



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: FDNY HS FOR FIRE AND LIFE SAFETY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 19K502

PRINCIPAL: JAMES ANDERSON

EMAIL: JANDERS@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
James Anderson	*Principal or Designee	
Kilder Fuentes	*UFT Chapter Leader or Designee	
Oswaldo Banja	*PA/PTA President or Designated Co-President	
Mildred Bowman	DC 37 Representative, if applicable	
Shawn Williams Pancho Bajana	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Erick Green	CBO Representative, if applicable	
Darlene Settles	Member/	
Andrea Hodge	Member/	
Xanthia Newman	Member/	
Maria Then	Member/	
	Member/	
	Member/	
	Member/	

** 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.

Increase the academic achievement of our special education population to meet the AYP measures as per our school report card.

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.

____ 2.2 School leader’s vision

____ 2.4 School leader’s use of resources

2.3 Systems and structures for school development

____ 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

By August 2013, FDNY HS will earn 2 extra credit points with our special education population as measured on the NYC Progress Report Card for the 2012-2013 school year.

Instructional strategies/activities

- FDNY HS will use its budget to hire a Special Education Assistant Principal.
- All staff members will be offered professional development on Special Education Reform and moving students along the continuum.
- Service providers along with general education teachers and paraprofessionals will be trained in the effective maneuvering of the Special Education Information System (SEIS) so that they can readily access students’ information used for planning and implementation.
- Training for service providers in writing effective, measurable annual goals and benchmarks used to drive instruction.
- Planning time for Integrated Co-teaching partners (ICT) in order to effectively address students’ learning needs.
- Creation of behavior Intervention Plans (BIP) to support special needs students in adjusting challenging behaviors that impede learning.
- Weekly Special Education Content Meetings to support teachers in creating lessons that draw on the values of students’ backgrounds, prior knowledge, and interests with challenging questions and learning goals based on home and school expectations.
- Attendance to all Network and DOE sponsored professional development in order to enhance teachers understanding of policies and mandates central to educating the special needs students.
- Weekly review of students’ Individualized Education Plans (IEP) in order to update benchmark goals and modify instruction based on students’ individual needs.
- Outreach efforts to parents and guardians to keep them abreast of students’ progress and needs.
- Bi-weekly conferences with guidance counselors in order to determine students who are on track for graduation and implement structures to support those who are not on track.

- Weekly review of teachers' lesson plan to ensure that modification strategies are being implemented to support the learning needs of special education students.
- Creation and ongoing updating of learning goals and self-reflection logs for special education students.
- Students will be grouped based on data evidence and lessons will be tiered to their specific academic needs and interest levels.
- At least two parent workshops to address graduation and college and career readiness requirements.
- Mentors will be assigned to specific special needs students to offer additional social and academic support.
- Weekly analysis of students work during content meetings in order to identify learning gaps and implement corrective measures.

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 school has allocated its budget to hire a Special Education assistant principal using both Tax Levy and Title IA funds. To help work with the staff in the items above supplies were purchased using our Title I Priority funds to create all the documents for the students and teachers. The guidance counselors were also paid per session using our Title I Priority funds to contact and meet with parents to discuss the progress and work of the students. To help encourage the work and progress of the student and teachers, incentives and trips will be distributed by using our Title I Priority funds. Lastly, we conducted tutoring sessions after school and on Saturdays for students that failed the Regents exams or RCT's repeated. We paid the administrators, teachers, and school aides per session funds from our Title I Priority allocation for the AIS services.

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

FDNY HS will have to align two curriculum units that align to the Common Core Standards within the core content areas.

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.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

By June 2013, FDNY HS will have satisfied the NYCDOE Instructional Expectations for the Common Core Standards implementation by engaging all students in at least two curriculum units aligned to the selected Common Core Standards in each core subject area.

Instructional strategies/activities

- Administrators and teachers will attend professional development training around the Common Core Standards to understand their meaning and purpose. In addition, professional development sessions will be conducted during the allotted days through the school year to help create the curriculum, schedule for implementation, and assistance with student work analysis. Lastly, teachers will be introduced the Common Core Library to review the task bundles that could be used to help design the curriculum.
- Teacher teams will analyze the expectations in the selected focal standards for this school year and plan to implement them into the curriculum and instruction. We will look at designing argumentative writing assignments in the classroom and incorporating informational texts to help increase complexity.
- In Common Planning Time sessions, the department teams will design their tasks and include them in their curriculum maps for implementation. These curriculum maps will meet the expectations to provide multiple entry points for students on all learning levels, students with disability, and English language learners.
- After the assessments are administered and scored, the department teams will conduct the student work analysis during Common Planning Time. The cycle will be repeated for the second unit and student progress will be analyzed.
- As the teachers become more comfortable using the Common Core Standards, we will begin incorporating all the standards in our instruction to ensure it becomes the fluent in practice.

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).

To help teacher understand the work around embedding the Common Core Standards into our curriculum maps, we hired two F-status supervisors to lead the professional development. These supervisors were paid using Title I Priority funds for their in-school work with the teachers as well as the full-day professional development sessions.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Implement a researched based instructional rubric for which teachers will evaluate their instructional practices.

Tenet #4 TEACHER 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.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

As a school included in the Teacher Effectiveness Pilot for the 2012-2013 school year, we will create an observational system that provides meaningful feedback to teachers while looking at instructional practices through the Danielson rubric.

Instructional strategies/activities

- Administrators and teachers will attend professional development sessions provided by the NYCDOE explaining the teaching practices outlined in the Danielson rubric. In addition, the school staff will work with the Talent Coach assigned to the school through the Talent Management Office to align our practices with the program expectations.
- Collaboratively, the Talent Coach, New Visions LDF, and administrators will refine their accuracy to rate instructional performance by conducting norming observations together.
- Each teacher will take an initial survey to rate their current teaching practices in relation to the seven competencies outlined in the Talent Management program from the Danielson rubric. The teachers and administrators will review the responses and create a Professional Growth Plan to focus on the three competencies pre-determined by the NYCDOE to address (Designing Coherent Instruction, Questioning, and Using Assessments). A mid-year conference will be held with each teacher to discuss their progress on the goals they set for the three competencies. A final score will be given as a sample rating in preparation for the implementation of the new system.
- Administrators will conduct 15-minute mini-observations approximately four times during the school year to observe the three focal competencies. In addition, each teacher will have four full-period observations for their individualized plan during the school year as well. Administrators will provide meaningful feedback through the ARIS Learn program that is direct and actionable. Lastly, administrators will communicate the evidence and practical strategies to improve the deficiencies observed. All discussions will stem from the expectations outlined in the Danielson rubric.
- Create a professional development plan that addresses the three focal competencies: Designing Coherent Instruction, Questioning, and Using Assessments. Input will be taken from the staff members to include their voice in forming the professional development plan for the school year.
- Student work products and scholarship data will be included in the analysis process to measure the progress rate of teachers in the competency areas for their plan.

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).

To help teacher understand the work around embedding the teaching standards of the Danielson rubric into their daily teaching practices, we hired two F-status supervisors to lead the professional development. The supervisors came to two days per week to meet with department teams, individual teachers, and visit classrooms. Using the observational process, the supervisors were able to work with teachers on improving their teaching skills. To help with the instructional needs, we purchased textbooks and other classroom supplies using our Title I Priority funds. These supervisors were paid using Title I Priority funds for their in-school work with the teachers as well as the full-day professional development sessions.

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

Design a common code of conduct which will incorporate the disciplinary guidelines with instructional expectations within the classroom.

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

By June 2013, we will work with the Office of Youth Development to create a system to deal with the social and emotional health of our repeat offenders for suspensions and disorderly students conduct.

Instructional strategies/activities

- The team will work under the guidance of the Office of Youth development as we create a plan to coordinate the many agencies offering social and emotional assistance to the members of our community.
- We will disaggregate the safety data to identify the students with repeated infraction of our Student Disciplinary Code.
- The groups will understand the function and services they can provide to our students and families.
- We will be trained on the theory of collaborative discipline to provide students with opportunities to succeed rather than enforcing direct consequences.
- Presentations and trainings will be scheduled as well as guest speakers.

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).

We had our guidance counselors, deans, and school aides working together to help our school develop a plan for dealing with our most troubled students as well as our repeat offenders. We attended after school meetings and seminars to assist with the professional development of our team members. Therefore, we used our

Title I Priority funds to pay per session of the members and transportation costs to the sessions.

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

Implement an instructional process that will help increase the literacy skills of the students.

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

By June 2013, we will have established a school wide Reading Plan that will improve the literacy skills of the students and increase student academic performance.

Strategies to increase parental involvement and engagement

- FDNY HS will use its budget to hire a literacy specialist/administrator to help the teaching staff address the literacy needs of the students.
- Using the Common Planning sessions, the grade teams will focus on literacy throughout the school year in an interdisciplinary manner. The teams, led by the literacy specialist, will create a plan that focuses on specific skills throughout the school year. These skills will be planned, scheduled with a calendar, implemented in the instruction, and assessed by the grade teams during Common Planning.
- Professional development for staff to successfully implement the strategies in the school will be provided by the literacy specialist.
- The team will review the structures/expectations outlined in the Danielson Rubric as well as the NYCDOE Instructional Expectations for alignment. The alignment will help with moving the school forward by having all our instructional work meet the Common Core requirements.
- The team will look at instructional practices that increase reading in the classroom and create a sustainable learning environment.
- Team will develop a structured pacing guide aligned to the Common Core Standards that will aid teachers in implementing key reading skills and strategies necessary to build students reading proficiency levels.
- Literacy specialist will salient identify reading skills on a bi-weekly basis and turn-key implementation strategies so that teachers can effectively implement them in their reading lessons to facilitate school-wide literacy growth.
- Training will be offered to teachers so that they may be able to implement structures and strategies to accommodate reading development; structures include literacy circles, round table discussions, peer/shared reading activities, and independent reading. Strategies include: Meta cognitive modeling where teachers model for students how to think about their own thinking process.
- Feedback student conferences will be implemented to assess students' mastery of specific reading skills and strategies.
- Monthly planning conferences for teachers to offer feedback regarding program strengths and challenges and inform team as to next measures.

- A share/discussion component will be included in the program to facilitate students' diverse thinking and broaden their perspectives and scope of the world through shared knowledge.

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 school used its Title I Priority funds to hire a Special Education Assistant Principal that was also a Literacy Coach in her previous position. This AP helped teachers with the professional development around using the literacy strategies in the classroom. We also formed a Vision Team that looked at this work in relation to the expectations of the Common Core and Quality Review. The school administrators and teachers were paid per session for their work in the groups by using our Title I Priority funds.

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	<ul style="list-style-type: none"> On the 9th grade, all students receive a double period of English through the school year. In addition, half the cohort (the lowest achieving group) receives READ 180. On the 12th grade, the students that still need to pass the English Regents for graduation and we need for AYP/AMO, have been programmed into one class. The curriculum is specific for preparing the students again for the ELA Regents. The Gates-McGinity Reading diagnostic was administered to 	<ul style="list-style-type: none"> Small group tutoring. One-to-one tutoring. After school sessions. Saturday sessions. 	<ul style="list-style-type: none"> During school. After school. Weekends. Holiday vacation weeks.

	<p>the students in the 9th – 11th grade. The data collected was distributed to the teachers to use for lesson planning and activity designs.</p> <ul style="list-style-type: none"> • A special education teacher works collaboratively with the regular education teacher to plan daily lessons and projects for the class. Students with special needs work with general education students in the classroom. The program occurs during the regular school day. • Based on Regents data for AYP and Graduation Rate, we program students for 9th period tutoring. 		
Mathematics	<ul style="list-style-type: none"> • On the 10th – 12th levels, students have been programmed for repeater courses that will prepare them for the upcoming Regents exams. • At the end of each semester, we offer Regents Prep tutoring 	<ul style="list-style-type: none"> • Small group tutoring. • One-to-one tutoring. • After school sessions. • Saturday sessions. 	<ul style="list-style-type: none"> • During school. • After school. • Weekends. • Holiday vacation weeks.

	<p>for those students taking the Integrated Algebra and Geometry exams. The sessions are held after school and on Saturdays.</p> <ul style="list-style-type: none"> • A special education teacher works collaboratively with the regular education teacher to plan daily lessons and projects for the class. Students with special needs work with general education students in the classroom. The program occurs during the regular school day. • Based on Regents data for AYP and Graduation Rate, we program students for 9th period tutoring. 		
Science	<ul style="list-style-type: none"> • On the 10th – 12th levels, students have been programmed for repeater courses that will prepare them for the upcoming Regents exams. 	<ul style="list-style-type: none"> • Small group tutoring. • One-to-one tutoring. • After school sessions. • Saturday sessions. 	<ul style="list-style-type: none"> • During school. • After school. • Weekends. • Holiday vacation weeks.

	<ul style="list-style-type: none"> • At the end of each semester, we offer Regents Prep tutoring for those students that haven't passed the Living Environment Regents exam. • A special education teacher works collaboratively with the regular education teacher to plan daily lessons and projects for the class. Students with special needs work with general education students in the classroom. The program occurs during the regular school day. • Based on Regents data for AYP and Graduation Rate, we program students for 9th period tutoring. 		
Social Studies	<ul style="list-style-type: none"> • At the end of each semester, we offer Regents Prep tutoring for those students that haven't passed the Global Studies or US 	<ul style="list-style-type: none"> • Small group tutoring. • One-to-one tutoring. • After school sessions. • Saturday sessions. 	<ul style="list-style-type: none"> • During school. • After school. • Weekends. • Holiday vacation weeks.

	<p>History Regents exam.</p> <ul style="list-style-type: none"> • A special education teacher works collaboratively with the regular education teacher to plan daily lessons and projects for the class. Students with special needs work with general education students in the classroom. The program occurs during the regular school day. • Based on Regents data for AYP and Graduation Rate, we program students for 9th period tutoring. 		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Group and individual counseling. • Needs based decisions. • Counsels students not meeting promotional or performance standards. • Counsel students experiencing behavioral, emotional, 	<ul style="list-style-type: none"> • Small group. • One-to-one. • After school sessions. 	<ul style="list-style-type: none"> • During school. • After school. • Weekends.

	<p>psychological, and family related issues during their academic studies.</p> <ul style="list-style-type: none">• Makes proper referrals to the supportive agencies according to student needs.• Monitors the attendance of at-risk students.• Conducts outreach to the parents and homes of at-risk students.• Provide family counseling when needed.• Counsels students that return from disciplinary actions or suspensions.		
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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.

Over the recent years, we have used many strategies for hiring the best teachers for our school. Our administrative team usually attends recruitment fairs offered by both our support network (New Visions) and the sessions conducted by the NYCDOE. During our interview process, we have potential candidates sit through an initial interview, deliver a model lesson, prepare all the documentation for the lesson they deliver and show a portfolio of their current instructional work, and participate in a final interview. The administrative team and our LDF from New Visions all participate in the process. We collaboratively make the final decision for the candidate we hire.

**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:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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 Debra Maldonado	District 19	Borough Brooklyn	School Number 502
School Name School for Fire and Life Safety~ FDNY			

B. Language Allocation Policy Team Composition

Principal James Anderson	Assistant Principal Darren Dickout
Coach type here	Coach type here
ESL Teacher Kim Goldfarb	Guidance Counselor Daisy Vega
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader Alexis Penzell	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
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		Total Number of ELLs		ELLs as share of total student population (%)	%
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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. We administer a HLIS as a means to identify a students home language and to indicate if the student requires services. We also interview parents and students using an oral assessment to determine whether or not the student would benefit from services. We provide accommodations where spoken language is an issue: interpretation and translation are available if necessary. We identify students through the 9th grade list notice report. We also identify students by pulling the RLAT and RYOS reports from ATS. New students that are sent to us from the enrollment office are interviewed and administered the Home Language Survey (by the guidance counselor) if necessary. Many students that come with a disposition letter from the enrollment office have ELL indicated on their disposition letter if they are new to the country. Once the student has been identified ELL, within 10 business days the LAB-R is administered by the ESL teacher and or the Spanish LAB-R is administered by the guidance counselor. The pedagogues responsible for administering the HLIS and initial oral screening: Ms. Daisy Vega, MS Guidance. Ms. Vega is a bilingual Spanish/English speaker. Ms. Kim Goldfarb, M.Ed is a certified ESL teacher who administers both the NYSESLAT and LAB-R. Ms. Goldfarb speaks English exclusively. Students language progress is identified and assessed through the annually prescribed NYSESLAT. Through ATS/BESIS reports, we account for all ELL students who will take the NYSESLAT exam. Ms. Goldfarb and Ms Vega administer the NYSESLAT annually. Based on BESIS and ATS we identify all ELL students as required to take the NYSESLAT in four language domains. Each NYSESLAT is comprised of four language domains: Listening; Speaking; Reading and Writing. As part of each NYSESLAT section, students are required to complete each domain as a means to measure language development and to determine proficiency in English language learning.

2. Parents of incoming 9th graders have selected our school as one of their child choices while the student is in the 8th grade. The high school handbook clearly states that we only have an ESL program. For incoming students new to the country, it is explained at the enrollment office while the student is placed in our school. Directly following the HLIS and oral interview, Ms. Vega will share with parents the offer of the ESL program. Parents are informed that if they prefer another program that we do not offer, they can return to the enrollment office for TBE and or DL program options. Parents prefer ESL because they feel their child should be immersed in the language as we do not offer a TBE or DL program. Freestanding ESL is exclusively offered for all students who qualify based on the HLIS and interview. Students who are eligible are taught English language on a pull out basis daily by Ms. Goldfarb, M.Ed certified ESL teacher.

3. The entitlement letters and surveys are distributed and returned during meetings held at the school throughout the year. These meetings begin with Freshman Orientation and finished with award ceremonies in the second semester. Ms. Vega distributes entitlement letters at the Freshman orientation and or orientation for incoming new arrivals on the first day of school attendance. Copies of entitlement letters are maintained and updated as new information arises and are kept in a specific file in Ms. Vega's guidance office in a locked fil cabinet.

4. We use the most recent NYSESLAT (LAB-R scores for new students) scores to program the student for the required hours of ESL. Emerging ELL students will receive three periods of ESL daily whereas intermediate and advanced students will receive ESL one or two periods daily, depending upon NYSESLAT and or LAB-R scores. Placement letters are distributed to parents informing them of ESL classes during orientation and both phone calls, letters home and meetings with guidance and the principal. Placement records are

maintained in a locked file cabinet in the guidance office and are reviewed for content and clarity and any new information necessary for addition. We honor parents choices to waive students from ESL class as necessary. We submit a letter waiving ESL classes to the parent. Once we are in receipt of a signed waived letter, it is maintained and stored in a locked file cabinet in guidance. To maintain communication,we contact parents through the telephone, Skedula, letters and e-mails home. Letters and telephone communication is translated into the home language through native speaking staff.

5. We honor parent choices and trends in the best practices for learning language. ESL is the most preferred and effective method according to student and parents in the ESL program. Through parent-teacher meetings, conferences, letters home and Skedula we determine best practices and overall needs to be considered as we maintain the ESL program.

6. The programs we offer are aligned with parent requests.

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	Total #
Transitional Bilingual Education (60%;40% → 50%;50% → 75%;25%)														0
Dual Language (50%;50%)														0
Freestanding ESL														
Self-Contained										2	2	2	2	8
Push-In	88									1	1	1	1	92
Total	88	0	0	0	0	0	0	0	0	3	3	3	3	100

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	4
SIFE	4	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	9

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. [i](#)

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

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
Yiddish														0
Other														0
TOTAL	0													

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	3	3	0	12
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										2				2
Haitian										2	1	1		4
French												2		2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													2	2
TOTAL	0	10	4	6	2	22								

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

1a) Instruction is delivered in a pull-out classroom.

b) Students have one period or a double period of ESL (49 minute periods) Ungraded and Heterogeneous daily.

2) The guidance counselor looks at NYSESLAT/LAB-R scores and programs students according requirements of CR Part 154. 2b)

Advanced Students receive ESL class one period a day (49 min periods) Monday through Friday and also have ELA class one period a day (45min Periods). Intermediate students receive two periods of ESL (49 min periods) a day. Beginners receive two periods of ESL (45min periods) a day and two additional periods of push-in ESL services weekly (49 min. per period). All class times for ESL and ELA are 49 minutes daily.

3) The ESL teacher works with the English teachers to coordinate the lesson planning and insure the curriculum used. The teacher uses the books and resources for each grade level with the students. NLA is supported by dictionaries and lesson modification designed by the ESL and ELA teachers in lesson collaboration. The ESL teacher supports ELA and other lessons by breaking down and differentiating instruction to meet the academic abilities of the ELL students.

4) All ELL students are assessed by their learning needs, scoring deficiencies, and years in the progrms. Their data is analyzed and the instruction provided is tailored to improve their performances. The teacher starts with diagnostics to ensure the data is accurate. As the semesters continues, the teacher gives scheduled assessments. The data is disaggrigated and used for instructional plans.

5. Per SIFE requirements,students are provided with extra periods of instructional help in alliance with their academic achievement and language abilities. Students may also receive additional academic assistance during instruction through a para-professional or Special Education teacher assisting in the classroom. 5b) All newcomer, emerging ELL students, receive lessons modified and differentiated as designed by the ESL and content area teachers on a daily basis. 5c) ELL students who have been receiving ESL between 4-6 years continue to benefit from differentiated/modified instruction and receive such lessons designed by the content area and ESL teacher on a daily basis. 5d) All LTE ELL's much like their counterparts, receive modified instruction designed by the content area and ESL teacher to meet academic needs.

6. ELL students who have been diagnosed with a disability and who have an IEP, the ESL teacher follows all mandated guidelines to meet the academic needs of the student. The ESL teacher meets with the content area teacher and designs a modified language learning and content-academic lesson based on that students language and grade level ability. Special Educators maintain students IEP's and SEID paperwork. There are no bilingual services offered in the school-if there was, SWD-ELL's would receive a para to instruct academics bilingually, per the students IEP.

7. Consistent ESL instrsuction provided by a highly qualified instructor. Daily collaboration with ELA teachers will help the focus to meet the needs of individual students. Empasis on writing and reading comprehension strategies will ne implemented in daily lessons. SWD ELL's receive ESL and other classes with non-disabled peers on a daily basis. While in class the SWD ELL will continue to receive

A. Programming and Scheduling Information

modified lessons and may have a para to assist as needed.

Paste response to questions 1-7 here

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%			
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. ELL's receive targeted intervention in all content areas: Science; Math; Social Studies-Global History; ELA through after school academic support, in class through a Special Education teacher or Resource Specialist or para-professional. Intervention instruction is used in English. Native language instruction maybe used with a native speaking instructor per parent and principal request.

9. All students are encouraged and welcomed to participate in all school day activities or after school programs offered on the Thomas Jefferson campus. Students have the opportunity to participate in academic support tutoring, approved academic and social clubs, theater clubs, FDNY clubs, and athletic teams. 9b) Support is available for students who have reached proficiency per ESL teacher and content area teacher: assistance with study skills and correct prescribed English language content conventions in writing reports; speeches and exams.

10. Consistent use of computers, Smartboards, dictionaries, reading materials, text books, workbooks, worksheets, and independent practice assignments (formally called homework).

11. Native language support is delivered through pull-out/push-in ESL instructional sessions.

12. Yes. All support services and resources correspond to ELL's ages and grade levels. ELL's are invited and encouraged to participate in all school wide activities and field trips. ELL's are encouraged to share their cultural heritage in class lessons as part of a lesson.

13. All newly enrolled ELL students begin the school year by attending our Freshman Orientation meetings and sessions. During these event, all the information a new student needs to know is delivered and explained. We also deliver information from the community that provides free or affordable services for English classes or that provide transitional support for new arrivals of the country. 13a) All content materials pertain to lessons on a Smartboard, laptop, text book, workbook, video and handouts. Native language texts maybe used in the form of picture dictionaries, dictionaries, language websites and dual language texts and handouts.

14. ELL's are invited to enroll in language electives. However, due to time constraints daily schedules and the required amount of instructional hours for ESL, ELL students attend ESL as their language instruction. 14b) Instruction is taught exclusively in English although students requiring-based on IEP, parent and principal specifications- there are native language websites offering language instruction as needed: Rosetta Stone and translation services on line.

15. Yes. ELL students are provided with ESL instruction that is age and grade level appropriate.

16. New ELL students meet with counselors and the ESL teacher to determine language abilities and are introduced to other ELL students.

17. ELL students can participate in Spanish classes as an elective.

Paste response to questions 8-17 here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Our ESL teacher participates in the professional development sessions scheduled for the entire staff. In addition, the ESL teacher attends professional development sessions specific for addressing ESL instruction provided by our CFN, support organization, or outside vendors. All instructors: para-professionals, speech therapists, assistant principals, subject area teachers, guidance counselors, psychologists, o.t/p.t's and other school wide staff attend school wide PD's held the first Monday of every month on campus.

2. We provide training sessions and individual conferencing with administrators to help teachers with the transitional phase for students moving from one grade level to the next. Guidance, ESL and content area teachers support students socially, academically and emotionally as s/he transitions from one grade to the next. On going support is available as needed.

3. The training sessions are offered and delivered during professional development days, Faculty meetings, and invitations for teachers to attend outside sessions. 3b) ESL teachers attend required PD's: BESIS training, LAP training, common core training as mandated by the NYCDOE ESL Coordinators :Jose P. Records are maintained by a template and stored securely.

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. About 50% of parents are very involved and keep in contact with the school. Through Skedula, letters and phone contact parents are kept abreast of any parent involvement: meetings, workshops, field trips, conferences. Parents have access to translated letters and documents provided by the school. Letters home are written in dual languages.

2. We look for CBO's that offer services that would address the needs of our families. We insure that CBO's offer translation or bilingual or native language services to aid our ELL parents.

3. The needs are addressed as we meet and conference with the parents. We also try to administer surveys to hear the information from the parents. We encourage parents to meet with us not only on parent-teacher nights but anytime during school hours. We are available to assist parents in anyway feasible to encourage support for our ELL's.

4. The activities are modified and designed to help include the parents in everything the school does for it's students and families. We offer conferences, discussions, language services, parents can meet with teachers after school to discuss the concerns regarding the ELL student. Translation is always available to assist the parents of ELL students.

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)														0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		0	
Integrated Algebra	9		7	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science		2		0
Living Environment		5		2
Physics				
Global History and Geography		6		3
US History and Government		1		0
Foreign Language		4		4
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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. Our school uses the data from Skedula and teacher designed assessments to assess the literacy skills of our ELL students. Through NYSESLAT, LAB-R, Wilson Reading and teacher designed assessments, we can assess where ELL students require more instructional support visa-vis language comprehension or academic support.

2. Many of our students struggle most with the writing pieces of the NYSESLAT. The second skill that appears to be the biggest problem is reading comprehension. 2b) LAB-R data indicates students academic language and literacy abilities as well as being an indicator of students academic mastery and determination of grades in the content area.

3. The teacher will differentiate the instruction provided in the classroom to address all deficiencies. Guidance, AP's and ESL teacher are involved in compiling data from BESIS and ATR; will order the requisite numbers of NYSESLAT exams and will schedule the exam. ESL and guidance administer all domains: listening; speaking;reading and writing of the NYSESLAT exams. Student achievement provides the necessary data to determine how a teacher will instruct most effeciently ELL's in content area classes.

4. The data shows that students taking the exam in their native language or with an exam in their native language along side the English version are scoring higher. All data from periodic assessments is used to make instructional decisions in the classroom. 4a) Being literate in English and knowledge of literacy in the ELL's native language indicate how the student will fare taking the NYSESLAT and in turn academically in content area classes. 4b) ELL periodic assessments are utilized in all content area classes and ESL to determine academic and language progress. It indicates fossilization or advancement and ability to gain mastery in language and content development. 4c1) ESL PA allow school leadership and teachers to gain insight into te academic and linguistic and literacy needs of ELL's as a means to promote alternative assessments, diverse modifications and differentiated instruction. The ESL teacher (Kim Goldfarb, M.Ed) is available to discuss and train teachers in best practices teaching ELL's in the classroom. 4c2) Native language is only used if there is a Spanish/French/Arabic class taught on campus. There is no bilingual or dual language or instruction taught in the native language. There is access to dual language dictionaries, websites and translated texts as needed.

5. N/A

6. We evaluate the success of our ESL program based on the scores from Regents exams, graduation rates, and the NYSESLAT

Additional Information

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

Paste additional information here

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 19k502 **School Name:** FDNY HS for Fire and Life Safety

Cluster: 5 **Network:** New Visions

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.

According to the data we have in ATS and responses from parents, our only second language spoken by our families is Spanish. Therefore, we use funds to pay a teacher to translate all notices and letters sent home into Spanish. Both letters get sent together. In addition to that, we have several staff members that speak fluent Spanish. When parents come to the school to conference for their children, these staff members are covered from their classes to help with providing translation. In addition, the students are interviewed with their families and asked for a personal statement. During our next PTA meeting, we intend to survey the parents about their home languages and need for translated materials.

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

We started by looking at the ethnicity designation of our students and the ELL population. Our non-English population primarily speaks Spanish and we translate as much of our materials into Spanish prior to sending them home in the mail. Moving from there, we look at the responses and needs of parents according to the information gathered on emergency blue cards and lunch forms. Informal information is also gathered at PTA meetings. Parents are able to share their needs with the staff as we discuss the issues on the agenda.

Part B: Strategies and Activities

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

The letters and notices are given to the staff member designated to translate all written notifications. The translated notices are sent along with the English version.

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.

If a parent comes to the school for a conference and needs a translator, the school has one of the several staff members that speak the language to sit in the meeting and translate the conversation. We will continue to educate our parents and educational community to develop stronger systems if our demographics shift.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school has a bi-lingual guidance counselor for working and monitoring families with communication issues due to a language barrier. She works with the other guidance counselor for conducting individual meetings, facilitating class lessons, doing attendance outreach, engaging the parents, programming students for courses tracking their graduation progress, goal setting, crisis intervention, and referring students for outside supports, as needed.

As for family engagement, each Guidance Counselor calls home on a regular basis to maintain good communication with the parent/guardian. In addition to reviewing each Benchmark report card, the guidance counselors call home when students are late or absent. The guidance counselors also schedule family meetings when academic, attendance, or behavior issues emerge. The Guidance Counselors also meet with

parents during Open School Days and when meetings are requested.

The Guidance Counsleors identify the language need of each family in their caseload and works in collaboration with the principal to secure that materials are available in that language, as well as interpretation needs for meetings.

Parents maintain daily communication with their child's Guidance Counselors and receive several mailings throughout the year (monthly Parent Association Meetings, SLT meetings, events, etc.). For each of these meetings, interpretation needs are assessed and request of our internal resources.