



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: NEW UTRECHT HIGH SCHOOL

DBN (20 /BROOKLYN/ 20K445):

PRINCIPAL: MAUREEN A. GOLDFARB

EMAIL:MGOLDF3@SCHOOLS.NYC.GOV

SUPERINTENDENT: **AIMEE HOROWITZ**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Maureen A. Goldfarb	*Principal or Designee	
Catena Daskalakis	*UFT Chapter Leader or Designee	
Magaret Kelley	*PA/PTA President or Designated Co-President	
Rosemary Perez	DC 37 Representative, if applicable	
Giarratana, Annina Criscola, Joseph	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Zambito, Domenic	Member/UFT	
Iemma, Aldo	Member/Chair	
Imbamba, Christine	Member/UFT	
Kubiak, Mitch	Member/CSA	
Potenzzone, Janet	Member/Parent	
Treyger, Mark	Member/UFT	
Walters, Linda	Member/Parent	
Windsor, Laurie	Member/Parent	
Cusamano, Theresa	Member/Parent	
Bravata, Loretta	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013 all students taking the ELA and Math regent exams will demonstrate progress towards college readiness. Students will demonstrate a 2% increase in Math scoring 80% or above on the Integrated Algebra regents and a 3% increase in ELA scoring 75% or above on the English Regents.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
The data from 2011-2012 school year indicates that 18.3% who sat for the Integrated Algebra exam received a score of 80 or higher.
The data from the 2011-2012 school year indicates that 46.2% of students who sat for the ELA exam scored 75 or higher. As we continue to move towards making progress with our students in Math and English we need to continue to increase the percentage to ensure that they are prepared for College Math and English. Periodic assessments such as Acuity indicate student weaknesses in Math skills and weaknesses in reading comprehension, literary response and expression and vocabulary development.

Instructional strategies/activities

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

Professional Development – ELA and Math teachers will attend workshops that are conducted by the CFN to support their work. In addition teachers will receive Professional Development on comprehensive strategies and scaffolding language incorporating it into their daily lesson planning. Incorporate differentiated learning strategies for planning lessons (Marzano).

Title III after school program will have an ELA Regents component. The teachers will identify students who need to attend for extra intensive instruction for the ELA Regents Exam. ELL teachers will use assessments that are being used in class to reinforce the parts of the ELA Regents Exam that need intervention.

The Student with Interrupted Formal Education after school program will focus on the ELA Regents Exam for students with interrupted formal education and long term ELL's. ELL teachers have been trained on My Access online writing program. This program will be used to improve the writing skills of students, and in turn help them to achieve higher scores on their regents' exams. This will be part of the academic intervention service used with the students. In addition, our Community Based Organizations, Chinese Planning Council, Brooklyn College for Tutoring and AIS services to our students.

Target students who scored below a 75 in English and an 80 in Math, and offer elective classes to prepare them to re-take the exam(s). Encourage students in this group to attend tutoring offered during and after school to expand their skills. Include regents questions in both Math and ELA on all classroom examinations.

Timeline- September 2012 – June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
Parents are invited to attend regular meetings with school personnel to plan academic programs, information about programs offered, graduation requirements, postsecondary education and courses that will prepare their child for college.
College office hosts a financial aid evening inviting parents to explore financing postsecondary education and applying for financial aid.
Arrange phone calls home through our phone master to provide families with information regarding parent teacher conferences and any other important information.

Hold Leadership and PTA meetings in which parents participate informing them about college readiness around English and Math. IEP meetings and parent teacher meetings that support parent and student participation. Parents can access our school based web-site through E-Chalk informing parents about the Common Core Learning Standards and College Career Readiness. Provide materials on the Citywide Instructional Expectations and the Common Core to parents in multiple languages. Increased communication with parents via our online grade book – “Engrade”.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Tax Levy funding to provide academic intervention services during the day (AIS).
Title III grant that provides resources for ELL students including our after school program and professional development.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The funding will be used to provide the following:

- Consumable Instructional Material
- Computers/Technology
- Supplies
- On/off Site Professional Development
- Teacher and Supervisor per session for afterschool activities

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

In an effort to increase and improve teacher effectiveness 100% of the teaching staff will be observed during walk through with assistant principal's as part of short, frequent cycles of classroom observations. Feedback will be provided using a research based rubric that articulates clear expectations for teacher practice.

Comprehensive needs assessment

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

While conducting classroom observations and reviewing written reports submitted by my assistant principals supervision it has been noted in the documentation that the various competencies that we focus on as a school such as planning and preparation, classroom environment, questioning, use of assessments and instruction required some attention. Some teachers needed extra support to move them towards becoming effective pedagogues.

We are using research based frameworks to support effective teaching including the work of Charlotte Danielson and Kim Marshall, thereby creating a culture of practice that requires teachers to address what they are doing in their classrooms in order to identify what is working and what needs improvement. Using a research based rubric creates a common language that celebrates, rewards and replicates effective teaching and also provides a clear path to improve.

Instructional strategies/activities

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

Continue to use a school wide walkthrough template for mini-observations and also for full period observations

Professional Development – We will conduct ongoing professional development for the cabinet on implementation of the important concepts, language of practice and a shared understanding of teacher effectiveness theory and tools.

Teacher observations – conduct frequent observations of classes using a research based rubric and templates that were developed internally.

Walk throughs will be conducted jointly by administrators using low inference data we will focus on areas where we need to work with teachers to improve instruction.

Intervisitation among teaching staff.

Providing Feedback – constructive feedback will be provided to the instructional cabinet and the teachers observed that builds on identified strengths and addresses school-wide instructional initiatives.

Professional Development – The instructional cabinet will continue to build teacher leadership and modify the Professional Development calendar in response to observations so that we can precisely address school-wide instructional initiatives. The instructional cabinet will jointly observe teachers and provide feedback to each other and to the teachers.

Utilize the CFN as a partner in the process of transitioning to new protocols for classroom observation and feedback.

Timeline – September 2012 – June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Communicate via E-Chalk on how New Utrecht High School as a school evaluates classroom lessons.

Share with parents at PTA and Leadership team meetings on how we use a research based approach to evaluate teacher's lessons here at New Utrecht High

School.
Professional Development for teachers so they can effectively communicate their daily practice in the classroom.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) xx Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 1. Coordinated planning can be accomplished by ensuring that staff members are responsible are involved in planning for how Titled money will be used.
 2. Coordination can also be carried out by ensuring that any Titled funded staff members are given time to work with the staff members that manage the other programs.
 3. Ensure that staff members responsible for programs supported by other federal funds are involved in the assessment of needs that leads to the determination of how titled money should be used.
 4. In some cases a federal grant coordinator may be given oversight responsibility to make sure coordination between programs occurs.
 5. Titled money may also be used to support additional professional development programming purpose.
 6. Titled funds may also be used to provide professional development for teachers, principals, and other staff.
 7. Professional Development team and United Federation of Teacher Center will turnkey and examine the research based rubric that is being used to evaluate teachers lessons and performance.
 8. Professional Development for teachers and administrators
 9. Funding of the UFT Center.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, curriculum across all disciplines (Math, ELA, Science, Social Studies, and the Arts) will include a minimum of two Common Core-aligned unit of study as a means of increasing the academic rigor and engaging students in postsecondary equivalent work.

Comprehensive needs assessment

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

After conducting multiple classroom observations both formal and informal and have provided targeted feedback to teachers where we have addressed the Citywide Instructional Expectations and the Common Core learning tasks as we have found that we need to increase and align our curriculum with the tasks outlined in the Common Core.

In an effort to increase academic rigor, as previously discussed in the JIT report, assistant principals of Math, ELA, Social Studies and Science will conduct extensive professional development which will include the standards highlighted in the Citywide Instructional Expectations, changes in curricula, curriculum mapping, sharing of best practices, use of rubrics and providing feedback to teachers. There is a need for teachers to have a clear understanding of what students are expected to learn. We need to conduct ongoing training that allows teachers to be better equipped to know exactly what it is that they need to help students learn and establish benchmarks for them.

Instructional strategies/activities

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

Through teacher teams, teachers will examine student work using commonly agreed upon protocols, to surface the gaps between student achievement and the demands of thee CCLS, in particular those standards highlighted in "Instructional Expectations".

Assistant Principals will conduct professional development to continue to expose teachers to the changes that need to be implemented in the extant curricula in order for all learners to complete CCLS aligned tasks in ELA, Math, Social Studies and Science and Art.

Teachers will form curriculum mapping teams to revise extant curricula and develop CCLS aligned units, including pre and post assessments to better inform instruction.

Members of the faculty will demonstrate teacher leadership as they conduct workshops, share best practices, demonstrates rubrics and other research-based instructional strategies.

Assistant Principals will conduct short, frequent cycles of observations, and formal observations, including walkthroughs with the principal, which include actionable feedback regarding integration of the CCLS into lesson and unit planning, and evidence of student achievement.

Timeline – September 2012 – June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Presentation during PTA meetings introducing the basics of the Common Core and how the new standards will prepare students for success in college and the work place.

Provide Common Core resources for parents.
Our school website lists National Parent Guides for student success and engage New York Parent and Family Resources.
Provide weekly parent education tips that explain the concepts being taught and provide support and materials that aid parents in helping their children at home.

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) XX Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Funding for a full time UFT Teacher Center Coordinator

Funding for supplies and equipment (OTPS) for UFT Teacher Center.

Funding to provide Professional Development.

Funding to provide Professional Development.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. By June 2013, we will increase student attendance by 9.4% moving from 80.6% attendance to a minimum of 90%.

Comprehensive needs assessment

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

An analysis of attendance data starting from the first day of school we have 188 Long Term Absences here at New Utrecht High School. In an effort to contact and get these students back into school we have implemented a strategic team to tackle the problem of chronic absenteeism. In addition ATS attendance reports indicate that we currently have an average daily attendance rate of 81.4%. This data is of great concern as the Chancellor's minimum attendance standard is 90%.

Instructional strategies/activities

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

Create a school wide culture that promotes good attendance.

Attendance is accurately recorded

Students feel safe and are welcome at New Utrecht High School Peer Mediation and Conflict Resolution Program supports this effort.

Guidance Counselors, and attendance personnel communicate attendance expectations to students and parents during guidance conferences and home visits, phone calls, letters and our web site E-Chalk.

Offer students rigorous engaging learning opportunities and meet student's needs.

Recognize and reward good attendance.

Post monthly attendance percentages for all to view

We have designated point personnel that make up the attendance committee to track and monitor student attendance on a daily weekly and monthly basis.

Data reports are reviewed with key staff and counseling is in place once we get the student and family back into school.

Telephone calls are made daily for student absences.

Academic interventions are in place to assist students to get back on track.

Partnerships with CBO's that provide after school activities.

We have identified our key staff members to work with students that have been identified with attendance problems before entering the 9th grade. The staff members who serve as mentors identify the root and causes of the students absence and works with others in the school to intervene on behalf of the school.

Keeping an open line of communication on a regular basis with the student's families. Research options and services the families could benefit from. Reinforce positive messages regarding attendance and academic performance. Collaboration among key staff members as well as CBO'S and ACS when justified to expand the support we offer for parents and their children in meeting the schools instructional and attendance expectations.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Conduct parent workshops on the use of Aris so that families can view their child's daily attendance.

Connect families to our Community Based Organizations to bring information to immigrant families.

Parents/ Families of absent students are called every day.
 Orientation session for parents discussing the importance of good attendance and the link between good attendance and how well students perform.
 Provide attendance information to parents during PTA Meetings and Parent Teacher Conferences.
 Conduct meetings with parents and guidance counselors and attendance teachers.

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) XX Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy Title I Title IIA x Title III x Grants Other

If other is selected describe here:

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Coordinated planning can be accomplished by ensuring that staff members are responsible are involved in planning for how Titled money will be used.

Coordination can also be carried out by ensuring that any Titled funded staff members are given time to work with the staff members that manage the other programs.

Ensure that staff members responsible for programs supported by other federal funds are involved in the assessment of needs that leads to the determination of how titled money should be used.

In some cases a federal grant coordinator may be given oversight responsibility to make sure coordination between programs occurs.

Titled money may also be used to support additional professional development programming purpose.

Titled funds may also be used to provide professional development for teachers, principals, and other staff.

Funding for a full time attendance teacher.

Funding for augmented attendance teacher outreach

Funding for a school aide position to assist with 407's and exit interview procedures

Funding for a Truancy Coordinator

Funding to provide professional development as to effective strategies in dealing with truancy.

Funding to provide OTPS items for extensive mailings and supplies necessary for truancy outreach.

Tax Levy for teachers on attendance procedures guidance support services and coordinator staffing.

Implementation of a plan to and reinforce the need to accurately record attendance by reviewing attendance and taking procedures with staff. Identify teachers who may have problems recording their attendance. Teachers will make phone calls, send letters, obtain email information, and maintaining an open line of communication with parents.

Chronic unresolved attendance issues are referred to our attendance coordinator and attendance teacher, they will assist with the early identification of at risk students due to attendance. They will collaborate and work with guidance counselors meeting with students and parents and making appropriate AIS referrals.

Guidance counselors will explore other for options for eligible student when warranted counseling and outside mental health agencies and family support services will be explored as well.

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

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) xx Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Readings Interactive Writings	Small group, one to one group tutoring	Both during the school day and after school
Mathematics	Readings Interactive Writings	Small group, one to one group tutoring	Both during the school day and after school
Science	Readings Interactive Writings	Small group, one to one group tutoring	Both during the school day and after school
Social Studies	Readings Interactive Writings	Small group, one to one group tutoring	Both during the school day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Workshops for students CBO's providing	Small group, one to one group tutoring	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Create and maintain a recruitment strategic planning team, develop marketing and outreach strategies, form partnerships with traditional teacher education institutions and alternative licensure programs, evaluate current hiring processes, provide financial incentives, and grow our own; develop New Utrecht High School Academy.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 William Bonner	District 20	Borough Brooklyn	School Number 445
School Name New Utrecht High School			

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

Principal Maureen A. Goldfarb	Assistant Principal Giacomo Rutigliano
Coach type here	Coach type here
ESL Teacher John Pearson	Guidance Counselor Diana Murillo
Teacher/Subject Area Dr. Chie Soong/Science	Parent type here
Teacher/Subject Area Bernadette Reyes/Math	Parent Coordinator Anna Mineo
Related Service Provider Frank DiGiovanni	Other Data/Jill Adler
Network Leader William Bonner	Other Blanca Dobrotinic/ Spanish

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	12	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	5
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	11
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	3288	Total Number of ELLs	828	ELLs as share of total student population (%)	25.07%
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Part II: ELL Identification Process

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

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

1. When completing the HLIS, the guidance counselor, parent coordinator, and AP of ESL, along with the appropriate language translator (English, Spanish, Chinese), work as an informational team to help the parents understand what ELL programs and options are offered at the school. During the intake process, the parents are given the HLIS by the Guidance Counselor in their native language, and then the student has an oral interview with the Guidance Counselor to see their academic language, and then with the ESL Assistant Principal for placement until the LAB-R is administered. While the parents are present, we ask questions regarding schooling and familiarity with the English Language. This will determine the initial placement into regular ESL or ESL Literacy classes. The program selection form is also given to the parents since many parents never return. This informs the school staff where their child should be placed before the LAB-R. After the LAB-R all parents are informed via mail, regarding their child's entitlement and placement. Currently, our school offers two programs for ELLs as follows: ESL Freestanding and Chinese-Bilingual. If the parent doesn't select any program, after the informational session, then the parent has the option of requesting a transfer to a school that offers the desired program. Students new to the NYC system are administered the LAB-R for entitlement and placement. This is done within the first 10 days of school. The Assistant Principal of ESL administers the LAB-R and the a certified Spanish teacher administers the Spanish LAB once a week either on Tuesday or Thursday. The LAB-R consists of speaking, listening, reading, and writing. For each grade level, there is a cut score which determines ELL eligibility. For Hispanic students who do not meet the cut score on the LAB-R, they are given the Spanish LAB to determine proficiency in their native language. Parents are informed about the state's annual NYSESLAT Exam for which data is collected regarding progress with scores and modality breakdown. This helps the school determine and prepare on how to improve and inform instruction for every ELL. The school uses ATS reports to determine continuation of eligibility. This is the only exam an ELL can be removed from ESL/Bilingual services. Every Spring all ELLs are administered the NYSESLAT. They are tested in the four components. The speaking is administered individually, and the other three components are administered in their ESL classes. By earlier August, the scores are released to the school.

2. After viewing the video on program selection in their native language, the parents fill-out the forms. The forms are returned to the guidance counselor, and then the ESL AP evaluates the forms and adjusts student programs to satisfy their needs with proper placement. The only two programs available are: Chinese Transitional Bilingual Program and ESL Freestanding Program. During this process the student is interviewed by the ESL AP for placement and LAB-R results. Parents are informed by mail in their native language and the Parent Coordinator will call parents for special events or for academic intervention services. Between 1-8 school days, a student is placed in a program selected by the parents. The staff involved in this process are the: Guidance Counselors, AP of ESL, AP of Math, and an ESL Paraprofessional.

3. All entitlement letters are mailed with contact information so that parents may call for clarification. A copy of letters are kept in Room 434 which has a para who is supervised by the ESL AP. The ESL AP is responsible for informing parents on their child's entitlement and for the Parent Survey and Program Selection forms. This happens in the beginning of the year for those students who took the NYSESLAT. LAB-R testing for new admits happens all year round; therefore parents are informed via mail regarding the LAB-R results and entitlement. All parental forms are completed the same day since many parents work. All entitlement letters are

maintained in one office. All ELL forms have copies on file in room 434, including entitlement letters by grade and language.

4. An entitled ELLs will continue receiving services. The guidance counselor examines the student's profile and checks on ATS under the exam history. The AP of ESL examines the student's test history with an interview. This determines the student's ESL level. In the student's cumulative folder, we check for HLIS and program placement letters to determine which program was chosen by the parents. We only offer Chinese TBE and ESL Freestanding. On site we have three bilingual guidance counselors for Chinese and Spanish. Plus, we utilize the Foreign Language Department to assist us in communicating in the following native languages to parents: Arabic, Urdu, Polish, Italian, and Russian.

5. Parental requests in our school lean towards the ESL Freestanding and Bilingual programs. We receive many newcomers with the home language as Chinese throughout the year. Furthermore, many ELL's are transfer students who arrive with the HLIS status already completed from the regional office or their JHS. The last three years has marked an increase in the area of Chinese-Bilingual students, currently at 490 students. The ESL Freestanding at 339 students has been decreasing. This demographic shift has been considered and programs have been modified as described elsewhere in this narrative. The trend for Chinese TBE is growing and we foresee this trend growing. We monitor parent choice when the parents submit the forms after viewing the video on the three choices. These forms are kept by grade level, native language, and program selected. Each year we store the forms in the proper folder. The folders show Chinese Bilingual program with an increase each year. Therefore, the Chinese TBE is expanding since parents feel the importance of having their child in a TBE program. Non-Chinese natives choose ESL Freestanding since many come with some knowledge of English and want to continue with English. All records and returned forms are kept in Room 434 with the assigned para under the AP of ESL's supervision.

6. Our ELL programs are aligned with parent requests. Parents do request for Chinese TBE or ESL Freestanding program. Our parent selection forms stored in room 434 demonstrate the parent requests. ESL's department para is in room 434 under the supervision of the AP of ESL. If parents should choose other programs, they will be advised in their native language regarding schools that offer what they chose. In the future, if the language and parent requests for the same grade level is more than 20 students, then a bilingual program for that language will be considered. This will begin the search for certified teachers in the language requested.

Paste response to questions 1-6 here

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): English/Chinese
Dual language program	Yes <input 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													To
K	1	2	3	4	5	6	7	8	9	10	11	12	t #

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%)										14	7	15	3	39
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										7	3	4		14
Push-In														0
Total	0	0	0	0	0	0	0	0	0	21	10	19	3	53

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	828	Newcomers (ELLs receiving service 0-3 years)	573	Special Education	102
SIFE	103	ELLs receiving service 4-6 years	154	Long-Term (completed 6 years)	101

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	459	60	15	64	6	5	14	2	10	537
Dual Language										0
ESL	185	18	22	72	9	15	34	2	8	291
Total	644	78	37	136	15	20	48	4	18	828

Number of ELLs in a TBE program who are in alternate placement: 6

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese										120	140	127	93	480
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Yiddish														0
Other														0
TOTAL	0	120	140	127	93	480								

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										71	44	22	22	159
Chinese										4		3		7
Russian										12	21	2	7	42
Bengali										1	1			2
Urdu										8	5	2	8	23
Arabic										13	9	3	13	38
Haitian											1			1
French														0
Korean										1				1
Punjabi											1			1
Polish										2		5		7
Albanian										3	6	2	5	16
Other										13	15	6	8	42
TOTAL	0	128	103	45	63	339								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1.A. The organizational model is self-contained. ELLs are placed according to NYSESLAT and LAB-R scores. We have an ESL Department that services all ELLs as per the LAP mandates. We also have started ELL Regents Preparation classes with Certified ESL teachers. We have begun the process of curriculum mapping with extensive exposure to ELA.

B. We have un-graded Beginner's Literacy 1 and 2, and beginners level 1 and 2 classes that have a double period block with the same proficiency level. The other levels (Intermediate and Advanced) are un-graded with the same proficiency levels as well. The Literacy program is for newcomers who demonstrate deficiencies in their first language which transitioning to a second language becomes difficult. We currently have a Milestones program that is rich in academic vocabulary with reading, writing, and comprehension strategies. Plus, we

A. Programming and Scheduling Information

have after school literacy support funded by Title 3.

2. The Assistant Principal with the guidance staff carefully evaluate NYSESLAT and LAB-R scores to determine the instructional minutes. Our instructional time per week for ELLs go beyond the required time under CR Part 154. This includes ESL, ELA, and ELA instruction.

A. Each class period is 48 minutes. The Beginning level receives 645 minutes of services per week; the Intermediate level receives 435 minutes of services per week, and the Advanced levels receive 225 minutes of ESL and 225 minutes of ELA per week. Instructional time is calculated per amount of period per day times 5 days. In addition, bilingual students receive 225 minutes of NLA instruction per week.

3. The content area classes are transitional bilingual to mostly English and ESL freestanding using ESL methodology (mainly through scaffolding). The instruction has to be planned, and also how to deliver instruction for every ELL must also be planned and practiced. This happens during our school-wide PD sessions, inquiry teams, and common planning time. The instruction has to be rich in literacy and content. The language development must be scaffold; therefore, tapping into their prior knowledge and making connections to their daily lives with meaningful activities that they can utilize in the outside world. In many bilingual content classes, teachers are using academic vocabulary and infusing English which is align with the LAP. The NLA teachers in class are beginning to incorporate literary elements which are aligned with their ELA classes and ELA Regents. The teachers enrich and reinforce vocabulary that is essential in comprehending content knowledge. All ESL teachers will integrate comprehension strategies in their daily planning.

4. The NLA classes are by grade level. The NLA teachers evaluate the students with an entrance exam to see their literacy level in their first language. The teachers will use this to differentiate their instruction. At the end of the year, the Chinese Bilingual students are given the CRT and a Chinese Regents. The other native languages, who are in an ESL Freestanding program, take the language regents as well. ESL and NLA teachers meet to discuss student performance and ways to introduce content knowledge in their daily instruction.

5A. We have SIFE/LTE in our after school program. We identify ELLs that have had an interrupted formal education. They are placed in a self-contained/block program, 5 times-per-week for 96 minutes. This class is an ESL Literacy class which focus phonemic awareness, academic vocabulary and comprehension strategies. All ESL levels 1-4 will have a double period block in which teachers will be able to implement the readers and writer's workshop and some components of the RU Models. Students will explore and develop literacy skills. The students also have one ELA class where they are exposed to literature and literary elements in anticipation of the ELA Regents. Classes are in the process of being equipped with leveled libraries. There is also an after school program for daily academic work. We applied for a SIFE Grant which will involve an online writing program with academic vocabulary. The grant will involve a CBO who will help us with career and college readiness. Also they will be involved with community organizations and parental outreach.

B. All newcomers and/or those who score below cut score (B) on the NYSESLAT are placed in a double period language development class (S) daily along with a daily ELA class on the same level that is literature-based (L). Students in every ESL class will have a leveled library with high interest fiction and non-fiction books for independent reading. Furthermore, classes will have class sets of novels for guided reading and read alouds. ELLs will have exposure to text and ELA. The annual NYSESLAT will determine if the ELLs are progressing. Moreover, we have an on-going after-school program funded by Title III. All ESL teachers will have training on comprehension strategies with a focus on academic vocabulary, the use of leveled classroom books, and literary elements. This is also aligned and reinforced in NLA and ELA classes. Instruction is differentiated by using leveled text and Dept of Knowledge Levels. DOK has four levels which range from recall to extended thinking. Some activities may be: describe the features of a place or people, describe cause/effect of a particular event, support ideas with details examples, and describe how common themes are found across texts from different cultures.

C. ELLs receiving 4 to 6 years of service have difficulty in reading and writing skills. Therefore, our efforts have been to strengthen their comprehension and to expose them to texts. Students have daily reading with a guided activity that the teacher models. Usually, the activities reflex activating prior knowledge and making connections to their daily lives. All ESL teachers will have training on comprehension strategies with a focus on vocabulary, leveled classroom books, and literary elements. This is also aligned and reinforced in NLA and ELA classes.

D. Long-Term ELLs who are six years or more in an ESL /Bilingual program demonstrate that they are taking more than the prescribed amount of time to gain proficiency in English. These students continue with services until they test out with the NYSESLAT. These ELLs are also recommended to attend the after-school instructional program and the Saturday program. This year, we are tracking students by using available data to see if they are passing classes and making progress by using NYSESLAT scores. These students receive Academic Intervention Services from Title III Instructional programs that range from ESL Literacy to Regents Prep. All ESL teachers will have training on

comprehension strategies with a focus on vocabulary, leveled classroom books and literary elements. Along with texts we have integrated ELL instructional strategies that will strengthen their knowledge of English. some strategies are: vocabulary and language development,

A. Programming and Scheduling Information

guided interaction, explicit instruction, universal themes, modeling, graphic organizers and visuals.

6. The ELL teachers are using comprehension strategies from their PD book "Mosaic of Thought". Some of the strategies incorporated so far are: visualizing, inferencing, making connections to texts, and determining importance. We are strengthening reading strategies for classroom instruction which are predicting, sequencing, modelling, summarizing and questioning. Moreover, we have included also writing strategies which are: semantic webs, information grid, modeling the text, dialogue journals, double entry journal, novel ideas, and reading with a focus. We are integrating independent and shared reading time into the classrooms. Plus, we are beginning the process of having leveled classroom libraries with multilingual dictionaries in every ELL classroom. All of these, provide access to academic content areas and accelerate English language development. We have ungraded classes since students are placed according to level and not grade level. The strategies incorporated in the content areas were already mentioned. They are: vocabulary and language development, guided interaction, explicit instruction, universal themes, modeling, graphic organizers and visuals.

7. We are developing curriculum maps for all ELL classes with texts, standards, and strategies that reach out to all learners. Our ELL inquiry teams focus on ELLs who are not performing well in class and are at risk for graduation. The diverse strategies mentioned in #6 are effective in all content classes. The strategies that are taught and used in ELL classes should follow the students in their content classes. This year we have placed all our intermediate students in a double period ESL class. This would allow more time for students to engage in meaningful activities with the least interruptions. Plus, there is more time for reading and vocabulary practice. All our literacy, beginners, and intermediate ELLs have a double period block of ESL instruction in their daily programs..

Courses Taught in Languages Other than English ⓘ

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

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

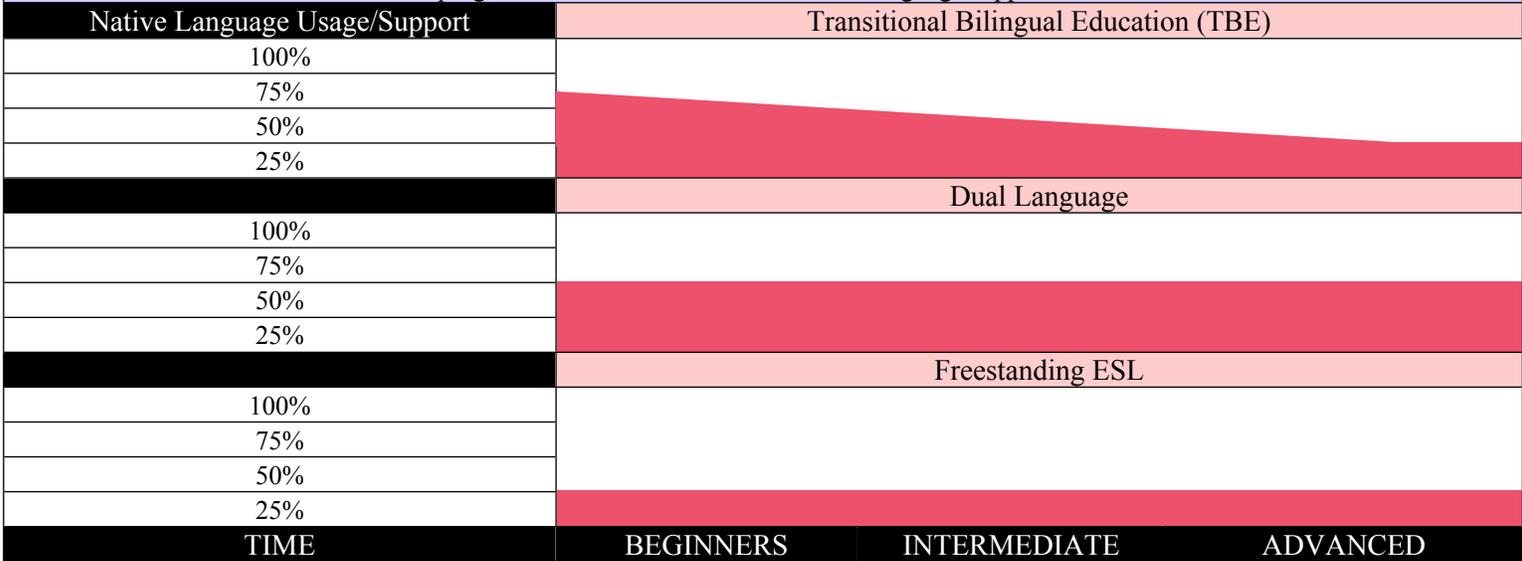
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

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

8. The targeted intervention programs for ESL Freestanding and Chinese Bilingual students are: Regent Prep. during and after school for all content classes, credit recovery for credit accumulation and Regents Prep. Title 3 funds and SIFE Grant are utilized for after school instructional activities and support. The instruction is offered in English and Chinese. We first target cohort ELLs who need to pass regent(s) in order to graduate in June. Our Regents Prep. include: ELA, Living Environment/Biology, Integrated Math, Global History and U.S. History. Literacy is also included in the after school for newcomers and SIFE. This is an extra support to get the students up to speed in English acquisition. Our guidance staff assists us to seek students for the after school. On staff we have Chinese and Spanish speaking teachers to assist other teachers and students.

9. Students reaching proficiency on the NYSESLAT do receive transitional support in the school day. We have our guidance staff that assists students on their progress for which a college writing class is recommended. ELLs that are promoted during the Spring NYSESLAT may still continue to receive ESL services during the following year since the funds are already allotted by that point. For Regents exams, students still receive extended time during the transitional period for two years.

10. We will increase our Title 3 student participation for ELA Regents Prep. This is the area that many ELLs have difficulty in since it's not taken in their native language. Teachers will receive NYSESLAT and modality scores so that they can differentiate instruction as they plan lessons. There is a school-wide PD and departmental PD that will focus on improving instruction and raise ELLs' reading and writing levels.

11. Currently, there are no plans to discontinue any programs/services.

12. All ELLs are included in after school and supplemental services. We have credit recovery after school programs for which they participate in. Our year round Title 3 instructional programs are structured for ELLs to make gains in attaining proficiency in English. The program gives ELLs access to Regents prep. with literacy support. NLA support is in Regents prep for those who are taking the regents in their native language.

13. Instructional materials used to support the learning of ELLs in content areas and language development are with: meaningful and real world literary and academic texts, technology used for gathering research information and to develop writing skills, print-rich and visual aides with overheads and charts (T-charts, diagrams, graphic organizers, collaborative activities that involve group projects). Thematic approaches for the whole class, magazines, and newspapers to create stories, cooperative learning/social interaction. The instruction must be modeled with real world materials. There should be read aloud and silent reading involved in the lesson development. Teachers focus on building reading comprehension skills by having a readers and writers workshop with elements of RU Models in all ESL classes. ELL teachers utilize Achieve 3000 and MyAccess for reading and writing in the classroom and after school. In addition, some ELL teachers are beginning to utilize SmartBoards in their instruction.

14. NLA support is delivered through literature in their native language which is aligned with the NLA, NYS learning standards. Teachers focus on modeling literacy skills in students' native language with thematic readings in an academic context. Teachers use visual and print

rich materials to help support learning in their native language. Students are involved an accountable talk and lively discussions in their native language. As NLA levels go up; there is more of a focus on literary elements and tasks 1-4 which support the ELA Regents.

15. Yes, all ESL classes have mixed grades with mixed ages. Our ELLs are all leveled according to their reading and writing scores on the NYSESLAT and LAB-R. Therefore, teachers differentiate by examining data and informing instruction to their needs. The teacher can group students according to weaknesses and strengths and form work stations where parts of the lesson can focus on their needs.

16. Students are encouraged to visit the school during the open house. The newly enrolled we meet once they arrive from the enrollment center.

17. We offer 14 Advanced Placement Courses. The language electives are college writing or taking a Foreign Language.

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.

PThis PD plan will also include Subject area teachers, Paraprofessionals, and the Parent coordinator since they are involved and/or participate in delivering instruction to ELLs.

1. PD Plan

Literacy Learning and Language Development

- How much reading is enough? (read aloud, silent reading)
- Readers and writers workshop- RU Model
- Cooperative Learning Activity: Reading, Think-Pair-Share, Sequencing

Reading and writing content towards ELA Regents

- Infusing standards in lesson planning with comprehension standards
- Literary Elements in all ESL levels
- Integrating word finds and visuals in daily lessons

Teaching Language through Content

- Why teach language through content
- New ESL Approaches-English language Development (thematic units)
- Specially Designed Academic Instruction in English (focus is on academic Content)
- Content based Instruction – teaching both language and content with Thematic inquiry (making content meaningful and functional)

Scaffolding Language

- Making meaning Explicit
- Learning in group settings
- Engaging students in authentic work
- Leveled libraries with literacy support

Reading and writing in a second language

- Planning for Reading – Developing activities for before, during, and after reading that are meaningful
- Selecting books with universal themes
- Familiarity with genres – writing for a purpose and to have a particular organizational structure
- How to build knowledge of a topic (scaffolding)
- How to model texts (for group work and independent writing and reading)

Integrating Language and subject learning

- Planning curriculum mapping with thematic units
- Developing essential questions
- UBD – Understanding By Design (backward planning)

The teaching staff has ongoing PD. The school-wide PD will focus inquiry, curriculum mapping and differentiated instruction. Teachers in their Common Planning Time will meet once a day.

PD Materials will be developed around the following 2 texts:

1. Scaffolding Language, Scaffolding Learning by Pauline Gibbons
2. ESL/EFL Teaching by Yvonne and David Freeman

2. The staff has Common Planning Time and Inquiry Teams where teachers are informed and have discussions on ELLs. The A.P. of ESL organizes with the staff the intake process, instruction and testing. We have assemblies with teachers and students. Title 3 Summer Program encourages Middle School ELLs to attend NUHS for academic and English language development during the summer.
3. All staff during their monthly PD sessions include some ELL training. On school-wide PD days the school does focus part of the day on ELL training. Staff is also encouraged to attend outside PD sessions for ELLs. The training includes instructional strategies and materials to assist former ELLs and ELLs in class. This is also part of their CPT where teachers plan lessons together and create curriculum for all students. The schools PD team maintains record of meetings. Records will be kept with time and an agenda for which teachers sign in and participate in the training.

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. Our Parent Coordinator informs and invites parents to school activities and functions. She is the first person they meet when parents enter the school. PC informs parents on District-wide events. Parents do get involved if called to come and discuss about their child's progress in school. The school is equipped with staff that can assist in translating for parents in any language. When parents admit their child to school, the school staff meets them and offers the support available at our school.
2. The partnerships provide workshops for all parents throughout the year. The workshops range from neighborhood - home - school support and issues that impact academic achievement. The CBOs are: Sunset Park Alliance, Chinese Planning Counsel, and Neighborhood Improvement Association. CBO activities are involved in after school activities. The activities are: trips to museums and cultural institutions, tutoring, community service, career planning, career and college readiness, resume writing, and interview skills. Our CBOs offer translation services to the community in Chinese and Spanish. Many of their written communication is in dual language for the families to understand and discuss. When parents come to school, they are accommodated in their native. Our staff is multilingual. Therefore, communication is not a problem.
3. The parents have language and academic needs. On site, we always have Chinese bilingual staff members and other languages are available as well to serve all the needs of the parents. During the school year, information is mailed and given to students in English, Chinese, and Spanish. The information is on testing, after school programs, and progress reports. The parents want to see their child succeed academically and socially. Some forms that are sent out in their home language are department progress reports and parent-teacher conferences, for compliance home language forms, DOE ELL program description, parent surveys and selection forms, continuation and placement forms and etc. Parent coordinator works with the staff to reach out to parents regarding special events. Our multilingual guidance counselors help the parent coordinator when it comes to attendance and academic intervention for our ELLs. Our school represents many languages of our city. Finding translators in our school is not a problem.
4. All information and activities are distributed in parents' native language. Our bilingual staff supports all parents during school events or when parents visit the school. We have been granted a SIFE Grant which involves parents to attend on Saturday with their child. Their participated will help improve our efforts for ELLs to gain English proficiency and academic success. The activity will be with ESL teachers and a Bilingual Guidance Counselor. Parents will learn English with their child. We hope this becomes a habit to do at home where parents, students, and teachers become partners in language acquisition and social development.

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)										46	22	7	10	85
Intermediate(I)										63	114	91	71	339
Advanced (A)										39	31	30	33	133
Total	0	0	0	0	0	0	0	0	0	148	167	128	114	557

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										24	29	5	3
	I										30	60	50	49
	A										48	52	50	38
	P										45	24	23	23
READING/ WRITING	B										43	29	6	9
	I										64	100	85	66
	A										35	34	31	34
	P										5	4	6	5

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	179		112	
Integrated Algebra	670		507	
Geometry	169		157	
Algebra 2/Trigonometry	96		76	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language		150		148
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test	110	62	74	49				

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

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

Paste response to questions 1-6 here

1. The ELL Periodic Assessment will be available later this fall. The literacy assessment tools available are the NYSESLAT/LAB-R/Spanish LAB. When the student is admitted, the student is interviewed by the A.P. ESL. This is where initial placement happens, and the student is tested within 2-7 school days.

2. After receiving the proficiency levels and grades, we see that our ELLs are performing at an Intermediate level on the NYSESLAT. Our newcomers on the LAB-R are performing on a (B) level. Many students in the (B) level are newcomers and SIFE ELLs. These students may need two years of intensive English instruction before they advance. ELLs on the (I) level to (A) level have the abilities to test out within two years. The (A) level for 10th, 11th and 12th grades are low since students have difficulty attaining English proficiency. This school year 62 ELLs attained English proficiency according to the 2011 NYSESLAT. Our 9th and 10th grade currently have the most intermediate students.

Many newcomers are scoring intermediate and advance on the LAB-R. Those who score beginner level on the LAB-R show low skills in reading writing, listening, and speaking. This year we tested 90 newcomers: 40 tested out and 50 became ELL entitled. All entitled need academic intervention in reading and writing.

3. All ELLs struggle on the reading and writing on the NYSESLAT and LAB-R. To deal with these deficiencies: instruction and PD is focused primarily on reading, writing, and basic literacy skills. ELL Teachers, AP of ESL and ELA and Content Area Teachers participate during CPT and collaborate to create activities that are interdisciplinary. The aggregate performance results from the NYSESLAT indicate reading and writing scores together. The reading and writing scores on the NYSESLAT demonstrate the urgency to implement instructional strategies in reading comprehension so that reading and writing skills can improve. This is also a main component on the ELA Regents. All grades and levels show deficiencies in reading and writing. Literary elements need to be introduced in the (B) level, and expanded on as the students progress through levels and into the ELA Regents Prep.

4A. Students do well on native language exams. The ELA Regents poses the greatest difficulty since it involves a reading and writing component based on ELA standards. ELLs generally score high on math and foreign language exams.

B. ELLs are placed in their levels and selected programs. They are placed according to NYSESLAT or LAB-R exam. The assessments are evaluated by their reading and writing scores. This also determines in which ESL level to be placed. The ELLs this fall took the ELL Periodic Assessment. We are waiting for the results. The assessments show that ELLs reading and writing skills need to improve. Although, they are signs of improvement. This is even greater when students arrive in the upper grades with very low literacy skills. Native Language is used in their mandated NLA classes and in their bilingual classes according to the LAP..

C. Last year's Periodic Assessment 2010 demonstrated that reading and writing are the areas for improvement. This trend is also noted in the NYSESLAT Exam. Native Language is used for the NLA teachers to introduce informational literature and literary elements. This support will help the ELLs transition into English at a faster pace when they will take the ELA Regents prep. The school leadership meets during cabinet meeting to discuss progress and academic intervention for the ELLs. The school's leadership and teachers are involved in encouraging students to attend after school programs. Plus to have non- ELL teachers visit ELL teachers' classroom to observe a lesson on scaffolding language and learning. Teachers need to learn strategies on how to break up something complex into something meaningful.

5. N/A

6. ELLs that participate in after school and Saturday School Title 3 programs do well on regents and in their classes. Students have the opportunity to understand academic materials with small group instruction and/or one on one. ESL/Chinese Bilingual program are customized to fit the needs of every ELL. All ELLs from newcomers to Long Term ELLs are satisfied with the courses and mandated courses of study. The school evaluates their overall success on NYSESLAT scores, regents passing rates, credit accumulation, and graduation rate. The ELA and History regents still remain to be areas where our ELLs continue to struggle.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>New Utrecht High School</u>		School DBN: <u>20K445</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maureen A. Goldfarb	Principal		
Giacomo Rutigliano	Assistant Principal		
Anna Mineo	Parent Coordinator		
John Pearson	ESL Teacher		
	Parent		
Dr. Chie Soong\Science	Teacher/Subject Area		
Bernadette Reyes/Math	Teacher/Subject Area		
	Coach		
	Coach		
Diana Murillo	Guidance Counselor		
William Bonner	Network Leader		
Laura Chiara	Other <u>ESL</u>		

School Name: New Utrecht High School

School DBN: 20K445

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Blanca Dobrotinic	Other <u>Spanish</u>		
Frank Di Giovanni	Other <u>ESL/Sp. Ed.</u>		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **20K445** School Name: **New Utrecht High School**

Cluster: **4** Network: **CFN 405**

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.

All parents that need documents translated and oral interpretation are referred to school staff. We have our guidance counselors and NLA teachers available for written translations and oral interpretation for all parents. The languages are : Chinese, Spanish, Russian, Polish, and Arabic. Many oral interpretations are done on site when parents admit their children to our school, and occasionally written translations are done with Foreign Transcripts and Documents on site. Parental Notification for school activities and events are done in three languages. ELL eligibility forms and information for the 13 languages are on the DOE website for the AP of ESL to utilize and inform parents.

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

The major findings were: to utilize staff for more parental outreach for after-school activities, tutoring, Saturday Academy, and parental conferences. The staff needs to make parental contact by phone in the students' native language, and in return, translated documents should be sent home. The school community's translated documents at times never reach the home of students. We believe phone contact works since one is speaking to the parent in their native language and informing the parent about their child.

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.

Principal, Assistant Principals, Parent Coordinator and Guidance Staff may ask for student documentation to be translated so that proper programming and placement may be expedited. The designated staff of Guidance and NLA teachers will be notified immediately for written translations. Our in-house school staff will do all the Spanish, Chinese, Russian, Polish and Arabic written translations. Currently, we have three guidance counselors, five NLA teachers, and one Special Education teacher whose native language is Arabic.

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.

School staff may ask for assistance for oral interpretation during the school day and/or before and after school. The designated staff for oral interpretations will be immediately notified. Our in-house staff will do all of the oral interpretations. Currently, we have three guidance counselors, five NLA teachers, and one Special Education teacher whose native language is Arabic to provide the services throughout the school day.

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 LEP students and parents will be notified by mail regarding the Translation Services available in our building with a location. All information regarding the services will be posted in the school building. Staff is aware of the services available to assist students and parents during the school day.

2012-13 Comprehensive Education Plan (CEP)

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: New Utrecht High School	DBN: 20K445
Cluster Leader: Christopher Groll	Network Leader: William Bonner
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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 125
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 9
of certified ESL/Bilingual teachers: 5
of content area teachers: 4

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: TITLE III After School

Supervisor: 1 Assistant Principal

SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #1:

After School ESL Literacy with a readers and writers workshop: The After School instructional program is designed for ELL newcomers and students who have scored (B) on the NYSESLAT for two or more years. This session will have 20-30 ELLs . The program will assess students' abilities via NYSESLAT and LAB-R data. It's a program that helps build literacy skills in all content areas. The program has a leveled library for teachers to utilize and to promote literacy where reading becomes a habit. The students are assessed four times a year for progress. All cohorts are involved since students are given an assessment at the beginning. The instructional focus is to raise literacy skills in all content classes and to increase the chance for students to begin attaining proficiency in English. ELLs will be provided with books to read that are aligned with their daily instruction. The projected start date is October 2012 and end in June 2013. The group will meet four times a week on M/T/TH/F from 3:15 -5:15 PM. It will be 8 hours a week. The service providers will be 2 certified ESL teachers with computer skills since Achieve 3000 will be utilized. The language of instruction will be English and all students will access to bilingual dictionaries. The teachers will distribute and maintain workbooks, paper, markers, composition notebooks, and chart paper. The Bilingual Guidance counselors will provide outreach to students and parents. Also, monitor students who are not attending and at risk. The instructional materials are leveled reading books from Cengage National Geographic for students to read and comprehend. The materials are leveled library books with high interest non-fiction books. The anticipated measurable outcomes are that ELLs should make progress in all content classes, and in addition, move up an ESL level and reading level. The success will be measured on a monthly basis by the reading logs and the teachers.

SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #2:

After School Math for Integrated Algebra & Geometry Regents Prep.- The instructional program will involve ELLs who will benefit with supplemental activities as they reach proficiency in English. It will serve 20-30 ELLs in the ESL/Bilingual Programs. The program will involve one certified Math teacher and a floating Certified ESL Teacher to assist the content teacher. Students will work in groups and work individually with the teachers. The cohort O students or 2013 graduates will have priority, and then it will be open to the other cohorts. The instructional focus will be on Math literacy and building

Part B: Direct Instruction Supplemental Program Information

instructional strategies for the regents. This will allow ELLs to improve English and Math skills. The focus will always be to help ELLs reach English proficiency that will help and support students in all content areas. The instructional program will begin in October 2012 and end in June 2013. The group will meet four times a week for 8 hours on M/T/TH/F from 3:15 to 5:15 PM. The service providers will be 1 certified Math teacher and a floating ESL teacher. The language of instruction will be English and all students will have access to bilingual dictionaries. The students will receive a Regents Barron's book along with their Integrated Algebra and Geometry textbooks. Teachers will have paper, markers, composition notebooks, and chart paper. The Bilingual Guidance Counselors will provide outreach to students and parents for those students who are at risk and not attending. The anticipated measurable outcomes will be progress in English and passing the Math Regents. The expectation is to produce quality activities that allow students to perform and achieve at high levels.

SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #3:

ESL Living Environment/Earth Science Regents Prep: The instructional program will involve ELLs in Cohort O who have not passed or taken the regents. It will serve 20-30 students in the cohort. The instructional focus will be to build literacy skills and develop strategies to pass the regents. The group will meet twice a week for 4 hours on Tuesdays and Fridays from 3:15 – 5:15 PM. The program will begin October 2012 and end June 2013. The service providers will be one (1) certified Science teacher, (1) certified Chinese NLA teacher, and a floating Certified ESL teacher to assist the content teacher. The language of instruction will be English and Chinese. The teachers will assess students and give differentiated instruction since students will be on different levels. The teachers will have paper, markers, composition notebooks, and chart paper. The Bilingual Guidance Counselor will recommend students who are struggling in science. They will also monitor attendance and have parental outreach. The anticipated measurable outcome should be progress in literacy skills and passing the science regents.

SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #4:

ELA Regents Prep. After School: This program is designed for ELLs taking the ELA Regents in January/June. There will be 20-30 students who have failed the regents, repeating the class, and for students who need to graduate. This is for cohort O, class of 2013, who have failed or not taken the ELA Regents. The students are 11th and 12th graders or repeaters. The instructional focus will be on the ELA Regents Tasks I-IV. Teacher will integrate ESL and ELA standards that will support their daily ESL and ELA instruction. The instructional program will begin October 2012 and end in June 2013. The group will meet four times a week for 8 hours on M/T/TH/F from 3:15 -5:15 PM. The service providers will be 2 certified ESL teachers who teach Regents prep during the day. The language of instruction will be English and all students will have access to bilingual dictionaries. The Bilingual Guidance Counselor will provide parent and student outreach. They will monitor students at risk since the students need the ELA

Part B: Direct Instruction Supplemental Program Information

Regents to graduate. The teachers will have paper, chart paper, and composition notebooks. The instructional materials will be past Regents exams with Barron's ELA, "The New Comprehensive English Examination." In addition, books that student read during the year, "Outsiders", "Tuesdays With Morrie", and "House on Mango Street." The measurable outcomes are that students practice and work in improving their chances in passing the ELA Regents. Students will be responsible for supplemental assignments and class presentations.

SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #5:

ESL Global and U.S. History Regents Prep.: This program is designed for ELLs taking the Regents in January/June. There will be 20-30 students who have failed the regents, repeating the class, and for students who need to graduate. This is for cohort O, class of 2013, who have failed or not taken the any History Regents. The students are 11th and 12th graders or repeaters. Teacher will integrate ESL methodologies and strategies to support class work and regents preparation. The instructional program will begin October 2012 and end in June 2013. The group will meet four times a week for 8 hours on M/T/TH//F from 3:15 -5:15 PM. The service provider will be 2 certified History teachers who teach Regents prep during the day with a floating ESL teacher to assist the content teachers. The language of instruction will be English and all students will have access to bilingual dictionaries. The Bilingual Guidance Counselors will provide student and parent outreach. They will also monitor their attendance. Students will practice with past regents exams. Teachers will have paper, chart paper, composition notebooks and markers for the class. The measurable outcomes are that students practice and work in improving their chances in passing the History Regents. Students will be responsible for supplemental assignments and class presentations.

SUPERVISOR'S ROLE & RESPONSIBILITIES:

The after school supervisor is responsible for the academic success, safety, and instruction of the staff and students. The supervisor creates and structures a program based on ELL data, and then organizes the program by finding highly qualified teachers to offer supplemental activities. The supervisor has a meeting with teachers and guidance staff to organize classrooms, materials, and translating Title 3 Parental Consent Form letters into Chinese and Spanish once the dates have been established. The whole school is made aware of the program. Then a snack program is secured for all ELL after school students from the Office of Food Services. Once the information is provided to parents and parental consent forms are collected, the supervisor begins the after school program. While the program is in session, the supervisor visits every class daily and makes sure every class has the necessary instructional materials. Students interested in joining the program is ongoing during school and after school. The supervisor also collects and monitors attendance and data (ATS, STARS, HSST), and also meets with guidance to target students at risk. Books and supplies are also ordered for every activity. The supervisor develops a PD plan and delivers PD to Title 3 staff members. School security is in constant contact with the supervisor since it is a large program on the 5th floor. We monitor students entering and exiting the program. This is where all the ELL resources can be found. There is no supervisor who is able to supervise with administrative and instructional leadership an ELL Title 3 program in the school.

Part B: Direct Instruction Supplemental Program Information

Currently, there is no other program running in the school. Therefore, an Assistant Principal with ESL experience is needed for the success of the program.

GUIDANCE ACADEMIC INTERVENTION & COLLEGE READINESS:

Guidance Counselors will conference with students to inform them on career and college readiness. They will also play a role in informing parents in their native language about the importance of Title 3 programs and education. Furthermore, they will have conversations on credit accumulation, study habits, and student transcripts. Guidance will meet twice a week for two hours from October 2012 and end in June 2013. The service providers will be 2 certified bilingual guidance counselors. The measurable outcome will be that more ELLs will take and pass NYS Regents Exams.

Part C: Professional Development

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

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

Begin description here: Professional Development Program

INTRODUCTION OF PROFESSIONAL DEVELOPMENT

The Professional Development will be ongoing book studies by all Title III Teachers and Administrators. This will be a way to improve instruction and develop new strategies so that we can improve students' outcomes. During PD teachers will model learning and instructional strategies. Then the teachers will discuss and make adjustments before utilizing the PD experience in the classrooms. Our 2012-2013 PD will have a focus on literacy with elements of comprehension strategies and differentiation. Also, the PD will involve the school's focus on questioning and discussion techniques. The school supervisors will oversee and monitor the PD on all levels.

SUPPLEMENTAL PROFESSIONAL DEVELOPMENT ACTIVITIES #1-5

All teachers will work as a group in book studies where there will be time to discuss and present. The instructional activities will support teachers so that teachers can utilize their PD activities in class. This will be a process where we will see better student outcomes and progress for our ELL population. The providers will be 9 Certified Teachers of ESL, Math, Science, and History. The book study will involve teachers presenting, modeling, writing, planning lesson plans and units, and summarizing what was read and then have an open discussion to develop ideas. Teachers will be monitored by the ESL Assistant Principal. It will be per session for 2 hours a month during the week or after school. The professional materials will be books that practice instructional strategies for ELLs. They are: "Mosaic of Thought",

Part C: Professional Development

and “Scaffolding Language Scaffolding Learning.” All these books will be purchased with our Title III funds. Extra materials to purchase will be loose-leaf and chart paper. The measurable outcome will be: Improving instruction that is meaningful to all students and improve Regent scores by 5%.

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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: ESL and Computer Technology for ELLs and their parents. Parents will be invited to come once a week and spend time with the Bilingual Guidance Counselors and teachers with Achieve 3000 offered by the English Department and MyAccess offered by the ESL Department. This is a two hour instructional program during after school for parents and students. Parents and students need to work as partners in attaining proficiency in English. They will be involved with (1) hour of ESL Instruction, and (1) hour of computer technology. The common goal will be for all to achieve English proficiency. The providers will be 2 teachers; 2 certified ESL teachers, 1 certified bilingual guidance counselor. This process should continue in the home where NLA is transitioning into English. Materials will be ESL Books, computers, English and NLA materials for parents. The measurable outcome is to increase English language skills at home and school, and also to make parents aware of ESL methodologies. Our NLA teachers are involved in translating information for our ELL parents; whenever necessary. Passing rate should increase by 5% for ELLs that do attend with parents. Quarterly presentations and festivities will also be included in the program. There will be a site supervisor for Saturday to oversee the instructional activities from 10:00 to 12:00 PM.

Part E: Budget

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

Allocation Amount: \$99012

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 	\$85, 657.00	Teacher P.S.: 1,300hrs= \$65, 249.00 Bil.Guid.Coun. P.S.:130hrs=\$7.015.00 Supervisor P.S.: 255hrs= \$13,393.00
Purchased services		

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$99012

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed.	\$ 13, 355.00	Leveled books, PD Books, Workbooks, Paper, Markers, Bilingual Dictionaries, Regents Prep. Texts, Composition notebooks, Chart paper.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$99,012	