



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : HIGH SCHOOL FOR SERVICE AND LEARNING

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17K539

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Peter Fabianski	*Principal or Designee	
Erin Layne	*UFT Chapter Leader or Designee	
Catherine Borneo	*PA/PTA President or Designated Co-President	
Pearl Cummings	DC 37 Representative, if applicable	
Vanessa Merisier	Student Representative	
Tiffany Mason	Student Representative	
Asane Coston	Student Representative	
Bridget Gaitor	Member/Parent	
Roslyn Oliver	Member/Parent	
Bridget Jason	Member/Parent	
Jamie Weyerbacher	Member/Teacher	
Ian Lewis	Member/Teacher	
Judy Kamilar	Member/Teacher	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

The Attendance Team will use data analysis (sources: ARIS, SKEDULA, ATS, STARS) to identify patterns in student absenteeism and increase the attendance rate by almost two percent to a rate of 89%.

Comprehensive Needs Assessment

The Attendance Rate for the 2012-13 school year is currently 87.6%. The attendance rate was strongly influenced by several factors, primarily inclement weather.

In addition, the school was struggling with a group of 10-15 students who were Long Term Absentees (LTAs) but not old enough to be discharged. All attempts to reach out to these students were implemented, such as conferences with guidance counselors, teachers, administrators, regular parental contact, home visits by the Attendance Teacher and ACS reports. However, these practices rendered ineffective in getting these students attend school regularly. These students were offered alternative placement in Young Adult Borough Centers (YABC), transfer schools or vocational programs. Some of the students took the alternatives, but the majority of LTAs remain enrolled in our school and fail to attend.

Our Needs Assessment suggests that the primary way to increase to and maintain an 89% attendance rate is to utilize computerized data, with rigorous school and community-based outreach and interventions.

Instructional Strategies/Activities

- 1) The Attendance Team (Administration, Guidance Counselors and Attendance Teacher) will review data from SKEDULA, ARIS and transcripts of students whose attendance is below the goal percentage. Joint meetings of the Attendance Team and Grade Level Teacher Inquiry Teams will be held once a week to discuss these students, determine the challenges and create actions plans.
- 2) Analysis of patterns of absenteeism and causes of poor attendance will be conducted by the Attendance Team and Grade Level Teacher Inquiry Teams. These patterns will be used to design specific strategies to improve attendance will be developed and implemented. Strategies include but are not limited to student conferences, parent conferences and attendance teacher home visits.
- 3) Guidance Counselors will directly contact transfer schools and arrange admissions appointments between LTA students and the transfer schools.
- 4) Teachers will be required to contact parents/guardians of students who are not attending classes regularly on a weekly basis. These calls will be documented as "call logs" and will be collected and filed weekly.

Responsible Staff: Administrators, Attendance Team, Guidance Counselors and Teachers

Implementation of Timelines:

- Attendance Team, weekly meeting for a review of attendance reports, inclusive of a review of progress.
- Grade Level Teacher Inquiry Team, bi-weekly meetings.
- Overall attendance assessment conducted after every marking period, with the development and revision of action plans to address absenteeism.

Strategies to increase parental involvement

High School for Service and Learning will coordinate and integrate parental involvement strategies to increase student attendance.

- a) During meetings of the Title I Parent Advisory Council, attendance policies and outreach along with a review of the parental involvement policy, will be presented and reviewed. Attendance related programs and activities that are funded with Title I funds will be presented by the school's 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, Title I programs will be evaluated. Those deemed successful will be continued and/or expanded. Programs whose value is questionable will be terminated and/or scaled down.
- b) The person supervising the assessment the programs will be Peter Fabianski, Principal.
- c) Parent involvement in the programs and activities is critical to the success of all attendance outreach programs. Parents will receive mailings informing them about all the programs and activities offered by the school. A school-wide phone message will be sent out a day before a program and/or activity is to commence to remind the parents about activities.

Strategies for attracting Highly Qualified Teachers (HQT)

Every teacher employed at the school is a tenured, Highly Qualified Teacher. The school will continue the policy of hiring only teachers who meet these criteria

Service and program coordination

All attendance programs will be evaluated monthly through a review of data, and meetings with the Attendance Team, administrators and teachers. The school attendance rate and outreach will be monitored to determine effectiveness of each program. The person overall in charge of assessing the programs will be Peter Fabianski, Principal.

Budget and resources alignment

Per – session funds (Title I and TL Fair Student Funding) will be made available to fund outreach efforts for non-attending students.

Title I status: School Wide Program (SWP)
Funding sources: Tax Levy, Title I Funding

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

The Grade Level Inquiry Teams will use data analysis (ARIS, SKEDULA & STARS) to monitor students' academic progress in their current grade and increase the number of students who earn 10+ credits in their 1st year of high school to at least 84%.

Comprehensive needs assessment

The goal of increasing the number of 9th graders that earned 10+ credits was developed based on the consistent decrease in the number of 9th graders earning 10+ credits since the 2008-2009 school year. Additionally, the percentage of 9th graders that earned 10+ credits for the 2011 - 2012 school year was 82.7%. Research indicates that earning at least 10+ credits is a key predictor of student retention and timely graduation. Our current statistics suggest that credit attainment at each grade level may continue to decrease if an action plan is not put in place for all grade level inquiry teams. Therefore, our key focus is on the 9th grade, the 2016 cohort.

Inquiry teams will include the guidance counselor, grade-specific teachers, and an administrator. Inquiry teams will meet bi-monthly. Inquiry work will be assessed at the end of each term.

Instructional strategies/activities

- 1) All grade level inquiry teams will review specific data from ARIS, SKEDULA and STARS to identify students who are in jeopardy of not accumulating 10+ credits for the school year. Bi-Monthly Inquiry Team meetings will be held to discuss students' progress, goals and action plans. The teams will also use data to create a target population consisting of a group of students deemed "the lowest third" as per credits and Regents Exams. The team members will be assigned specific students in which they will monitor their academic progress. Meetings between teachers and students will also take place to discuss their academic progress a minimum of twice a month.
- 2) Staff members responsible for implementing strategies and activities include Administration, Inquiry Team members, Guidance Counselors and teachers.
- 3) Teachers' referrals will be used in addition to using data analysis when identifying students in jeopardy of not obtaining 10+ credits for the school year.
- 4) Cohort 2016 students in jeopardy of accumulating 10+ credits for the school year will be identified by the end of the 1st marking period during the Fall 2012 term. Action plans and goals will be designed specifically for these students. Progress will be reviewed at Inquiry Team meetings, as well as the end of every marking period, whereby action plans and goals may be revised based on an on-going needs assessment.

Implementation of Timelines:

- Grade teams will choose target population in the beginning of the term.
- Grade teams will design action plans for populations.
- Grade teams will meet bi-monthly to discuss progress.
- Progress will be assessed at the end of the term.
- The process will repeat for the next term.

Strategies to increase parental involvement:

- a) During Title I Parent Advisory Council meetings, a review will be conducted of the parental involvement policy regarding matters of credit attainment. Programs and activities pertinent to credit attainment that are funded with Title I funds will be presented by the school administration to parents.
- b) In conjunction with the Parent Advisory Council, the administration will review pertinent statistics (students' academic progress, number of participants, relevancy of the program, goals of the program etc.). After the analysis, programs will be evaluated and assessed. Those successful in meeting this goal will be continued and/or expanded. Programs whose value is questionable in achieving the goals will be terminated and/or scaled down.
- c) Parent workshops will be held at least twice, once at the beginning of each term, to inform parents of the credit and graduation requirements at the High School Level.
- d) The person overall in charge of assessing the programs will be Peter Fabianski, Principal.
- e) Outreach to parents will be made in regards to students' academic progress. Parents will receive letters and phone calls informing them of their child's academic progress. Parent conferences will also be scheduled as needed.

Strategies for attracting Highly Qualified Teachers (HQT)

Every teacher employed at the school is a tenured, Highly Qualified Teacher. The school will continue the policy of hiring only teachers who meet these criteria.

Service and program coordination

All strategies and plans for increasing student credit attainment will be evaluated at the end of each term. Students' progress will be monitored and effectiveness of each credit attainment program and outreach effort will be assessed. The person overall in charge of assessing the programs will be Peter Fabianski, Principal.

Budget and resources alignment

Per – session funds (Title I and TL Fair Student Funding) will be made available to fund outreach efforts for student achievement measures as well as students at academic risk.

Title I status: School Wide Program (SWP)

Funding sources: Tax Levy, Title I Funding

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

Each student will experience two instructional units fully aligned with the Common Core Learning Standards (CCLS) in English Language Arts, Science and Mathematics. Each unit will culminate with a performance task.

Comprehensive needs assessment

The New York City Department of Education Learning Expectations for the 2012 – 2013 school year require that each student experience two instructional units fully aligned with the CCLS. During the 2011-2012 school year, teachers each taught at least one unit of study aligned with the CCLS.

Teachers have all received professional development in the CCLS and taught a unit aligned with the CCLS. This work suggests teachers are ready to revise other instructional units and teach them in the next school year.

By 2013, the New York State Regents Exams will be phased out as new PARC assessments are implemented. These PARC assessments correlate with the CCLS. To ensure students are prepared to meet exam expectations, instruction must be designed to reflect the new standards. Realignment of the units also ensures students will become college and career ready.

Instructional strategies/activities

- 1) Lead Teachers will develop Professional Development workshops to help guide teachers in understanding and implementing the CCLS, along with creating performance tasks.
- 2) Our school's CFN, New Visions, will provide Professional Development in CCLS Unit and Performance Task Design.
- 3) Administration and Lead Teachers will review resources on CCLS Units and evaluate them to determine their usage capabilities.
- 4) Monthly Departmental Meetings will be used for teachers to share units and receive feedback from colleagues.
- 5) The effectiveness of the revised units will be measured by the students' performance on the performance assessments and other summative assessments designed by teachers that reflect the CCLS units.
- 6) Lead Teachers and Administrators will create dates for professional development. Administration will arrange for Professional Development through the school's CFN. Lead teachers will meet with teachers to determine which units to realign and to help begin the revision process. Administration will monitor progress through student performance, teacher observations and teacher reflections.
- 7) CCLS experts (provided through the CFN) will review the instructional units to determine alignment and effectiveness.

Strategies to increase parental involvement

Parents will be informed through several mailings about the CCLS and the Learning expectations issued by the New York City Department of Education. The implementation of two units based on the CCLS will be reviewed at the first PTA meeting. A workshop will also be presented by Lead Teachers and teachers to help parents understand the coming changes and how they can support their children. Parents will be able to monitor their children's progress through these units by reviewing their grades on

SKEDULA.

Strategies for attracting Highly Qualified Teachers (HQT)

Every teacher employed at the school is a tenured, Highly Qualified Teacher. The school will continue the policy of hiring only teachers who meet these criteria. To attract HQT, the interview process of potential candidates will require teachers to share their knowledge and experience with the CCLS.

Service and program coordination

Lead Teachers will review the first set of units implemented and the accompanying student performance tasks. Lead Teachers will decide upon necessary changes in teacher preparation and/or units.

A teacher survey will be used to identify areas of the professional development that are supporting their needs.

Intervisitations will be used to provide teachers with different strategies or instruction.

Lead Teachers will observe classrooms in order to do an ongoing evaluation of the current work.

The person overall in charge of assessing the programs will be Peter Fabianski, Principal.

Budget and resources alignment.

Per – session funds (Title I and TL Fair Student Funding) will be made available to fund teacher development of revised units. Such funds will also be used toward professional development to assist teachers in designing these units. Grants from a private organization will also be used to help specific teachers in designing detailed CCLS units.

Title I status: School Wide Program (SWP)

Funding sources: Tax Levy, Title I Funding

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	<p>Both the Extended Day and Saturday School Programs are for students who need credit, assistance in passing the Regents exam and/or additional subject area tutoring. Students are programmed through STARS and are expected to attend the entire semester. Students earn a credit towards ELA if they successfully complete the program.</p> <p>During the school day, academic intervention takes the form of small group pull out model in instructional team teaching settings.</p> <p>The curriculum for all programs focuses on intensive literacy</p>	<p>Classes are kept small so as to keep an effective learning environment. Different types of instructional delivery are used, including Universal Design for Learning, collaborative learning groups, small-group instruction, and whole class instruction using the workshop model. Students are also given individualized support to complete assignments and build necessary skills to complete tasks relative the Regents and Common Core Learning Standards.</p>	<p>The Extended Day Program takes place every Tuesday and Thursday, from 3:45 to 5:45. The Saturday Program takes places every Saturday from 9:00am to 1:00pm.</p> <p>Small group instruction takes place during 6th and 9th period on a daily basis.</p>

	instruction.		
Mathematics	<p>Both the Extended Day and Saturday School Programs are for students who need credit, assistance in passing the Regents exam and/or additional subject area tutoring. Students are programmed through STARS and are expected to attend the entire semester. Students earn a credit towards Mathematics if they successfully complete the program.</p> <p>During the school day, academic intervention takes the form of small group pull out model in instructional team teaching settings.</p> <p>The curriculum for all programs focuses on the type of mathematics course the student is preparing for, including algebra, geometry and trigonometry.</p>	<p>Classes are kept small so as to keep an effective learning environment. Different types of instructional delivery are used, including Universal Design for Learning, collaborative learning groups, small-group instruction, and whole class instruction using the workshop model. Students are also given individualized support to complete assignments and build necessary skills to complete tasks relative the Regents and Common Core Learning Standards.</p>	<p>The Extended Day Program takes place every Tuesday and Thursday, from 3:45 to 5:45. The Saturday Program takes places every Saturday from 9:00am to 1:00pm.</p> <p>Small group instruction takes place during 6th and 9th period on a daily basis.</p>
Science	<p>Both the Extended Day and Saturday School Programs are for students who need credit, assistance in passing the Regents exam and/or additional subject area tutoring. Students are</p>	<p>Classes are kept small so as to keep an effective learning environment. Different types of instructional delivery are used, including Universal Design for Learning, collaborative learning groups, small-group instruction,</p>	<p>The Extended Day Program takes place every Tuesday and Thursday, from 3:45 to 5:45. The Saturday Program takes places every Saturday from 9:00am to 1:00pm.</p>

	<p>programmed through STARS and are expected to attend the entire semester. Students earn a credit towards Science if they successfully complete the program.</p> <p>During the school day, academic intervention takes the form of small group pull out model in instructional team teaching settings.</p> <p>The curriculum for all programs focuses on the type of science course the student is preparing for, including Living Environment and Earth Science.</p>	<p>and whole class instruction using the workshop model. Students are also given individualized support to complete assignments and build necessary skills to complete tasks relative the Regents and Common Core Learning Standards.</p>	<p>Small group instruction takes place during 6th and 9th period on a daily basis.</p>
Social Studies	<p>Both the Extended Day and Saturday School Programs are for students who need credit, assistance in passing the Regents exam and/or additional subject area tutoring. Students are programmed through STARS and are expected to attend the entire semester. Students earn a credit towards Social Studies if they successfully complete the program.</p>	<p>Classes are kept small so as to keep an effective learning environment. Different types of instructional delivery are used, including Universal Design for Learning, collaborative learning groups, small-group instruction, and whole class instruction using the workshop model. Students are also given individualized support to complete assignments and build necessary skills to complete tasks relative the Regents and Common Core</p>	<p>The Extended Day Program takes place every Tuesday and Thursday, from 3:45 to 5:45. The Saturday Program takes places every Saturday from 9:00am to 1:00pm.</p> <p>Small group instruction takes place during 6th and 9th period on a daily basis.</p>

	<p>During the school day, academic intervention takes the form of small group pull out model in instructional team teaching settings.</p> <p>The curriculum for all programs focuses on the type of Social Studies course the student is preparing for, either Global History and Geography and U.S. History.</p>	<p>Learning Standards.</p>	
--	---	----------------------------	--

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Guidance counselors identify students in need of additional credits in all subject areas or in need of passing the Regents exam. Students receive new programs with Extended Day and Saturday School classes entered on their program cards. Likewise, Guidance counselors are available during the day for support of students in crisis, as well as support in academic endeavors.</p> <p>The School Psychologist will use various strategies to address students in need of academic intervention. The school psychologist will meet with guidance counselors and teachers at least once a month to discuss identified students. She will collect bi-annual academic progress reports from teachers of identified students. Meetings will also occur between the school psychologist and students monthly to discuss progress, goals, and action plans. She will also meet with parents, teachers, and school staff to assist with</p>	<p>Guidance counselors meet with students by class each term to explain at-risk services available to them. They also meet with students individually and provide counseling services.</p> <p>Individual and small group counseling for academic empowerment and crisis intervention will be provided to students. She will also formulate behavior intervention plans for students experiencing behavioral challenges.</p>	<p>Guidance counselors meet directly with students during the school day as scheduled or as often as needed. School psychologists will meet with students during the school day as scheduled or as often as needed. Social Workers meet directly with students during the school day as scheduled or as often as needed.</p>
---	--	---	--

	<p>developing academic strategies for learning and classroom management.</p> <p>Social workers use meetings, crisis intervention protocols and mediation between student-parent, student-teacher and student-student relationships. Social workers connect parents and students with recreational, educational, medical and self-empowering programs and services. Social workers also conduct parent outreach.</p>	<p>The Social Worker provides counseling and support individually, in small peers groups and family groups.</p>	
--	---	---	--

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

Strategies for recruitment, retention, assignments and support:

- Administration will attend career fairs through the Department of Education and School Network to recruit Highly Qualified Teachers.
- Every teacher employed at the school, except for two (Mathematics and Speech Pathologist) is a Highly Qualified Teacher. The school will continue the policy of hiring only teachers who meet the NCLB criteria for Highly Qualified Teachers.
- To retain these teachers, teachers will be given extensive professional development opportunities to develop their content knowledge and teaching pedagogy. Professional development will be offered in the school, along with offering opportunities outside of school.
- First year teachers will be assigned a mentor to provide guidance in their work.
- Teachers will be afforded mentor services even if they are not in their first year.
- The Danielson Competencies will be used as a tool to observe teachers, give feedback and inform their instruction for the purposes of development. Teachers will meet with Administration to review observations, share feedback and develop action plans leading to measurable goals.

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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	District 17	Borough Brooklyn	School Number 539
School Name High School for Service and Learnin			

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

Principal Peter Fabianski	Assistant Principal Izabella Paluch
Coach Evan Farkas	Coach Daniel Landberg
ESL Teacher Emily Donbeck	Guidance Counselor Radika Dorancy, Mary Cooper
Teacher/Subject Area Jamie Weyerbacher, English	Parent
Teacher/Subject Area Casper Terrell, Social Studies	Parent Coordinator Pearl Cummings
Related Service Provider Woodrow Wilson	Other
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	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school		Total Number of ELLs	41	ELLs as share of total student population (%)	%
------------------------------------	--	----------------------	-----------	---	----------

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. [i](#)

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 spring, 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 Service and Learning, 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 Service and Learning (HSSL) 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 38 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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										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	41	Newcomers (ELLs receiving service 0-3 years)	33	Special Education	3
SIFE	11	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	4

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	33	5	0	4	4	0	4	2	3	41
Total	33	5	0	4	4	0	4	2	3	41

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													

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

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												1		1
Bengali														0
Urdu														0
Arabic										2	3			5
Haitian										4	10	9	5	28
French										2		1		3
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other														0
TOTAL	0	10	14	12	5	41								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. a. 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 bilingual glossaries, 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.

A. Programming and Scheduling Information

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 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 determine 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:

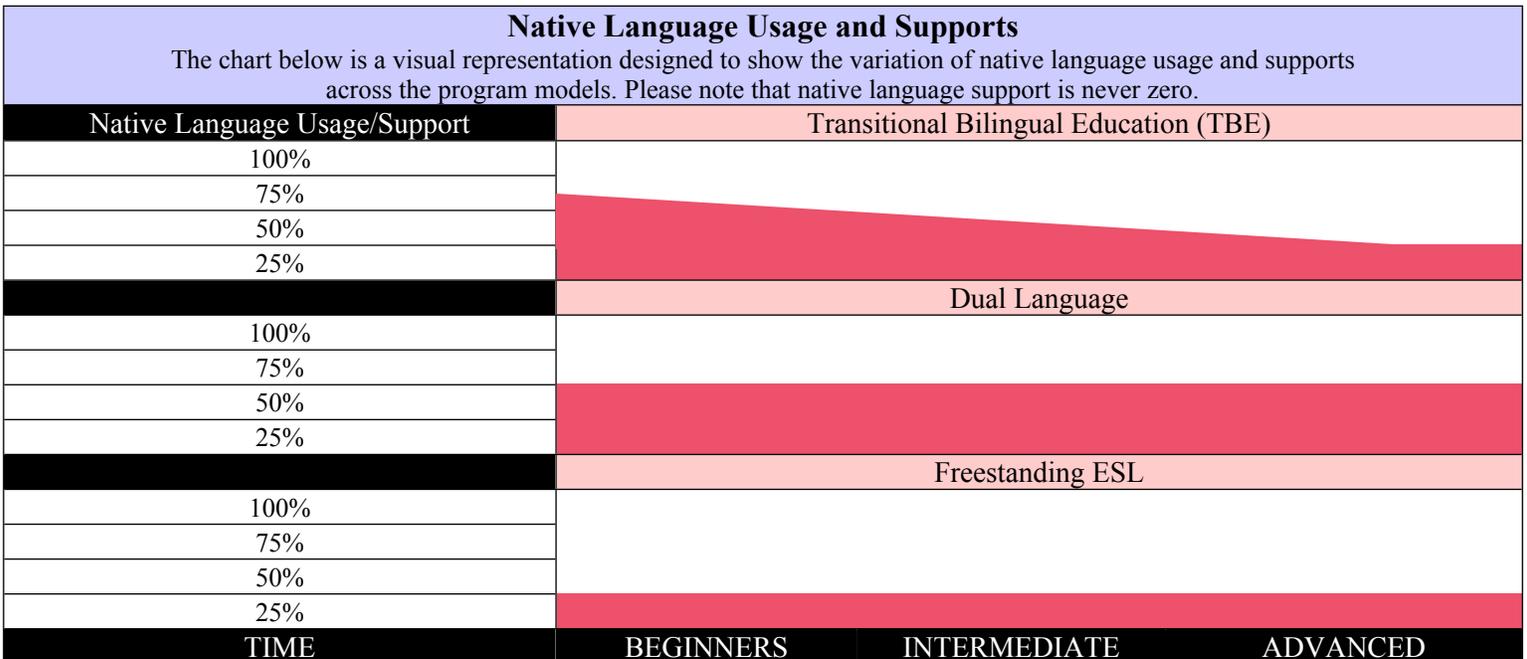
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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 handful 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 HSSL. 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)?

N/A

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 of sharing (ESL) school YCD, Ms. Desdunes (fluent in French and Haitian Creole), as well as the ESL teacher (Spanish), assist 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 in English and technology classes.

3. The needs of the parent are often communicated within the context of PTA meetings and/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)										9	7	1		17
Intermediate(I)											7	3	1	11
Advanced (A)											1	8	4	13
Total	0	0	0	0	0	0	0	0	0	9	15	12	5	41

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										5	3	1	0
	A										4	10	2	0
	P										0	2	2	3
READING/ WRITING	B										2	1	0	0
	I										6	5	1	0
	A										2	9	4	1
	P										0	1	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									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	129		72	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math	208		111	
Biology				
Chemistry				
Earth Science	165		66	

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				
US History and Government	237		117	
Foreign Language	25		20	
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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: <u>HS for Service and Learning</u>		School DBN: <u>17K539</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/17/13
	Assistant Principal		1/17/13
	Parent Coordinator		1/17/13
	ESL Teacher		1/17/13
	Parent		1/17/13
	Teacher/Subject Area		1/17/13
	Teacher/Subject Area		1/17/13

School Name: HS for Service and Learning

School DBN: 17K539

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		1/17/13
	Coach		1/17/13
	Guidance Counselor		1/17/13
	Network Leader		1/17/13
	Other		1/17/13

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 17K539 **School Name:** H.S. FOR SERVICE AND LEARNING

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 language 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 interpreters 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 are 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 Service and Learning	DBN: 17K539
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</u>

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 to 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 HSSL, 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 HSSL. 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 two 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 distributed 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) <ul style="list-style-type: none"> • Per session • Per diem 	\$8,200.00	<u>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)</u>

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.
		<u>and share instructional strategies and/or lesson plans. Additional trainings will be provided based on teachers' feedback and needs.</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$3,000.00</u>	<u>After-school class sets of 4 novels plus teacher additions, field trips, and student publication resources.</u>
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	<u>\$11,200.00</u>	