



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: BOYS AND GIRLS HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 16k455

PRINCIPAL: BERNARD GASSAWAY

EMAIL: BGASSAWAY@SCHOOLS.NYC.GOV

SUPERINTENDENT: KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Bernard Gassaway	*Principal or Designee	
Dominique Borgella	*UFT Chapter Leader or Designee	
Lisa Dunn	*PA/PTA President or Designated Co-President	
Stanley Kinard	DC 37 Representative, if applicable	
Deanna King Christine Johnson	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Alison Best-Adams	Member/Teacher	
Silca Munro	Member/Teacher	
Maureen Lewis	Member/Parent	
Christopher Smith	Chair/CSA	
Sherman Williams	Member/Parent	
Cassandra Thomas	Member/Parent	
Denise Caldwell	Member/Parent	
Patricia Smith	Member/Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

NYSED/NYCDOE JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS

All staff should take part in PD to revisit the school's vision, expectations and priorities to ensure that all take ownership for improving the graduation rate. Common planning time in academies should be dedicated to developing an action plan for improvement with measurable targets. Administrators should hold teachers accountable for the achievement of the students they teach, through scheduled progress meetings. Network support should be sought to monitor the effectiveness of these plans. – **JIT, page 6**

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 2.2 School leader's vision

 X 2.4 School leader's use of resources (TC/Network/School resources/Partners)

 X 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 75% of staff will receive Professional Development to implement the schools' mission and vision to improve the old cohort graduation rate to 50%, from Cohort N 38.6%

Instructional strategies/activities

- Staff members will participate in series of professional developments in youth development to improve staff-student relationships. This will include administrators, teachers, school-aides, paraprofessionals, deans and assistant deans, custodial and cafeteria staff members.
- September 2012, staff will review and discuss the school's mission, vision, expectations and priorities to attain at least a 50% graduation rate for Cohort O.
- Beginning September 2012, continuing throughout the school year and ending in June 2013 under the direction of the Principal, all Assistant Principals, Talent Coach, and the Network will implement the following:
- Beginning June 2012 periodic meetings of Assistant Principals, Instructional Support Staff, Guidance Department and Programming Team to continue to identify Cohort O students to follow through with the accurate programming of all students eligible for graduation in June 2013.
- Beginning September 2012, Tuskegee Academy will service 50 off track, at-risk students from Cohort O to increase credit accumulation, attendance and pass Regents examinations.
- September 2012 and January 2013, the data specialist will share information with all staff regarding students in Cohort O and their current status for

graduation.

- Share Cohort O data with all constituencies (e.g. staff, students, parents, SLT, Inquiry Team members, etc.) regarding performance of all students and subgroups at BGHS in ELA, Math and other content areas; subgroups (African American, Hispanic, Economically Disadvantaged, Students with Disabilities (SWD)s, ELLs, and Students in the lowest third for reading and mathematics. Beginning September 2012, ongoing at various constituent meetings and again in February 2013
- At the conclusion of each marking period, teachers will meet with their respective Assistant Principals to review Cohort O achievement progress.
- September 2012 and weekly up to June 2013, monitoring to ensure that all staff members follow through and immediately contact parents/guidance staff for students showing signs of failure in current course work, attendance problems, etc, for immediate follow through by guidance staff.
- SLC common planning meetings will include Inquiry Team discussions of Cohort O.
- Beginning January 2013, teachers will utilize their of DATA binders to monitor and review instruction to meet the needs of Cohort O. The data binders will include transcripts, quizzes, unit exams, midterms, finals and regents portfolios to monitor student needs, intervention and achievement.
- In September 2012 and January- February 2013 program all “at risk” students, performing below proficiency on the Regents (below grade of 65) with support classes/extended tutoring that provides differentiated instruction, and small group, individualized teaching and learning; support in needed contents skills or most recent regents results and/or classroom assessments.
- Beginning March 2013, use mock Regents in the core subjects to simulate the regents’ format quarterly during the remainder of the academic school year.
- Beginning September 2012 encourage all eligible Cohort O parents of /and ” at risk” students, students performing below proficiency on Regents below grade of 65 to participate in after school tutorial programs for support in ELA, Math, Science, US History and Global Studies.
- Purchase consumable resources and other materials for student and teacher use beginning September 2012 - June 2013.
- iCourse (credit recovery program), PM School, Saturday school programs, CBO collaborations, In-House tutorials, and circular six tutorial assignments to increase student credit accumulation in needed subject areas beginning September 2012 –January 2013 and February 2013 - June 2013.
- Ensure that teachers use the school wide grading policy based on student data in alignment with assessments as shared with staffers during September 2012 professional development. SLT will convene to review and modify grading policy by 1st day of the spring 2013 term.
- Assistant Principal of Instructional Support Service (ISS - Special Education) will meet with teachers September 2012/February 2013 and before each Regents assessment period January and June 2013 to ensure that all IEP relevant data is shared so that SWDs and students with accommodations are appropriately serviced and supported and will provide ongoing monitoring of this along with professional development to continue to share instructional strategies in common planning meetings every month. Instructional supervisors will provide additional support for students with disabilities.
- Assistant Principal of English Language Learners will meet with teachers September 2012/February 2013 and before each Regents assessment period January and June 2013 to ensure that all Cohort O ELLs relevant data is shared so that ELLs are appropriately serviced and supported and will receive ongoing monitoring of their performance.
- Professional development for teachers to continue to share instructional strategies to address language, teaching and learning needs in common planning

meetings every month.

- CARE Partners will review all Cohort O LTA students and meet with their parents to plan for their success.
- The attendance team will Cohort O attendance weekly and provide pertinent information to all stakeholders.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-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).

The following funding sources will be used to meet the goal # 1:

Title I focus, Title I SWP, TL Blueprint, SLC Extension funds will be used to fund the Center for the Professional Education of Teachers Teachers College, Columbia University, AUSSIE, ASCD, Urban Arts, School Improvement Network and other professional development supports for teachers and administrators to improve our graduation rate for Cohort O. We will provide professional development for 30 to 50 teachers, paraprofessionals and administrators. This includes teachers who teach students with disabilities and ELL.

Title I focus funds will fund the following:

**Center for the Professional Education of Teachers
Teachers College, Columbia University**

A) Professional Development

- 10 visits for each department from January-June (Math, Science, ELA, History)
- 2 visits per month per department

Overview of scheduling for visits:

January 1 day, February 2 days, March 2 days, April 2 days, May 2 days, June 1 day

Teachers College Coaches will plan to visit 2 days a month for a full day that includes:

- Meeting with Department Leads to debrief work accomplished and plan for the sessions on the weeks between the coaches' visits.

- Classroom visits and follow up visits with teachers

Afternoon PD sessions for mapping curriculum

B) NEW TEACHER SUPPORT & TRAINING

- 10 Visits for classroom visits, debriefing and new teacher professional development
- 2 Visits per month (schedule TBD)

Classroom visits, debrief meetings and professional development session from 3:15-5:15 each session will focus on a topic relevant to new teachers, including lesson planning and classroom management

The principal will work closely with the SLT to monitor and revise school wide expectations and priorities.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

NYSED/NYCDOE JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS

The school leader should ensure that professional development (PD) is provided for teachers in each department to enable them to produce well-organized, standards-based curriculum packets that include pacing calendars and units of study. Further PD should be specifically targeted for teachers delivering special education programs. School leaders and the Network should systematically assess the effectiveness of PD and its use in classes. – **JIT, page 2**

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<u> </u> 3.2 Enacted curriculum	<u> X </u> 3.4 Teacher collaboration
<u> X </u> 3.3 Units and lesson plans	<u> X </u> 3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 100% of teachers will receive professional development in curriculum mapping, unit and lesson planning, analyzing student data, aligned to the Common Core Learning Standards (CCLS).

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) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Teachers will take part in professional development to align Common Core Learning Standards into curriculum maps, unit and lesson plans.

Work closely with educational consultants, like the Center for Professional Teacher Education, Teacher’s College, Columbia University to conduct job-embedded professional development, curriculum -mapping, use of student data, unit and lesson planning.

Develop a comprehensive professional development program for teachers with less than three years, and teachers identified by their subject to provide one-on-one job-embedded professional development to improve classroom routines, practices and protocols.

Teachers will meet in weekly Early Release meetings by department to create, implement and revise curriculum maps, unit plans and lesson plans, and assessments.

Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; designed and developed with teacher and principal involvement;

The school will participate in the NYCDOE Teacher Effectiveness Program, which is being implemented to inform preparation for the roll-out of a comprehensive teacher evaluation and development system as required by Education Law 3012-c, pending collective bargaining.

The Talent Management Pilot will include:

- Use of a rubric for effective teaching (based on *The Framework for Teaching* by Charlotte Danielson) and a process for multiple teacher observations by principal and/or designee
- Use of four rating categories – Highly Effective, Effective, Developing, Ineffective
- Use of four Charlotte Danielson’s competencies: Domain 1: Planning and Preparation; Domain 2: The Classroom Environment; Domain 3: Instruction; Domain 4: Professional Responsibilities
- Use of student growth data as a significant factor in the rating
- High school principals of Transformation and Restart schools will be evaluated using NYCDOE’s Principal Performance Review (PPR) evaluation system. This system, currently in place across all public schools in New York City, incorporates data on student growth as a significant factor in the principal’s annual rating and thus, meets SED’s requirements for principal evaluation in Transformation and Restart schools.
- Conduct walk-through, informal and formal teacher observations to evaluate the effectiveness of the Charlotte Danielson Teaching Framework professional development and provide meaningful feedback
- Development a monthly calendar for subject areas and academies to support teacher improvement using the Charlotte Danielson Framework
- Implement inter-visitation to share best practices and provide additional support to teachers based on Danielson’s guidelines

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-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).

Title I focus, Title I SWP, TL Blueprint, SLC Extension funds will be used to fund the Center for the Professional Education of Teachers Teachers College, Columbia University, AUSSIE, ASCD, Urban Arts, School Improvement Network and other professional development in curriculum mapping, unit and lesson planning, analyzing student data, aligned to the Common Core Learning Standards (CCLS). We will provide professional

development for all teachers, paraprofessionals and administrators. This includes teachers who teach students with disabilities and ELL.

The principal will work closely with the SLT to monitor and revise school wide expectations and priorities.

through purposeful group work.

The Instructional Leadership Team will schedule time for teachers and other support staff members to work together to plan lessons to improve student achievement.

The Instructional Leadership Team will assess the instruction for students with disabilities in order to determine their specific needs. Data will be provided by teachers and the data specialist to develop teaching programs that match the required special education services to student need.

The Assistant Principals will aggressively recruit highly qualified instructional specialist to improve teaching and learning for students with disabilities.

The Instructional Leadership Team will develop, monitor and revise an observation template to provide teachers with timely, meaningful feedback.

The Instructional Leadership will develop a schedule of lesson observations, discuss feedback and next steps all cabinet meetings. The team will use the information discussed to improve the quality of instruction for all students.

Rigor/Engagement/Differentiation

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-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).

Title I focus, Title I SWP, TL Blueprint, SLC Extension funds will be used to fund the Center for the Professional Education of Teachers Teachers College, Columbia University, AUSSIE, ASCD, Urban Arts, School Improvement Network and other professional development in curriculum mapping, unit and lesson planning, analyzing student data, aligned to the Common Core Learning Standards (CCLS). We will provide professional development for all teachers, paraprofessionals and administrators. This includes teachers who teach students with disabilities and ELL.

The principal will work closely with the SLT to monitor and revise school wide expectations and priorities.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

NYSED/NYCDOE JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS

The AP for pupil personnel services should ensure that student support staff and resources are available to all students, including students with disabilities, ELLs and all at-risk students. Academic intervention services should be embedded in the school day, so that the needs of all at-risk students are met. – **JIT, page 8**

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, the Assistant Principal for Pupil Personnel Services will develop an action plan with the Youth Cultural Development Cabinet to improve credit accumulation, increase attendance and graduation rate. The team includes, but not limited to, all heads of departments/offices.

By June 2013, the Assistant Principal for Pupil Personnel Services will create and coordinate the development of the Boys and Girls High School Youth Cultural Development Cabinet to improve data sharing and collaboration tom improve student achievement.

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) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

The Assistant Principal of Pupil Personnel Services will conduct a survey to gather information to support the development of the action plan to improve credit accumulation, graduation rate and attendance.

This cabinet will use the feedback from the survey and school wide data systems to create systems and programs to support students improve in the areas listed

above.

The Youth Cultural Development Cabinet will monitor and revise structures to achieve the designated outcomes.

The Youth Cultural Development Cabinet will disseminate information to the various stakeholders.

The Youth Cultural Development Cabinet will establish partnerships to support the work around student achievement.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-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).

Title I focus, Title I SWP, TL Blueprint, C4E, Title III LEP, 21st Century, AIDP Every Student Every day, SLC Extension funds will be used to fund Good Shepherds, LEAP, Bedford Stuyvesant Restoration, Children's Aid Society, Interborough Mental health Services, Counseling Mediation Services, Princeton, Ramapo for Children, Fresh Prep and other student support organizations to provide positive behavioral management support, social, emotional, career and college support. These services will also support students with disabilities and ELL.

Title I Focus funds will directly support Good Shepherd to provide student support services for freshmen and sophomores. Good Shepherds staff will be on-site five days a week to service approximately 100 students. There will be 4 to five staff members assigned to this cohort of students.

The principal will work closely with the SLT to monitor and revise school wide expectations and priorities.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

NYSED/NYCDOE JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS

The Principal has successfully increased parental and community links. – JIT, page 2

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, the Assistant Principal for Instructional Support Services will coordinate a team that includes, but not limited to, the parent coordinator, UFT Chapter Chairperson/designee, CARE Center Director and the data specialist to develop and implement a comprehensive action plan to address the needs of students with disabilities in the bottom third to improve student achievement.

Strategies to increase parental involvement and engagement

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

The Assistant Principal of Instructional Support Services will conduct a survey to gather information to support the development of the action plan to improve credit accumulation, graduation rate and attendance for students with disabilities.

This Assistant Principal of Instructional Support Services will use the feedback from the survey and school wide data systems to create systems and programs to support students improve in the areas listed above.

The Assistant Principal of Instructional Support Services will monitor and revise structures to achieve the designated outcomes.

The Assistant Principal of Instructional Support Services will disseminate information to the various stakeholders.

The Assistant Principal of Instructional Support Services will establish partnerships to support the work around student achievement.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-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).

Fair Student Funding, TL Blueprint, C4E, Title III LEP, 21st Century, AIDP Every Student Every day, SLC Extension funds will be used to fund systems development for students with disabilities and ELL students.

The principal will work closely with the SLT to monitor and revise school wide expectations and priorities.

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	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	N/A	N/A	N/A

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.

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers hired in *Boys and Girls High School* for the 2012-13 school year will be “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Special Education Licenses with a Concentration of a Core Subject in Math-English-Science and Social Studies, including NYC Teaching Fellows, but have not yet been appointed by NYC.

Teachers in *Boys and Girls High School* that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor’s and master’s degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

Boys and Girls High School will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and the parent coordinator.

Professional development for staff will be coordinated in *Boys and Girls High School* by an Instructional Support Team, which includes the SLC Academy Supervisors, ISS Supervisor, and Instructional Support Network staff of the Children First Network, Principal, Assistant Principals, and selected teachers. The Instructional Support Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass ARIS Learn, PD 360, on-line PD websites, workshops, institutes, conferences, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

Administrators will participate in all school-based professional development activities, and will also be supported by the CFN Instructional Support Network and the Council of Supervisors and Administrators-CSA Leadership Training for all supervisors tenured and non-tenured to strengthen the following:

- Instructional leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties – e-mail, excel, etc.
- Data analysis and using data
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

Training for parents and community members will include:

- Parent Institute - Support for parents’ understanding of, and participation in instructional initiatives
- Parent CTE Course – Child Care Certification and License
- Parent Coordinator workshops
- Support for increased parent participation on the School Leadership Team and subcommittees

- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction, and increased participation in instructional initiatives by parents, leading to improved student results.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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:

- 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
MAY 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 Corrine Rello/ Nichele Manning	District 16	Borough Brooklyn	School Number 455
School Name Boys and Girls High School			

B. Language Allocation Policy Team Composition

Principal Bernard Gassaway	Assistant Principal Christopher Smith
Coach type here	Coach type here
ESL Teacher Marshalla Ramos	Guidance Counselor Mr. Philpott
Teacher/Subject Area Marshalla Ramos /E.S.L (K-12)	Parent n/a
Teacher/Subject Area Eric Megli/ Special Ed. Teacher	Parent Coordinator Elmer Anderson
Related Service Provider Testing support	Other Aaron Nothnagle Data Specialis
Network Leader Nichelle Manning	Other Ms. Clarke-Glover/A.P.

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	1	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	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1639	Total Number of ELLs	40	ELLs as share of total student population (%)	2.44%
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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. The steps taken to identify students who may possibly be ELLs are: 1.1. During registration, if it is suspected by the school counselor Mr. Philpotts that a student is an limited English proficient (L.E.P), or that there parent/s speak a home language other than English, then the E.S.L teacher; Ms. Ramos is notified to come and meet with the parents to proceed with the intake process of English Language Learners. If Ms. Ramos is scheduled to teach then the school will provide coverage for her current class so she may proceed with the intake process. When the E.S.L. teacher; Ms. Ramos engages with the parent and student in English and if it is determined by Ms. Ramos that the new admit cannot understand conversational English and/or there parent speaks a home language other than English; then Ms. Ramos will proceed to provide the parent with the Home Language Survey in the parent's home language. If the parent speaks another language than Spanish which Ms. Ramos can speak; then the parent is provided with translation support by Mr. Philpotts or another staff member so they may translate the steps and information provided by the E.S.L teacher Ms. Ramos, for assisting the parent with registering their child at Boys and Girls High School. The information and forms the school translator will assist Ms. Ramos with are the instructions regarding the Home Language Survey and the Parent Choice letter form and that they will be notified within ten days if there child may receive mandated services to take the Lab-R exam if the student is new to the New York city public school system and has never taken the Lab-R exam in a previous school. In addition, after the parent of the suspected Ell student fills out the Home Language Survey the parent will then be provided with an immediate opportunity to watch the Chancellor's Welcome Video to parents of English langugae learners in their native language and/or with translation so they may get acquainted with the process of enrollment and understand the services available to them. These services include but are not limited to school language oinstructional options such as dual language, self-contained E.S.L, and transitional bilingual education. If the parent speaks a language other than one spoken by any staff at Boys and Girls High school then the office of translation services is contacted to assist with the process of enrollment and directions related to filling out the forms. If possible, the parent is provided with a form in their own language. If the parent is not able to read in their home language or English they are assisted with the form with the support of a translator and Ms. Ramos; the E.S.L teacher. Afterwards the student may be administered the LAB-R. 1.2. (At this time, Boys and Girls High School currently has only a self-contained E.S.L class that is taught by Ms. Ramos the E.S.L teacher/coordinator.) This processof parent and student interview, parent orientation, Lab-R testing will be completed within ten days of new student enrollment. 1.3 Before the school year ends ELL students are administered the NYSESLAT to determine the students' proficiency level in English acquisition. If the student scores level proficient the student tests out of the self-contained E.S.L class and the following year the student enters a mainstream English classroom with supplemental support such as glossaries, dictionaries and additional testing time if required.

2. Parents of ELLs will receive a parent orientation in person with the E.S.L coordinator/teacher within ten days of their child being admitted. If the parent requires translation services; Boys and Girls High School will rely on pedagogual staff currently in the building. If the parent/s speak a language other than one spoken by a Boys and Girl's pdeagogical staff thenMs. Ramos; the E.S.L teacher will call the Translation Services hotline and provide a translator for the parent. Parent orientation, explanation of services will be done so within ten days of student admittance.

3. Boys and Girls High School will ensure the return of Parent Survey and Program Selection letters through having parents fill them out at the date of enrollment under facilitation of the E.S.L teacher; Ms. Ramos.

4. As outlined previously in answer 1; Boys and Girls High School will place identified ELL students in bilingual or E.S.L. instructional programs based on the post parent observation of the Chancellor's Welcome Video from the Office of English Language Learners that will be administered by Ms. Ramos; the E.S.L. teacher. Parents will be provided an opportunity to ask questions in relation to the various educational programs offered to their child with a translator if the parent is unable to communicate in English or Spanish with Ms. Ramos. The translator will be either Mr. Philpotts the enrollment/guidance counselor or another pedagogical staff at Boys and Girls High School. If the parent speaks another language than that spoken of from the plethora of the Boys and Girls High School staff then the parent will be provided with translation services from the Office of English Language Learners' supportive Translation Services if the budget of Boys and Girls High School has allotted funds to pay for the services. Through out the year parents will be provided with four opportunities to review educational options and meet with the E.S.L. teacher to learn about the Boys and Girls High School's mission in relation to providing their children with the opportunities necessary so they may meet proficiency in English and so they may familiarize themselves with other parents of ELLs and learn more about the after school activities offered to their child.

These Home Language meetings will be facilitated by Ms. Ramos the E.S.L. teacher in her classroom and the parents will have the opportunity of meeting with the P.T.A.C of Boys and Girls High School afterwards since the P.T.A.C meeting is scheduled to start 30 minutes after the Home Language Night on the same day. Please note that the parent coordinator; Mr. Anderson, will assist the E.S.L. teacher; Ms. Ramos, with communication through phone master and e-mails about the dates of the Home Language Night so that parents may learn more about the school and supportive services offered.

5. The trends of the past Parent Surveys and Program Selection forms have been based on the what parents have chosen i.e., the self-contained E.S.L model as their main choice due to the fact that Boys and Girls High School only offers the self-contained E.SL model. There was a previous E.S.L teacher for Boys and Girls prior to the 2011-2012 school year ; therefore, the selection process moving forward will be based on the numbers per grade eligible for Bilingual or self-contained E.S.L . If possible based on funding, the school will provide Bilingual and/or free standing E.S.L services for designated E.S.L students. All documentation from previous years are being reviewed by the incoming E.S.L coordinator/teacher; Ms. Ramos.

6. The self-contained E.S.L model at Boys and Girls High School is aligned with the parent's/s' choices as of 2011-2012. However, some parents choose to Opt-Out of the self-contained E.S.L model. Moving forward Boys and Girls High school will keep a detailed checklist and documentation that indicates the intake of ELLs and all related forms. The main office designated intake coordinator of ELLs is Mr. Philpotts. Therefore, he will be provided with the Office of English Language Learners ELL Identification Monitoring Checklist, the cluster leader's contact information, and the New York State-LEP Identification Process steps handout in a folder at his desk. In addition, all guidance counselors and the E.S.L team will be provided with a similar folder indicating the steps to identifying incoming ELLs.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										8	12	6	9	35
Push-In														0
Total	0	0	0	0	0	0	0	0	0	8	12	6	9	35

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	7
SIFE	4	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	19

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										0
Dual Language										0
ESL	8	2	1	10	2	3	17	4	4	35
Total	8	2	1	10	2	3	17	4	4	35

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														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
Yiddish														0
Other <u>FU</u>														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										10	13	11	9	43
TOTAL	0	10	13	11	9	43								

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. Boys and Girls High School implements the self-contained E.S.L model which incorporates the student teacher ratio of 1:10 and/or 1:20 depending on the level being taught and current class size. There are five periods taught per day that incorporates grammar, phonemic awareness, technology, group and independent work based on students' skill subgroups, individual needs, multiple learning styles, and English proficiency levels.

2.a Students are provided with the mandated number of instructional minutes in the self-contained E.S.L classes through the E.S.L teacher;

A. Programming and Scheduling Information

Ms. Ramos monitoring level of proficiency through the initial Lab-R exam and the end of the year NYSESLAT exam that indicates what level the ELL student is on. The E.S.L teacher; Ms. Ramos works with the programming officer; Mr. Paisley to ensure that students are placed in the correct allotted time for E.S.L instruction. For example, a beginning ELL student receives 540 minutes of self-contained E.S.L instruction of classes per week, an intermediate ELL student receives 360 minutes of self-contained E.S.L instruction per week, and Advanced level ELLs receive 180 minutes per week of instruction in the self-contained ESL classroom.

2.b In the self-contained E.S.L instructional model that is taught by Ms. Ramos the E.S.L teacher at Boys and Girls High School students receive differentiated instruction based on skill level. Lab-R and NYSESLAT scores indicate skill level proficiency in English and determine students ability. However, Ms. Ramos uses the tests in conjunction with formal and informal observations to deliver instruction that is differentiated, engaging, allows for independent and partner/group work that is content based specific. ELL students in regardless of skill level create cross-cultural knowledge based projects, write in journals, use technology as a resource to enhance listening and comprehension skills, take exams, work in groups and with partners, and independently to develop a successful progression of English language proficiency to obtain real world skills that connect to their various classes and life goals.

3. The content area classes that each ELL students attends is instructed in English with glossaries and dictionaries for support. Teachers in each curriculum area create curriculums based on the Common Core standards and each academy's mission for the students. In the self-contained E.S.L class taught by the E.S.L teacher Ms. Ramos; students are instructed through peer collaboration, independent work, audio and website English language learning tools such as www.brainpop.com, www.starfall.com, All About the U.S.A text/audio reader, and will be implementing the use of the technology based program Achieve 3000 beginning in December 2011. The self-contained E.S.L. class taught by Ms. Ramos the E.S.L teacher enhances students proficiency in English through allowing students to journal about themes they are passionate about and then create project based oral presentations which their peers edit and reflect on. This allows for all level of ELLs to take ownership and responsibility of individual growth as well as peer and classroom growth. Students develop skills required to working in real life teams and scenarios that enhance their English proficiency in content related areas such as Social Studies, Global History, English literature and English Grammar. In addition, texts and periodicals in students' home language are available in the classroom to allow for students to view and read about their own culture and that of other ELL students in the classroom.

4. Students are not instructed or evaluated in their home language at this time due to budget and time constraints. The incoming E.S.L teacher; Ms. Ramos uses her planning periods to meet with other content area teachers to discuss students evaluations and provide dictionaries and glossaries if the content area teacher has none.

5. SIFE students need extra support and differentiation both within the classroom and outside so as to make the transition into the school setting and to allow for a fluent and natural transition. 1. We attempt to deliver instruction to Beginners in accordance with the standards: 540 minutes per week. As such, we offer Beginner students approximately 15 forty-five minutes of self-contained ESL instruction time per week. Instruction is delivered to Intermediate students in accordance with the standards: 360 minutes per week. We offer 10 periods of self-contained ESL classes per week. Instruction is delivered to the Advanced population in accordance with 180 minutes per week. Advanced students receive 5 periods of self-contained ESL instruction per week coupled with ELA courses. Therefore, each grade level usually includes a triple period of ESL classes in the beginning level, a double period for Intermediate students with Advanced students joining for a single period of classes each day coupled with ELA where needed (a) There are self-contained classes of ESL students in Boys and Girls High School, which have three periods of ESL classes daily for Beginners; two class periods daily for Intermediate and one class period for Advance. Students are programmed on a case by case basis as the population is small. (b) There are three single ungraded, heterogeneous classes; there is one block of ungraded, heterogeneous class. Each group travels together.

2. Our ESL teacher recommends to our programmer where the students should be placed according to proficiency in the content area and elective classes, as well as on their English proficiency assessment tests such as the LAB-R or NYSESLAT. (a) Our ESL students are programmed on a case-by-case basis according to their proficiency levels in English, ESL and the content area. Again, we attempt to deliver instruction to Beginners in accordance with the standards: 540 minutes per week. As such, we offer Beginner students approximately 15 forty-five minutes of self-contained ESL instruction time per week. Instruction is delivered to Intermediate students in accordance with the standards: 360 minutes per week. We offer 10 periods of self-contained ESL classes per week. Instruction is delivered to the Advanced population in accordance with 180 minutes per week. Advanced students receive 5 periods of self-contained ESL instruction per week coupled with ELA courses.

3. All ESL classes are self-contained and approach English Language learning through literature, compositions, activities, and grammar in context across content areas including ELA, global science, history, math and more. English is the principle language used in the class, although students may assist each other in their native languages when needed. Instructional approaches include student-

A. Programming and Scheduling Information

generated discussion, communication, projects, and group work; teacher guided and supported direction, differentiated use of graphic organizers, art, posters, word walls; bridging and scaffolding of prior knowledge through multi-cultural readings and debate; essay writing processes and peer editing; creative writing; listening and oral activities; active engagement in class study games; and teacher as well as peer assessments. Lesson for students are prepared either on the Backward by Design Model or the Madeline Hunter Model so that students receive instruction per designs intended to offer motivation as well as organization. Furthermore, the instructor is knowledgeable in a variety of instructional tools like QTEL and additional instructional models such as CALLA and SIOP.

4. Instruction is differentiated for all ELL subgroups according to students' individual needs, multiple learning styles, and English language proficiency across skill sets (reading, writing, listening, and speaking). Additionally, the following considerations are applied to various ELL subgroups:

- a. (SIFE) - SIFE students need extra attention and differentiation both within the classroom and outside so as to make the transition into a school setting and with socialization easier. It is essential to also have parent communication with SIFE students, especially in order to assess their level of involvement in prior schools and in order to allow parents to also transition into the child's current school environment and its expectations. SIFE students are supported through group work, graphic organizers, paired-student activities through a buddy system, maximized individualized attention from the ESL teacher, and available tutoring with the ESL teacher after school. Tutoring across the content areas is also available inside and outside the school for SIFE students to seize as an opportunity for growth.
- b. (Newcomers) - Newcomer ELLs are assessed for their prior educational knowledge and settings, as well as for their knowledge of English, and administered the LAB-R examinations if it is their first time entering the New York City school system. Students are supported through a variety of teaching strategies and student tools, including graphic organizers; peer, team, and group work/activities; age appropriate and culturally authentic literature; and grammar supported through reading, writing, listening, and speaking contexts. Students are also encouraged to share their life experiences so as to help transition into the classroom experience. Classes are heavily based on bridging writing and reading educational gaps, and essay writing for critical thinking, as well as form is taught and supported to eventual student mastery. Tutoring is also available for students.
- c. (ELLs receiving service 4 to 6 years) - ELL students receiving ELL services 4 to 6 years should be approaching the transitioning stages out of ESL and towards proficiency of the English Language. At the assessment level, these students are monitored for progress and flagged for intervention with parents and extra services support if extra time is needed per student. Curriculum for both Intermediate and Advanced student levels is heavily based in an ELA component to support mastery in reading, writing, listening, and speaking with classic and modern literature in mind. This literature is important for students who are quickly approaching the ELA Regents exam. Classroom activities include group work projects; essay writing, peer review, and presentations; choral and individual reading; poetry, theater, and film. Students are also encouraged to support projects with technology including research on the Internet and creative art or photography. Tutoring is also available after school both in ESL and across content areas for extra support.
- d. (Long-Term ELLs (completed 6 years) - Extension of Services and extra support is often needed for Long-Term ELLs to help them meet proficiency levels both on the NYSESLAT and in classes. Support services for ELLs cater to the varying ways that students learn and to the best way each individual student may succeed. Some students need differentiated teaching and learning on reading and listening skills, while others need concentration on writing. Individualized assessment, collaborative group activities, peer-to-peer learning, and modification of tasks and work are all ways to help boost a student's growth and success. After school tutoring is offered to help Long-Term ELLs in their most needed areas of English. Students are also encouraged to engage in outside resources, volunteer services, or tutoring organizations that can help with communication skills as well as bolster a student's confidence for all English modalities.
- e. (ELLs identified as having special needs) - ELL students identified with having special needs are identified by their guidance counselor, the supervisor of special instructional needs and planning, school psychologists (if necessary) and per individual students IEP. If a student is able to be placed in a self-contained ESL classroom, the teacher receives the IEP to become familiar with additional testing, classroom, or academic/emotional needs. Paraprofessionals are made available per student IEP plan and need. Students are also supported by a support specialist during the annual NYSESLAT testing period.

Finally, ELL students are accommodated during the Regents testing period to receive maximum support allowed. This includes testing in a separate location; extended time, and word-to-word glossaries.

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			
Social Studies:			
Math:			
Science:			

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8. Content area teachers are encouraged to and approach the ESL teacher, guidance counselors, and other supervisors with concerns for ELL student progress so that they can help support their content for ELLs. Teachers and ELLs are supported through ELL instructional techniques, individualized help with students, and are freely open to communicate with the ESL teacher. The ESL teacher also sends out email notices offering instructional tools such as links to bilingual glossaries or graphic organizers. Furthermore, the ESL curriculum cuts across content areas to support topics instructed in other content areas, and students are welcomed to discuss and seek help for projects, vocabulary, and lessons. Tutoring across content areas is also available throughout the year for students both within the school and through outside sources. Teachers are encouraged to track students' progress on state assessments and flag any concerns. Teachers, and parents can track student progress and communicate about grades, attendance, and curriculum through Skedula or ARIS – Internet tools which allow communication and support. Finally, teachers are also encourages to share ideas that work in the classroom with ELLs to mutually support each other. This is done often through face-to-face meetings or through Skedula.

9. While students who reach proficiency on the NYSESLAT no longer need ESL services, they may need additional support from the ESL teacher, other content area teachers, and through after-school support services. Effective resources for transitioning ELL's includes the use of dictionaries in class, and extra time on classroom activities, projects, exams, and where indicated extended time is allowed for former ELL's on state exams. The ESL teacher and guidance counselor have open-door policies for all former ELLs to receive additional help, moral support, and a safe academic haven. Teachers are encouraged to identify former ELL students through ARIS and to continue differentiating instruction with language needs in mind. Again, tutoring is support across all content areas, including ESL, for ELLs, those transitioning out of ELL, and all students throughout the school.

10. Two areas of consideration for new programs will be considered for the upcoming year. The first deals with the continued effort for integrating more computer and technology components to the curriculum. This goal includes not only the use of language programs, but also the use of research tools accessible with the World Wide Web, as well as with film and video. ELL students need technology for college preparedness so that they may have the same opportunities as other students when it comes to finding and using resources. In fact, they should learn to rise to an advantage by using multi-lingual and multi-cultural sites. Furthermore, video and audio technology supports students across multiple learning styles and trains listening and visual skills for state examination requirements. Another area of interest is getting ELL students more involved in the writing process through contests and other challenges. Essay contests prepare students to write with confidence and push their skills to higher levels for goal attainment. Students are also encouraged to participate in school wide contests, programs, and talent shows as a way to not only boost confidence with English language, but also as a way to share cultural knowledge and understanding. Finally, as was the case last year, efforts will continue with programming and school wide concerns for improvement, identification levels of ELLs, and more development for guidance counselors, content administrators, and classroom teachers in order to help support ELLs. Continued in-house professional development will be offered both by the ESL teacher and outside organizations.

11. Rather than discontinue services, the school intends to improve and implement more services. One avenue of interest and current investigation is the use of English Language computer modules or programs (including a speaking component) that students can use in the library or computer labs. Computer programs, such as "English for New Americans" by Living Language, or Rossetta Stone, offer an authentic and fun path for students to practice language on their own as well as reports and graphs for both student and teacher to track language progress.

12. ELLs are afforded equal access to all school organizations, sports, tutoring, etc. and are encouraged to participate in events and activities that bolster the general English population's knowledge of multiculturalism, such as with the school's Culture Club and its yearly

cultural performance. Supplemental counseling is offered to ELLs through a guidance counselor specific to their needs; and after school tutoring is provided specifically for ESL as well as across the content areas. ESL tutoring concentrates on both beginners who need tailored support across the modalities as well as advanced students who want to discuss literature or receive Regents help. Such after school tutoring can supplement students with their core curriculum through graphic organizers, dictionaries, vocabulary strategies and reading activities (i.e. how to use and search for terms in the dictionary, vocabulary bookmarkers, games, etc). Tutoring also helps students with Regents preparation as it helps them amass useful language strategies which can be brought to the test taking situation.

13. A variety of instructional material is used in ESL classes and in the school (content areas and in the library) to help support ELL students. In the ESL classroom, a variety of reading material; bilingual, word-to-word, and English dictionaries; posters, text readers, and classical literature are staggered by levels and student interests. Classroom libraries are provided for students to peruse for independent and supported reading. Graphic organizers, charts, and anticipation guides are part of the usual routine and aid in differentiating instructions even within levels. Film and visuals are used to support writing and reading, as well as to stir creative thinking and imagination. Responsible Internet use for research and study is encouraged and taught in class. In addition, documentary and historical websites such as PBS and History Channel are used to support text material and offer background videos or timelines. Furthermore, should a student have an IEP that calls for additional help in the classroom with a paraprofessional, then that student is supplied with such aid.

14. As this is a free standing ESL program, English is primarily used for instruction, debate, and communication between students and teachers. However, the native language is supported through a variety of methods both in class and out. In class, native language dictionaries are provided and some early reading books with English and the native language side-by-side are available. Beginning students are able to seek help with other students speaking their native language as well as teachers and adults, and are encouraged to communicate in both English and their own language if they cannot in English. In this way, students and teachers can help support the bridging of native vocabulary to English, especially with cognates. During state examination periods, content area teachers and supervisors are made aware that examinations exist in a variety of languages and that ELLs may use word-to-word dictionaries and have extended time on Regents where indicated on instructions. Parents are also to be communicated with in the native language per the home language survey or by request. Finally, students are encouraged to also use their native language at home rather than an English-only-model which most parents mistakenly think is the only way for students to learn their second language despite research proving otherwise.

15. Currently, most ELL students travel separately in core classes by age and grade cohort although proficiency levels must be factored into the equation. Classroom material and instructional support are age, grade, and level specific and are staggered for student ability and within the common ESL classroom. Furthermore, in class text books and reading libraries are labeled for student ease either for English Proficiency levels or subject matter.

16. All in-coming ninth graders, including ELLs in the country, who are enrolled at Boys and Girls High School, attend a summer school program that introduces them to the school, core subject areas, and activities before the beginning of the school year. Formally called "Freshman Academy," the goal is to familiarize students and parents with the transition processes involved in attending a new school at the secondary grade level. Known ELL students at the time are also assigned a guidance counselor to support their academic year.

17. The language electives other than ESL and ELA classes that are offered to ELLs includes Spanish and French, these are languages that the school offers at this time.

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)?

Boys and Girls High school does not have a Dual-Language program at this time. The school implements the self-contained E.S.L model.

D. Professional Development and Support for School Staff

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

1. Throughout the year, professional development opportunities are provided to ELL personnel either at the school or outside with events offered by the Board of Education. In the school, professional development this year has focused on differentiating instruction through modeled activities such as "Tiering" and "Scaffolding." Professional development sessions outside the school are encouraged and available to both the ESL teacher and core content area teachers. Announcements for these sessions come from the Children First Network, Office of English Language Learners, and district area BETAC offices. This year, professional development activities attended have concentrated on ELL learning in alignment with the new CORE standards. Information learned and any materials acquired at professional development is shared with instructional staff at arranged academy meetings or with administrative staff.

2. The professional development offered this year has focused on the main instructional tools needed to bolster ELL learning and how those tools and instruction are alligned to national standards and state objectives. In the school, administrators frequently provide the data lists such as the RLER and RLAT for teachers in order to try to provide timely and updated information. Guidance counselors offer help for ELLs and provide data to teachers when requested such as that concerning home-language surveys, analysis of transcripts and progress, and even help with contacting parents. And finally, teachers are encouraged through direct communication or throught academy parent nights, to conduct parent outreach and assess the needs of transitioning students from the family viewpoint.

3. A variety of professional development is offered per department and school academy for teachers at Boys and Girls High School, some within the school and some with outside sources. DOE professional development, for example, with instructional design for ELL students in alignment with the CORE standards allows teachers and administrators to become familiar with education's changing benchmark's. This is important in order to keep abrest with student achievement and the teaching techniques needed to getting there. In house development and academy meetings have made teachers aware of shared knowledge, including plans and instruction for ELL students. Finally, the ELL teacher attends professional development away from school during the work day in order to not only fulfill the 7.5 hours needed at minimum a year, but also to and bring back material individual and school-wide enrichment.

E. Parental Involvement

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

1. Parent involvement in the school is arranged with the school parent coordinator; Mr. Anderson for events such as parent conferences and evening social gatherings. Parent Coordinator workshops may include, but are not limited to orientation of the incoming students and workshops available throughout the school year as offered by the DOE. Guidance counselors and teachers are also frequently in touch with parents about academic involvement, student achievement, student attendance, and upcoming examinations. Guidance counsels also offer an overview of our Skedula reporting system to all parents during our parents' conferences. Concerning ELL students in particular, the ESL teacher at the school is often in contact with parents by phone and encourages parents to contact her with questions or for further updates either at the school or at home. Parental contact involves updates on student concerns as well as acknowledgement of student progress. Parental concerns such as requests for extra help through tutoring programs are also implemented, and attempts are made to communicate with parents in their native language when possible either by the teacher herself or educators who volunteer their services at the school level. The primary languages that communications are circulated in at this school include Arabic, Bengali, English, French, Haitian Creole, and Spanish. Furthermore, academy based parent nights encourage parental participation in award ceremonies and in honoring our students.

2. The school takes measures to ensure that ELL parents are aware of upcoming events that are offered by the DOE, as for example, with community meetings offered from the DOE's Office of English Language Learners. Information that is gathered is printed out in different languages as well as in English, and as per the primary languages parents and students communicate with at this school. Also, parents are encouraged to keep track of their students and their progress with technology as per Pupil Path or Skedula.

3. Direct communication through counselor contact, teacher contact, and parent coordinator outreach helps evaluate the needs of parents outside of the bi-annual parent-teacher conferences. In the case of ELL students, many times students themselves will approach school officials requesting information or needs about parental involvement or services, which can then be looked up and communicated to the parent. This reciprocal approach allows for students, as well as parents and teachers, to communicate and be involved in a system of progress.

4. Parental involvement activities address a variety of themes and subjects. Some of these themes include discussing what is involved for students' academic advancement as per targeted information on attendance or state examinations, particularly with ELL populations. On a family level, parental involvement activities such as award assemblies, honor students and their families welcoming them to feel proud and involved in students' gains. Finally, on an interpersonal level, social events for parents allow individuals in the community and school professionals to mix in order to form a sense of purpose and identity with the school, its population, and its environment.

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)									3	5	0	2	0	10
Intermediate(I)									2	4	5	2		13
Advanced (A)									3	3	2	5		13
Total	0	0	0	0	0	0	0	0	8	12	7	9	0	36

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B									2	0	0	0	
	I									2	5	0	2	
	A									3	2	0	6	
	P									6	6	6	4	1
READING/ WRITING	B									5	4	0	1	
	I									3	6	3	4	
	A									4	3	2	4	
	P									1	0	1	3	

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	4	5	1		10
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	4		5		2				11
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	7		1		0				8

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	7		5	
Integrated Algebra	19			
Geometry				
Algebra 2/Trigonometry				
Math <u>MXRG</u>	2		1	
Biology	8		4	
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography	5		5	
US History and Government	4		2	
Foreign Language				
Other <u>Math MXRE</u>	19		6	
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								

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.

1. Some of the assessment tools that Boys and Girls High School uses to assess the early literacy skills of ELLs includes diagnostic tests which are given by content area teachers, English language proficiency examinations such as the LAB-R and the yearly NYSESLAT exam to test ELL students level of proficiency in English. In addition, periodic assessment examinations in core content areas, demographic and test data lists such as the RLAT and RLER, former test records across subject areas and from previous schooling, ATS, ARIS, and Skedula informations, and class-room assessments conducted by teachers such as writing folders and journals, rubrics, and longitudinal records. These various data offer both educators and administrators ways of tracking progress and insight into program offering models based on the needs assessments of the ELL students in order to outline additional supportive services they may require. In addition, the assessment tools indicated previously help guide instructional and administrative staff with differentiating classroom approaches for ELL students and with further classroom programming.

2. Students who are administered the Lab-R on all levels perform better on the speaking/listening portion than the reading/writing portion. Therefore, the E.S.L teacher; Ms. Ramos will implement the use of the software program Achieve 3000 as an online resource that differentiates students ability based on grade and assessment data to enhance and engage students with acquiring test taking skills in English so they may develop successful writing, listening and speaking skills in English regardless of their skill level. In addition, the E.S.L teacher; Ms. Ramos provides students with additional classroom support through tutoring 50 minutes extra twice a week of tutoring time on Tuesdays and Thursdays. Through being provided with tutoring SIFE, Students with disabilities, former ELLs and current ELLs will be provide with additional instructional time to build upon the skills being taught in their content areas and apply them to the skills being taught in their self-contained E.S.L classroom. The additional tutoring time provided by the E.S.L teacher; Ms. Ramos will allow students to enhance their English proficiency so they may be able to complete the reading/writing sections successfully on the NYSESLAT.

3. Patterns across NYSESLAT modalities will effect instructional decisions by allowing data to be gathered and categorized across proficiency levels for each child so that instruction can be differentiated for students according to their needs. An example of differentiating instruction for students who scored poorly on the listening portion of the NYSESLAT would be to provide students with computer/audio listening software exercises that would focus on improving their listening comprehension skills. A website used by Ms. Ramos in the classroom that supports listening comprehension is www.brainpop.com. An audio program that supports listening comprehension that is used by the E.S.L teacher; Ms. Ramos is entitled All About the U.S.A and has an accompanying text that has response question exercises. To assist ELL students who scored beginning, and intermediate with strengthening their writing skills; the text All About the U.S.A levels 1, 2 and 3 are used to enhance their writing skills. The response question exercises also include narrative writing strengthening exercises and include exercises that provide the E.S.L teacher; Ms. Ramos with the opportunity to pair students based on skill level so they may practice English pronunciation of words and engage students in dialogue in English. Analyzing patterns based on students' scores allows students to be grouped according to their level of English proficiency in writing, reading and listening in relation to high, middle, and lower proficiency skills within a level. Such data assists students when paired with partners or in group configurations so that both students and teachers can form supportive networks of language learning. While at all times the maximum number of activities are used to touch on all learning types and to support varying levels of English in a heterogeneous classroom, patterns can also help reflect modalities that may need extra instruction for further student progress. Students who are labelled as SIFE and receive are mandated to receive E.S.L instruction will also be provided with the supportive audio/C.D. support to enhance their writing, listening and speaking skills when working individually and within a group or with a partner.

4. a. ELL students who take the foreign language exams do well on them, as they speak some of these languages at home. About 44% of the students who took the Integrated Algebra exam passed it, and the rest of the exams have an even worse completion rate, likely due to

the writing requirements for the ELA and the two Social Studies exams, and the part two questions of the Science exams. Since the trend across the Beginning, Intermediate and Advanced level of ELLs shows evidence of low scores in relation to English regions the E.S.L teacher; Ms. Ramos uses similar practice exams to enhance students writing, reading and comprehension skill levels. Ms. Ramos also provides current and former ELL students with the opportunity to receive instructional tutoring support on Tuesday and Thursdays for 50 minutes each day. (b) School leadership teams use ELL Periodic Assessment exams in English and in other content areas are administered to ELLs as a predictive measurement to see 1) how students may fare on exams such as the NYSESLAT and ELA and 2) what extra support students need across the reading, writing, speaking, and listening modalities. Extra support services that are provided include after school tutoring, P.M. and Saturday school. Some test scores are reported and are available on ARIS or Skedula for teachers to look at and compare across grade, content, and school-wide levels. These results help content area teachers plan instructional data for individuals as well as group configurations of students or entire classes. Students receive native language support through the use of glossaries and dictionaries in their native language. Students who are former ELLs are provided with additional time if needed when taking the PSAT. ELL students are provided with time to translate and define words unfamiliar to them with the use of glossaries. Content area teachers at Boys and Girls High School do not translate test examinations to students in their native language.

5. *Question number five is not applicable for Boys and Girls High School. We provide self-contained E.S.L instruction only. *

6. Success of ELL programs are evaluated with multiple variables. Testing and assessment data play an important role in monitoring student progress. The E.S.L teacher monitors progress through content specific portfolio based work that each E.S.L student creates. Each portfolio has evidence of writing, listening and comprehension skill development in connection to Social Studies, grammar, World History and cultural knowledge and English literature. In addition, all E.S.L students keep a journal. The journal along with the student portfolios are used to assess students' progression and development of grammar skills as a means for students to document and self-reflect on their individual growth. The portfolios and journals are used as a means to support formal assessment score outcomes and allow the teacher to differentiate instruction that supports students' long term growth in becoming proficient in English. Progress is followed through the years and anomalies such as student regression on NYSESLAT levels are flagged for further investigation. Questions that may be asked are why, for example, might make a student drop an English level and what can be done to help the student on an individual basis? Once the why is determined through E.S.L teacher and student conferencing and review of student portfolio and journal based reflections; the teacher may address the needs of the students drop in score accordingly. Other non-E.S.L test scores are also examined to see how students are doing across content areas. At the instructional level in the E.S.L classroom and in students' various content classes, students are monitored and assessed not only on class tests, but across modalities for classroom interaction, group dynamics, individual growth with communication on an interpersonal level, and with writing progression at creative and academic benchmarks. The E.S.L teacher; Ms. Ramos uses her common planning time to review with teachers in various content areas such as Math, English, Science, Art, Music etc. to conference and discuss E.S.L student achievement in other classrooms and work with those teachers to enhance E.S.L students academic success. Students are also offered occasions to self-assess and evaluate their progress through discussion, reflexive writing, and per their own oral presentations and projects. It is the E.S.L teacher's belief that with a combination of support from teachers and student initiative to reflect on their educational experiences; those E.S.L students will be able to take equal responsibility for their progress and acquire the English language with a positive attitude.

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.

The curriculum for ELLs is currently being reviewed and the Achieve 3000 technology based program is in the works of being implemented as a supplement for differentiation of instruction for the ELLs.

Part VI: LAP Assurances

School Name: Boys and Girls High School**School DBN: 16K455**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
n/a	Principal		0/0/00
Christopher Smith	Assistant Principal		11/7/11
Elmer Anderson	Parent Coordinator		11/7/11
Marshalla Ramos	ESL Teacher		11/7/11
n/a	Parent		11/7/11
Eric Megli/Special Ed.	Teacher/Subject Area		11/7/11
n/a	Teacher/Subject Area		0/0/0
n/a	Coach		0/0/0
n/a	Coach		0/0/0
Mr. Philpotts	Guidance Counselor		11/7/11
Corrine Rello	Network Leader		11/7/11
	Other		11/7/11
Kathleen Clarke-Glover	Other <u>Assistant Principal</u>		11/7/11
Aaron Nothnagle	Other <u>Data Specialist</u>		11/7/11
	Other		0/0/0

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **16K455** School Name: **Historic Boys and Girls High School**

Cluster: **1** Network: **110**

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.

In order to assess our school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand we use classroom surveys. Classroom surveys gives us an idea of languages spoken written and read in student's homes. We send a survey home to each of our students inquiring as to whether or not the parent or guardian needed translation services for notices sent home. If we had ELLs the we would take an inventory of the HLIS for the students in our program. We would tabulate the number of parents that spoke languages other than English and determined that there was a need for translation of notices and information about a child's academic performance, ways to increase student achievement and enhance the parents' understanding of academic standards, and assessments/ tests. We also provide information on parent communication needs in the Language Allocation Plan for the school. The Parent Coordinator and ESL Teacher would confer with parents by telephone, and in one to one conferences on their individual communication needs. The home language would also be indicated on ATS.

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.

Based on the data obtained by the ESL Teacher and Parent Coordinator through surveys, email, and telephone communication the information is shared with the school community at parent teacher association meetings and curriculum nights. The parents'languages are entered onto ATS. The major languages in this school community are Spanish and Hatian - Creole.

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.

We assessed the number of parents who needed translation services to effectively communicate at PTA meetings, curriculum nights and Parent-Teacher conferences. We have staff members who speak Spanish and Hatian Creole. Written translation is available when needed and the Translation Interpretation Unit is contacted to support school translations. The notices announcing events will be translated as needed. ELL's parent orientation materials will also be provided in their native languages. Written translation services will be provided in-house by school staff as needed by teachers and paraprofessionals. Interpretation Services in Spanish and Hatian Creole are available to the parents for various events such as PTA meetings, Family Literacy /Math Nights and Parent-Teacher Conferences.

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.

Oral interpretation services will be provided in-house by school staff. We have staff members who speak Haitian Creole and Spanish. We have teachers to interpret during school activities. If additional support is needed then the Translation and Interpretation Unit at the Department of Education will be utilized to support parents needs. The notices announcing special events will be translated into native language, and interpreters will be available to answer any questions that the parents may ask. This will enhance parents understanding of their child's academic performance and how to help improve their children's achievement at school. This will also encourage more parents to attend PTA meetings, Parent-Teacher Conferences, and Open School Week. Teachers, paraprofessionals and/or school aides also attend these functions to support parents and students communication needs.

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>.

Parent notifications and pertinent documents are translated into the native language of the parent as needed. The school staff members are available to translate as needed and the Language Interpretation Unit will provide translation services for notices as needed. As per A-663 we will provide each parent whose primary language is a covered language and who require assistance service with a copy of the Bill of Parent Rights and Responsibilities in the main office, and the parent coordinator's office. We will make sure that school calendars' and notices are translated in a timely manner to ensure that parents who need them actually receive them. We will make sure that teachers notify the office prior to a parent meeting where a translator is needed. In this manner, we may provide a school employee so that translation services will be provided. At the present time we have enough staff members to accommodate our translation needs. We do have signs in the lobby of our school advertising such services.

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Boys and Girls High School	DBN: 16K455
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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: 32
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: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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:

Ms. Ramos, the E.S.L. teacher at Boys and Girls High School, will work collaboratively after school with a second E.S.L or ELA teacher to instruct ELL students whom are at the beginner through advanced proficiency levels of English; these students will attend an afterschool program twice a week on Mondays and Thursdays afternoons. All 32 ESL students from beginner to advanced levels are strongly encouraged to participate through parental and personal outreach in the form of invitation letters and one-to-one contact. During the Fall semester 2012, the ESL coordinator had sent a phone blast reminder to the ESL students in September. In December of the same semester, a Title III afterschool reminder letter was sent to each ESL students' home. This outreach will continue at the beginning of February 2013 and throughout the Spring semester to ensure maximum participation.

-Frequency of Services

Boys and Girls High School Title III program afterschool dates and time will be as follows:

2012 Dates	Time	Weeks 1-5
Thursday, November 15th	3:15-4:30 p.m	
Thursday, November 29th	3:15-4:30 p.m.	
Thursday, December 6th	3:15-4:30 p.m.	
Thursday, December 13th	3:15-4:30 p.m.	
Thursday, December 20th	3:15-4:30 p.m.	

January 2013 Dates	Time	Weeks 6-9
Thursday, January 3rd	3:15-4:30 p.m.	
Wednesday, January 9th	3:15-5:15 p.m.	
Thursday, January 10th	3:15-5:15 p.m.	

Part B: Direct Instruction Supplemental Program Information

Monday, January 14th	3:15-5:15 p.m.
Thursday, January 17th	3:15-5:15 p.m.
Tuesday, January 29th	3:15-5:15 p.m.

February 2013 Dates	Time	Weeks 10-12
Thursday, February 7th	3:15-5:15 p.m.	
Monday, February 11th	3:15-5:15 p.m.	
Thursday, February 14th	3:15-5:15 p.m.	
Wednesday, February 20th	3:15-5:15 p.m.	
Thursday, February 28th	3:15-5:15 p.m.	

March 2013 Dates		
Dates	Time	Weeks 13-15
Monday, March 4th	3:15-5:15 p.m.	
Thursday, March 7th	3:15-5:15 p.m.	
Monday, March 11th	3:15-5:15 p.m.	
Thursday, March 14th	3:15-5:15 p.m.	
Friday, March 15th	3:15-5:15 p.m.	
Monday, March 18th	3:15-5:15 p.m.	
Thursday, March 21st	3:15-5:15 p.m.	

April 2013 Dates		
Dates	Time	Weeks 16-18
Tuesday, April 16th	3:15-5:15 p.m.	
Thursday, April 18th	3:15-5:15 p.m.	
Friday, April 19th	3:15-4:15 p.m.	

Part B: Direct Instruction Supplemental Program Information

Monday, April 22nd	3:15-5:15 p.m.
Thursday, April 25th	3:15-5:15 p.m.
Friday, April 26th	3:15-4:15 p.m.
Monday, April 29th	3:15-5:15 p.m.

May 2013 Dates

Dates	Times	Weeks 19-22
Thursday, May 2nd	3:15-5:15 p.m.	
Monday, May 6th	3:15-5:15 p.m.	
Thursday, May 9th	3:15-5:15 p.m.	
Friday, May 3rd	3:15-4:15 p.m.	
Friday, May 10th	3:15-4:15 p.m.	
Monday, May 13th	3:15-5:15 p.m.	
Tuesday, May 14th	3:15-5:15 p.m.	
Monday, May 20th	3:15-5:15 p.m.	
Monday, June 3rd	3:15-5:15 p.m.	
Tuesday, June 4th	3:15-5:15 p.m.	
Thursday, June 6th	3:15-5:15 p.m.	
Friday, June 7th	3:15-4:15 p.m.	
Monday, June 10th	3:15-5:15 p.m.	
Tuesday, June 11th	3:15-5:15 p.m.	
Thursday, June 13th	3:15-5:15 p.m.	
Friday, June 14th	3:15-4:15 p.m.	

Instructional components:

The instructional components of the program include building phonemic awareness, vocabulary

Part B: Direct Instruction Supplemental Program Information

building, shared reading, highlighting main ideas in a text, public speaking skills, analyzing text critically and incorporating the online Achieve 3000 and Brainpop program to develop students reading and writing readiness for life in and after high school .

The ELL teacher team will review the following data sources to provide the appropriate support in Boys and Girls ESL extended day Title III program:

-middle and high school ELA , Lab-R and the NYSESLAT exam scores for each student.

The ESL teacher team plans are to provide literacy support to all ESL students through practice of

-reading and writing comprehension skill exercises

-through the use of online and actual newspaper and magazine realia

-interactive websites include www.brainpop.com, www.achieve3000.com and other supplementary websites.

The following software and supplies have been purchased to support the extended day program:

-Achieve3000.com

-Brainpop.com

-Multi-cultural Classroom library

-Glossaries and dictionaries in their native language

Book: The Focus on Grammar/A Basic Course for Reference and Practice text and the Composition Practice: Third Edition text by Linda Lonon Blanton

Glossaries and dictionaries in native language

Ipads, laptops, netbooks or the computer lab

School related supplies such as the Promethean board, c.d. players, paper, pen, chalk, chalkboard and art supplies will be in the classroom.

Students will have a one day guidelines and expectations orientation of the ESL Extended day Title III program which will include a completion of a survey by students.

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

Part C: Professional Development

- name of provider

Begin description here:

Boys and Girls High School will provide professional development to its ELL teacher. As of now, that teacher is Ms. Ramos. We will work closely with the Office of English Language Learners and CFN ? to develop and implement a comprehensive plan to support the ELL teacher team.

The ESL teacher team will turn-key professional developments for teachers in all four academies during scheduled common plannings when needed. Professional developments will be aligned to the New York State ESL Learning Standards and the ELL teacher will attend professional development activities provided by the Office of English Language Learners. Professional development will include, but not limited to, online tools such as www.colorincolorado.com, and www.engageny.com to expose the ESL teacher team to the latest research and methodologies needed to enhance and differentiate instruction for ELLs. The ESL teacher team will keep a log of all professional development hours as evidence.

The ESL teacher will attend 6-8 professional development sessions with the duration time of one hour to a full work day.

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: -Boys and Girls High School will provide four sessions of the ESL Family Night at Boys and Girls High School. The rationale for the ESL Family Night is to provide parents of English Language Learners with opportunities to ask questions and to engage in discussions related to services provided by the ESL teacher team and Boys and Girls High School. Parents of ELLs and the ESL teacher team will learn and discuss the needs of their children in relation to the goals of the school, NYS Common Core goal and graduation expectations in regards of how they relate to ESL standards. In addition, parents of ELLs will be provided with information on literacy and translation services available in their home community. The provider/facilitator of each event will be certified ESL teacher and the Boys and Girls ESL supervisor; Mr. Jeffrey Harris.

Schedule: - January 2013, February 2013, and April 2013 (23 weeks)

Part D: Parental Engagement Activities

Time/Duration: Monday and Wednesdays 3:45-5:15 p.m.

Topics to be covered:

Online resources to support your child's English language development

Supporting your child with homework

Is your child college ready? : Options for your child beyond high school

Communicating with your child and the issues connected to having two cultures

Parents will be notified by the schools phone master system, PTCA meeting, www.pupilpath.com, flier and a school mailing. The parent coordinator will spearhead outreach to parents.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL		