



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: GRACE HOADLEY DODGE CAREER AND TECHNICAL HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X660

PRINCIPAL: JOHN P. TORNIFOLIO **EMAIL:** JTORNIF@SCHOOLS.NYC.GOV

SUPERINTENDENT: CORRAN STAPLE

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
John P. Tornifolio	*Principal	
Ernie Uthgenannt	*UFT Chapter Leader or Designee	
Denise Sullivan	*PA/PTA President or Designated Co-President	
Crecensio D’Dios	DC 37 Representative, if applicable	
Tashna Anderson	Student Representative	
Starr Giscombe	Student Representative	
N/A	CBO Representative, if applicable	
Brenton Anderson	Member/Parent	
David Davis	Member/Parent	
Nereida Gonzalez	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

- Our goal is to raise average student attendance by June 2012 to 80.0%.

Comprehensive needs assessment

- Although average student attendance has risen for each of the last three years, it remains a concern. Identified trends show that the days immediately before and after a mid-week holiday are historically low attendance days. The school will create and continually modify an Attendance Action Plan to reflect the on-going data collection. All staff will complete attendance absence and lateness [printed by 12 noon from ATS] to correct attendance/lateness errors. The attendance teacher will provide daily outreach and facilitate the removal of long-term absences LTA students as well as make home visits to chronically at-risk students. A school aide will make morning wake-up calls to chronically late students and our auto dialer telephones parents/guardians daily to inform them of absences and/or lateness.

Instructional strategies/activities

- Although average student attendance has risen for each of the last three years, it remains a concern. Identified trends show that the days immediately before and after a mid-week holiday are historically low attendance days. The school will create and continually modify an Attendance Action Plan to reflect the on-going data collection. Additionally, attendance is poor during the 1st and last periods of the day. All staff will utilize attendance absence and lateness logs to correct attendance/lateness errors. We will make morning wake-up calls to chronically late students using our auto dialer telephone system daily to parents/guardians to rouse students to come to school and to inform parents/guardians of students' absences and/or lateness. Attendance sheets will be collected immediately after 1st period to identify students who need additional phone calls and Attendance Team home visits, and guidance interventions. Attendance will be captured immediately at the middle of the last period of the day to identify students who may be leaving early and need guidance and/or interventions by the Dean. The attendance teacher in consultation with the Attendance Team will provide daily outreach and facilitate the removal of long-term absences (LTA students) as well as make home visits to chronically absent students.

Strategies to increase parental involvement

- Our Parent Association President and Parent Coordinator work collaboratively with the administration and School Leadership Team to provide Title I Parent Involvement Policy (PIP) based activities and workshops based on parent and school identified needs that will attract parents to be actively involved in the school
- 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

Strategies for attracting Highly Qualified Teachers (HQT)

- All our teachers are highly qualified.

 Service and program coordination

- IDEA Mandated Counseling
- Attendance Teacher and Family Assistants to make home visits to truant and long term absent students
- Guidance counselors to provide counseling to students
- The school will support student involvement in academic support and other school programs by implementing violence prevention such as increase security staff and mediation programs to keep students safe, offering free meals, and working with students in temporary housing to support their academic achievement.

Budget and resources alignment

- Funding for substitutes or coverage by teachers through Tax Levy
- Teacher release time paid for through Tax Levy
- Assistant Principal is funded through Tax Levy
Consultants are being funded through Title I
- Attendance Teacher funded through AIDP and Tax Levy
- Attendance Team funded through Title I Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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

- We will increase the school's graduation rate from 35% to 55% for Cohort 2012 by August, 2012.

Comprehensive needs assessment

- For the past three years, the school's graduation rate has been less than 40% because of a high number of students failing the New York State Regents Examinations in all content areas and poor credit accumulation in all content areas.

Instructional strategies/activities

- Remediation classes and tutoring will be provided to students to help them prepare to take and pass Regents Exams
- Additional credit recovery and support classes funded through Fair Student Funding, Tax Levy, and Title I

Strategies to increase parental involvement

- Our Parent Association President and Parent Coordinator work collaboratively with the administration and School Leadership Team to provide Title I Parent Involvement Policy (PIP) based activities and workshops based on parent and school identified needs that will attract parents to be actively involved in the school
- 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

Strategies for attracting Highly Qualified Teachers (HQT)

- All our teachers are highly qualified.

Service and program coordination

- The school will support student involvement in academic support and other school programs by implementing violence prevention such as increase security staff and mediation programs to keep students safe, offering free meals, and working with students in temporary housing to support their academic achievement.

Budget and resources alignment

- Funding for substitutes or coverage by teachers through Tax Levy
- Textbooks and supplementary materials funded through NYSTL
- Graphing Calculators funded through Tax Levy
- Science lab materials and supplies funded through Tax Levy and Title I
- Teacher release time paid for through Tax Levy
- Assistant Principal is funded through tax Levy
Consultants are being funded through Title I
- Inquiry Team funded through Title I
- IDEA Mandated Counseling

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

- 80% of students who have not earned credits commensurate with their respective Cohort grade levels will earn 11 credits for the 2011-12 academic year by August, 2012.

Comprehensive needs assessment

- Less than 70% of students on all grade levels, including students in the lowest 1/3 have not accumulated at least 11 credits per year.

Instructional strategies/activities

- Departmental and Grade Level Inquiry Teams in collaboration with Special Education and ESL teachers, guidance counselors, and administration will analyze student transcripts for credit accumulation the first week of September 2011. They will identify students who have not earned credits commensurate with their respective Cohort grade levels. The Inquiry Teams in collaboration with these students' guidance counselors and administration will use this information to design Individual Improvement Plans for students with insufficient credits.
- Students' guidance counselors will meet with them every 3 weeks beginning with the 1st marking period to monitor and to plan for students' academic success, assess their progress, and adjust their individualized plans as necessary. The guidance counselors will inform the Inquiry Teams who then will work with these students' teachers to design and implement differentiated instruction to help them pass their classes. ICT and SETSS classes will be created in accordance with students' IEPs and transcripts analyses to support SWDs in earning credits needed for graduation.
- Administration will participate in Inquiry Teams and teachers' meetings to support planning for instruction and student success. Administration will follow up these meetings with informal and formal classroom observations to support classroom implementation of professional development and best practices needed to insure student academic success. Administration also will meet with these students' teachers immediately following each marking period report card to assess and to plan next steps with teachers for further student academic success.
- Professional development will be provided to faculty in differentiated instruction and instructional best practices, goal setting for students, and techniques for designing and implementing lesson plans designed around Common Core State Standards and New York State Learning Standards to enable faculty to support student credit accumulation.
- Additional support will be offered to these students in the form of 1:1 and small group tutoring, and enrollment in PM and online credit recovery classes.

Strategies to increase parental involvement

- Our Parent Association President and Parent Coordinator work collaboratively with the administration and School Leadership Team to provide Title I Parent Involvement Policy (PIP) based activities and workshops based on parent and school identified needs that will attract parents to be actively involved in the school
- 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

Strategies for attracting Highly Qualified Teachers (HQT)

- All our teachers are highly qualified.

Service and program coordination

- The school will support student involvement in academic support and other school programs by implementing violence prevention such as increase security staff and mediation programs to keep students safe, offering free meals, and working with students in temporary housing to support their academic achievement.

 Budget and resources alignment

- Additional classes funded through Fair Student Funding, Tax Levy, and Title I
- Funding for substitutes or coverage by teachers through Tax Levy
- Textbooks and supplementary materials funded through NYSTL
- Graphing Calculators funded through Tax Levy
- Science lab materials and supplies funded through Tax Levy and Title I
- Teacher release time paid for through Tax Levy
- Assistant Principal is funded through Tax Levy
Consultants are being funded through Title I
- Inquiry Team funded through Title I
- Title III
- IDEA Mandated Counseling

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- We will raise the ELA Regents passing rate for Cohort 2012 from 35% to 55% by August 2012 with a minimum test score of 65.

Comprehensive needs assessment

- Our school failed to attain either AYP or Safe Harbor in the English Language Arts Regents Examination.

Instructional strategies/activities

- Professional Development will be given to all ELA teachers in the use of data to drive instruction, rigorous student-centered instruction, as well as focusing on using the interim assessments, rubrics for evaluation of student artifacts, use of student data for goal setting, and differentiation of instruction based on data. Professional development will include hands-on activities, teacher best practices, and student case studies.
- The school will continue to offer professional development to teachers on designing and implementing daily lessons using the Common Core State Standards (CCSS) as well as the New York State Learning Standards. Beginning in September 2011, each student will take an ELA class for which lessons are designed using the CCSS and NY State Learning Standards.
- Programming will be revisited at mid-year and revised accordingly in response to student performance and to meet student learning needs.
- An Inquiry Team will support and monitor Cohort 2012 students' efforts in preparing to take and pass the ELA Regents Exam. Each student will receive a copy his/her individualized data report with target dates for taking the Regents exam.
- The school Instructional team members will train teachers in the use of student data including cross curricula data and data on SWD, ELL, and at risk students, monitoring student progress, initial goals for students in ELA, and formative and summative assessments.
- The school will continue its implementation of the Special Education Phases I & II initiative, including the implementation of the Integrated Co-Teaching Team instruction model for all ELA ICT classes.
- In addition to ELL students receiving the mandated number of minutes of ESL instruction per week, the ESL teacher and ELLs' ELA teachers will coordinate their efforts around analyzing data and designing instruction to insure ELL students master necessary English Language skills.
- During professional development sessions, content ELA, ELL and ICT teachers will evaluate student progress based on a triangulation using a variety of the following data sources: interim assessment, work evaluated through rubrics, teacher generated exams, student portfolios and/or research projects. Administrators and peers will visit classrooms to observe and give constructive feedback to facilitate the translation of professional development in to actual classroom practices.
- Critical reading is a priority as we work to create a "culture of readers." Selection of high-interest literature and relevant, real-world

texts will help to engage and sustain student interest in reading.

- Students will be prepared to take a mock English Regents Exam in January 2012. Small group tutorials, one-on-one instruction, and ELA Regents Review curriculum will be followed to prepare Cohort 2012 students to pass the ELA Regents.
- Guidance counselors will work with classroom teachers and students' parents to garner additional support to insure students pass their ELA Regents Exam. Guidance counselors will offer students with disabilities further support to insure they are correctly programmed in accordance with their IEPs.
- Additional academic support will be offered to students through tutoring and remediation in PM school.

Strategies to increase parental involvement

- Our Parent Association President and Parent Coordinator work collaboratively with the administration and School Leadership Team to provide Title I Parent Involvement Policy (PIP) based activities and workshops based on parent and school identified needs that will attract parents to be actively involved in the school
- 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

Strategies for attracting Highly Qualified Teachers (HQT)

- All our teachers are highly qualified.

Service and program coordination

- The school will support student involvement in academic support and other school programs by implementing violence prevention such as increase security staff and mediation programs to keep students safe, offering free meals, and working with students in temporary housing to support their academic achievement.

Budget and resources alignment

- Additional classes funded through Fair Student Funding, Tax Levy, and Title I
- Funding for substitutes or coverage by teachers through Tax Levy
- Textbooks and supplementary materials funded through NYSTL
- Graphing Calculators funded through Tax Levy
- Science lab materials and supplies funded through Tax Levy and Title I
- Teacher release time paid for through Tax Levy
- Assistant Principal is funded through Tax Levy
Consultants are being funded through Title I

- Inquiry Team funded through Title I
- Title III
- IDEA Mandated Counseling

ANNUAL GOAL #5 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 #5

- We will raise the Integrated Algebra Regents passing rate for Cohort 2012 from 35% to 55% by August 2012 with a minimum test score of 65.

Comprehensive needs assessment

- Our school failed to attain either AYP or Safe Harbor in the Integrated Algebra Regents Examination.

Instructional strategies/activities

- Professional Development will be given to all Integrated Algebra teachers in the use of data to drive instruction, rigorous student-centered instruction, as well as focusing on using the interim assessments, rubrics for evaluation of student artifacts, use of student data for goal setting, and differentiation of instruction based on data. Professional development will include hands-on activities, teacher best practices, and student case studies.
- The school will continue to offer professional development to teachers on designing and implementing daily lessons using the Common Core State Standards (CCSS) as well as the New York State Learning Standards. Beginning in September 2011, each student will take an Integrated Algebra class for which lessons are designed using the CCSS and NY State Learning Standards.
- Programming will be revisited at mid-year and revised accordingly in response to student performance and to meet student learning needs.
- An Inquiry Team will support and monitor Cohort 2012 students' efforts in preparing to take and pass the Integrated Algebra Regents Exam. Each student will receive a copy his/her individualized data report with target dates for taking the Regents exam.
- The school Instructional team members will train teachers in the use of student data including cross curricula data and data on SWD, ELL, and at risk students, monitoring student progress, initial goals for students in Integrated Algebra, and formative and summative assessments.
- The school will continue its implementation of the Special Education Phases I & II initiative, including the implementation of the Integrated Co-Teaching Team instruction model for all Integrated Algebra ICT classes.
- Students will be offered instruction in all Integrated Algebra classes in the use of graphing calculators to assist them in passing the Integrated Algebra Regents examination. Additional support as needed will be offered to students in the use of graphing calculators in 1:1, small group, and PM school settings.
- During professional development sessions, content Integrated Algebra, ELL and ICT teachers will evaluate student progress based on a triangulation using a variety of the following data sources: interim assessment, work evaluated through rubrics, teacher generated exams, student portfolios and/or research projects. Administrators and peers will visit classrooms to observe and give constructive feedback to facilitate the translation of professional development in to actual classroom practices.

- Students will be prepared to take a mock Integrated Algebra Regents Exam in January 2012. Small group tutorials, one-on-one instruction, and Integrated Algebra Regents Review curriculum will be followed to prepare Cohort 2012 students to pass the Integrated Algebra Regents.
- Guidance counselors will work with classroom teachers and students' parents to garner additional support to insure students pass their Integrated Algebra Regents Exam. Guidance counselors will offer students with disabilities further support to insure they are correctly programmed in accordance with their IEPs.
- Additional academic support will be offered to students through tutoring and remediation in PM school.

Strategies to increase parental involvement

- Our Parent Association President and Parent Coordinator work collaboratively with the administration and School Leadership Team to provide Title I Parent Involvement Policy (PIP) based activities and workshops based on parent and school identified needs that will attract parents to be actively involved in the school
- 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

Strategies for attracting Highly Qualified Teachers (HQT)

- All our teachers are highly qualified.

Service and program coordination

- The school will support student involvement in academic support and other school programs by implementing violence prevention such as increase security staff and mediation programs to keep students safe, offering free meals, and working with students in temporary housing to support their academic achievement.

Budget and resources alignment

- Funding for remedial classes through Tax Levy
- Funding for substitutes or coverage by teachers through Tax Levy
- Per session funding for tutors through Tax Levy
- Textbooks and supplemental materials funded through NYSTL
- Assistant Principal is funded through Tax Levy
Consultants are being funded through Title I
- Inquiry Team funded through Title I
- ESL funding through Title III
- IDEA Mandated Counseling

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	25	4	10	101	1	0	161	0
10	29	8	56	176	20	0	15	0
11	13	9	65	41	7	0	8	0
12	18	3	36	69	36	0	7	2

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

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

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Intervention programs for ELLs in content areas include extra help before and after school, peers tutoring and software-aided instruction. SES tutoring service is offered students in this area.</p> <p>ICT classes are provided for SWD. Wilson and one to one tutoring sessions are offered to SWD as well as all general education students during the school day and after school.</p>
Mathematics:	<p>ICT classes are provided for SWD. One on One tutoring is offered during the day and a remediation Math class is offered during PM school. SES tutoring service is offered students in this area.</p>
Science:	<p>ICT classes are provided for SWD. Teachers conduct regents-aligned assessment and conduct item analyses in order to drive instruction. Students have extended lab time after school. SES tutoring service is offered students in this area.</p>
Social Studies:	<p>ICT classes are provided for SWD. Teachers spend time conducting regents aligned assessment and conducting item analyses in order to help drive instruction. Students engage in regents aligned inquiry based research. Before school small group tutoring is provided along with a PM school US History & Government class. SES tutoring service is offered students in this area.</p>
At-risk Services Provided by the Guidance Counselor:	<p>Individual academic action plans are provided for all at-risk students.</p>
At-risk Services Provided by the School Psychologist:	<p>These services are offered to SWD through Annual and Tri-annual reviews.</p>
At-risk Services Provided by the Social Worker:	<p>Referrals and initial evaluations are conducted by the Social Worker.</p>

At-risk Health-related Services:

The Guidance Counselors in conjunction with the doctors and hospitals of selected students communicate on an ongoing basis with students and their parents to make sure that students are receiving all assigned and appropriate medical care. Students are referred to outside agencies, crisis intervention, and mental health & substance abuse facilities as needed.

**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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 10X660 **School Name:** Grace Dodge High School

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

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

Category: Basic Focused Comprehensive

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

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

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

The weighted Regents pass rate for English is 1.19 which is 61.3% of the Peer Range and 53.8% of the City Range. And for Mathematics the weighted regents pass rate is 0.96 which is 40.4% of the Peer Range and only 29.0% of the City Range. Grace Dodge's four year graduation rate is only 35.1% which is 9.5% of the Peer Range and 0.0% of the City Range. For Black and Hispanic/Latino students we did not make AYP, while for all students we did not make AYP for graduation. Our Performance Index for Black students in ELA is 131 and Effective AMO is 172, while the Performance Index for Hispanic/Latino students in ELA is 132 and the Effective AMO is 175. Our Performance Index for Black students in Mathematics is 131 and Effective AMO is 169, while the Performance Index for Hispanic/Latino students in Mathematics is 134 and the Effective AMO is 172. Our current graduation rate is 46% and the State Standard is 80% and the Progress Target for 2010-2011 is 53%.

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

In order to address the graduation rate, our school must offer programs that will allow students to recover credit through a variety of methods: individual credit recovery, online programs, blended learning programs, and tutoring that supports literacy across the curriculum. In working with High Schools that Work we have identified literacy, student engagement, differentiation, and rigor as the areas we need to support in order to improve student achievement. And to utilize technology to support student achievement and recover credits we will work with online programs such as: AVENTA, Achieve 3000, Writing to Learn and Compass Learning. While our after school tutoring program will track student progress and support identified areas of individual student needs.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The

professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Our school will be focusing its work on literacy across the curriculum, which will require professional development for the entire staff. The professional development from High Schools that Work, will help our teachers develop engaging strategies that address differentiation and high standards of rigor. Central to all of our professional development will be the implementation of the New York State Common Core Learning Standards and the integration of performance tasks with real world applications. In addition, our staff will require professional development for the implementation of our online and blended learning programs.

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

New teachers are assigned a school-based mentor to help them through the challenges of their first year. At our school, the new teachers develop a special relationship with their school-based mentor, who is there to help them grow quickly as a teacher. A mentor will assist a new teacher by planning with them, viewing their classroom practice, and conference with them to help them reflect on their teaching practice. Our mentors utilize the research-based Framework Danielson Model, to make certain they are focusing on areas they know will improve teacher practice and student performance. And this allows the Mentor to work with the teacher as they grow in the different components of teaching. In addition, our teachers and mentors work together on teacher and inquiry teams to look at student work and performance data so that teaching practices and curricula can be adjusted to best meet the needs of our students. This together with the school's professional development helps to focus our teachers on the school's mission and vision and how to best work with our students to meet our rigorous goals. New York State requires individuals with a Professional Certificate to complete 175 hours of professional development every five years to maintain their certification.

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

Host ongoing monthly Parent Meetings to notify parents about the school's identification for improvement (SINI), their child/children participation in a 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. The school will provide written resources to our parents, telephone communications, emails, as well as 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. And the school will maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops to assist parents and families in sharing information and understanding of the School In Need of Improvement funding, school options for their children, and make certain that the extent possible all communications are provided in a language that parents can understand.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz Lawrence Pendergast	District 10	Borough Bronx	School Number 660
School Name Grace Dodge Career & Technical HS			

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

Principal John Tornifolio	Assistant Principal Alvin Simpson, AP
Coach type here	Coach type here
ESL Teacher Lesley Castro -ESL Coordinator	Guidance Counselor Ms. Molina
Teacher/Subject Area Carol Kollaris - ELA	Parent type here
Teacher/Subject Area type here	Parent Coordinator Luisa DeJesus
Related Service Provider Harold Stillman	Other Veronica Jackson, AP
Network Leader Lawrence Pendergast	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	3	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1194	Total Number of ELLs	288	ELLs as share of total student population (%)	24.12%
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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. 

Paste response to questions 1-6 here

1. 10x660's initial identification process is guided by the NYS LEP Identification Process as outlined in CR Part 154. Conducted by the ESL coordinator, Ms. Castro, who is a certified ESL teacher, along with trained staff, this process starts at the beginning of the school year is on-going. Parents of all students who are newly admitted to the New York City public school system and those students coming from Parochial or private schools complete the Home Language Identification Survey (HLIS). The HLIS is administered in the parents' native language. All oral communication and printed materials are offered in English as well as the parents' native language. In conjunction with administering the HLIS, an informal interview is conducted by a certified pedagogue, in English, along with a formal initial assessment (LAB-R) is conducted by the English as a Second Language (ESL) coordinator. If necessary, an informal interview is also conducted in the native language with the ESL coordinator. Depending on the results of the HLIS and the interview, the LAB-R is given to those students who are eligible. The Spanish speaking students who score below proficient also take the Spanish LAB. The ESL Coordinator, Ms. Castro, ensures that all the ELLs are evaluated annually by taking the NYSESLAT. The ATS reports that assist in identifying all those eligible are the RNMR as well as the RLER. The NYSESLAT is then used to track progress as well as identifying strengths and weaknesses.

2. Once a student has been identified as an ELL, the student's parent/guardian is given an informational guide in their home language about the important points of selecting a program for students learning English as a second language. Next, parents attend an orientation session facilitated by the Assistant Principal - Ms. Jackson, ESL Coordinator - Ms. Castro and Parent Coordinator - Ms. DeJesus. The facilitators show the Orientation Video for Parents of English Language Learners, in the parents' native language, that describes the three language program models that the DOE offers: Transitional Bilingual Education (TBE), Dual Language (DL) and Freestanding English as a Second Language (ESL). They answer any questions that the parents may have about program selection and assist with the completion of the Parent Survey and Program Selection Forms. The forms are provided in the parents' native language. We explain the importance of parent choice and we honor the parents' program selection. Identified ELLs are placed in either Transitional Bilingual Education or Freestanding ESL based on the response of the Parent Survey and Program Selection Forms. If the Parent Selection form is not returned, the default program is TBE. Pedagogues are carefully trained to ensure attentive engagement with parents during the student intake procedures, and the Parent Orientation sessions. Throughout the school year, the ESL coordinator routinely monitors the NYSESLAT and LAB-R results to evaluate student progress and to ensure appropriate placement.

3. The ESL Coordinator, Ms. Castro, sends out entitlement letters to the parents of newly identified ELLs immediately after the LAB-R is administered and scored as per the Memo#2 scores and the student is eligible for ELL services. This is done within 10 days. A copy of the entitlement letters are kept on file and organized by the school year in which the students were tested and placed.

4. The criteria used to place identified ELLs in instructional programs is based on parent choice. ELLs are placed in either Transitional Bilingual Education or Freestanding ESL based on the response of the Parent Survey and Program Selection Form. Upon receiving the form, a letter is sent to the parents indicating the program their child will be placed in. In addition, every year the ESL coordinator, Ms.

Castro, communicates with the parents of existing ELLs to advise them that the student will continue to receive ESL services (based on the NYSESLAT scores). If there are students that tested proficient on the NYSESLAT, those parents are sent a letter stating their child no longer needs ESL services. A copy of all the letters sent are filed with the ESL coordinator.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents, of newly identified ELLs, have requested has been toward Transitional Bilingual Education (30) for beginner ELLs and Freestanding ESL (18) for more advanced students.

6. We honor and support parent choice. The program models offered are aligned with parent requests on the Parent Survey and Program Selection Form.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										42	27	19	11	99
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										50	32	30	23	135
Push-In														0
Total	0	0	0	0	0	0	0	0	0	92	59	49	34	234

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	288	Newcomers (ELLs receiving service 0-3 years)	75	Special Education	55
SIFE	52	ELLs receiving service 4-6 years	64	Long-Term (completed 6 years)	86

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									0
ESL	77	18	6	65	17	6	87	7	1	229
Total	77	18	6	65	17	6	87	7	0	229

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										38	29	4		71
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	38	29	4	0	71								

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										98	65	31	26	220
Chinese														0
Russian														0
Bengali										3				3
Urdu														0
Arabic													1	1
Haitian														0
French										2				2
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other											2	1		3
TOTAL	0	103	67	32	27	229								

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?

Paste response to questions 1-7 here

1. Instruction is delivered using the following organizational models. Transitional Bilingual Education is offered along with self-contained Freestanding ESL classes. Freestanding ESL classes are homogeneous, ungraded and are offered at the beginning, intermediate and advanced levels. Beginning students are blocked with their bilingual courses and travel together as a group.

2. Teachers of beginning-level ELLs provide the mandated 540 minutes per week of ESL instruction (three units of study). Teachers of intermediate level ELLs provide the mandated 360 minutes per week of ESL instruction (two units of study). Teachers of advanced-level ELLs provide 180 minutes per week of ESL instruction (one period of instruction). Advanced-level ELLs also receive ELA instruction for 180 minutes per week (one unit of study). Initially, the students are placed according to LAB-R scores and NYSESLAT scores. ELLs receiving bilingual education receive one period of Native Language Arts instruction (NLA).

3. In the free standing ESL program, students receive instruction in the following content: ESL, English, Social Studies, Science, Art, Music or Physical Education and vocational major. The ESL class is a self-contained class with students who have the same English language proficiency level. The content courses are instructed in English. Entering 9th grade students are grouped and placed according to NYSESLAT scores, and placement tests. The length of time in an English speaking program is taken into account. Once in the program, placement is adjusted according to the student's proficiency in English and in accordance with ELL related mandates. Instruction is delivered by licensed ESL teachers using English as a Second Language Methodologies as well as native language support.

A. Programming and Scheduling Information

Native language materials are provided for students. These students are blocked and travel together as a group and are placed homogeneously according to NYSELAT scores.

In an effort to ensure that the mandated number of instructional minutes is provided, a review of students' schedules is conducted and mandated minutes of instruction in each student program are verified. Changes are made in students' programs if required.

Instructional approaches and methods used to make content comprehensible to enrich language development include: the infusion of ESL methodologies in content area instruction, infusion of all four language modalities, listening, speaking, reading, and writing in all classes, use of cooperative groups, analyzing assessment data to inform and improve instruction, utilization of appropriate instructional materials, the use of native language support, and native language materials.

4. We ensure that ELLs are appropriately evaluated in their native language by using the data from the Spanish LAB-R. In addition, ELL's have the option to participate in alternative assessments in their native language. This is facilitated in all content areas as all ELL students are provided with the opportunity to sit in class assessments as well as the NYS Regents examination in their native language. ELL students have the option of testing in their native language in class assessment as well as on State assessments. The rationale behind this approach is that we believe that proficiency in the native language supports efficiency in the second language acquisition process.

5a. SIFE students receive intensive English language development instruction in both social and academic language. Students receive content instruction with native language support as well as explicit instruction in studying skills. In order to ensure that teachers of these students are providing the best possible instruction for them, the ESL, NLA and ELA teachers have all been collaborating to align the ELA, NLA and ESL curriculums with a focus on improving academic literacy skills, specifically concentrating on infusing ESL methodologies such as scaffolding and activating and building schema in the classroom settings. We provide intensive English language development instruction, teaching social as well as academic language across all content areas. Instructions include explicit studying skills, notetaking skills, intensive vocabulary study, graphic organizers, audio/visual presentations, and authentic materials coupled with native language support. Furthermore, these students attend the "Achieve 3000" reading program in their ELA and NLA classes five days a week for one period a day. SIFE students are invited to attend tutoring after school as well as the Regents Preparation Saturday tutorials to further ensure their access to literacy development, English acquisition and content knowledge in small group or one-to-one setting.

5b. ELLs in US schools less than three years (newcomers) are placed in a program based on the Parent Survey and Program Selection Form. These students are then placed in the appropriate Transitional Bilingual Education classes and freestanding ESL classes based on their LAB-R scores and initial assessment. Newcomers requiring beginning-level ESL courses, also receive bilingual content-area instruction, and a (NLA) class to support their native language skills. In an effort to accelerate language acquisition, these students partake in the Achieve 3000 reading program.

5c. ELLs in schools receiving 4-6 years of ESL service are exposed to intensive instruction that builds their reading and writing skills as well as intensive vocabulary building within the content areas. They are also programmed for the mandated units of ESL instruction based on their proficiency levels based on their NYSELAT scores. These students are encouraged to attend the after school academic intervention services. Furthermore, ELLs receiving 4-6 years of service participate in the Achieve 3000 reading program. There is focus in building stamina in all four modalities- listening, speaking, reading and writing- and strengthening reading and writing skills.

5d. A specific class has been developed for incoming freshman who are in the category of Long-term ELLs (completed 6 years). The schedules of these incoming ELLs are blocked specifically to make certain that they are receiving their mandated ESL and ELA instruction and NLA support. The ESL, ELA, and NLA teachers who teach these specific ELLs have all worked collaboratively to write curriculum and plan lessons to ensure that these students are receiving the necessary academic language skills in the four language modalities in order to improve their command of the English language. Teachers utilize the following instructional strategies: differentiated instruction, scaffolding of instructional materials, QTEL strategies, note-taking strategies, graphic organizers, modeling of exemplary work and small group instruction in order to improve learners' linguistic and academic abilities so that they become English proficient and meet State standards and graduation requirements. Teachers concentrate on teaching the Writing Process (prewriting, drafting, revising, peer-editing and proofreading) in order to support students with their academic literacy skills with a specific focus on higher-order thinking, essay-writing skills and recognizing and analyzing literary elements and techniques. Instruction also includes explicit studying skills, notetaking skills, intensive vocabulary study, use of graphic organizers, audio/visual presentations, and authentic materials, specifically concentrating on infusing ESL methodologies such as scaffolding and activating and building schema in the classroom settings. In addition, the long-term ELLs take advantage of the Achieve 3000 web-based differentiated-instruction reading program. Learners are given the opportunity

A. Programming and Scheduling Information

to receive tutoring after school in all content areas and on Saturdays in English and math. These students are strongly encouraged to attend tutoring sessions in order to improve their English language skills. ELLs identified as having special needs receive their mandated minutes of English as a Second Language instruction according to their Individualized Educational Program.

6. Data from the students' IEP are used in conjunction with the goals of the Common Core Learning Standards to create tasks and assignments that are rigorous as well as cognitively challenging. Some of the instructional strategies that teachers use for ELLs-SWDs are using graphic organizers, books/ passages on audio, video clips of literature the students are reading, picture/ flash cards to recall and retell, modified versions of text that the grade level is using, readers theater, and frontloading of vocabulary. Teachers across all subject areas share best strategies and practices to meet the academic goals of the students. The ESL teachers have consistent communication with the special education teachers to collaborate on how to meet the needs of ELLs-SWD. The ESL teachers, ESL coordinator and Assistant Principal increase their communications with the parents of ELL-SWD.

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%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

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?

Paste response to questions 8-17 here

8. In an effort to accelerate English Language acquisition for long-term ELLs, they receive one period of instruction using the Achieve 3000 reading program. Additionally, these students benefit from participating in the Math Excel computer program. Teachers use data to

B. Programming and Scheduling Information--Continued

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Because of the strong focus on improving ELLs' academic-literacy skills, the emphasis for targeted inquiry work has been on English language development in the ESL and ELA classrooms. Last year's Living Environment inquiry team has now been replaced by the ESL, ELA inquiry team. The aforementioned inquiry team examined a core group of ELLs who have failed the English Regents Exam. The inquiry team, which included the ESL and ELA teacher of these students, analyzed previous Regents exams taken by the students and focused specifically on the Controlling Idea essay. It was noted that meaning and development were two major areas of weakness for these students. The team collaborated to develop strategies in order to support these students with their critical thinking and academic-essay writing skills. As a result of the success of this inquiry team, the team has chosen to continue their work this year, focusing on the Critical Lens essay of the English Regents Exam. This team is focusing on how to best support students with improving their analytical skills along with continuing to support their academic-essay writing skills.

9. In order to provide continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT, it is ensured that these students receive all mandated testing accommodations. These students are invited to attend an informational meeting where they receive information explaining their status as proficient ELLs and the transitional services offered to them. When applicable, former ELLs are placed in a transitional ELA class geared specifically toward supporting their needs as they transition out of receiving ESL services. Furthermore, former ELLs continue to receive guidance counseling services and are invited to attend after school and Saturday tutoring. Additionally, all teachers are made aware of all former ELLs in the building.

10. The school will continue with the current programs with of view of expanding and adding on to the current programs. Programs that will continue to be implemented will include Achieve 3000, a software program which is used to determine the reading levels of students, then generates differentiated activities at the students level with the goal of advancing the reading and comprehension skills. We believe that enhanced usage of this program with our ELL population will continue to yield positive results on the NYSESLATS.

11. We have not discontinued any programs but continue to evaluate and revise any current programs based on the needs of the students and the academic goals of the students.

12. ELLs are offered equal access to all school programs during and after the regular school day. Students are offered the opportunity to select a major. ELLs are also included in this process. ELLs are offered after school tutoring from Monday through Thursday; the students have the opportunity to attend tutoring in ESL, Math and Social Studies. Notifications, flyers, letters are posted around the school and distributed to students and their families in English and in the students' native language, as appropriate.

13. Promethean boards have been installed in numerous classrooms as a way to fuse technology in the content areas. Textbooks which help to develop the four language modalities, reading, writing, listening, and speaking are used in class - such as the Visions collection, Keystone and Northstar. Other texts that are incorporated into the curriculum to native language use are Cool Salsa (a collection of poems of poems in English and Spanish), The Achieve 3000 reading program has been being implemented in order to help students improve their English language skills with a specific focus on reading and comprehension. The program has the ability to provide partial native language support as well as full support in the students' native language.

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

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)?

Paste response to questions 1-5 here

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

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.

Paste response to questions 1-3 here

1. Professional development is ongoing for all personnel who work with ELLs to include: Assistant Principals, content area teachers, special education teachers, secretaries and the parent coordinator. The professional development plan for ELL personnel includes the following: Teachers will be strongly encouraged to attend various Quality Teaching for English Language Learners (QTEL) workshops. The Assistant Principal - Ms. Jackson and the ESL Coordinator - Ms. Castro attend workshops to understand the data provided about the ELLs to formulate units and instruction; training about BESIS, AMAO, Language Allocation Policy, Extension of Services and the ELL Identification process. This information is then turn keyed to the teachers in the ESL department. The ESL Coordinator attends SESIS workshops to familiarize the ESL teachers of new mandates and data input regarding services rendered that need to be documented on SESIS.

2. The ESL coordinator works closely with the ELA department to identify ELLs and discuss teaching strategies that can be implemented in the classroom to help support ELLs. The ESL coordinator and the English curriculum coordinator met over the summer to finalize a vocabulary manual in order to support both ESL teachers and ELA teachers of ELLs. In addition, the ESL coordinator worked closely with various ELA teachers over the summer in order to plan curriculum and write a study guide with a specific focus on the English Regent Exam, Critical Lens essay. The ESL coordinator will continue to provide content-area teachers with professional development on best instructional practices for ELLs in the content areas. The Network Instructional Support Team will also be providing professional development for both ESL and content area teachers. The staff is trained and encouraged to use the ARIS database to collect background information about the students, which include transcripts and attendance records, to better structure their teaching.

3. Documentation of ELL training for all staff is maintained in the school file by the school secretary as per Jose P. The school has implemented the use of Daedelus, a computer-based data system which aids and assists all educators in identifying ELLs and reviewing all state assessment scores and data for current and previous grade levels. In addition, assessments will be thoroughly analyzed and evaluated and action plans will be created to help students acquire language.

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Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
1. Parents are involved in a number of ways: They attend an orientation for incoming 9th graders, as well as a parent orientation specifically for parents of incoming ELLs where they are informed about program placement options and various assessments. The parent coordinator provides translation services when needed at meetings. The parent coordinator is present to translate and accompany the students on class trips, plays and musical performances. They are invited to participate in school dances, field trips, and assemblies.	100%	75%	50%
2. A number of workshops have been schedule for this coming year. These workshops are provided by the Parent Coordinator, Good Shepard, and Lean	100%	75%	50%
3. How do you evaluate the needs of the parents?	100%	75%	50%
4. How do your parental involvement activities support the students?	100%	75%	50%
Paste response to questions 1-4 here	100%	75%	50%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

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?

Paste response to questions 1-4 here

1. Parents are involved in a number of ways: They attend an orientation for incoming 9th graders, as well as a parent orientation specifically for parents of incoming ELLs where they are informed about program placement options and various assessments. The parent coordinator provides translation services when needed. Parents also attend monthly parent association meetings and school leadership meetings. The parent coordinator is present to translate and address any questions they may have. The parents are encouraged to accompany the students on class trips, plays and musical performances. They are invited to participate in school dances, field trips, and assemblies.
2. A number of workshops have been schedule for this coming year. These workshops are provided by the Parent Coordinator, Good Shepard, and Leap.
3. Each year parents complete a Parent Survey which is reviewed by the Parents Association and the School Leadership Team. The parent coordinator takes the lead in communicating with parents to establish relationships between the school and the commuity. The parent coordinator discerns the needs and concerns of the families and provides assistance or re-direct them to the appropriate school personnel.
4. As a result of the feedback received from the survey, a Parent Inquiry Team has been formed in order to better serve parents' needs. In addition, we will continue to offer computer classes as well as English as a Second Language classes for parents. These classes are offered at times convinient for parents to take advantage of. A school newsletter has been specifically created for parents in order to inform them of the happenings that are taking place at the school. Furthermore, parents have access to the use Daedelus in order to provide them with up-to-date inofrmation regarding their child(ren).

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

8. In an effort to accelerate English Language acquisition for long-term ELLs, they receive one period of instruction using the Achieve 3000 reading program. Additionally, these students benefit from participating in the Math Excel computer program. Teachers use data to assess students' skill levels in mathematics and in turn use this data to set goals in order to master specific standards. Because of the strong focus on improving ELLs' academic-literacy skills, the emphasis for targeted inquiry work has been on English language development in the ESL and ELA classrooms. Last year's Living Environment inquiry team has now been replaced by the ESL, ELA inquiry team. The aforementioned inquiry team examined a core group of ELLs who have failed the English Regents Exam. The inquiry team, which included the ESL and ELA teacher of these students, analyzed previous Regents exams taken by the students and focused specifically on the Controlling Idea essay. It was noted that meaning and development were two major areas of weakness for these students. The team collaborated to develop strategies in order to support these students with their critical thinking and academic-essay writing skills. As a result of the success of this inquiry team, the team has chosen to continue their work this year, focusing on the Critical Lens essay of the English Regents Exam. This team is focusing on how to best support students with improving their analytical skills along with continuing to support their academic-essay writing skills.
9. In order to provide continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT, it is ensured that these students receive all mandated testing accommodations. These students are invited to attend an informational meeting where they receive information explaining their status as proficient ELLs and the transitional services offered to them. When applicable, former ELLs are placed in a transitional ELA class geared specifically toward supporting their needs as they transition out of receiving ESL services. Furthermore, former ELLs continue to receive guidance counseling services and are invited to attend after school and Saturday tutoring. Additionally, all teachers are made aware of all former ELLs in the building.
10. The school will continue with the current programs with of view of expanding and adding on to the current programs. Programs that will continue to be implemented will include Achieve 3000, a software program which is used to determine the reading levels of students, then generates differentiated activities at the students level with the goal of advancing the reading and comprehension skills. We believe that enhanced usage of this program with our ELL population will continue to yield positive results on the NYSESLATS.
11. We have not discontinued any programs but continue to evaluate and revise any current programs based on the needs of the students and the academic goals of the students.
12. ELLs are offered equal access to all school programs during and after the regular school day. Students are offered the opportunity to select a major. ELLs are also included in this process. ELLs are offered after school tutoring from Monday through Thursday; the students have the opportunity to attend tutoring in ESL, Math and Social Studies. Notifications, flyers, letters are posted around the school and distributed to students and their families in English and in the students' native language, as appropriate.
13. Promethean boards have been installed in numerous classrooms as a way to fuse technology in the content areas. Textbooks which help to develop the four language modalities, reading, writing, listening, and speaking are used in class - such as the Visions collection, Keystone and Northstar. Other texts that are incorporated into the curriculum to native language use are Cool Salsa (a collection of poems of poems in English and Spanish), The Achieve 3000 reading program has been being implemented in order to help students improve their English language skills with a specific focus on reading and comprehension. The program has the ability to provide partial native language support as well as full support in the students' native language.

Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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.

Paste response to questions 1-3 here

1. Professional development is ongoing for all personnel who work with ELLs to include: Assistant Principals, content area teachers, special education teachers, secretaries and the parent coordinator. The professional development plan for ELL personnel includes the following: Teachers will be strongly encouraged to attend various Quality Teaching for English Language Learners (QTEL) workshops. The Assistant Principal - Ms. Jackson and the ESL Coordinator - Ms. Castro attend workshops to understand the data provided about the ELLs to formulate units and instruction; training about BESIS, AMAO, Language Allocation Policy, Extension of Services and the ELL Identification process. This information is then turn keyed to the teachers in the ESL department. The ESL Coordinator attends SESIS workshops to familiarize the ESL teachers of new mandates and data input regarding services rendered that need to be documented on SESIS.

2. The ESL coordinator works closely with the ELA department to identify ELLs and discuss teaching strategies that can be implemented in the classroom to help support ELLs. The ESL coordinator and the English curriculum coordinator met over the summer to finalize a vocabulary manual in order to support both ESL teachers and ELA teachers of ELLs. In addition, the ESL coordinator worked closely with various ELA teachers over the summer in order to plan curriculum and write a study guide with a specific focus on the English Regent Exam, Critical Lens essay. The ESL coordinator will continue to provide content-area teachers with professional development on best

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3. Documentation of ELL training for all staff is maintained in the school file by the school secretary as per Jose P. The school has implemented the use of Daedelus, a computer-based data system which aids and assists all educators in identifying ELLs and reviewing all state assessment scores and data for current and previous grade levels. In addition, assessments will be thoroughly analyzed and evaluated and action plans will be created to help students acquire language.

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?

Paste response to questions 1-4 here

1. Parents are involved in a number of ways: They attend an orientation for incoming 9th graders, as well as a parent orientation specifically for parents of incoming ELLs where they are informed about program placement options and various assessments. The parent coordinator provides translation services when needed. Parents also attend monthly parent association meetings and school leadership meetings. The parent coordinator is present to translate and address any questions they may have. The parents are encouraged to accompany the students on class trips, plays and musical performances. They are invited to participate in school dances, field trips, and assemblies.

2. A number of workshops have been schedule for this coming year. These workshops are provided by the Parent Coordinator, Good Shepard, and Leap.

3. Each year parents complete a Parent Survey which is reviewed by the Parents Association and the School Leadership Team. The parent coordinator takes the lead in communicating with parents to establish relationships between the school and the community. The parent

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2. A number of workshops have been schedule for this coming year. These workshops are provided by the Parent Coordinator, Good Shepard, and Leap.
3. Each year parents complete a Parent Survey which is reviewed by the Parents Association and the School Leadership Team. The parent coordinator takes the lead in communicating with parents to establish relationships between the school and the community. The parent coordinator discerns the needs and concerns of the families and provides assistance or re-direct them to the appropriate school personnel.
4. As a result of the feedback received from the survey, a Parent Inquiry Team has been formed in order to better serve parents' needs. In addition, we will continue to offer computer classes as well as English as a Second Language classes for parents. These classes are offered at times convinient for parents to take advantage of. A school newsletter has been specifically created for parents in order to inform them of the happenings that are taking place at the school. Furthermore, parents have access to the use Daedelus in order to provide them with up-to-date inofrmation regarding their child(ren).

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)										32	16	2	1	51
Intermediate(I)										27	25	20	14	86

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)										10	11	7	7	35
Total	0	0	0	0	0	0	0	0	0	69	52	29	22	172

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										10	9	1	1
	I										23	18	11	5
	A										24	9	5	9
	P										14	16	12	7
READING/ WRITING	B										31	15	2	1
	I										29	25	20	14
	A										11	12	7	7
	P										0	0	0	0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	5	0	0	0
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1	0	0	0
Living Environment	41	20	12	4
Physics				
Global History and Geography	70		8	
US History and Government	28	1	5	0
Foreign Language		16		12
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	41	26	13	12				
Chinese Reading Test								

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

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

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:		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
John Tornifolio	Principal		12/1/11
Alvin Simpson	Assistant Principal		12/1/11
Luisa DeJesus	Parent Coordinator		12/1/11
Lesley Castro	ESL Teacher		12/1/11
	Parent		1/1/01
Carol Kollaris	Teacher/Subject Area		12/1/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ms. Molina	Guidance Counselor		12/1/11
	Network Leader		1/1/01
Veronica Jackson	Other <u>AP</u>		12/1/11
Harold Stillman	Other <u>Related Services</u>		12/1/11

School Name:			
School DBN:			
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10x660 **School Name:** Grace Dodge High School

Cluster: 6 **Network:** 603

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The following indicators will be used to assess our needs: Home language surveys, ATS reports, teacher assessments, guidance counselor interactions, and parent coordinator's expertise in evaluating parents' needs and their preferred language of communications. The majority of our population speaks Spanish, there are 3 students that speak Bengali, 1 Arabic speaking student, 2 French speaking students, and 3 students that speak other languages. All communication with parents, written and oral, are translated in their preferred language.

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.

Using the above mentioned methods, all communication will be in both English and Spanish and will also be conveyed in oral and written forms. The findings will be disseminated to the school community via various meetings (staff, Parent association, parent coordinator, etc.) and through home mailings to ensure that all members of the community will reach out to non-English speaking 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 school will provide all written/oral communication in the parents' native language including: letters, newsletters, report cards and various forms, i.e., trip consent forms etc. The Phone Master will be programmed to translate all communication in the native language.

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

Using the entire school's bilingual community (teachers, paraprofessionals, family assistants, aides, guidance counselors, parent coordinator) the school will provide the translation necessary to meet parental needs. One of our Spanish teachers will be designated as the school translator to ensure that all translations are sound and accurate. The school contacts the Translation and Interpretation Unit for over-the-phone or on-site interpretation and translation services, as needed.

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 correspondence is regular and timely provided with translated documents through our school's existing resources or the Translation and Interpretation Unit. Notifications include: invitations to meetings and training, brochures, entitlement letters/non-entitlement letters, NYSESLAT parent guide. Most parent informational documents are available in various languages on the NYCDOE website.

The Translation and Interpretation Unit will provide periodic training to parent coordinators and other key school-based personnel on the language access requirements contained in this regulation and on resources available to support these requirements

The required signage and DOE translations postings will be prominently posted in the school to inform parents of their rights to translation services. The Parent Coordinator will serve as the point of contact for translation services. The phone number for the Translation and

Interpretation Unit will be available in the main office and used when necessary for visitors who speak a language other than those spoken by our multilingual school staff.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Grace Dodge Career & Tech HS	DBN: 10X660
Cluster Leader: Jose Ruiz	Network Leader: Lawrence Pendergast
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 288
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> *9 <input type="checkbox"/> *10 <input type="checkbox"/> *11 <input type="checkbox"/> *12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: In an effort to improve the English proficiency and academic achievement of our English Language Learners (ELLs), the students in grades 9-12 will have the opportunity to attend after school tutoring three times a week as well as Saturdays. Tutorial services in Math, Social Studies, Science and English will be available. This program will be offered the entire school year and offered to all ELLs as well as former ELLs. This program was chosen in order to provide ELLs with additional support they need to improve their English language skills with a specific focus on the four language modalities. Additionally, content area instruction will be provided in English and Spanish. Services will be provided by certified teachers. There will be improvement of the instructional program for ELLs by continuously upgrading the curricula and engaging in professional development.

Title III Tutorials

The after school tutorial program is offered to students Monday through Thursday. 4 teachers provide tutoring services to the students. There is one supervisor who oversees the _____ session of the program to ensure quality instruction and maintain a safe environment. There is one licensed Math teacher, one licensed Social Studies teacher, and one licensed English as a Second Language teacher providing tutorial services. The time frame for the program is December through June.

Social Studies Tutorial - 3 days a week for 2 hours for 75 sessions

Math Tutorial - 2 days a week for one and half hours for 50 sessions

The ESL program meets from 3:00– 5:00 p.m. The ESL teacher will offer 1 day a week two hours per day for 23 sessions of ESL/ELA to prepare for the ELA Regents and NYSESLAT. There will be an additional ESL teacher providing services 2 days per week from 3:30pm - 5:00 pm for 50 sessions. These supplemental services are offered across the grades (9-12) and according to need. The focus for the program is skills development in English, Math, Social Studies and Science and Regents preparation. The objective is to give the students the skills they need to pass their classes and the State Examinations. There will also be a computer based program, Rosetta Stone, to encourage students to exercise the four modalities of speaking, reading, writing and listening.

Bilingual Glossaries, Bilingual Translation dictionaries, and regents' preparation materials, Multicultural Libraries, Content Area Libraries and Supplies will be purchased with Title III funds for the program.

The objective is to give the students the skills they need to pass their classes and the State Examinations. Bilingual Glossaries, Bilingual Translation dictionaries, and regents' preparation materials will be purchased with Title III funds for the program. There is one supervisor who oversees the program to

Part B: Direct Instruction Supplemental Program Information

ensure quality instruction and maintain a safe environment.

As a culminating activity, the students will be invited to attend the Broadway play _____. Through this play, the students will be exposed to various modern day social issues and cross-cultural values. The issues portrayed in the play are important themes which are studied in Social Studies as well as in English classes.

Part C: Professional Development

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

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

Begin description here: Teachers are strongly encouraged to attend various Quality Teaching for English Language Learners (QTEL) sessions. The ESL coordinator works closely with the ELA department and content area teachers to identify ELLs and discuss teaching strategies that can be implemented in the classroom to help support ELLs. The teachers and Assistant Principal will be meeting on a number of (6) Saturdays to continue to enhance curricula and to discuss best instructional practices for ELLs.

The ESL teachers will provide content area teachers with professional development on best instructional practices for ELLs in the content areas. The Leadership Support Organization (LSO) will also be providing professional development for content area teachers. In addition, assessment will be analyzed and evaluated and action plans will be created to help students acquire language. We plan to continue to analyze and evaluate data displaying credit accumulation, assessment scores, attendance, and credit accumulation. This data is being provided to help inform all staff of the needs of all ELLs and create improvement plans to address those needs.

Part D: Parental Engagement Activities

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

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

Begin description here: There are workshops designed to educate parents about the different programs available in their communities. We build relationships between the parents and the Committee for Hispanic Children and Families which offer services about immigration, educational courses in ESL, informative courses that build awareness about HIV, and health awareness programs (ie. nutrition etc.)

There are English as a Second Language courses available to the parents on Saturdays. This instruction is conducted using the computer program, Rosetta Stone. They are assisted by a bilingual instructor.

Part D: Parental Engagement Activities

There is a course available from 9:00am - 10:30am and another section from 10:30am - 12:00pm.

There are monthly Parent Association meetings that the parents are encouraged to be involved in to familiarize them with the needs of their children and students in the school. These meetings are scheduled at 6:00pm with refreshments. Translation services are provided for the parents by the Parent Coordinator.

Part E: Budget

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

Allocation Amount: \$26396

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$23,561.95	After School Tutoring Social Studies 1 content area teacher X 2hours X 69 sessions X \$49.89 = \$6884.82 Math 1 content area teacher X 1.5hours X 49 sessions X \$49.89 = \$3,666.92 ESL 1 ESL teacher X 1.5 hours X 49 sessions X \$49.89 = \$3,666.92 1 ESL teacher X 2 hours X 23 sessions X \$49.89 = \$2,294.94 Administrator -After School 1 supervisor X 1.5hours X 90 sessions X\$52.21 =\$7,048.35
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional 	\$1834	Bilingual glossaries, bilingual translation dictionaries, Regents prep materials, Multi-cultural libraries, Content Area Libraries, Supplies

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$26396

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other	\$1,000	Broadway Show Admission Fee/ Metro Cards
TOTAL	\$26396	