



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: EXPEDITIONARY LEARNING SCHOOL FOR COMMUNITY LEADERS

DBN: 21K572

PRINCIPAL: DAVID O'HARA EMAIL: DOHARA3@SCHOOLS.NYC.GOV

SUPERINTENDENT: **AIMEE HOROWITZ**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
David O'Hara	*Principal or Designee	
Michael Kosciol	*UFT Chapter Leader or Designee	
Ruth Morales	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
Laura Shapiro	CBO Representative, if applicable	
Rayhan Ahmed	Member/Teacher	
Alexandra Edwards	Member/Teacher	
Anees Mohammed	Member/Student	
Iraida Rodriguez	Member/Student	
Joan Roberts	Member/Parent	
Lanisha Harris	Member/Parent	

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

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

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

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

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

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

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

Major Recommendation

Progress Report 2011-12 Page 8

% attaining Math College Readiness Standard 16%

% attaining English College Readiness Standard 46%

This data tell us that we need to further support teachers in developing and implementing high quality tasks.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

 2.2 School leader’s vision

 X 2.4 School leader’s use of resources

 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

In order to improve teacher effectiveness, including those new to the profession the principal, AP and instructional coaches (including Expeditionary Learning Instructional Guide) will visit each teacher’s classroom at least 6 times over the course of the year, and provide teachers with formative (not for file) written or verbal feedback aligned to 3 school-selected competencies (designing coherent instruction, using questioning and discussion techniques, and using assessment in instruction).

Strategy:

Leaders’ focus has been to prepare all students for college. We looked at the City Wide Instructional Expectations then identified the 3 components of Danielson that would best support our students in college readiness.

Activities:

Throughout the course of the year each teacher will focus on a minimum of two competencies aligned with Danielson’s *Framework for Teaching*, focusing on the following competencies below:

- Designing coherent instruction (1e);
- Using questioning and discussion techniques (3b);
- Using assessment in instruction (3d).

The implementation of a teacher goal setting structure to identify teacher needs and set clear expectations. This structure will guide them in setting professional development and student goals for the 2012-2013 school year. Furthermore teachers will be asked to engage in a self-assessment on their strengths and areas in need of improvement aligned with the four domains of the Danielson’s *Framework for Teaching*; conduct intervisitations among their colleagues through Lesson Study; and participate in a mid-year reflection supported by student data. Two formal check-ins will occur in September and January. This work will also continue throughout the year through informal and formal observations Professional development dedicated to the promotion of high quality tasks and products.

- School leaders and coaches (including Expeditionary Learning Instructional Guide) use an observation tracker and notes to document weekly

visits as well as progress (or lack of progress) toward specific, targeted improvement goals for each teacher

Resources:

- School leaders will develop professional development opportunities aligned with the areas in need of improvement according to the Danielson's *Framework for Teaching*.
- School leaders including Expeditionary Learning School Designer will provide opportunities for specific professional development workshops to strengthen and assess teachers' comprehension of the Danielson's *Framework for Teaching*.
- School leaders including Expeditionary Learning School Designer will conduct brief and frequent informal observations for every teacher based on the Danielson's *Framework for Teaching*. Teachers will receive written and/or oral feedback on the execution of their observed lessons.
- Each teacher will be observed a minimum of six times for the purpose of formatively assessing their teaching practices utilizing the Danielson's *Framework for Teaching* rubric.
- Each teacher will participate in a minimum of 2 professional development workshops to strengthen the school community's comprehension of Danielson's *Framework for Teaching*, in particular in the areas of designing coherent instruction; using questioning and discussion techniques; and using assessment in instruction.
- Teachers will engage in a pre-observation/post-observation for a minimum of 2 of the observations.

Key Personnel: Principal, Expeditionary Learning Instructional Guide, AP, team leaders, teachers

Targets:

- By November all teachers will have completed a teacher goal setting form.
- By February all teachers will engage in at least 4 formal or informal visits with written or verbal feedback aligned to the selected Danielson Domains.
- By February all teachers will have participated in at least 1 PD experience around the 3 selected Domains. This may be on-site or off-site experiences.
- By March, all teachers will have completed mid-year check-in and self assessment
- Individual teacher notebooks to capture interactions about teaching practices aligned with the rubric from the Danielson's *Framework for Teaching*, between the school leader and teachers

Timeline:

Summer: Identified targeted domains in Danielson Framework that align to career and college readiness, Developed a PD calendar and common practices around the 3 targeted domains. Developed internal documentation of criteria for High Quality Tasks.

Fall: Entry check in with teachers around 3 domains and asked teachers to self assess and set goals aligned to domains. Started formal and informal observation cycles. Teachers continually use the Criteria for High Quality Tasks to provide feedback to peers and to self reflect on lessons and tasks.

Spring: Mid-Year reflections used to re-assess teacher progress on the 3 domains. Leveraged conversation to adjust goals and determine professional development and further supports. Continue with observations cycles.

Budget and resource alignment

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here:

Service and program coordination

OTPS Activity code: UKPS Consultants (Outward Bound, Expeditionary Learning Instructional Guide) :

This money includes funds to support an in-house Expeditionary Learning Instructional Guide who develops the understanding and use of the Danielson Framework with teachers and school leadership on a daily basis. Funding is used to support 65% of our teachers who will attend off site Expeditionary Learning professional development opportunity geared towards college readiness. Funds partially support two part-time Expeditionary Learning Instructional Guide who come every other week to the school to support math and humanities teachers in developing high quality tasks and units aligned to the High Quality Criteria. Expeditionary Learning Instructional Guides also work to provide formal and informal feedback to math and humanities teachers based on classroom observations and their personal Danielson based goals.

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

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

Major Recommendation

Page 5 of 2011-12 Progress Report: College Readiness Index 14% The percentage of student in 2010 and 2012 cohorts (all students who entered high school 4 years earlier) who graduated and met the Regents exam. SAT, and/or course standards for passing out of remedial coursework at the City University of New York (CUNY), by August 2012.

This data tells us: Our students are not adequately prepared for college level work. We need to increase the critical thinking and build deep conceptual understanding in all content areas.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

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

 X 3.2 Enacted curriculum

 X 3.4 Teacher collaboration

 X 3.3 Units and lesson plans

 3.5 Use of data and action planning

Annual Goal #2

100% of core classes will provide opportunities for students to experience Common Core aligned units of study that demonstrate our criteria for high quality tasks and promote college readiness.

Instructional strategies/activities

Strategy:

Develop an internal document that articulates Leaders’ criteria for high quality tasks and ensure that teachers understand this well and are able to use this along with the CCLS to develop robust units and tasks that require high levels of thinking.

Activities:

- All teachers, regardless of content area, will be invited to participate in a staff retreat focusing on aligning expedition plans and tasks to the Common Core Standards and the school’s Criteria for High Quality Tasks.
- All teachers will participate in our weekly PD focusing on the Common Core reading, writing and speaking/listening standards.
- The English Language Arts, history, science and mathematics teacher will attend professional development and/or receive support provided by the network.
- Grade level teams will meet weekly for 63 minutes to design Common Core-aligned curriculum maps, rubrics and assessments.
- Grade level teams will follow a “looking at student work” protocol to monitor their progress on student aligned tasks and student products.
- Grade level teams will continue their work around strengthening the school wide annotation rubric that will be utilized across content areas.
- School leaders (including Expeditionary Learning Instructional Guide), in collaboration with teachers, will create norms of working together and providing and receiving feedback for our department lesson study.
- Department Lesson Study will focus on a department generated questions that focus on implementing and monitoring a Common Core aligned goal, lesson and task.

Key Personnel:

- All content teachers
- Department and Grade Team Leaders
- Instructional Coaches from Network and Expeditionary Learning Instructional Guide

Targets:

- By September we will have developed a teacher–friendly schedule that allows for increased collaborative planning time for co-teachers
- By February all core academic classroom teachers will deliver, collect, maintain, and assess student work for at least 1 Common Core aligned-task-based assessment.
- By March all 2nd and 3rd quarter Expeditions (units, tasks and rubrics) will be revised and uploaded to Leaders curriculum site.
- By June all content area teachers will have a minimum of two units of study (expedition plans) that exhibit the Common Core Learning Standards

Timeline:

Summer- Criteria of High Quality Tasks was revised; All first quarter Expeditions (Units, tasks, rubrics) were submitted to the Leaders curriculum site/school leadership; Communication to staff regarding priority standards via Criteria of High Quality Tasks document.

Fall- All 3rd quarter Expeditions (units, tasks and rubrics) will be revised and uploaded to Leaders curriculum site. Teacher teams look at student work in order to better align units, lessons and tasks to common core expectations. Student presentations of learning demonstrate understanding of their progress towards CCLS

Spring- All 3rd quarter Expeditions (units, tasks and rubrics) will be revised and uploaded to Leaders curriculum site. Student presentations of learning demonstrate understanding of their progress towards CCLS, Teacher teams continue to look at student work in order to better align units, lessons and tasks to common core expectations.

Budget and resource alignment

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

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

Tax Levy Title IA Title IIA Title III Set Aside Grants X Other-describe here: _ Title I Priority/Focus

Service and program coordination

Budget Activities:

UKPS- College and Career Readiness

UOCE- College and Career Readiness

This money includes funds to support an in-house Expeditionary Learning Instructional Guide who develops the understanding and use of the CCLS and Depth of Knowledge matrix with teachers and school leadership. Funding is used to support 65% of our teachers who will attend off site Expeditionary Learning professional development opportunity geared towards college readiness. Funds partially support two part-time Expeditionary Learning Expeditionary Learning Instructional Guides who come every other week to the school to support math and humanities teachers in developing high quality tasks and units aligned to the High Quality Criteria and CCLS. The Expeditionary Learning Instructional Guide also works to provide formal and informal feedback to math and humanities teachers based on classroom observations and their personal Danielson based goals. Expeditionary Learning Instructional Guide provides ongoing feedback to teachers on the alignment of tasks, units and lessons to CCLS and to the Criteria of High Quality Tasks.

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

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

Major Recommendation

Progress Report 2011-12 page 2: Weighted English Regents pass rate 1.11 (below peer school and city school data) 35.7% of peer range

This data tells us that our students are not adequately prepared to meet ELA state exam requirements and are also not prepared to for college level work.

Tenet #4 TEACHER PRACTICES AND DECISIONS

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

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

Annual Goal #3

Of all the students taking the ELA Regents exam, 75% will pass the exam and 50% will meet the college readiness standard of 75% or higher.

Instructional strategies/activities:

Strategy:
The addition and implementation of a school-wide annotation rubric will engage teachers and students in a Common Core-aligned strategy to boost reading comprehension and overall understanding.

Activity:
ELA Department with support from The Expeditionary Learning Instructional Guide works to revise the annotation rubric and present it to the entire faculty
The entire school community will engage in 4 interim assessment cycles that occur every 9 weeks. These assessments help gauge impact of the school-wide annotation rubric. Teachers make revisions to interim assessments and upload them to school curriculum site two weeks prior to the assessment date.

Grade Level teams norm the annotation rubric using student work. The Expeditionary Learning Instructional Guide along with AP and Principal will support teachers in this process.

Teachers will infuse 20-30 minutes of reading in their daily lesson plans to assure reading across all content areas.
Students will participate in independent reading during Crew that will engage students in 90 minutes of reading each week.

Key Personnel:

CREW leaders, teachers, students, Expeditionary Learning Instructional Guide

Targets:

All ninth graders will be administered a comprehensive reading fluency and comprehension assessment twice a year to assess growth. Students will develop their metacognitive skills through the inclusion of monitoring their progress and engaging in self-reflections on their performance to assess their learning in Crew.

January Regents data analyzed in order to see progress.

Timeline:

Summer- Revisions to annotations rubric; Teachers make revisions to interim assessments and upload them to school curriculum site

Fall- Implementation of annotation rubric across grade levels and in history, science and ELA. Grade Level teams norm the annotation rubric using students work, Analysis of January Regents results

Spring- Interim assessments will incorporate reading and annotation to assess student progress and data driven instruction. Six weeks prior to the ELA Regents school provides intense after school support on annotation usage and application towards June ELA regents.

Budget and resource alignment

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

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

Tax Levy Title IA Title IIA Title III Set Aside Grants

Service and program coordination

Budget Activities:

UKPS- College and Career Readiness –

UOCE- College and Career Readiness

This money includes funds to support our in-house Expeditionary Learning Expeditionary Learning Instructional Guide who develops the understanding and use of the annotation Rubric with teachers and school leadership on a daily basis. Funding is used to support 65% of our teachers who will attend off site Expeditionary Learning professional development opportunity geared towards college readiness. Funds partially supports a part-time Expeditionary Learning Expeditionary Learning Instructional Guide who comes every other week to the school to support humanities teachers in developing high quality tasks and units aligned to the High Quality Criteria that promote college readiness.. The Expeditionary Learning Instructional Guide also provides formal and informal feedback to humanities teachers based on classroom observations and the use of the annotation rubric. Per session funding supports the 6 week after school program designed to support ELS students and seniors who have not yet met the College Readiness metric.

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

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

Major Recommendation

Post Secondary Enrollment Rate: 44.1% Page 5 2011-12 Progress Report

Graduation Rate: 56% Page 3 2011-12 Progress Report

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

All students will experience academic advising and character development activities in Crew with a focus on college readiness and goal setting, having at least one adult in the school who knows them well and is able support them in successfully graduating high school and navigating the college enrollment process. As a result of graduation rate will increase by 20% and Post Secondary Enrollment Rate will increase from 44.1% to 65% this year.

Instructional strategies/activities:

Strategy:

Continue utilize CREW (Advisory) as a place to foster a very supportive, caring, high achieving environment that allows students to thrive academically and socially.

Activity:

9th grade camping trip that helps students develop strong positive relationships with peers and crew leader. Ex. Empathy for others, collaboration, leadership and grit.

Targeted teachers attended Expeditionary Learning CREW training workshop

Revision and additions to CREW curriculum to include a literacy component, academic supports and character development

Grade Team meeting/Student Support Team- Teacher follow a student support protocol and develop a plan to meet identified needs. CREW Teams meet 2x month to discuss character development and share best practices in order to better meet the social and emotional needs of students.

College March- CREW leaders, college counselor and Naviance supports students in college application process and then demonstrate successful completion of the application via College March. This tradition promotes a college going culture, engaging families, local community, students, and staff we build a supportive and caring community.

Social work team- Meet bi-weekly to discuss school wide trends, observations and issues. They develop plans to resolve identified issues. They also plan school wide activities that meet the social and emotional needs of all students. Ex. Respect for All Week

Jumprope data- On line standards based grading system that focuses on academic, behavior and attendance. Allows CREW leaders to get a holistic understand of each of their CREW members. This data informs CREW leaders, teachers and grade level teams to design an academic and social and

emotional plan to meet students' social and academic needs.

Key Personnel: Social worker, CREW advisors, students, Expeditionary Learning Expeditionary Learning Instructional Guide

Targets:

At each semester analyze credit accumulation rates.

January- Examine Regents pass rates for graduating seniors and monitor current juniors.

At each semester closely examine scholarship data and promotion in doubt.

Progress reports are sent out to families and students 8 times a year.

School leaders and crew advisors closely monitor mastery of student learning targets in Jumprope.

Timeline:

Summer- 9th grade camping trip, Revision of CREW curriculum, Additions to CREW curriculum

Fall- Targeted teachers attended EL CREW workshop and turn keyed to staff; SLC (Student Led Conferences); Weekly Grade Team meetings focused on student supports; CREW Teams meet 2x month to discuss character development and share best practices; College March;

Spring- SLC #2 , continuation of CREW Team meetings and Student support team work;

Budget and resource alignment

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Budget Activities:

UKPS- College and Career Readiness - This money includes fund to support an in-house Expeditionary Learning Instructional Guide who works with teachers on creating a nurturing, and supportive environment in CREW classes. Funding is used to support a team of 4 teachers to attend Expeditionary Learning PD on CREW structures geared towards supporting college readiness. Funding also used to support per session for teachers to attend 3 cycles of Student Led Conferences. This is a 3 hour event that happens three times a year and involves the entire teaching community as well as students, parents and members of the local community.

UOCE- College and Career Readiness- Year subscription to Naviance, a computer program for the entire school community that engages both parents and students in the college application process.

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

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

Major Recommendation

2011-12 Progress Report page 4: Attendance Rate 86.5% (below city average)

This data tell us that we need to work with families and local community partners to find ways to reengage frequently absent students.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

Annual Goal #5

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

School will collaborate with families and other stakeholders to increase attendance from 86.5% in 2011-2012 to 87.5% by June 2012-2013

Strategies to increase parental involvement and engagement :

Strategy: Develop partnerships with internal and external organizations to build the school's capacity to reach out to students and better understand why they are missing school in order to address root issues impacting attendance and student achievement.

Activity:

- A partnering organization CAMBA (organization that focuses on attendance) will monitor a cohort of freshmen and sophomores (lowest 40% attendance) for the entire school year. Daily, weekly and monthly spreadsheets are monitored by attendance team.
- CAMBA will document home visits and parent calls.
- The attendance team will create and implement an improvement attendance plan which will address the specific needs of the school based on staff feedback. This plan will include an attendance policy with an intervention plan.
 - Identifying a cohort of students with an attendance rate of 75-89%
 - Tracking students with a goal-setting sheet and bi-weekly reflection conferences
 - Parent/student conference

Key Personnel:

CAMBA Staff

Teachers

Attendance Team

Parents

Targets:

By December 2012, have evidence that the school is ahead of the YTD attendance reports from previous year.

By March 2013, have evidence that the school is ahead of the YTD attendance reports from previous year and be about to identify impact of outreach and incentive programs.

Timeline:

Fall/September- Establish Monthly incentives are given to crews with the best monthly attendance. Bi-weekly attendance meetings

Fall/October- Conduct two parent workshops addressing their son/daughter's attendance issue.

The implementation of a parent notification system, Global Connect, to keep families updated on emergencies, weather conditions, attendance and tardiness through telephone and email announcements

Dec-June continually monitor attendance (in relationship to last year) to monitor progress. Check in with CREW advisors re: what is and is not working so far

Budget and resource alignment

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

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here:

Service and program coordination

Budget Activities:

UKPU- Parent Engagement used to pay for Naviance, an Internet communications system that makes the college application process accessible and helpful for parents.

ACADEMIC INTERVENTION SERVICES (AIS) -----COMPLETE THIS

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Literacy across all disciplines: All students engage in strong literacy infused lessons across all content areas. • Achieve 3000: This is an interactive reading program that increases students' reading levels. • Independent reading Initiative: students engage in at least two hours of independent reading during crew to strengthen their reading comprehension and fluency. • ELA Regents Prep: test preparation 	<ul style="list-style-type: none"> • These literacy infused lessons are delivered in an array methods, such as: small group, one-to-one and parallel and station teaching. • Our school has identified a sub-group of struggling readers that engage in this reading program 2-4 times a week and at home. • Method for deliver is in small groups of 9-15 students and literature circles. • Small group and one-to-one tutoring. 	<ul style="list-style-type: none"> • These services are provided daily during the school day and after school. • These services are provided for the students throughout the school day and also before/after school. • These services are provided during the school during our advisory period. • These services are provided after school and on Saturdays.

	occurs six weeks before the exam in January and in June. Focusing mainly on preparing our students to meet and exceed the college metric of 75.		
Mathematics	<ul style="list-style-type: none"> Algebra Regents Prep: test preparation occurs six weeks before the exam in January and in June. Focusing mainly on preparing our students to meet and exceed the college metric of a score of 80. Semester long algebra intensive: struggling math students meet regularly to refine their math skills, numeracy and mathematical concepts to prepare for higher level math Math Block: Struggling math students gain extra math support by 	<ul style="list-style-type: none"> Small group and one-to-one tutoring. Class is composed of 12-20 students throughout the semester. Class is composed of 15-17 students. 	<ul style="list-style-type: none"> These services are provided daily during the school day and after school. These services are provided for the students throughout the school day and also before/after school. These services are provided during the school during our advisory period. These services are provided after school and on Saturdays.

	<p>taking an additional math class that meet the state and Common Core Standards over a longer period of time.</p> <ul style="list-style-type: none"> • After School Math Lab: Identifies struggling students and provided intense one-to-one tutoring. 		
Science	<ul style="list-style-type: none"> • Living Environment Regents Prep: test preparation occurs six weeks before the exam in January and in June. Focusing mainly on preparing our students to pass with a score above a 75. • Science elective: an additional science class that targets struggling students and prepares them for higher level science classes with a strong focus on reading, writing and speaking. • AP Physics: this 	<ul style="list-style-type: none"> • Small group and one-to-one tutoring. • Class is composed of 12-20 students throughout the semester. • Class is composed of 15-17 students. 	<ul style="list-style-type: none"> • These services are provided daily during the school day and after school. • These services are provided for the students throughout the school day and also before/after school. • These services are provided during the school during our advisory period. • These services are provided after school and on Saturdays.

	<p>class is especially designed to prepare our students for the rigor and demands of college level science.</p>		
Social Studies	<ul style="list-style-type: none"> • Global History and U.S. History Regents Prep: test preparation occurs six weeks before the exam in January and in June. Focusing mainly on preparing our students to pass with a score above a 75. • Global History and U.S. History Scheduled Regents Prep Class: a Regents Prep class that targets struggling students and prepares them to pass the history regents exam. • ESL Global History: heterogeneous class that has a high population of English language learners. Class is co-taught by an ESL 	<ul style="list-style-type: none"> • Small group and one-to-one tutoring. • Class is composed of 12-20 students throughout the semester. • Class is composed of 15-17 students. 	<ul style="list-style-type: none"> • These services are provided daily during the school day and after school. • These services are provided for the students throughout the school day and also before/after school. • These services are provided during the school during our advisory period. • These services are provided after school and on Saturdays.

	<p>teacher and certified history teacher.</p> <ul style="list-style-type: none"> • ESL Global History Art: An ESL pull-out class that supports our struggling ELLs with accessing Global History content through art and language development 		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Social Work Team: Team consists of three full-time social workers and one part-time that focus on school-wide issues and needs. Team devises a plan to meet the social-emotional needs of our school population</p> <p>Student Support Team: SST meet once a week in each grade level team to identify struggling students at each grade level and create and implement an action plan.</p> <p>CAMBA: Partnering organization that identifies 50 at-risk students and supports their academic, attendance and social-</p>		

	<p>emotional support.</p> <p>Crew (advisory): 10-15 students that meet daily with one advisor for four years. Advisors focus on a strong character development curriculum that support student academic and social-emotional learning.</p>		
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HIGHLY QUALIFIED TEACHERS (HQT)

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

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

- Partnership with CBO: Expeditionary Learning, Outward Bound around recruitment
- Rigorous Interview process
- Hiring Committee comprised of Principal and staff in consultation with the Network
- Targeted Professional Development by Network
- In-house mentoring program where senior teachers mentor new teachers
- Weekly meetings between principal and/or AP and new teachers
- Beginning, Middle and End-of-the-Year Conferences held by principal and/or AP with all teachers
- Travel opportunities for teachers
-

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Michael Alcott	District 21	Borough Brooklyn	School Number 572
School Name EL School for Community Leaders			

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

Principal David O'Hara	Assistant Principal Alison Angrisani
Coach Pablo Schelino	Coach type here
ESL Teacher Nicole Cruz	Guidance Counselor
Teacher/Subject Area Genevive Dunzelman/ESL/Spanish	Parent
Teacher/Subject Area	Parent Coordinator Andre Hayes
Related Service Provider type here	Other type here
Network Leader Michael Alcott	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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	230	Total Number of ELLs	56	ELLs as share of total student population (%)	24.35%
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Part II: ELL Identification Process

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

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

1. ELL identification begins when a parent/guardian enrolls a new student in our school. Our secretary, Lisa Nastari, conducts an initial informal interview to see what language(s) the parent and child speak, and what is the language with which they are most comfortable. If the parent indicates that his or her family speaks a language other than English, an ESL teacher or other licenced pedagogue trained by the ESL coordinator, Nicole Cruz, steps in to conduct an interview and administer the Home Language Survey. If the survey indicates that a language other than English is mostly spoken at home, the teacher confirms this verbally in another informal interview. Telephone translation services are utilized if there is nobody at the school who can translate. Then, the survey is passed on to the ESL Coordinator. The ESL Coordinator schedules LAB-R testing to be completed before the 10th day the student is enrolled in our school. The test is administered by a licensed ESL teacher and/or coordinator. For students whose LAB-R scores indicate they do not require services, a nonentitlement letter is mailed home, in the parent's preferred language. All entitled students are administered the NYSESLAT annually by an ESL teacher until they score proficient. In order to ensure all ELLs receive the NYSESLAT annually Nicole Cruz (ESL coordinator) uses the RLER, RNMR and RLAT reports by cross referencing them and ensuring all eligible students are tested. Ms. Cruz coordinates all logistics of NYSESLAT testing including receiving and retuning of all materials. Each year the language acquisition progress of all English language learners is assessed on the New York State English as a Second Language Achievement Test (NYSESLAT). This test is used to analyze the language growth of our students by measuring student proficiency in speaking, listening, reading, and writing. NYSESLAT test results determine student qualification for ELL services and provide important insight into the educational needs of ours ELLs. Assessment results influence educational decisions for the following school year. A team of certified teachers works together to test the ELLs in each modality, using the appropriate grade level assessments. We review all procedures and expectations for each aspect of the test. Test directions, scoring guides, rubrics, exemplars, and practice sets provided by NYS provide clear guidance through the process.

2, 3, 4. The LAB-R is scored immediately by the ESL Coordinator, Nicole Cruz, and the entitlement or non-entitlement letter is sent out in the family's preferred language, along with the brochure describing the three ELL options and a selection form. Copies of letters that are sent out are kept in students' individual files in the main office. Contact information and dates for an ELL parent orientation or individual meeting are included. Parent orientations are scheduled for students within 10 days of enrollment. Parents are called by the ESL Coordinator or Parent Coordinator, Andre Hayes, to follow up, using translators if necessary to communicate in their preferred language. At parent orientations or individual meetings, parents are invited to watch the video, in their preferred language if available, explaining the transitional bilingual, dual language, and ESL options. Then, they are asked to complete the selection form. Translators are there whenever possible to assist in answering questions; otherwise, we use the telephone translation service. If a parent chooses an option other than ESL, they are informed of their right to transfer their child to a school that provides that program. If they choose to keep their student in our ESL program, this decision is recorded on the appropriate form. If a parent does not attend a parent meeting or respond to our letter and phone calls with the completed selection form, their child is placed in ESL. If at any point our school provides a bilingual program in the student's language, students whose parents do not respond will be placed in the bilingual program instead. In any case, students are placed in an ESL program within 10 days of enrollment if they qualify. Records of parent choices are kept in

students' individual files.

5, 6. In the last few years, parents have overwhelmingly selected ESL as their program option. We have approximately 10 new ESL students enroll each year, on average. The only student whose parent selected another program choice (bilingual) enrolled this year. If at any point the parents of 15 or more students in two consecutive grade levels request bilingual services in the same language, a program will be implemented in a timely fashion. Until then, when parents choose a bilingual program they are referred to the international school on our campus where that program is offered.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										6	3	3	2	14
Push-In										1	1	1		3
Total	0	0	0	0	0	0	0	0	0	7	4	4	2	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	56	Newcomers (ELLs receiving service 0-3 years)	40	Special Education	4
SIFE	8	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	9

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	40	2	1	7	2	2	10	3	1	57
Total	40	2	1	7	2	2	10	3	1	57

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)																			
9-12																			
Number of ELLs by Grade in Each Language Group																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	5	5	9	25
Chinese										3	2	2	3	10
Russian										2				2
Bengali												2		2
Urdu												1	1	2
Arabic											1	1	1	3
Haitian										1				1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian											1			1
Other										3	4	1	2	10
TOTAL	0	15	13	12	16	56								

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1a. Our Freestanding ESL program consists of both push-in and pull-out classes.

1b. Push-in classes are mostly graded though students with unique circumstances might be in a course that is not standard for their grade. Push-in classes are heterogeneous by proficiency level, and include students who are not LEP as well. Pull-out classes are ungraded. The general ESL class is heterogeneous by proficiency level as well, but the beginners' ESL class, which provides the additional 180 minutes that beginners need each week, is only for beginners or select low-intermediate students with unique circumstances. We do not use block classes

2. Our standard programming provides each ELL with one push-in Global History or ELA class, which meets for 248 minutes per week. This exceeds the 180 minutes that are mandated. Intermediate proficiency students are additionally in a general ESL class, which meets for 150 minutes per week. This totals 398 for intermediate proficiency students, which exceeds the 360 minutes that are mandated. Beginning proficiency students are in the push-in class (248 minutes), general ESL class (150 minutes), and an additional beginner ESL class that meets for 248 minutes per week. This totals 646 minutes for beginning students, well over the mandated amount. Beginning and low-intermediate proficiency students are in an additional ESL tutoring session for 60 minutes per week, in which they receive support in developing English proficiency and/or meeting the language demands of content classes. Advanced and most intermediate proficiency students are additionally in a full-time ELA class that meets for 248 minutes per week, which exceeds the 180 minutes that are mandated.

3. At our school, instruction in all classes is in English (with the exception of foreign language classes). Our goal is to provide lessons in all content classes that are approachable and appropriate for all students. Strategies for supporting ELL's are woven into all lessons, and teachers use strategies such as providing visuals, highlighting key words, differentiating texts, activating background knowledge, pre-teaching important vocabulary, and strategic grouping. Lessons are scaffolded for all students as needed, with additional scaffolding for individual students when needed. All students, including ELL's, are supported in meeting the same standards and completing the same products. Literacy is addressed in all content classes, in alignment with the Common Core State Standards, and students read and write daily. ESL teachers have an extensive collection of leveled high-interest-low-level books aligned with the New York State high school standards, ranging from Fontis and Pinnel level C through Z and higher. All teachers have access to these books and use them to differentiate texts or provide additional support to ELL's in their classes. Additionally, the ESL teachers are available to support all teachers in planning lessons that meet the needs of ELL's. An ESL teacher is available everyday for at least 75 minutes after school to help students develop their English language skills or support them with other content area classes.

4. Our ESL and Spanish teacher, Genevive Duzelman, administers the Spanish LAB to newcomers for whom Spanish is their first language.

5a. The ESL and content area teachers identify the SIFE students before the year starts and then form IEPs for them. The teachers also group students strategically in classes to help them by working with stronger students. Other strategies used are: differentiation of content such as translating text in home language, annotation and text coding and explicitly teaching background vocabulary. Since we have so few SIFEs, plans are made on an individual basis. Generally, factors that are considered are the student's literacy in their first language; years without school; whether or not they are accustomed to following school norms (even if those norms are very different from those in

A. Programming and Scheduling Information

American culture); quality of previous education and student’s current skills in all content areas; and the basic skills that are necessary for successfully learning and participating in school, such as taking notes, studying, and completing assignments on time.

5b. Newcomer ELLs have varying English proficiency levels, L1 literacy levels, and educational backgrounds. Therefore, we do not use one single strategy to address all of them. However, one practice that is important for all newcomers is to constantly diagnose their current knowledge and skills before the start of a unit. Teachers are aware that knowledge that is taken for granted in American culture might not be familiar to students of other cultures, such as the significance of Thanksgiving, and make careful decisions about topics that might put ELL’s at a significant disadvantage. If a lesson depends on material that is culturally biased toward Americans (i.e. American History and Government), differentiated group strategies for building background knowledge are utilized.

5c. ELLs receiving services for 4-6 years are guided to pull meaning from difficult sources, understand the finer points of English grammar, and write extended works close to the level of their native-English-speaking peers. However, they are provided the scaffolding and support they need to reach this standard.

5d. Long-term ELLs are referred to grade-wide student support teams to assist ESL teachers in identifying and addressing barriers to proficiency. Individual plans are made and shared with the student to address their English proficiency needs. The student has an opportunity to help shape the final version of the plan.

6. High-interest-low-level books aligned to New York State Standards are used to differentiate, scaffold, and support ELL-SWDs. Additionally, our school uses the Expeditionary Learning Model, which is designed to make lessons accessible to learners with varying academic, language, and personal needs.

7. Students with disabilities are served in CTT classes. None of our students are required to be in self-contained classes or to have all CTT classes. We ensure that they have the correct number of CTT classes in addition to their ESL push-in class. Teachers have access to their students’ IEPs, and special education teachers are available to assist in planning lessons to meet the needs of all students, and to differentiate for particular students.

Courses Taught in Languages Other than English ⓘ

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

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

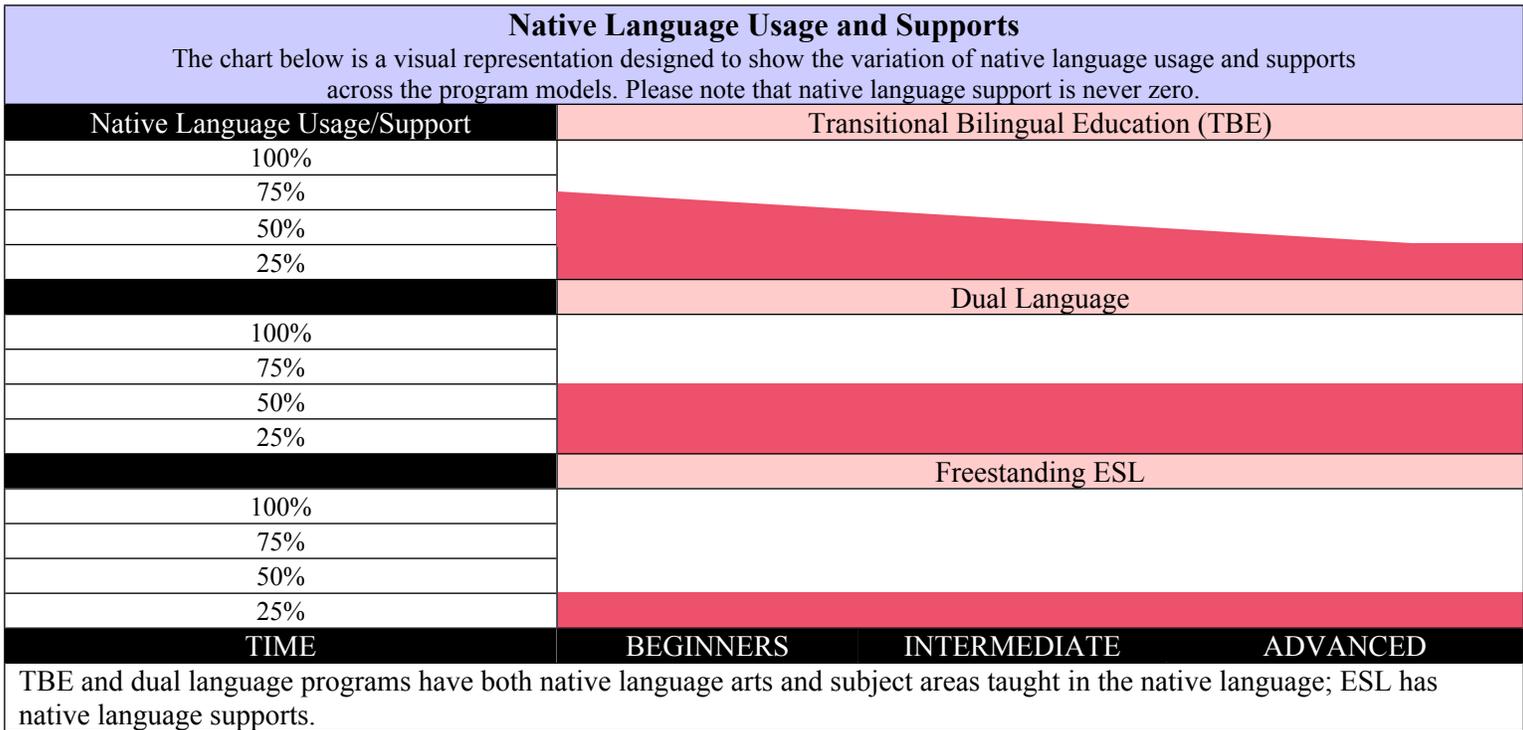
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

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



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. ELA: An ESL teacher pushes into a Regents ELA class.

Social Studies: An ESL teacher pushes into a majority 9th grade Global History I class and a majority 10th grade Global History II class.

As a result of our analysis of regents results, we found ELLs lowest performance was in History, so we decided on history as one of our push in classes.

Science: High-interest-low-level books aligned to the New York State standards for Living Environment, Physics, and Chemistry are recommended to science teachers based on their specific lessons and students.

Math: Manipulatives and graphic high-interest-low-level books are used by the math teachers to illustrate abstract concepts.

Our ESL library with leveled texts (Fountas and Pinnell C-Z) is aligned to NY State curriculum standards. Bilingual dictionaries are available to all teachers in all languages spoken in the school. Students are provided a dictionary that they may use both in school and at home until the end of the year. Newcomers are taught effective ways of using their dictionaries, and teachers encourage students to use it in class as an aid. ESL teachers are available as a resource to support content area teachers in planning lessons and designing scaffolds for ELLs. An ESL teacher is available for after school tutoring in any subject, at student or teacher request. Additionally, students who are identified by grade teams as needing additional ESL support are assigned a tutoring class that meets 60 minutes per week. All ELLs receive testing accommodations on all tests in accordance to mandates.

9. Bilingual dictionaries are available for students to use in class and/or at home. Advisors of proficient ELLs are notified of their status and alert an ESL teacher if the student is struggling. The ESL teacher conferences with the student and teacher(s) of affected class(es), and may decide to put the student into a heterogeneous push-in class (which contains both ELLs and general education students). Additionally, our school-wide policy is to address literacy in every class and use pedagogical strategies that maximize the success of all students, no matter what their needs are. A weekly "Drop Everything And Read" day in all "crew" (advisory) classes is observed in order to raise reading levels. In accordance to mandates, all ELL's continue to receive testing accommodations on all tests for 2 years after scoring "proficient" on the NYSESLAT.

10. For next year, we will work on incorporating more professional development opportunities for our content area teachers who teach ELLs. We plan to organize action research team to study ELL strategies. This group, comprised of content area teachers and ESL teachers, will present their research to the full staff. Additionally, we will look to build upon the ESL library by adding a wider variety of resources. We would like to add materials both in English and in students' native language to build up their literacy skills and ensure that students are maintaining their native language.

11. As of right now, we have not determined that we will discontinue any of our services to ELLs.

12a. Our school offers several curricular and extracurricular activities all students can participate in. In addition to the core classes we offer all Public School Athletic League sports, culinary arts, urban agriculture, dance, graphic art, design art studio, AP biology and and art history and several other academic electives. Our ELLs have equal access to all these options. ELLs typically participate at an equal level in these programs partially because our school is a small, nurturing community. All students are assigned to a "Crew." Each Crew is comprised of roughly 15 students and one staff member. Students stay with their crew leaders for all four years of high school. This person is a liaison between the student and the Crew leader; they advocate for the student and work to communicate with parents/families on a regular basis. The ESL teachers are available every day after school for individual student tutoring.

12b. The school has title three funding which will be applied to an after school program geared towards preparing students for the history regents. As mentioned above this is a regents ELLs struggle with, so getting them as much assistance as possible is important.

13. Instructional materials to support ELLs include: the ESL resource library, 6 mobile computer carts, smartboard technology in every

classroom, Rosetta Stone, as well as a collection of dictionaries in students' native language. Students are permitted to borrow to a dictionary for the year.

14. Native language support is provided through the use of resources in the ESL library. Students are encouraged to use Google Translator and/or digital translators/dictionaries. Bilingual dictionaries are provided. Teachers share strategies with students for using these to their advantage. Teachers may give students a parallel text in the students' native language to ensure higher order thinking.

15. We use high interest low-level texts to for all content area instruction. Content for all classes, including ESL, is rigorous, requires higher order thinking and is at a high school level. Students complete the same products as their peers, however additional scaffolding, support after school and other support is provided to ensure high quality products aligned to standards.

16. The school provides a parent and student orientation for freshmen in August before the start of the school year. Students and staff volunteer as translators to mee the needs of our students' families. Students and families are encouraged to attend a series of open houses at our school. We always provide translation services to our ELL population as we have number of languages spoken amongst the staff, and have trained students to help with this as well.

17. Language electives are not currently offered to any students at our school due to the fact that we have a small staff and a limited budget.

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. ESL teachers attend network PD that are scheduled periodically this year. This year, network PD will include the utilization of ELL data as well as supporting content area teachers. Our content area teachers will participate in a "Learning Expedition" around ELL strategies. During the expedition, content area teachers will read common texts focusing on best practices and participate in fieldwork at another high school in our campus. During teachers' fieldwork, teams will work together to observe classes and interview teacher about their work with ELLs. Assistant principals, subject area teachers, paraprofessionals, social workers, special education teachers, and parent coordinators participate in the whole staff PD sessions as well. Additionally some teachers participate in intervisitations with a high school which serves a 100% newcomer population. Further PD occurs in weekly common planning meetings where ESL teachers support different teams with differentiation strategies for ELLs.

2. All freshmen participate in a "Leaders 101" course that meets once each week for 60 minutes. The program introduces students to our instructional and school model, while teaching them a variety of skills necessary to succeed in high school, such as studying, note-taking, and time management. ELL's are specifically encouraged to annotate their notes in their first language if it helps them to understand or remember the material, and are advised of their right to use dictionaries and translators in class.

3. Our teachers participate in weekly in-school professional development sessions, led by our principal, David O'Hara, or instructional guide, Alison Angrisani. The needs of ELL's in particular are addressed periodically. This is sometimes done through whole-staff PD sessions, and other times through guided lesson study groups. ESL teachers and the instructional guide work with content area and grade level teams on ESL strategies. Additionally, they learn to address the needs of specific students, including long-term ELLs, SIFEs, and newcomers. Care is taken to ensure this time adds up to 7.5 or more hours annually.

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 are invited into the school for a number of activities including college workshops, back to school night and student-led conferences. Students are encouraged to attend these events with their parents (and many of them do). In these cases, students do much of the translation for parents. Additionally, our staff has diverse linguistic backgrounds. Some languages spoken include Spanish, Korean, Russian, Mandarin, Uzbek and Urdu. These staff members are available to translate for parents and to provide support.

2. The school has a partnership with Outward Bound and CAMBA. These two organizations work out of our school. Our Outward Bound Adventure Coordinator, Jorge Gonzales, is bilingual (English/Spanish); he consistently provides support to parents and often runs meetings for our parent community. He provides translation when necessary.

3. The Home Language Survey, given to students new to the system, provides us with data regarding the linguistic background of our new ELLs. Parents of new students also fill out a survey asking which language they prefer for communication with the school. We use data from ATS to determine the home language of the remainder of our ELL population. Additionally, in forming relationships with parents, through Crew and by inviting parents into the school, we are able to assess the needs and provide relevant support.

4. Using qualitative data and feedback from Crew leaders as well as our conversations with parents during school events, we make decisions regarding the activities that we will lead that will best meet the needs of our parent community. We have recently learned that parents have a number of questions/concerns regarding the college process, therefore, we will plan to run a series of workshops for parents to meet their needs. We use staff or telephone translators to communicate with them. All written communication is translated whenever possible, and mandated written communication is always provided in multiple languages. If information is not available in a parent's preferred language, it is sent out for translation if time permits, or if it is urgent it is provided by phone with a translator instead.

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)										2	2		2	6
Intermediate(I)										4	5	6	10	25
Advanced (A)										3	3	5	4	15
Total	0	0	0	0	0	0	0	0	0	9	10	11	16	46

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

NYSESLAT Modality Analysis

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

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	14	0	8	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Integrated Algebra	32	0	23	0
Geometry	3	0	3	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	22	0	20	0
Physics	0	0	0	0
Global History and Geography	25	0	6	0
US History and Government	16	0	5	0
Foreign Language	6	0	6	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Our school uses the Running Records assessment to determine students' reading levels. This data helps us to address literacy in all classes, and come up with school-wide strategies as well for raising literacy.
2. Higher grades are overall more proficient. This may be because most students, regardless of age and educational background, are forced to start high school as a ninth grader with few or no credits. Also, our students are overall more proficient in conversational English (listening and speaking) as compared with academic English (reading and writing). Thus, we have decided to focus heavily on formal, academic reading and writing.
3. Teachers will use the data to differentiate instruction in all classes and also determine the curriculum for the entire general ESL class.
4. One notable pattern is that our ELLs advance from beginning to intermediate proficiency very quickly, but SIFEs often reach a barrier after that. SIFEs also struggle the most with passing all Regents exams before their target graduation date. This shows that we need to focus more attention on this group, and try new strategies. All of our students have chosen to take their exams in English, though they are all provided with the exam in their L1, if it exists, so they can use it as an aid. The fact that they choose to take the exam in English is notable on its own.
5. N/A
6. We measure the success of our ESL program by looking at student growth measures, including student work, standardized tests, and the degree to which they participate in school activities alongside native English speakers. We expect our students to demonstrate at least 1.5 years of growth each year, with a goal of 2-3 years depending on grade and proficiency level, so that they can graduate on time with the skills necessary to succeed in college and careers.

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>Leaders High School</u>		School DBN: <u>21K572</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David O'Hara	Principal		10/26/11
Alison Angrisani	Assistant Principal		10/26/11
Andre Hayes	Parent Coordinator		10/26/11
Nicole Cruz	ESL Teacher		10/26/11
	Parent		10/26/11
Genevive Dunzelman/ ESL/Spanis	Teacher/Subject Area		10/26/11
	Teacher/Subject Area		10/26/11

School Name: Leaders High School

School DBN: 21K572

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Pablo Schelino	Coach		10/26/11
	Coach		10/26/11
	Guidance Counselor		10/26/11
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 21K572 **School Name:** EL School for Community Leaders

Cluster: Groll **Network:** 411

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.

When students are enrolled, parents are given the Home Language Survey. If they indicate that a language other than English is spoken at home, they are given an in-depth survey and interview that includes which language they want the school to use when communicating with them. This is recorded by the secretary and ESL coordinator. Additionally, advisors are responsible for communicating with the parents of their students regularly. Therefore, they are expected to find out the preferred language of families at the start of the school year. This information is recorded on the students' emergency cards and in ATS. It is shared with administrators, the parent coordinator, and any other staff member organizing schoolwide events, mailings, or communication. We request new emergency cards from students' families at least three times per year, to ensure the information is current.

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.

Approximately a quarter of the students at our school have parents who prefer communicating in a language other than English. There are 10 different languages, with the largest groups being Spanish and Chinese. Some languages, such as Uzbek and Albanian, do not have translations of major documents on the DOE website, such as ELL Entitlement Letters. This information is shared in our internal data system, called Jumprope. Jumprope has many features, but one is that it makes biographical information and contact information available for each student, including their family's preferred language for communication.

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.

Spanish documents are translated by staff members, but we use the Department of Education's approved vendor to translate other languages if it can be submitted far enough in advance. For urgent documents, in which information is not known far enough in advance and must be communicated immediately, Google Translate is used for a rough translation. A cover letter is included explaining that parents can get a free, more accurate translation by contacting crew leaders or returning that cover letter with the specified box checked off indicating they want an oral translation. The crew leader will then contact the parent using the Translation and Interpretation Unit to translate the content of the letter.

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.

For communication by phone, all staff members are expected to use the DOE's telephone translation services if no staff member is able to translate that language at that time. We have staff members who help with Spanish, Chinese, Russian, and Urdu when they are available. We also use telephone or staff translators when parents visit the school for meetings or other matters.

At school events, such as Orientation, student volunteers translate for families who prefer to communicate in a language other than English. In the unlikely case that no student or staff volunteers to translate for a particular language, we will use an outside translator. If the family asks to speak about their child's academic achievement, conduct, or other personal matters, a separate meeting is set up so that an adult translator can be used.

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>.

At the beginning of each year and at the first parent-teacher conferences, parents receive a copy of the Bill of Parent Rights and Responsibilities in their preferred language. This is also given to them in person at parent-teacher conferences. The availability of translation and interpretation services is announced in signs prominently placed in the main office on the main bulletin board, in all languages available on the DOE website provided in the Chancellor's Regulations. There is no uncovered language that is preferred by 10% or more of our students' families, so no additional signs are needed according to the Regulations. However, if this ever is the case we will have the sign translated by staff or the Translation and Interpretation Unit so it can be posted with the others. Our school shares a safety plan with the other schools in the Lafayette Education Complex. This plan requires that translation and interpretation services are accessed and funded immediately in case of emergency.

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: EL School for Community Leader	DBN: 21K572
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 56
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: 8
of certified ESL/Bilingual teachers: 2
of content area teachers: 6

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 ESL Enrichment program will be held after school four days per week for one and one half hours. It will serve students in grades 9-12, from newcomer to advanced ELLs. It will begin immediately and run until the end of the school year. The program will be overseen by the ESL Coordinator, Heather Kaba, and taught by both she and Genevive Dunzelman and possibly a teacher from International High School (with whom we share a building with), an ESL teacher, on alternate days. Both are licensed to teach ESL K-12. ESL Enrichment will focus on improving ELLs' reading, writing, listening, and speaking skills in English. All instruction will be in English. There will be four parts to the program: tutoring, guided and independent reading, discussions of videos or short films, and writing challenges. These days will include all days except Wednesday. This will take place from December to the end of May. This is approximately 80 sessions. Data from reading assessments, as well as teacher observation, indicate that low literacy in English is the biggest barrier for most ELLs to passing the Regents exams. Alternate assessments indicate that they understand much more content than practice Regents tests show. Students themselves report that they do not understand many of the questions and answers. More troubling is the fact that they do not understand high-school-level texts in their classes, and much read lower-level alternatives. This indicates that they need to improve their reading level in English dramatically in order to be college-ready. Therefore, guided reading will be emphasized two days per week. Both guided and independent reading will also be available on the other two days for students for whom this is their biggest barrier. Our ESL library has hundreds of books ranging from Fountas and Pinnell levels C-post Z, which can be used for guided and partner reading. Additionally, we have Achieve 3000 a guided reading computer program that has been proven to improve students' reading levels multiple years in one. Students' reading levels will be tested regularly to measure their growth, and inform personalized changes if needed.

Our school focuses on a co-teaching model that emphasizes shared responsibilities from the content teacher and ESL teacher. We also provide ELLs with a pull-out class that specifically focuses on language instruction and a strong focus on literacy development. This class is differentiated by beginner, intermediate and advanced.

As is typical of most ELLs, our ELLs are more proficient in social English than academic English. We know this because they score higher on fiction than nonfiction reading comprehension assessments, and our teachers consistently report that ELLs are most successful when information and assignments are rephrased into social language. This will be addressed in ESL Enrichment. One day per week students will view about 15-20 minutes of videos or film, and use it to have a discussion involving high-order thinking. The emphasis for most students will be on building listening and speaking proficiency with academic language. Differentiation will allow beginners to build their social language skills as well. Academic vocabulary and sentence structure will be addressed, and instruction will be informed by data

Part B: Direct Instruction Supplemental Program Information

from ESL and content teachers. All students will improve their higher-order thinking skills.

Data and student work from the ESL and ELA teachers indicate that grammar is a weak point for most of our ELLs. One day per week there will be a writing lesson focused on conventions, with a related writing “challenge”. On the other days there will be a short writing challenge that reinforces the same skill as the lesson. Lessons will be chosen by speaking with teachers and identifying trends in student work.

Leaders High School has a strong culture of students staying after school for extra help, practice, or community service. Therefore, we expect a consistent turnout, with beginners voluntarily attending almost every day. Higher level students will come less often because they will split their time with other after school programs and help sessions, but we nonetheless expect that most will include our program as well. We will make the program mandatory for any student who is struggling in a class due to language barriers, at that teacher's discretion.

Tutoring will consist of extra help for any content area. Teachers will help students understanding notes, texts, or assignments; give feedback on products and assist in all phases of writing; or give students personalized instruction in the English language. Tutoring will be available 2-3 days per week, while other students in the program are working independently. We have also identified that our ELLs struggle with the New York State Regents exam, therefore, our students need differentiated support to enable them to understand and access the material. With that said, Regents teachers; Kevin Mears (history), Jeff Knafelc (algebra), Erika Shenck(living environment) and Milagros Cruz (history) will be able to give after school support and differentiated Regents content infused with literacy and language skills to provide extra support. In addition, we have identified teacher planning as a pivotal piece for increased student achievement. We are planning for teachers; Heather Kaba, Kevin Mears and Sara Boeck to meet once a week for an hour to collaborate on differentiated lesson, unit plans and differentiated texts, etc. This will take place six weeks leading up to the January Regents and six weeks leading up to the June Regents. There will be 20-24 sessions per content area. This will take place from 3:30-4:30 pm. It's important to note that this program will be supplemented by money used from Title I money.

Part C: Professional Development

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: ELLs in our school are integrated into classes with non-ELLs. Our teachers routinely go above and beyond to meet their needs, even translating daily assignments into multiple languages. Thus, we know that we don't need any professional development addressing the rights of ELLs, state mandates, or the importance of differentiation. However, data and student work indicate that lower-level ELLs are still underperforming. This is because teachers are having difficulty teaching them the academic language students need to succeed in math, science, social studies, and English language arts. Several teachers report that they feel helpless; they have tried many differentiation strategies and do not know what else to do to support lower-level ELLs. Collaboration with ESL teachers has not on its own been sufficient to fix this problem.

Our professional development will be provided by Outward Bound/Expeditionary Learning and Internationals Network for Public Schools. Two professional development series will be for all teachers. Each series will consist of three 2-hour sessions set two weeks apart. One series will be provided in February, and the other in May.

The first series, Great Minds Think Differently, focuses on differentiating for ELLs in a heterogeneous class. Each participant receives a booklet with 14 strategies. There are videos, sample lesson plans, and more for each strategy. Participants take time during the workshop to apply what they have learned to their own curriculum plans.

The second series, Integrating Language and Content, teaches participants how to work the teaching of academic language into content lessons. It consists of a model lesson in which the participants act as students, moving from station to station. Participants also learn a five-step process for integrating language and content, and the materials to teach this process are discipline specific. Additionally, there is an in-depth lesson on the differences between social and academic language acquisition. This lesson helps teachers understand where difficulties often lie when ELLs confront academic language in their classrooms. It also helps them to confront these difficulties so that ELLs are more successful.

There will also be professional development specifically for ESL teachers. Internationals provides day-long Induction Workshops that teach their model for teaching ESL students. Both of our ESL teachers will attend two of these workshops. The first is a more in-depth version of Integrating Language and Content. The second is called No More Parallel Play: Encouraging Meaningful Student Collaboration. Participants in this workshop learn how to make their lessons more student-centered, so that they are

Part C: Professional Development

working together to learn, and rely less on the teacher. They explore strategies for ensuring all students are contributing and learning, while challenging themselves use new vocabulary and speaking skills.

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: Twice per year, 2-3 weeks before both the January and June Regents exams, there will be an ELL parent workshop lasting at least one hour. Parents will be notified of the workshop by letters in their preferred language, and by phone using the Department of Education translation service. The workshops will have student/staff translators, and outside translators if necessary, for all parents who confirm their attendance.

In the workshop, and ESL teacher will empower parents to become active supporters in their child’s learning by giving them the information and strategies they need to do so. They will learn how they can support their child’s English language acquisition and academic success even if they do not speak any English. The teacher will help them understand graduation requirements and the role of Regents exams. They will receive information on their child’s rights as an ELL, including state mandates and testing modifications. Finally, parents will have an opportunity to ask any questions that they have.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		