an ELL Compliance binder. These forms are continuously reviewed when there are newly admitted students in order to ensure that our school is providing adequate program options to parents based on parent choice and the mandated 15 students in two consecutive grades in order to create bilingual programs.

4. Once ELLs are identified, LAB-R scores and Spanish LAB scores (if applicable) are shared with and explained to the parents so that parents are able to make an educated decision as to whether they would prefer a bilingual or ESL program for their child. Parents view and read informational materials and are given the opportunity to engage in a dialogue with the ESL team and with school administration in order to choose the program that they see fit. Dual language, Transitional Bilingual and ESL programs are all discussed and explained to parents at the orientation or one on one meeting where parents fill out the Parent Survey and Program Selection form. When new Parent Survey and Program Selection forms are filled out, our school staff reviews the compiled forms in order to ensure that we are providing adequate programming. Our school has Spanish speaking staff members, so many parents are able to engage in meaningful communication at the school. Translation services into other languages are pursued if necessary.

5. Being that our school is in its first year, parent choice data is only available for our current class of freshmen. The trend that has emerged so far this year, is that parents in our school tend to choose English as a Second Language more frequently than the other two program options. Of the 29 Program Selection Letters completed by our students' parents this year, 3 parents (2 Spanish speaking, 1 Arabic speaking) have chosen a Dual Language program, 4 parents (Spanish speaking) have chosen a TBE program, and 22 parents have chosen an ESL program. Of the 22 parents that elected to place their children in ESL, 13 are Spanish speakers, 5 are Bengali speakers, 2 are Arabic Speakers, and 2 are French speakers. (Last Updated 11/7/11)

6. The program offerings at our school are aligned with parent interests, since the vast majority of parents have chosen ESL programs for their children. We are constantly reviewing parent choice letters as new students come in, with special attention to the group of 4 Spanish speaking parents that have chosen the TBE program. While all parents who initially chose TBE elected to keep their children in our school's ESL program instead of pursuing a transfer upon further discussion of the supports that would be available, it was made clear to them that if the time comes when we have a sufficient number of students to open a bilingual program our school will respond to that need. Additionally, as our school grows, we are hoping to offer an increasing number of Native Language courses that match our students' linguistic backgrounds. This is one of the many ways that we intend to continuously adapt to and support our students' needs.

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes,

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	65	Newcomers (ELLs receiving service 0-3 years)	60	Special Education	1
SIFE	8	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	60	5	1	5	3	0	0	0	0	65
Total	60	5	1	5	3	0	0	0	0	65

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ___	Asian: ___
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										43				43
Chinese														0
Russian														0
Bengali										9				9
Urdu										2				2
Arabic										4				4
Haitian										1				1
French										2				2
Korean														0
Punjabi														0
Polish														0
Albanian										3				3
Other										1				1
TOTAL	0	65	0	0	0	65								

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?

1. a. ESL instruction is delivered in four self-contained ESL classes. Each class receives ELA and Social Studies instruction from ESL teachers.

1. b. Our 9th grade students are split into 4 class groups and students travel as a block to all of their content classes. All classes are grouped heterogeneously. Students of all language levels are in each of our classes.

2. We have three licensed ESL Teachers on our staff. All reading, writing and social studies classes are taught by licensed ESL teachers using ESL strategies. Additionally, two ESL electives are offered. We constructed our school's program of instruction knowing that beginner ELLs require 540 minutes of ESL instruction per week, Intermediate ELLs require 360 minutes of ESL instruction per week, and

A. Programming and Scheduling Information

Advanced ELLs require 180 minutes of ESL instruction per week. All ELLs at our school receive 284 minutes of ESL Reading instruction, 210 minutes of ESL writing instruction, and 284 minutes of Global History and Geography taught by an ESL teacher. This means that every ELL receives a minimum of 784 minutes of ESL instruction per week. Our ELLs also have the opportunity to register for our ESL Electives: Mass Media or Sports Journalism. ELLs enrolled in these two electives are receiving an additional 204 minutes per week with an ESL teacher. With this programming, our students exceed the mandated number of instructional minutes with an ESL teacher. We have created a program that will support students' language development both in their ESL classes and in the content areas and believe that by exceeding the required minutes of ESL we are best meeting students' needs.

3. All instruction is delivered in English to the whole class. Native language supports are used in the following ways in all classes. During conferencing, teachers use online translation tools to communicate with students who are stronger in their native language. Also, students have access to bilingual dictionaries in each classroom as well as the appropriate bilingual content area glossaries produced by New York State. During independent work and group work, students are encouraged to collaborate with each other in their native languages in order to make content comprehensible. Also, each class follows a strict format. After a mini-lesson, students engage in independent or group work for the largest portion of class, allowing them to work at their own pace and utilize various resources. This time also allows them to produce language through writing, speaking and collaboration. Each class also has 15 minutes of Unison Reading, a research-based method in which 4-5 students read a text chosen by a student leader, in unison. Students stop or "breach" the group whenever they encounter a challenge. This forces students to identify and verbalize their metacognition. Additionally, during mini-lessons which introduce new concepts, teachers are sure to include explicit vocabulary instruction and linguistic scaffolds that prepare students to engage in academic discourse in each area of study.

4. Students from Spanish-speaking backgrounds are administered the Spanish LAB upon initial enrollment. This allows staff to assess their language level across the four modalities as well as ensure appropriate program placement. Also, our school administers the Math Periodic Assessment in both English and Spanish so that students are able to demonstrate math knowledge in the language that they are most dominant.

5. Students in all of our classes are grouped heterogeneously so that they benefit from exposure to other students at various linguistic levels and so that all students are challenged to reach the highest levels of academic success. The Unison Reading format, which is practiced in all classes, ensures that all students are exposed to a variety of texts on different reading levels. Students gain experience interacting with readings and navigating texts using peer groups.

a, b SIFE and newcomers have the option of choosing an elective class that promotes literacy and language acquisition. These classes are specifically tailored to support the English language development of these subgroups.

c. ELLs receiving services between 4-6 years are pushed to act as peer leaders in Unison Reading groups. Through conferencing, they are guided to choose increasingly complex texts that elevate both their reading level and content knowledge. Independent work in all classes is differentiated, with these students completing assignments tailored to their language needs.

d. The school has 0% Long-term ELLs. However, if the school were to receive an LTELL, we would use the same formats of Unison Reading, but use conferences to coach this population into increasingly higher levels of text and writing.

6. The following instructional strategies are used: Unison Reading, sentence frames, and all Learning Cultures formats. These are used across content areas to teach ELLs-SWDs responsibility for their own learning as well as expose them to rigorous content and academic language. Each classroom has a rich library with content-related materials at various English levels so that all students can access content. In addition, numerous online resources are used to give students varying levels of English while accessing the same content.

7. All classes, except for P.E., are 70 minutes. The school has a rotating schedule, so that students experience the classes at different times each day. Students also remain in the same classroom for the morning, and then switch to a different classroom in the afternoon in order to minimize transition time. Students also have an extended school day in which they are able to choose between four electives: Mass Media, Sports Journalism, Engineering and Korean. In addition to an extended school day Monday-Thursday, students also have an enrichment/arts block every Friday afternoon in which they can choose from Tae Kwon Do, dance, art and theater. Both the elective and the enrichment/arts block allow them to be exposed to a rich global curriculum while also having the core subjects during the regular school day. SWDs are programmed throughout their day with non-disabled peers. There are no classes in which SWD are separated from their non-disabled peers.

Courses Taught in Languages Other than English ⓘ

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

- classes that are taught in English using books in the native language

- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	0	0	0
Social Studies:	0	0	0
Math:	0	0	0
Science:	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

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

B. Programming and Scheduling Information--Continued

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

8. Our school offers two ESL electives that provide extra opportunities for ELLs to receive language development support from ESL teachers outside of the mandated instructional minutes which are provided during the school day. The Mass Media ESL elective targets beginner ELLs specifically, and provides strategies for students to acquire basic vocabulary and gain experience with speaking and listening activities which will support their achievement in their core content classes. Our sports journalism elective focuses especially on developing the reading and writing skills of our ELL students. Additionally, we offer a morning tutoring hour where students are invited to come before school and complete work assigned by their teachers which is intended to target areas of weakness. Students also have opportunities before and after school to engage in a math intervention program called Learning Upgrade which targets specific math skills. Our math teachers supervise this process in order to ensure that students' needs are met. Also, the instructional program that we have implemented school-wide is deeply differentiated and accounts for many intervention opportunities within the regular school day. Learning cultures (our instructional program) provides many opportunities for students to engage with different texts on a wide variety of reading levels. Small groups meet with a teacher on a regular basis, and opportunities for small group instruction are built into every class throughout the course of our instructional day. This ensures that our ELLs are receiving the linguistic support and the content support that they require. Also, a large amount of individual conference time is built into the program and teachers have the flexibility to schedule additional conferences with students who need this one on one attention the most. We also have a special education teacher who pushes into many classes in order to provide additional conference time for our special education students and other students who need it most.

9. Our transitional support for students who have reached proficiency on the NYSESLAT includes the continued provision of testing modifications for 2 years. Also, these students are still enrolled in reading, writing and social studies classes that are taught by ESL teachers. This means that they benefit from ongoing language development support even after they have achieved proficiency on the NYSESLAT.

10. Our school will continue to create engaging elective opportunities that are relevant to our students' academic success as well as their language development. We are also considering opening more foreign language and native language classes for our students.

11. Not applicable as our school is in its first year.

12. ELLs are afforded equal access to any and all school programs. They are members of our school's sports teams, and have the freedom to choose elective courses and enrichment courses that are appealing to them, regardless of linguistic abilities. Enrichment opportunities available to our students include art, dance, Tae Kwon Do and drama. In terms of instructional programming, all class groups and student groups for small group instruction are created heterogeneously. Grouping students in this way ensures that students of all language levels and backgrounds have equal access to opportunities at our school.

13. The technology being used to support ELLs includes several software programs including Castle Learning and Learning Upgrade. Students have individual accounts to these programs so that they and their teachers can track progress and use the software in order to support class work. These programs are used both as interventions and supplements to classwork so that students are able to engage in differentiated work outside of class time. Our teachers also have access to document cameras, interactive whiteboards and laptops in order to provide visual support for lessons and create engaging lessons and project opportunities for students. Our school has also purchased ipads to be used during student group work for translation, research, and visual support purposes in order to ensure efficient completion of

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
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8. Our school offers two ESL electives that provide extra opportunities for ELLs to receive language development support from ESL teachers outside of the mandated instructional minutes which are provided during the school day. The Mass Media ESL elective targets beginner ELLs specifically, and provides strategies for students to acquire basic vocabulary and gain experience with speaking and listening activities which will support their achievement in their core content classes. Our sports journalism elective focuses especially on developing the reading and writing skills of our ELL students. Additionally, we offer a morning tutoring hour where students are invited to come before school and complete work assigned by their teachers which is intended to target areas of weakness. Students also have opportunities before and after school to engage in a math intervention program called Learning Upgrade which targets specific math skills. Our math teachers supervise this process in order to ensure that students' needs are met. Also, the instructional program that we have implemented school-wide is deeply differentiated and accounts for many intervention opportunities within the regular school day. Learning cultures (our instructional program) provides many opportunities for students to engage with different texts on a wide variety of reading levels. Small groups meet with a teacher on a regular basis, and opportunities for small group instruction are built into every class throughout the course of our instructional day. This ensures that our ELLs are receiving the linguistic support and the content support that they require. Also, a large amount of individual conference time is built into the program and teachers have the flexibility to schedule additional conferences with students who need this one on one attention the most. We also have a special education teacher who pushes into many classes in order to provide additional conference time for our special education students and other students who need it most.

9. Our transitional support for students who have reached proficiency on the NYSESLAT includes the continued provision of testing modifications for 2 years. Also, these students are still enrolled in reading, writing and social studies classes that are taught by ESL teachers. This means that they benefit from ongoing language development support even after they have achieved proficiency on the NYSESLAT.

10. Our school will continue to create engaging elective opportunities that are relevant to our students' academic success as well as their language development. We are also considering opening more foreign language and native language classes for our students.

11. Not applicable as our school is in its first year.

12. ELLs are afforded equal access to any and all school programs. They are members of our school's sports teams, and have the freedom to choose elective courses and enrichment courses that are appealing to them, regardless of linguistic abilities. Enrichment opportunities available to our students include art, dance, Tae Kwon Do and drama. In terms of instructional programming, all class groups and student groups for small group instruction are created heterogeneously. Grouping students in this way ensures that students of all language levels and backgrounds have equal access to opportunities at our school.

13. The technology being used to support ELLs includes several software programs including Castle Learning and Learning Upgrade. Students have individual accounts to these programs so that they and their teachers can track progress and use the software in order to support class work. These programs are used both as interventions and supplements to classwork so that students are able to engage in differentiated work outside of class time. Our teachers also have access to document cameras, interactive whiteboards and laptops in order to provide visual support for lessons and create engaging lessons and project opportunities for students. Our school has also purchased ipads to be used during student group work for translation, research, and visual support purposes in order to ensure efficient completion of high level work. One of our goals for our students is for them to become literate in many different forms of technology and through teacher use of different mediums to present lessons as well as student access to various forms of technology, our students are being exposed to many different kinds of and uses for technology in the classroom.

B. Programming and Scheduling Information--Continued

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

8. Our school offers two ESL electives that provide extra opportunities for ELLs to receive language development support from ESL teachers outside of the mandated instructional minutes which are provided during the school day. The Mass Media ESL elective targets beginner ELLs specifically, and provides strategies for students to acquire basic vocabulary and gain experience with speaking and listening activities which will support their achievement in their core content classes. Our sports journalism elective focuses especially on developing the reading and writing skills of our ELL students. Additionally, we offer a morning tutoring hour where students are invited to come before school and complete work assigned by their teachers which is intended to target areas of weakness. Students also have opportunities before and after school to engage in a math intervention program called Learning Upgrade which targets specific math skills. Our math teachers supervise this process in order to ensure that students' needs are met. Also, the instructional program that we have implemented school-wide is deeply differentiated and accounts for many intervention opportunities within the regular school day. Learning cultures (our instructional program) provides many opportunities for students to engage with different texts on a wide variety of reading levels. Small groups meet with a teacher on a regular basis, and opportunities for small group instruction are built into every class throughout the course of our instructional day. This ensures that our ELLs are receiving the linguistic support and the content support that they require. Also, a large amount of individual conference time is built into the program and teachers have the flexibility to schedule additional conferences with students who need this one on one attention the most. We also have a special education teacher who pushes into many classes in order to provide additional conference time for our special education students and other students who need it most.

9. Our transitional support for students who have reached proficiency on the NYSESLAT includes the continued provision of testing modifications for 2 years. Also, these students are still enrolled in reading, writing and social studies classes that are taught by ESL teachers. This means that they benefit from ongoing language development support even after they have achieved proficiency on the NYSESLAT.

10. Our school will continue to create engaging elective opportunities that are relevant to our students' academic success as well as their language development. We are also considering opening more foreign language and native language classes for our students.

11. Not applicable as our school is in its first year.

12. ELLs are afforded equal access to any and all school programs. They are members of our school's sports teams, and have the freedom to choose elective courses and enrichment courses that are appealing to them, regardless of linguistic abilities. Enrichment opportunities available to our students include art, dance, Tae Kwon Do and drama. In terms of instructional programming, all class groups and student groups for small group instruction are created heterogeneously. Grouping students in this way ensures that students of all language levels and backgrounds have equal access to opportunities at our school.

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E. Parental Involvement

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

1. In order to enrich the experience of the parents of the English Language Learners at our school, HSLI delivers monthly parents workshops. We have chosen a theme per month based on the content areas of Literacy, Science, Social Studies, and Math. The first session of the workshop is informative and the second part involves an interactive, hand-on activity for parents. During our monthly PA meetings we incorporate an instructional focus, in which parents are informed of the teaching curriculum for each month. In addition, the following activities are offered to our parents:

- ESL and Technology classes for parents/ primary caregivers
- Field trips to align with students classroom experiences and subject/ topics

2. Community Based Organizations such as Neighborhood Initiatives Development Corporation provide adult ESL classes and parent workshops are also offered during after school hours.

3 and 4. In evaluating the needs of our parents the parent coordinator sends home surveys to inquire about our parents interests in order to determine the ways we can support their interests. Also, the parent coordinator is accessible daily to assists parents with any concerns.

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)?

Not Applicable.

D. Professional Development and Support for School Staff

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

1. Professional development is built into the school's schedule. Teachers have common planning Monday through Thursday for 45 minutes, in which two days are used for content-area collaboration, and two days are used for professional development on Learning Cultures, the school-wide instructional model. Fridays, the school has two hours of professional development time in which teachers collaborate or received targeted PD on Learning Cultures. In addition to this, staff had three weeks of PD during the month of August, in which all staff members were trained in using ESL and literacy methodology such as sentence frames (Kate Kinsella) and Unison Reading. The school has hired Cynthia McCallister to do on-site Learning Cultures PD bi-monthly, and sometimes once per-week, in which she provides classroom coaching and follow-up conferences with both the teachers and principal. All staff, including paraprofessionals, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators receive professional development on ELLs.

Outside PD: Almost the entire staff attended the Unison Reading conference for four days in August. Science teachers attended the annual Science Teachers Association of New York State conference, Social Studies teachers are attending the National Council for the Social Studies.

2. Through the Learning Cultures formats, staff engage in regular conferences with students. This conferencing helps to target social process issues, organization issues, and the transitions issues inherent in coming to high school. In addition, the first two days of school were used as an orientation to the academic, behavioral, and process expectations for high school. Through common planning, staff discusses how students are transitioning and create school-wide processes and routines t help students adapt.

3. The majority of the school's PD is ELL training. The school has exceeded its hours. In the summer alone, in August, staff had 601 hours of ELL training. A school district administrator who is currently in the position of chief of staff at the district level

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.)
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3. The majority of the school's PD is ELL training. The school has exceeded its hours. In the summer alone, in August, staff had over 60 hours of ELL training. Agendas, minutes, and sign-in sheets are maintained in the main office by the secretary.

E. Parental Involvement

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

1. In order to enrich the experience of the parents of the English Language Learners at our school, HSLI delivers monthly parents workshops. We have chosen a theme per month based on the content areas of Literacy, Science, Social Studies, and Math. The first session of the workshop is informative and the second part involves an interactive, hand-on activity for parents. During our monthly PA meetings we incorporate an instructional focus, in which parents are informed of the teaching curriculum for each month. In addition, the following activities are offered to our parents:

- ESL and Technology classes for parents/ primary caregivers
- Field trips to align with students classroom experiences and subject/ topics

2. Community Based Organizations such as Neighborhood Initiatives Development Corporation provide adult ESL classes and parent workshops are also offered during after school hours.

3 and 4. In evaluating the needs of our parents the parent coordinator sends home surveys to inquire about our parents interests in order to determine the ways we can support their interests. Also, the parent coordinator is accessible daily to assist parents with any concerns.

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)										21				21
Intermediate(I)										26				26
Advanced (A)										18				18
Total	0	0	0	0	0	0	0	0	0	65	0	0	0	65

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										12			
	I										10			
	A										7			
	P										2			
READING/ WRITING	B										19			
	I										10			
	A										1			
	P										1			

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0

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

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

1. One assessment tool that our school utilizes in order to assess the early literacy skills of our ELLs is the DRP. Data from the first benchmark administration of this exam showed that our students occupy a wide variety of language levels. Our decision to program our students heterogeneously is one way of ensuring that all students are provided with equal opportunities [insert quantitative data and analysis]

2. Data patterns in NYSESLAT and LAB-R data show that our school serves 18 advanced ELLs, 26 intermediate ELLs and 21 beginner ELLs. Of the 31 ELLs that took the NYSESLAT last year, 2 scored advanced, 19 scored beginner, and 10 scored intermediate. Of the 19 ELLs that scored beginner last year, 12 of them scored beginning in both the listening/speaking and reading/writing breakdowns. This indicates an extensive amount of work to be done in all four modalities of English with a significant percentage of our students.

Additional Information

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

Paste additional information here

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	12	0	18	0	5	0	2	0	37
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	13	0	13	0	10	0	0	0	36
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
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- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
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- Describe how you evaluate the success of your programs for ELLs.

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Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>HSLI</u>		School DBN: <u>11X509</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Julie Nariman	Principal		12/19/11
NA	Assistant Principal		12/19/11
Rosa Cordero	Parent Coordinator		12/19/11
Shira Wrightman	ESL Teacher		12/19/11
Andrew Huston	Parent		12/19/11
Katie Walraven	Teacher/Subject Area		12/19/11
Kristin Donnelly	Teacher/Subject Area		12/19/11
	Coach		
	Coach		1/1/01
	Guidance Counselor		1/1/01
Marge Struk	Network Leader		12/19/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11x509 **School Name:** High School of Language and Innovat

Cluster: 5 **Network:** 551

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 use ARIS and ATS to sort our students' home language needs into an Excel file, which we use as a go-to document before all parent communication. We use the Home Language Survey for recent arrivals.

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.

We found that 96% of our population speaks a language other than English at home. 50% are Spanish-speaking, 14% Bengali, 6% Albanian, 6% Arabic, 5% French, and the remaining percents between Italian, Urdu, Vietnamese, and Wolof. We disseminated this information during professional development as well as in attendance meetings so that outreach and community staff understood the language needs of parents.

Part B: Strategies and Activities

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

The parent coordinator uses the above-mentioned information, which is in an excel spreadsheet, to determine the languages needed for translation of all school documents. For Albanian, an outside translation service is used, and for almost all others, the NYCDOE Office of Translation is used.

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

The parent coordinator is bilingual and provides all Spanish interpretation. Lower-incidence languages are interpreted through phone calls to the Office of Translation and Interpretation. For lower-incidence languages not provided by the office, parent volunteers are used.

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>.

All documents and information and promotional materials sent to students homes are fully translated into students' native languages, and when this is not possible, an interpreter is found.