Department of Education

Dennis M. Walcott, Chancellor

2012-2013
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: HIGH SCHOOL FOR YOUTH AND COMMUNITY DEVELOPMENT

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17K537

PRINCIPAL: PAMELA WASHINGTON, I.A. EMAIL: PWASHIN2@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
Pamela Washington, IA	*Principal or Designee	
Jacob Baty	*UFT Chapter Leader or Designee	
Melvina Vital	*PA/PTA President or Designated Co-President	
Chris Reckley	Member/Parent	
Lindell Mitchell	DC 37 Representative, if applicable	
Bertini Joinvil	Member/Student	
James Cochran	Member/Teacher	
Avi Joffe	Member/Teacher	
Juanito Hingpis	Member/Teacher	
Corlin Allrich	Member/Teacher	
Jennifer Herring	Member/Parent	
Paul Guerra	Member/Parent	
Jenette Mathews	Member/Parent	
Tselanee Wright	Member/Parent	
Roslyn Simon	Member/Parent	
Eugenia Baidoo	Member/Student	

** 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

- According to the school's most recent School Quality Review (SQR), one area of growth for the school is in the providing of "actionable feedback to teachers on effective instructional strategies that improve pedagogical practices and increase students' performance"(5). In the SQR the evaluators noted that "there was only minimal growth in effectively engaging students in learning thereby limiting students academic achievement"(p. 5).

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

_____ 2.3 Systems and structures for school development

_____ 2.4 School leader's use of resources

__x__ 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- With support from the Talent Management Pilot staff, each teacher will have a minimum of 2 partial period focused observations and 1 full period observation each semester. Each of these observations will be followed by a post-observation conference, during which teachers will receive targeted feedback, with particular attention paid to competency 3C, engaging students in learning.
- Applying this feedback, at least 80% of teachers will improve their rating under competency 3C.

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) Teachers will receive a rating on 3C early in the fall semester and will be provided with action steps to take to improve their practice, thus improving their ability to engage students in learning.
  b) Talent Management Coaches will accompany principal on frequent observations to provide additional actionable feedback to teachers around engaging students in learning. Likewise, teacher leaders will complete informal observations of their peers and provide feedback to teachers. Targeted professional development around competency
  c) Using ARIS learn, teacher rating will be tracked and during mid-year and end of year conversations, data will be collected to documents growth in area 3C.
  d) This will be an ongoing implementation with 2 partial period observations and 1 full in the fall and spring semesters.

Budget and resource alignment

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

2. 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

3. Per session funds will be used to support teacher leaders with informal observations and providing actionable feedback. Likewise, as needed, tax levy and Title I funds will be utilized to provide targeted professional development with the goal of improving teachers abilities to engage students in learning.

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

- According to the SQR, the school needs to refine "teaching strategies and questioning techniques to foster high levels of peer discussions and students' ownership of learning so that student achievement [will] increase"(p. 4). The evaluators went on to note that while the school strives to use the workshop model uniformly, "the use of the workshop model was inconsistent because most lessons began without explicit teaching in a mini-lesson that would offer all students entry into the lesson"(p. 4). As a result of this, "students were unable to meaningfully contribute and participate during classroom discussions"(p. 4).

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

_X_ 3.3 Units and lesson plans

____ 3.4 Teacher collaboration

____ 3.5 Use of data and action planning

Annual Goal #2

- All teachers will receive an effective rating on competency 1E, designing coherent instruction, resulting in more uniform planning and implementation of lessons.

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) To receive an effective rating on competency 1E, designing coherent instruction, the teacher must demonstrate with their lesson plan that "The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.
  b) Talent management coach will provide professional development on this competency and teacher leaders and administration will review teacher's lesson plans at minimum 4 times per semester.
  c) Teachers will receive a rating on competency 1E, during each of their 2 partial period observations and during their 1 full period observation each semester. These ratings will be logged in ARIS learn.
  e) This will be an ongoing implementation with 2 partial period observations and 1 full in the fall and spring semesters.

Budget and resource alignment

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

5. 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

6. Per session (TL and Title I) funds will be utilized to support teacher leaders in providing feedback to their departments around competency 1E. Likewise, these funds will be made available to support professional development around competency 1E.

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

- According to the SQR, the school needs to strategize "the use of…resources and scheduling so that cognitively engaging academic tasks result in high quality student work products"(p. 4). The evaluators noted that, while there are collaborative efforts towards "improvement of the quality of academic tasks" in most classrooms "students were not engaged in challenging tasks resulting in poor quality work products and only minimal improvements in student learning outcomes"(p. 5).

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.

_X_____ 4.2 Instructional Practices and strategies

_____ 4.3 Comprehensive plans for teaching

___ 4.4 Classroom environment and culture

___ 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- In prior years, a small group of teachers at the school engaged in work with the Literacy Design Collaborative (LDC) in partnership with the Gates Foundation and New Visions for Public Schools to create common core aligned modules resulting in quality student work products with much success, as evidenced through the featuring of their work at several academic conferences.
- This year, this small group will collaborate across content and grade levels with at least 9 of their colleagues on to spread these practices throughout the school.
- Each of the nine teachers will create at least two common core aligned tasks and will teach these tasks in their classes and will complete a cycle of inquiry around the efficacy of the task.

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) The LDC work is widely accepted as an effective means for planning rigorous common core aligned tasks.
  b) LDC teacher leaders, with assistance from New Visions coaches, will lead the creation, implantation, and inquiry work with their teacher teams.
  c) At the end of the fall semester, a list of deliverables, a collection of tasks, will be generated and teacher leaders will oversee that all tasks and all work around the creation of the task and the inquiry cycle is documented.
  d) Teachers will meet weekly on Tuesday afternoons and each teacher will create at least one task in the fall and one task in the spring.

Budget and resource alignment

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

8. 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

9. The Gates Foundation and New Visions for Public Schools has granted the school a $20,000 grant for their work around the LDC. These funds will support per session, coverages, and professional development of all teachers involved in the planning and implementation of common core aligned tasks.

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

- The SQR noted that the school staff "has a clear understanding of students' needs" which "drives supports to strengthen students' social emotional learning and their desire to succeed"(p. 3). This is in part because of the "extensive youth development supports" that the school offers.

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.

X

___ 5.2 Systems and partnerships

___ 5.3 Vision for social and emotional developmental health

__ 5.4 Safety

__ 5.5 Use of data and student needs

Annual Goal #4

- Building upon the success noted above, the school will partner with the Graduate, Prepare Succeed (GPS-NYC) to provide mentoring, counseling, and support services to students with poor attendance.
- These efforts will lead to a 0.5% increase in overall attendance for the year, moving from 87.5% to 88%.

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) Students will receive art therapy, counseling, mentoring, incentives, and parental outreach by the GPS-NYC program.
  b) GPS will have a social worker, counselor, and art therapist on staff at the school site.
  c) At weekly attendance meetings, members of GPS-NYC and administration will review attendance totals and individual student cases to ensure that the neediest students are receiving services.
  d) On-going throughout the year.

Budget and resource alignment

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

11. 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: Community partnership _____

Service and program coordination

12. GPS-NYC provides all services for the school in this regard. If the need be, additional per session funds (both TL and Title I) will be provided to support parent outreach of students with poor attendance.

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

- The SQR noted that the school staff "uses electronic and other communication tools to provide timely information to families about students' progress and performance"(p.4).

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 _X_ 6.5. Use of data and families

Annual Goal #5

- Building upon the success notes above, through targeted practices to increase parent involvement and knowledge of student progress, 40% of students that are identified as being "almost on track" will move to "on track" by the end of the school year.

Strategies to increase parental involvement and engagement

13. Cohort teams will identify students who are "almost on track" through analysis of credit accumulation and regents scores.
14. Each cohort team member will be responsible for contacting parents of these students to inform them of the areas of growth for that student.
15. Every two week, cohort team leaders will collect data from teachers about student progress.
16. Through mailings, phone calls, and one on one conference, teachers will ensure that parents are informed of student progress.
17. Teachers will post grades on the Skedula application and parents, at PTA meetings and during Parent Teacher Night and Afternoon, will be given instruction on how to access their student's progress reports.

- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) High levels of parental involvement increases student performance.
  b) Cohort teams, data specialist, and administration will work together to ensure that all students identified as "almost on track" have a high level of parental involvement in their progress.
  c) Teachers, who make up the cohort teams, will be integral in the implementation of the increased parent outreach and will have ready access to phone lists, student data, and per session opportunities to increase parent outreach.
  d) Ongoing throughout the year, but student data will be analyzed at the end of each marking period to ensure that students are moving from "almost on track" to "on track"

Budget and resource alignment

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

19. 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

20. Per session funds (both TL and Title I) will be utilized to support teacher involvement in parent outreach. Likewise Title I funds, 1% total, have been earmarked for parental outreach, including workshops, speakers, and other incentives to encourage parents to attend PTA meeting.

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	1. Failure Free Reading Intervention 2. ELA Regents Tutoring (literacy instruction, practice exams, targeted instruction)	1. Small group instruction 2. Small group instruction/Tutoring	1. Tuesdays and Thursdays 6th period. 2. After school T-F/Saturday School
Mathematics	1. Algebra tutoring 2. Geometry peer tutoring 3. Trigonometry peer tutoring	1. Small group instruction 2. One on one 3. One on one and small group	1. After school T-F/Saturday school 2. After school T-F 3. After school T-F
Science	1. Living Environment Tutoring 2. Chemistry tutoring	1. Small group instruction/Tutoring 2. Small group instruction/Tutoring	1. After school T-F/Saturday school 2. After school T-F
Social Studies	1. Global History Tutoring 2. US History tutoring	1. Small group instruction/Tutoring 2. Small group instruction/Tutoring	1. After school T-F/Saturday school 2. After school T-F/Saturday school

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	1. Graduation workshops 2. Mandated counseling 3. Crisis interventions	1. Student/Parent workshop 2. One on one counseling 3. One on one	1. After school periodically during semester 2. During school day 3. As needed

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.

In order to ensure that all staff is highly qualified the following steps have been implemented:

- Lead teachers and administrators within departments mentor and monitor their colleagues, providing feedback and helping with goal setting.
- Teachers are encouraged by administration to attend professional development and professional conferences and turnkey this information to their colleagues.
- Intervisitations of teachers and peer feedback on their observations.
- Participation in The Talent Management Pilot ensuring that teachers receive targeted feedback on teaching effectiveness and set effective goals to progress in their craft.
- Partnership with New Visions for Public Schools which provides professional development support for all staff.
- Teachers and administrators collaboratively attend hiring fairs to ensure that the most qualified personnel are selected.
- Staff is assigned classes within there licensure with few exceptions.
- Teachers are participating in the Talent Management Pilot, allowing them to receive frequent feedback and goal setting with administration.

DIRECTIONS AND GUIDEANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLEMENT 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.

SCHOOL PARENTAL INVOLVEMENT POLICY
2011-2012

PART I: GENERAL EXPECTATIONS

The **High School for Youth and Community Development** agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118-Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111-State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.

- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

  Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

  - that parents play an integral role in assisting their child's learning;

  - that parents are encouraged to be actively involved in their child's education at school;

  - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

  - the carrying out of other activities, such as those described in Section 111-8-Parental Involvement of the ESEA.

PART II: DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

The **High School for Youth and Community Development** will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112-*Local Educational Agency Plans* of the ESEA:

1. To convene our Title I Parent Advisory Council at least three times a year, so as to advise parents as to the Title I programs, and to their right to be involved in the creation and implementation of the District Parental Involvement plan.
2. To inform parents about regularly scheduled parent association meetings, and to make it possible for all parents to attend.

The **High School for Youth and Community Development** will take the following actions to involve parents in the process of school review and improvement under Section 1116-*Academic Assessment and Local Educational Agency and School Improvement* of the ESEA

1. To provide parents with information concerning extra-curricular programs during the school day, as well as after school and on weekends.
2. To provide parents with a written assessment of their children's progress at least six times a year.
3. To provide parents with copies of the School Report Card and other reports indicating the school's progress.
4. To ensure School Leadership Team activities and learning opportunities about standards of academic performance and promotion standards.

The **High School for Youth and Community Development** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: (Head Start, Reading First, Even Start, Parents As Teachers) by:

1. Ensuring a parent's ability to participate in school wide activities (Head Start, Reading First, Even Start, Parents as Teachers) by advertising these activities and programs during parent workshops, SLT councils, professional development activities etc.
2. Providing informative training for parents.
3. Providing instruction in citizenship, values and civic responsibilities coordinated with Title I, Part A activities.

The **High School for Youth and Community Development** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

1. During meetings of the Title I Parent Advisory Council a review will be conducted of the parental involvement policy. Programs and activities that are funded with Title I funds will be presented by the school administration. In conjunction with the Parent Advisory Council the administration will review pertinent statistics (attendance, number of participants, relevancy of the program, goals of the program etc.). After the analysis, programs will be evaluated and programs assessed as successful will be continued and/or expanded. Programs whose value is questionable will be terminated and/or scaled down.
2. The person overall in charge of assessing the programs will be Marie Prendergast, Principal.
3. Parent involvement in the programs and activities is critical to the success of the programs. Parents should receive postcards and letters informing them about all the programs and activities offered by the school. A phone messenger will be run a day before the program is to commence to remind the parents about ongoing activities.

The **High School for Youth and Community Development** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school

involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

    - the State's academic content standards;
    - the State's student academic achievement standards;
    - the State and local academic assessments including alternate assessments;
    - the requirements of Title I, Part A;
    - how to monitor their child's progress; and
    - how to work with educators.

1. In state and out of state workshops and conferences deemed necessary for training and continuous updating of skills by staff participating in the program will be attended by school personnel. Sufficient Title I funds will be set aside for the trips and meetings.
2. List of supplies needed for each of the activities and programs will be ordered by staff conducting the activity and program. The list will be evaluated by the Title I Parent Advisory Council and Title I funds will be allocated.

- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: organizing weekend and PM computer classes, conducting workshops on immigration and citizenship issues. During PTA meeting the guidance staff will explain to the parents the requirements for graduation and evaluate each individual child's progress.

- The schools will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by: conducting training for staff and having staff meet with representatives of the Lead Partner Organization for the school: Community Counseling Mediation (CCM).

- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Even Start, the Parents as Teachers Program and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by widely advertising the programs and activities and doing everything possible to guarantee the largest possible participation in the program. Parents will be informed about the educational, social and economic benefits achieved by students who participate in the programs.

- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Efforts will be made to inform the parents about the programs running at the school through letters sent to homes, postcards and phone messengers.

PART III: <u>DISCRETIONARY</u> SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Other activities may include:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title 1, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under *Section 1118-Parental Involvement,* as parents may request.

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by minutes from School Leadership Team meetings.

This policy was adopted by the **High School for Youth and Community Development** on **6/28/12** and will be in effect for the period of _1 year___. The school will distribute this policy to all parents of participating Title I, Part A children on or before **9/15/12**.

SCHOOL-PARENT COMPACT

The High School for Youth and Community Development and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2012-2013.

PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The High School for Youth and Community Development will:

1. **Hold parent-teacher conferences during which important matters will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
   The High School for Youth and Community Development will convene our Title I Parent Advisory council at least three times a year, so as to advise parents as to the Title I programs, and to their right to be involved in the creation and implementation of such programs
   The High School for Youth and Community Development will inform parents about regularly scheduled parent association meetings, and to make it possible for all parents to attend.

2. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
   The High School for Youth and Community Development will provide computer access to all students, so that they may be prepared adequately for college and/or a career.
   The High School for Youth and Community Development will guarantee high quality instructions provided by fully licensed teachers that meets all the State's standards.

3. **Provide parents with frequent reports on their children's progress**. **Specifically, the school will provide reports as follows:**
   The High School for Youth and Community Development will provide parents with a written assessment of their children's progress at least six times a year. The High School for Youth and Community Development will provide the parents with copies of the School Report Card.

4. **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
   The High School for Youth and Community Development will provide parents with access to any staff member if the request is submitted 24 hours in advance. The meeting will be arranged in the Principals' Conference Room.
   The High School for Youth and Community Development will conduct bi-annual Open School Night/Afternoon meetings where parents will meet with all their children's teachers.
   The High School for Youth and Community Development will hold Parent Teacher Conferences once a month during which teachers from various departments will discuss their department's goals and progress.

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
   The High School for Youth and Community Development will provide parents with information concerning programs during the school day, as well as after school and on weekends. Parents will be informed in writing about opportunities to observe their children's classes, participate in after school activities and meet with the child's teachers.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways such as:

- supporting my child's learning by making education a priority in our home by:
  - making sure my child is on time and prepared everyday for school;
  - monitoring attendance;
  - talking with my child about his/her school activities everyday;
  - scheduling daily homework time;
  - providing an environment conducive for study;
  - making sure that homework is completed;
  - monitoring the amount of television my children watch;
- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;

- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- express high expectations and offer praise and encouragement for achievement;

PART II OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- come to school ready to do our best and be the best;
- come to school with all the necessary tools of learning- pens, pencils, books, etc.
- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;
- follow the school's/class' rules of conduct;
- follow the school's dress code;
- ask for help when we don't understand;
- do our homework every day and ask for help when we need to;
- study for tests and assignments;
- read at least 30 minutes every day outside of school time;
- read at home with our parents;
- get adequate rest every night;
- use the library to get information and to find books that we enjoy reading;
- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)

ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES (REQUIREMENTS THAT SCHOOLS MUST FOLLOW, BUT OPTIONAL AS TO BEING INCLUDED IN THE SCHOOL-PARENT COMPACT)

The High School for Youth and Community Development will:

- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;

- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;

- involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;

- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;

- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;

- provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics; and

- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

OPTIONAL SCHOOL RESPONSIBILITIES

To help build and develop a partnership with parents to help their children achieve

To better meet the State's high academic standards, the **The High School for Youth and Community Development** will:

- recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams
- notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information;
- work with the LEA in addressing problems, if any, in implementing parental involvement activities in *Section 1118- Parental Involvement* of Title I, Part A.
- work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

SIGNATURES

School Staff-Print Name	Signature	Date
Ms. Pamela Washington, Principal IA		
Parent(s)- Print Name(s)		
Student (if applicable)- Print Name		

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 Alexis Penzell	District 17	Borough Brooklyn	School Number 537
School Name HS for Youth and Community Development			

B. Language Allocation Policy Team Composition ⓘ

Principal Marie Prendergast	Assistant Principal Stanley Chapman
Coach Daniel Landberg	Coach
ESL Teacher Emily Donbeck	Guidance Counselor Gretchen Lernihan
Teacher/Subject Area Jacob Baty/English	Parent type here
Teacher/Subject Area Corlin Allrich/Science	Parent Coordinator Chantal Desdunes
Related Service Provider Woodrow Wilson	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	1	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	1	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	468	Total Number of ELLs	34	ELLs as share of total student population (%)	7.26%

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. All ESL students are identified as such through the Home Language Survey, an informal interview conducted by a pedagogue (in the student's native language, if necessary) at the time of the new student's enrollment, and ultimately the LAB-R examination, which is administered to all immigrant children whose home language is not English, as determined by the Home Language Survey and the interview. The LAB-R is administered within the first ten days of the student's arrival. Students who score below minimum proficiency are targeted for ESL services, and their parents are contacted to attend an ELL parent orientation, if this was not done on the day of registration. Beginner level students are programmed for three 45 minutes periods of ESL instruction per day five times per week, intermediate level students receive two 45 minutes periods per day, and advanced level students receive one 45 minutes period of ESL per day in addition to an English Language Arts class. Each year, identified children are reassessed using the NYSESLAT examination. Because most of the ESL students are non-Spanish speaking ELLs, the Spanish LAB-R is rarely administered. In the case that a Spanish-speaking ELL is admitted to the school, the Spanish LAB-R is administered as a means of assessing the students' native language literacy for teachers' informational purposes. The results do not affect student placement as per the LAB-R results, especially since there are no bilingual classes offered. Every year, the ESL teacher and testing coordinator refer to the RLER and RLAT reports in order to ensure that all students who qualify for the NYSESLAT have been identified as needing tested. Then, the ESL teacher designs a schedule to individually administer the Speaking portion of the NYSESLAT to each eligible student once materials have been received and testing allowed to begin. The ESL teacher notifies each student and their teachers of this schedule through daily memos leading up to the testing date. School aides assist the ESL teacher on the testing days in tracking down students to be tested for the speaking portion. In case students are absent on the day for which they are scheduled, make-up dates are provided. The Reading, Writing and Listening portions of the NYSESLAT are given to whole groups of ESL students according to their ESL class schedules. In the case that students are absent for any portion of the test, several make-up dates are provided to ensure all students are tested.2. Normally, the ESL teacher is able to conduct the parent orientation and LAB-R on the first day of the student's arrival. However, if the parent is not available, the ESL teacher calls and writes a letter to invite the parent in for a parent orientation as soon as the LAB-R results are known. At the orientation, parents view the orientation video (in their preferred language) in which they learn about the programs offered to English language learners. At High School for Youth and Community Development, we only offer a free-standing ESL program. We cannot offer a bilingual or dual language program because we do not have enough requests to do so for students of one ethnicity; however, records of parent program requests are kept and monitored should the need to create these programs develop.
3. All forms are administered and collected by the Guidance Counselor and an available pedagogue (preferably the ESL teacher) on the day of registration. After Entitlement/Non-entitlement/Continued Entitlement Letters/Parent Selection Forms have been distributed, the ESL teacher calls the student's parents to ensure the return the necessary forms as soon as possible. Usually, the forms are all returned at the ELL parent orientation session, but sometimes phone calls must be made until the forms are finally returned. The parent coordinator sometimes assists in this process.
4. The only ESL program offered at High School for Youth and Community Development (YCD) is the Self-Contained ESL model. If parents request dual language or transitional programs at the parent orientation the parent selection forms are kept on file to be monitored. The parent orientation is conducted in the parents' preferred spoken language and translation services are provided when necessary. Within the school, there are translators for Spanish, Russian, French and Haitian-Creole. Otherwise, the DOE translation

services are requested. Our self-contained ESL program serving the 34 students is organized to maximize and challenge each child's linguistic strengths in an environment that is both encouraging and supportive. This type of environment is essential for ELLs, as the students have to know that they are "safe" to take risks in order to meet the rigorous standards, such as critical thinking, that our academic programs promote. In order to ensure that this is achieved we have insisted that the class size remain small so that each student receives personalized instruction that meets their individual needs. To facilitate the personalization of instruction our classes are also organized into learning environments that support and include whole-class, small group and individual work projects.

5. With one exception, parents have chosen the free-standing ESL program offered by our school. Any different requests will continue to be filed should a dual or transitional bilingual program be in demand.

6. The programs are aligned with the parents' 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☐ No☒	If yes, indicate language(s):
Dual language program	Yes☐ No☒	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										3	2	1		**6**
Push-In														**0**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**3**	**2**	**1**	**0**	**6**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	**Newcomers (ELLs receiving service 0-3 years)**	29	**Special Education**	2
SIFE	3	**ELLs receiving service 4-6 years**	2	**Long-Term (completed 6 years)**	3

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
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:										

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	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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	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: ___ 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										2	1	1		**4**
Chinese														**0**
Russian														**0**
Bengali														**0**
Urdu														**0**
Arabic														**0**
Haitian										3	4	3	1	**11**
French										3	6	3	2	**14**
Korean														**0**
Punjabi											2			**2**
Polish														**0**
Albanian														**0**
Other										3				**3**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**11**	**13**	**7**	**3**	**34**

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?

1. a. We use the self-contained ESL model.
   b. In the ninth grade, students are block scheduled. In upper grades, each student carries an individual program designed specifically to meet the needs of the child. Students of similar English language proficiency levels are placed in the same class.
2. Students are programmed specifically to ensure that all required minutes are met, and ESL classes are designed in such a way that all mandates are met in full. Advanced ESL students are also programmed for an ELA class that specifically meets the needs of English Learners. NL instruction is not explicitly provided; however, supports such as blingual glassaries, dictionaries, and exams are utilized. All self-contained ESL classes are scheduled as mandated, and by definition these classes guarantee that students' content area needs are met.
3. Both the ESL teacher and content area teachers use a range of instructional methods to ensure that comprehension of content is achieved coupled with English language enrichment. These include, among others, scaffolding of lessons, use of visual aids, infusing art into the curriculum, drawing upon students personal interests and backgrounds, independent reading, Achieve3000 software, journaling, vocabulary development, read-alouds, think alouds, and direct literacy strategy instruction. Although all instruction (with the exception of FL instruction) is delivered in English, NL supports are provided and encouraged.
4. All students who are ELLs are given the opportunity to complete NYS Regents Exams (with the exception of ELA) in their native languages. These exams are graded by a faculty member who is fluent in that language.
5. a. Educational interventions are written and implemented for all SIFE at HS for Service and Learning based on the consistent communication between content area teachers, guidance counselors, and the ESL teacher in regards to the students' ongoing academic development. The students' strengths are drawn upon in planning curriculum and designing differentiated means of assessment in the students' classes so that the students are able to experience and exhibit significant amounts of success throughout their academic careers. In addition, these students are given the resources of extra tutoring during and after school.
   b. Newcomers participate in our Balanced Literacy program at HSSL. Beginners have three periods of ESL every day; Intermediates have two periods of ESL; and Advanced Students have one period of ESL and an English Language Arts class. In ESL class, the teacher models reading strategies for 10 minutes at the beginning of each reading session. The students have to practice these reading strategies individually or in pairs to improve their reading comprehension skills. A library consisting of several genres for beginners, intermediates, and advanced students is easily accessible in the classroom. Students read these books in class and they take them

A. Programming and Scheduling Information

home to read and complete story maps. Students also improve their writing skills by writing memoirs, science fiction, and realistic fiction

pieces. Again, the teacher models for the students before they are asked to write. Whenever possible, art and music are included in the ESL curriculum. In addition, Saturday Academy courses are offered to students who would like to earn more credits and better prepare themselves for the standardized exams given in June and January, as well as after school tutoring and Regents prep classes. Many class activities and assignments are modeled after the ELA Regents tasks at the intermediate and advanced levels of ESL; however, the tasks are scaffolded in a way that allows for students to build both linguistic and academic proficiency simultaneously.

c. In addition to using the Balanced Literacy Program, these students (4-6 years of ESL) are tracked academically by both the ESL and content area teachers in order to detemine the student's overall achievement. In addition, both the student's ESL and ELA teachers identify the student's weakest linguistic modality--reading, writing, speaking or listening--via the NYSESLAT results and additional formal and informal class assessments. Once the area in need of development is identified, the teachers differentiate lessons and activities to specifically target that student's weakness.

d. Programs have been created to help long-term ELLs achieve academic success. After-school classes are offered for the content area courses, such as history, English, and science. There is also an SAT class on Tuesday and Thursday afternoons. Students are informed in writing and orally about these important programs that will prepare them for Regents exams. They are encouraged to attend by their ESL and content area teachers. In addition, Saturday Academy classes are offered to students who need extra support in their core academic classes. These classes run from 9AM to 12PM on Saturdays.

6. Both the ESL and content area teachers implement a variety of instructional strategies, resources and programs designed for this particular group of students. Within every lesson, delivery of instruction and the student product for assessment are differentiated as appropriate using visual aids, computer programs (such as Achieve3000), modeling, and student choice. The school ensures ELL-SWDs whose IEP mandates bilingual instruction receive an appropriate program through scheduled meetings with the ESL teacher, IEP distributions and notifications and regular communication on each student's progress.

7. ELL-SWDs will receive a paraprofessional who will provide assistance if they are eligible. Scaffolding techniques are used to help them achieve academic excellence. Lessons that target their strengths as well as their weaknesses are utilized to help them become proficient in English. They are included in all aspects of our school as well as in our ESL classes.

Courses Taught in Languages Other than English

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

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

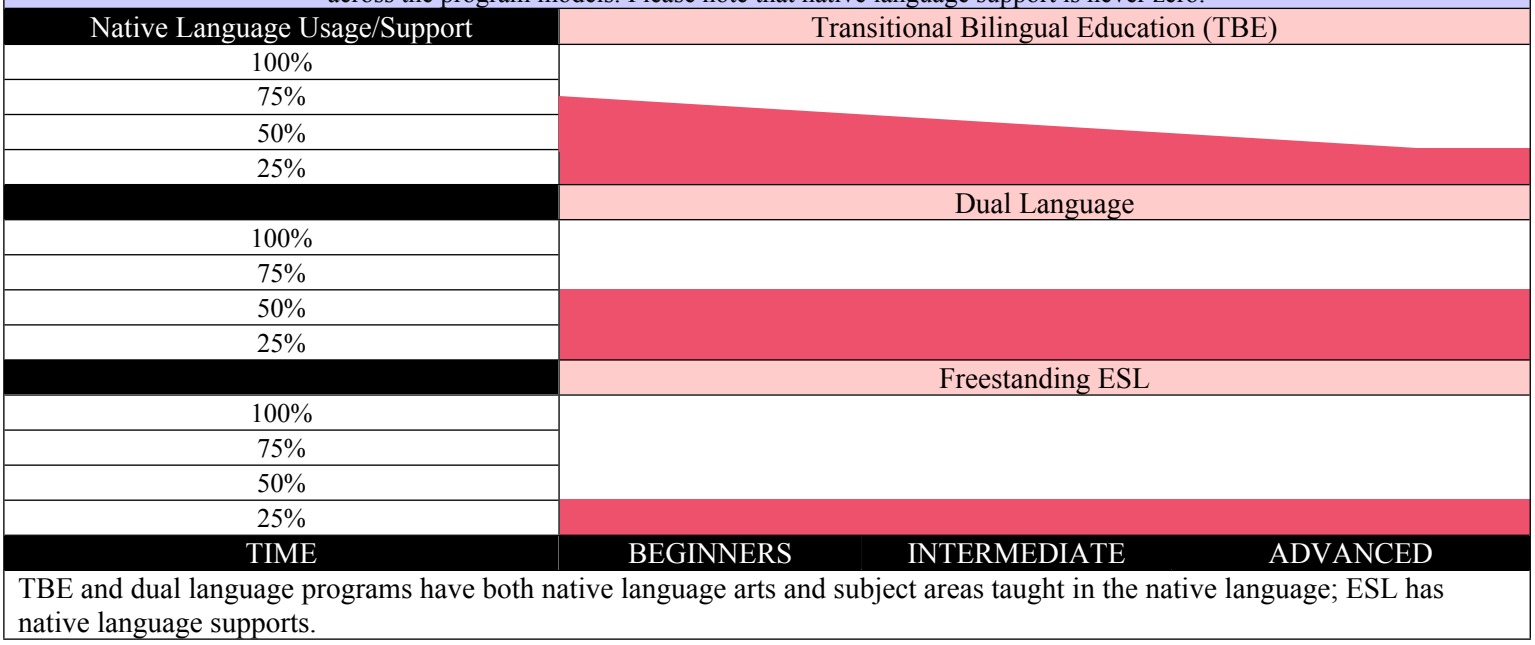
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

8. We offer after school tutoring to all ELLs on top of the self-contained ESL classes. Students also have access to peer tutors throughout the day to aid in their acquisition of the necessary skills and language to be able to thrive in various content areas. In every class, bilingual dictionaries in the students' native languages are available for use and when possible, native language resources and references in the content areas are provided to aid in student understandings for projects, essays, etc. Student use of computers to access native language materials is highly encouraged. ESL students are given continual access to resource materials. In addition, students are provided pertinent data on their progress so as to self-monitor and self-motivate through the assistance of grade-level inquiry teams. One to two times a month, grade-level inquiry teams of teachers meet to discuss student grades, classwork, participation, attendance records, graduation/college readiness and Regents readiness. Outreach is done for the students identified as "in danger" of one of the aforementioned categories. Each teacher by grade level, including the ESL teacher, becomes responsible for a handfull of students with whom they communicate on a regular basis regarding a plan of action and development.
9. Students who have passed the NYSESLAT will continue to receive support in their academic classes. Tutoring services are available after school; all teachers who instruct in these programs are certified in their academic fields. Saturday Academy courses are offered to students who would like to earn more credits and prepare themselves for the standardized exams given in June and January. In addition, students who have achieved proficiency on the NYSESLAT often come to the ESL teacher for help. She helps them write Regents essays and corrects their College Now and college application essays. She also gives them advice about applying to college and taking the standardized tests in a timely manner. Furthermore, the mandated extra time and access to bilingual glossaries and exams in a student's native language are available to these students.
10. There are currently no new programs being considered for the upcoming school year. As it is the current ESL teacher's fourth year of teaching at this school, she is still focusing on fine-tuning the programs currently in place.
11. No programs or services for ELLs will be discontinued this year.
12. All students are offered and afforded access to all available programs (including clubs, sporting teams, leadership committee, after school class and regents prep, etc.) at YCD. The ESL teacher assists in the responsibility of communicating the activities and programs available at the school via an information posting board in her classroom to which all ELLs have daily access. Many of the activities are offered campus-wide due to the fact that there are five schools on the Erasmus Campus. Therefore, the numerous activities are communicated to all students via flyers, letters home, and daily announcements. Announcements are broadcast during the third period for which the ESL teacher is with the beginning-level ESL students, so she regularly translates or asks a pedagogue fluent in the students' native language to translate the announcements for these students. The ESL teacher is highly supportive of students' participation in extra-curricular activities and serves as an advocate for these students to participate when talking to both parents and coaches. Many of the ELLs participate on the soccer and football teams, the after-school band and chorus, the leadership team, and in various academic activities.
13. We use a variety of materials to support the learning of ELLs. We have a leveled library consisting of the following genres: informational, realistic fiction, biography, autobiography and memoir, poetry, traditional literature, historical fiction, and careers. We also have audio-books that are used during reading workshop. Whenever possible, art, music and video are added to enrich reading and writing workshops. Books that come with software are also available for student use. We use overhead projectors and power point presentations to facilitate ELL's learning. Students view short films from other cultures to increase their multicultural background knowledge. Likewise, SmartBoard technology is used across the curriculum.
14. Native language support is delivered in the self-contained ESL model through the strongly encouraged use of bilingual dictionaries and supplemental materials when necessary. Some students who are struggling beginners are given the resource of a tutor in their native language. The tutors are often former ELLs.
15. All required services, support and resources used are appropriate for high school students, from beginner to advanced levels of English language proficiency.
16. Prior to the beginning of the school year, the ESL teacher contacts incoming ELLs and their parents/guardians, if the contact information is available. This initial contact is attempted in order to welcome new students and their families to the school; to introduce herself (the ESL teacher); to answer any questions they may have; to notify them of upcoming school events, such as new student orientation; and to inform them of available services, such as translation services.

17. The language electives offered to all students, including ELLs, are French and Spanish.

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. The professional development programs are based on the belief that all teachers are teachers of language arts and that English as a Second Language is a natural extension of English language arts. All teachers who teach ELLs attend several professional development workshops in ESL methodology throughout the course of the year. Among these workshops have been: ELA Regents Support for ELLs, QTEL Workshops, Differentiated Instruction for ELLs, Strategies for the Success of Secondary ELLs, and Targeting and Identifying SIFE. The information acquired at these workshops is then shared with all other teachers at collaborative meetings where the new information and strategies are turn-keyed, discussed and then implemented.
2. All 9th grade teachers receive professional development at the beginning of the year on aiding incoming students from middle school with the transition process to high school. This is particularly important and effective for working with ELLs, as it suggests that more scaffolding, repetition, and modeling may be required for these students as they become acclimated to the high school environment.
3. All teachers who teach ELLs are trained in the Balanced Literacy workshop model. They teach the students reading and writing strategies in every lesson. Subject area teachers are introduced to textbooks that are at the reading levels of ELLs. Teachers learn effective methods of teaching ELLs new vocabulary words. Teachers of humanities work cooperatively to create an interdisciplinary curriculum for ELLs. Thus, the reading and writing strategies that students are learning in history, ESL, foreign language, and English classes are reinforced. Science and math teachers also work cooperatively to create an interdisciplinary curriculum. In addition, teachers learn about the students' cultures at professional development workshops. This knowledge is used by teachers to better communicate with newcomers, as well as to help students adapt to American culture. Records of staff professional development are kept by both department and grade-level teams.

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. Parents/guardians of all students are invited to attend a PTA meeting approximately once a month. In addition to letters home, a phone messenger system is used to inform the parents of ESL students of upcoming meetings. The parent coordinator Ms. Desdunes (fluent in French and Haitian Creole) assists in parent communication both prior to and during the parent meetings. All informative handouts for parents are available in English, Spanish, French, Haitian Creole, Bengali, Russian and Arabic.
At the meetings, parents are informed about their children's workload, academic goals, and progress, as well as how they can assist the children in meeting their goals and/or in making the adjustment to an English speaking environment as easy as possible.
2. Information for adult education classes is on hand at PTA meetings and at the initial parent orientation for new ELLs for parents who are interested in pursuing their own education, particularly English and technology classes.
3. The needs of the parent are often communicated within the context of PTA meetings or parent orientations. However, the ESL teacher (with the assistance of bilingual personnel) does extend an open line of communication to all parents through initial contact at the beginning of the year.
4. At the meetings, parents are informed about their children's workload, academic goals, and progress, as well as how they can assist the children in meeting their goals and/or in making the adjustment to an English speaking environment as easy as possible.

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	3	4	0	10
Intermediate(I)										2	9	5	0	16
Advanced (A)										2	2	1	3	8
Total	0	0	0	0	0	0	0	0	0	7	14	10	3	34

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

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									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	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	144		52	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math	213		99	
Biology				
Chemistry				
Earth Science	206		97	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment				
Physics				
Global History and Geography	272		89	
US History and Government				
Foreign Language	28		18	
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. N/A.

2. Analyses of data patterns indicate that LEP students in the 11th and 12th grades are more likely to test at an intermeidate or advanced level of English proficiency across all modalities. Otherwise, it is likely that the number of students tested at our school each year does not constitute a large enough sample to generate any other meaningful conclusions.

3. Patterns across NYSESLAT modalities are analyzed by the ESL teacher each year and then communicated to the content area teachers in the form of an Individual Improvement Plan for each student. The plan identifies the child's weakest modality(ies) and offers suggestions as to how this particular modality can be emphasized in each of the content areas.

4. a. All ESL students are offered a glossary and/or a copy of the exam in their native language (if available). We do not have bilingual

classes. Test result data suggests that students of lower English proficiency have greater success in passing Math Regents (i.e. Algebra) in their first years of English language learning than they do of passing more written text heavy exams, such as Global History, Living Environment and English. These exams are often passed once the student has been living in the country and receiving ESL instruction for at least one year. However, students whose NL is Haitian Creole and/or French are often successful in passing the French Regents on the first attempt. Beginning-level ELLs across all grade levels often successfully pass the Math Regents Exams in their native language on the first attempt. Science and History Regents are typically passed in ESL students' second year of attending classes across the grade levels, while incoming ELLs at the intermediate and advanced-levels of ESL (across all grade levels) are more likely to pass Science and History Regents Exams, as well as the math exams, during their first year with the assistance of referring to the exams in their native languages and their usage of bilingual word-word translations. Both the content area teachers and the ESL teacher are involved in the process of preparing students for the exams, as well as administering, grading and later examining the results. The results are examined at both the departmental levels and grade levels.
b. N/A.
c. N/A.
5. N/A.
6. Our self-contained program for ELLs is evaluated on an ongoing basis through both formal and informal means of assessment. Formally, teachers and administration examine NYSESLAT results regarding both movement up levels and passing. In addition, Regents Exam scores are considered, as well as graduation rates, when evaluating the success of our ESL program. Informally, content area teachers and the ESL teacher communicate regularly through student inquiry meetings in which the progress of target populations, such as ELLs, is tracked.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: HS for Youth and Community Dev **School DBN:** 17K537

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/23/11
	Assistant Principal		11/23/11
	Parent Coordinator		11/23/11
	ESL Teacher		11/23/11
	Parent		11/23/11
	Teacher/Subject Area		11/23/11
	Teacher/Subject Area		11/23/11

School Name: HS for Youth and Community Dev			School DBN: 17K537
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		11/23/11
	Coach		11/23/11
	Guidance Counselor		11/23/11
	Network Leader		11/23/11
	Other		11/23/11
	Other		11/23/11
	Other		11/23/11
	Other		11/23/11

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 17K537 **School Name:** H.S. FOR YOUTH AND COMMUNITY DEV

Cluster: 05 **Network:** 94N563

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.

Data and methodologies used to assess our school's written translation and oral interpretation needs come in several different forms. We use a wide variety of data types and methods to determine our needs assessments for parents whose home language is not English. The following list refers to how the data is extracted throughout the school year on a regular basis:

ATS Reports identifying home language preferences
ARIS Reports identifying home language preferences
STARS Reports identifying home language preferences
Parent surveys identifying home languge preferences
Contact Cards identifying home language preferences
Face to face interviews with parents/students identifying home language preferences

Meetings with the parents take place during Student Registration meetings, Parent Teacher conferences and Parent Teacher Association meetings.

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.

a. Written Translation

Incoming documents such as birth certificates, transcripts, health records, court documents etc., are often in another language than English and require English translation. Outgoing documents such as school notices, report cards, etc. require translation to languages other than English.

b. Oral Translation

Most of the parents and students arriving from non-English speaking countries speak only their native language.

These documents are translated by school staff fluent in the language. In cases of transcripts where the amount of credits and subject area is often not clear documents are faxed to approved NYCDOE Translation and Interpretation Unit for processing.

These were reported to the school community via faculty meetings and School Leadership Team meetings.

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.

Upon arrival, the primary language of the family will be determined. If the primary language is one of the NYCDOE covered languages, all efforts will be made to give assistance to the parent/guardian in his native language. All documents will be forwarded to staff members (guidance counselors, teachers) who are native speakers of the language needed to be translated. The Erasmus Campus has staff fluent in Haitian Creole, Spanish and Urdu. These staff members serve as translators to conduct any translations necessary. Such staff also works with Guidance Counselors to have all school-based documents translated. For languages which we do not have interpeters for, the NYCDOE Translation and Interpretation Unit is contacted to render an appropriate translator. In extreme situations, when the document is extensive and/or the potential for misinterpreting the document is extremely high, documents area faxed to an approved NYCDOE Translation and Interpretation Unit.

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.

At all times, staff members including school aides, paraprofessionals, teachers, guidance counselors, etc., are available to translate for parents/guardians. In emergency cases such as accidents, safety violations, family emergencies, etc., the same staff is asked to assist. In extreme situations, such as after regular school hours, other students may be used to translate information. Staff is also on call to be available to translate over the phone.

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 High School for Service and Learning provides each parent whose primary language is a covered language and who requires language assistance services with both written notification of their rights regarding translation and interpretation services in the appropriate covered language, and instructions on how to obtain such services. Additionally, posters are placed in Erasmus Hall High School Campus conspicuous locations, such as General Offices, to alert parents to translation services. A poster is written in each of the covered languages indicating that a copy of language translations and interpretation services are available in rooms 2E14 and 1S46.

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: HS for Youth and Community Dev	DBN: 17K537
This school is (check one): ☐conceptually consolidated (skip part E below) ☒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): ☐Before school ☒After school ☒Saturday academy ☐Other:
Total # of ELLs to be served: 40 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☒9 ☒10 ☒11 ☒12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: The Title III Program this year will be functioning as a continuation of last year's Title III program design which was comprised of both after school tutoring sessions and the Saturday Academy for ELLs and former ELLs who would benefit from further support and instruction in the modalities of reading and writing. As annually indicated on the RNMR, the majority of our students score approximately one proficiency level lower on the NYSESLAT in reading and writing than they do on speaking and listening. In addition, our students have consistently expressed that both the ELA Regents and the US/Global History Regents (all substantial writing-focused assessments) provide the greatest challenge and concern for them as they make their way towards graduation status. Based on this data, we have created a reading and writing program that will be held two days a week after school, from 3:00pm to 5:00pm on Wednesday and Friday, and on Saturdays, from 9:00am to 1:00pm. The after school and Saturday programs will be offered the entire school year of 2012-2013. The program is open to all ELLs at the school, as well as former ELLs of up two years since passing the NYSESLAT. The after-school program will consist of direct reading and writing instruction in English, reading and writing language activities, and the publication of two student-designed, edited and produced literary collaborations of the students' own writing throughout the year. Because student writing (and reading) is the major focus of the after-school program, we will continue partnering with various writing programs throughout the New York City area, including the NaNoWriMo Young Writers Program, the NYC National Writing Project, which our ESL instructor attended for the entire month of July 2011, and 826NYC in Brooklyn who hosts a tutoring center in partnership with the Brooklyn Public Library, offers field trips to their writing center, and sponsors one to four week school in-services in which students are given the opportunities to improve their writing and to work side by side with community volunteers. The Saturday program will be conducted in tandem with the Saturday Institute at YCD, in which the ESL teacher will collaborate with the History, Math and Science teachers at the Institute by pushing-in to their classes and providing ESL support and strategies for teaching writing across the content areas. The materials required for both the after-school and Saturday programs include various literary texts, some new hardware and resources for creating student publications.

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: Beginning in November, high quality Professional Development related to the programs we have created for ELLs will be provided throughout the school year to all faculty and staff at YCD. The professional development will be designed and conducted by the ESL teacher (although external professional development is currently being scouted for as well) and will be based on the

Part C: Professional Development
rationale for the Title III programs--that the reading and writing modalities continue to be the biggest struggle for ELLs and former ELLs in meeting high school-level academic standards and expectations in English and therefore that literacy should be a curriculum focus in every content area. Topics to be covered include: Scaffolding Instruction for ELLs, The Additive Approach (How to Incorporate Students' Native Languages in the Classroom), Engaging Newcomers, and How the Common Core State Standards Can Support the Success of ELLs. The goal is to have at least three two hour professional development sessions throughout the year.

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: In addition to the initial parent orientation during the ELL identification process and the four school-sponsored parent-teacher nights/afternoons throughout the year, parents of ELLs will be invited to participate in two "Evenings with the Authors" at which students will perform readings of their original writings created in the after-school program. The students will MC and host the event (with the guidance and support of the ESL teacher). In addition, refreshments will be served and copies of the students' publication distirbuted to celebrate the students' writing achievements. These events help to encourage ongoing communication between parents and teachers regarding their students' progress, and the students are given opportunities to celebrate their successes.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $0		
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) • Per session • Per diem	$8,200.00	In addition to the per session salaries for the teachers involved in After School Reading & Writing and the Saturday academy, per session will also be paid for professional development sessions that provide teachers with training on academic language instruction and research-based strategies to help improve instruction for ELLs. Teachers will attend the trainings where they will review student data (grades, Regents Scores, and NYSESLAT test scores)

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $0		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		and share instructional strategies and/or lesson plans. Additional trainings will be provided based on teachers' feedback and needs.
Purchased services • High quality staff and curriculum development contracts.	????	????
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	$3,000.00	After-school class sets of 4 novels plus teacher additions, field trips, and student publication resources.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	**$11,200.00**	