



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: SUNSET PARK HIGH SCHOOL, 153 35 STREET, BROOKLYN, NY 11232

DBN: (15k667)

PRINCIPAL: CORINNE VINAL **EMAIL:** CVINAL@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA S. MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Corinne Vinal	*Principal or Designee	
Joseph Tarlo	*UFT Chapter Leader or Designee	
Rosa Carbucia	*PA/PTA President or Designated Co-President	
Alfredo Rios	DC 37 Representative, if applicable	
Stephanie Garcia Sasha Harrington James Willmore	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Julie Brockway-Stein	CBO Representative, if applicable	
Sheila Applewhaite	Member/Parent	
Adolfo Balbuena	Member/Parent	
Margarita Rosas	Member/Parent	
Pomposa Peña	Member/Parent	
Keisha Hagins	Member/UFT Member	
Petra Peña	Member/UFT Member	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To improve passing rate on the ELA Regents by 15% for this year's 11th grade students by June 2013.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Last year's passing rate for 10th graders on the English Language Arts Regents exam was 50% after the first administration.

Instructional strategies/activities:

Describe the research-based instructional strategies and activities that will be used to achieve this goal, Include descriptions of the following in your response:

- Periodic assessments in ELA using critical lens aligned with the CCLS are being given three times per year in the 10th and 11th grades.(Sept.-June)***
- Columbia Teacher's College and Institute for Student Achievement are working with the faculty to implement the DY0 Periodic Assessments in ELA. (Sept.-June)***
- During instructional team, ELA teachers have decided on the lenses for the DY0 critical lens prompts and have embedded the assessments in their curriculum with ongoing opportunities for feedback and revision.***
- Final DY0's will be administered and graded in spring 2013 to assess growth over time. (April-June)***

Strategies to increase parental involvement

- ***Parents advised during our annual Curriculum Night.***
- ***During Parent Teacher Conferences and College Nights, parents will be informed of strategies to improve performance on the ELA Regents. Information is available to parents on Engrade and ARIS. Training on use of these systems has been given at PTA meetings and Parent Teacher Conferences.***

Budget and resources 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.

FSF Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other _____

If other is selected describe here: ***Title 1 for Professional Development and tax levy are utilized for teacher morning sessions as well as crafting of periodic assessments.***

Service and program coordination: Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- ***Title 1 for Professional Development utilized for contracted services at Columbia Teacher's College and Institute for Student Achievement.***

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, all 10th grade students will demonstrate progress toward achieving college and career readiness as measured by a 10% increase on the evidence section of the DY0 Periodic Assessment in Global Studies.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

10th Grade students must pass the Global Studies and ELA Regents as well as demonstrate college readiness in writing in accordance with the Common Core Learning Standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) ***Teachers of the 10th grade will explore strategies such as sentence starters, graphic organizer's and double entry logs to assist students in developing the skill of gathering evidence. (Sept.-June)***
 - b) ***Teachers of all subjects meet every week in grade teams. (Sept.-June)***
 - c) ***Global studies teachers have worked with Columbia Teachers College and Institute for Student Achievement to draft these assessments.(Sept-June)***
 - d) ***Final DY0's will be administered and graded in Spring 2013 to assess growth over time. (April-June)***

Strategies to increase parental involvement

- ***Parents meet with and are called by the student's advisor to inform them as to progress. For parents whose first language is not English, simultaneous translation is provided for every meeting/(call). Monthly PTA meetings (Sept-June) include information sessions about graduation requirements***

Budget and resources 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 I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- ***Our outreach to parents includes phone calls made by our partner organization, Center for Family Life, which receives extended day grants. Title 1 for professional development and tax levy are used to pay for contract for periodic assessments as well as to compensate teachers for norming and grading.***

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, all students will experience 2 Common Core-aligned units of study in mathematics and science as evidenced by tasks, classroom observations and teacher-team evaluations

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Students must pass one Regents in Math and one Regents in Science as well as demonstrate college readiness in Math and Science in accordance with the Common Core learning Standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) ***Teachers of Math and Science across grades will meet in content teams to design two units of study and performance based tasks for the 2012-13 school year. (Sept-June)***
 - b) ***Teachers of Math and Science meet every other week in content teams. (Sept.-June)***
 - c) ***Math and Science teachers have worked with Institute for Student Achievement coaches and consultants to craft these assessments.(Sept.-June)***
 - d) ***Final DYO's will be administered and graded in Spring 2013 to assess growth over time.(April-June)***
 - e) ***All activities above are monitored by AP Supervision and Principal.***

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
- ***Parents attend exhibitions of Science and Math learning in November and April of each school year. During monthly PTA meetings (Sept.-June) they are advised of graduation requirements.***

Budget and resources 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 I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title I for Professional Development is utilized to compensate teachers for design of DYO's and units of study. Tax Levy and Title I are used to compensate teachers for morning grading, and presenting results to families.

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Tutoring in small groups after school and Saturdays Drop Everything and Read, Writing Across the Curriculum, Contemporary Global Issues, American Studies during school day.
Mathematics	Tutoring in small groups after school and Saturdays Algebra, Geometry and Algebra 2 Advanced Algebra and Pre-Calculus Applications during school day.
Science	Tutoring in small groups after school and Saturdays Drop Everything and Read, Writing Across the Curriculum, Contemporary Global Issues, American Studies during school day.
Social Studies	Tutoring In small groups after school and Saturdays Drop Everything and Read, Writing Across the Curriculum, Contemporary Global Issues, American Studies during school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Five guidance counselors and one social worker provide one on one and small group counseling daily during school hours.

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.

- Attendance at college education department recruitment fairs.
- Recruitment from DOE pool of qualified applicants.
- Ongoing partnerships with teaching fellows/Teach for America and Schools of Education at NYU Columbia, Brooklyn College, College of Staten Island, Queens College, Hunter College, LIU and St. Francis.
- Title I support of course work that contributes to ensuring that staff is highly qualified.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 promptly 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 C. Groll / T. Byam	District 15	Borough Brooklyn	School Number 667
School Name Sunset Park High School			

B. Language Allocation Policy Team Composition

Principal Corinne Vinal	Assistant Principal Janice Novet
Coach Mary Sayers	Coach Shira Katz
ESL Teacher Elizabeth Messmann	Guidance Counselor Tai Nesbit-Leslie
Teacher/Subject Area Paulo Andrade/ Spanish	Parent Margarita Rosas
Teacher/Subject Area Nadine Mitchell/ ISS	Parent Coordinator LaRissa Rosario
Related Service Provider Brian Oestreich	Other Victoria Antonini/ APO
Network Leader Terry Byam	Other Julie Miele/Community Leader

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	7	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	4
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1000	Total Number of ELLs	149	ELLs as share of total student population (%)	14.90%
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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. At Sunset Park High School it is very important that we identify the needs of our students. To address the needs of newcomers into the New York City public school system, the first step is for the Parent Coordinator to ask the parent or guardian registering the child to complete a Home Language Identification Survey (HLIS) along with other required paperwork. If the interview needs to be conducted in another language we have several staff members available for translation. We have a diverse staff who speak several languages and who can support the needs of our community. This teacher will conduct the informal parent interview.

One of our ESL teachers skilled in HLIS evaluation determines if the student should sit for the Language Assessment Battery, LAB-R. If the LAB-R is to be administered, the Parent Coordinator informs the parents. If the LAB-R assessment indicates that a student is eligible for mandated ESL service, one of our experienced ESL teachers (with translation as needed) explains the instructional program choices to the parents, answers questions, and ensures that the Parent Selection forms are completed. Immediately, the student is introduced to the SLC Guidance counselor to be given an appropriate program and orientation to the school. The ESL teacher also administers the LAB-R and the Spanish LAB-R, if applicable. The LAB-R is administered by the ESL Coordinator and the Spanish LAB-R is administered by a Spanish speaking ESL teacher. The ESL Coordinator sends an entitlement or non-entitlement letter home, in English and the Native language as soon as she/ he hand scores the LAB-R. This work is done in Languages Other Than English by: Elizabeth Messmann and Alicia Manguso, both ESL teachers who speak Spanish. We also have several staff members who speak Mandarin and Cantonese Chinese: Felicia Chang, Stephanie Leu, Maria Lam. Lauren Alzos a dance teacher is fluent in French. We have a para-professional Mr. Hassan who speaks Arabic. We also have a Portuguese and French speaking ESL teacher, Vanessa Apolinario. finally, we havetwo Russian speaking special Education teachers: Kassie Archambault and Sandra Mordechov. Ms Mordechov also speaks Farci and Hebrew. In additon, Mr. Caramanno speaks Italian. It is easy to transition a newcomer into ESL in Sunset Park High School due to the unique inclusivity of our learning communities. There is an equal distribution of ELLs of all levels in each SLC. Within 10 days the process is completed and the Parent Choice data entered in ATS.

All English Language Learners at Sunset Park High School take the NYSESLAT test in the spring. Before the administration window is open, the ESL coordinator runsan RLAT. She then sends letters notifying parents of test eligibilty, test dates and times. There is a notice sent to all teachers regarding the test schedule and proctoring. ESL teachers proctor the NYSESLAT. The teachers at Sunset Park High School understand the importance of preparing students to be successful English Language Learners while not ostracizing or labeling them. ELLs are included in all interdisciplinary units and projects. Instruction in all classes is differentiated and prepares all students, including ELLS, for success on exams and in all facets of their life. Data driven instruction coupled with other assessments guides all instruction leading to the NYSESLAT.

At Sunset Park HS we follow a model of distributive counseling. This distributive counseling shares responsibility and creates an atmosphere of accountability and communication with the home. The teachers are the first line of communication with the student and each teacher is supported by their Small Learning Community and their partner from Center for Family Life, a community social work

organization, who all share a vested interest in the success of the school and each student.

The ESL teachers send eligibility letters to ESL students within the first week of school. If parent program selection forms need to be returned, the ESL teachers asks the student’s teacher advisor or social work advisor for help in the event that forms are not returned. All outreach is done in a language with which parents feel comfortable. Bilingual staff of either Sunset Park HS or our community support organization, Center for Family Life, ensure this. If we do not have the linguistic resources at our disposal our Secretary, Parent Coordinator or ESL teacher avail themselves to the translation services offered by the Department of Education.

2. At SPHS we stress the importance of integrating all parents into our school community. We work very closely to make sure that we meet every parent / guardian of all of our students, especially our English Language Learners. We make sure that through discussion, parent orientations, translated letters home and phone calls from teacher advisors that all parents of ELLs know about and understand the opportunities available to them. We hold our first orientation in early October, where the parent video is shown. We meet the language acquisition needs of our student as evolving and continuous data analysis indicates.

3. Entitlement letters are compiled by the ESL coordinator and mailed to parents, as well as being sent home with students. A copy of these letters is kept on file at the school. Parent Selection Surveys are requested to be completed when the parents first meet with the parent coordinator and ESL teacher at admission to our school. If the form is sent home, the ESL coordinator gives the letter to the student pointing out that date that the letter must be returned. We follow-up to ensure these letters are returned. Letters are kept on file when they are returned.

4. We do not have a bilingual program in our school. If the parent opts for ESL the student is placed in our program where their mandated time is met. If the parent opts for bilingual education they are referred to our bilingual guidance counselor and boro enrollment, where they can have the student placed in their desired program.

5. We have had five new admits this year. The parents have opted into our ESL program. We are only in our third year as a school. During the 2010- 2011 school year we administered three LAB- Rs. All of the parents opted into ESL. During our first school year we administered one LAB- R where the parent choose our program.

6. Parents have requested ESL, we have ESL. Our program is in alignment with parent choice.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	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 type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/>
--	---

This school offers (check all that apply):

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

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

ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0	0	0		0
Dual Language (50%:50%)										0	0	0		0
Freestanding ESL														
Self-Contained										4	4	4		12
Push-In										6	6	9		21
Total	0	0	0	0	0	0	0	0	0	10	10	13	0	33

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	149	Newcomers (ELLs receiving service 0-3 years)	77	Special Education	51
SIFE	14	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	47

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	77	4	7	25	6	12	47	1	32	149
Total	77	4	7	25	6	12	47	1	32	149

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Yiddish														0
Other														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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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										56	42	23		121
Chinese										4	8	1		13
Russian														0
Bengali														0
Urdu										1				1
Arabic										4	5	3		12
Haitian										1				1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	67	55	27	0	149								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

INSTRUCTIONAL PROGRAM

1a. The SPHS model for ELL students includes a push-in Co-teaching model for instruction where ESL teachers plan and teach collaboratively with content teachers to develop full English proficiency in a content-rich, supportive and differentiated learning environment focused on college readiness for all students. In this least restrictive environment, ELL have full access to academic content

A. Programming and Scheduling Information

areas including English, Global Studies, American Studies, Algebra, Earth Science, and Chemistry coupled with the support of an ESL teacher. In addition, the model programs all ELLs for daily Literacy Enrichment Classes and the Writing Across the Curriculum Classes, Contemporary Global Studies or American Studies classes where ELLs receive explicit language instruction and support from an ESL teacher. The model also ensures that Beginner ELL students also have additional instruction during 0 and/or 7 periods where they are working only with other ELL students in a supportive environment focused on accelerated development of language skills and knowledge. During students Junior Year, ESL teachers work with small groups of ESL students on a daily basis to support Regents preparation and develop college-ready literacy skills.

1b. In each SLC at SPSHS, students are grouped by grade into 4 cohorts (blocks) of approximately 28 students that travel together for all classes. Each class is heterogeneously grouped.

DESCRIPTION OF CLASSES

2: LIPPP: This is a push-in ESL Model that counts as the core English credit and is parallel programmed with English Classes (3 hours per week). This English class counts as 180 minutes per week of the mandated time. All levels of ELL students are included in this model with differentiation based on Beginner, Intermediate, or Advanced. This co-taught class was designed so that ELLs receive direct support for language acquisition by an ESL teacher while being engaged in a rigorous, standards-based curriculum with a content-area specialist. In these heterogeneous groups, ELLs have frequent opportunities to interact with peers to develop conversational and academic language. Long term ELLs, in particular, benefit from this dual focus.

LTIPP (SLC): This is for ESL students only and counts as an English elective credit and is parallel programmed with DEAR/WAC/CGI/Am. Stud. in each community. DEAR refers to Drop Everything and Read, WAC refers to Writing Across the Curriculum of the 9th grade, CGI refers to Contemporary Global Issues of the 10th grade, and Am. Stud. Refers to American Studies in the 11th grade. DEAR accounts for 144 minutes and WAC/CGI/Am. Stud. for 120 minutes which totals to 264 minutes. These literacy enrichment classes taught by an ESL teacher provide the explicit instruction in reading, writing, speaking, and listening for ELLs of all levels. Students are encouraged to be self-reflective and metacognitive. These mixed-ability groups provided opportunities for peer support in language development. Instructional activities include literature circles, use of multi-leveled texts, native language supports, and scaffolded projects and presentations. ELLs with IEPs, in particular, benefit from this intensive language instruction.

LTIPPB: This is a 0 period ESL class that counts as an English elective credit (.5 per semester) as it meets from 8:00-8:45 am four times/wk. This was created to give beginner ELL students extra time and support on a daily basis and is held across communities. This class was developed to accelerate the language acquisition of Beginner ELLs through explicit English language instruction that parallels the content-area curriculum. This supportive learning environment develops confidence and provides one to one support to meet individual needs. The instruction is aligned with the Science, Global and Math curriculum and fosters both BIC and CALP language development. Students designated as SIFE are given specific attention and support during these daily classes.

Programming and Scheduling Information

The following table represents a breakdown by level and the number of minutes of instruction each student receives. Class codes are included with a description below the table.

Level	Required Time	Time Scheduled	Classes	Time Left Over
Beginner	540 min (9 hrs)	579 min	LIPPP, LTIPP, LTIPPB	39 min
Intermediate	360 min (6 hrs)	444 min	LIPPP, LTIPP	84 min
Advanced	180 min	(3 hrs + regular English)	264 min LTIPP	84 min

3. In our model, each grade has some content classes co-taught with an ESL teacher and a content teacher. The ESL teacher works to differentiate the lesson and provide comprehensible input. Sometimes, this involves modifying the material, providing Native Language support or creating a different activity where material is presented using multiple intelligences. If the content class is not co-taught there is always opportunity for content teachers to work and plan with ESL teachers to ensure that they are confident in delivering instruction to

A. Programming and Scheduling Information

ELLs. There is a daily grade team meeting where content area teachers, an ESL teacher and ISS teachers discuss student progress and instructional strategies.

Our ESL teachers and content-area teachers work collaboratively during grade team meetings and prep periods to deliver differentiated instruction infused with ESL strategies across all content areas. These research-based strategies are effective for ELLs, former ELLs, and ELLs with IEPs. Some examples of content-based differentiation to develop academic literacy include:

- Scaffolding Strategies such as graphic organizers and contextualizing content;
- Providing comprehensible input such as visuals, models, clear explanations and demonstrations;
- Explicit academic vocabulary instruction using word analysis, links to prior knowledge, and picture dictionaries;
- Fostering interactions among students for practice and application of content and language skills and knowledge such as partner reading, group projects, and presentations;
- Use of instructional technology and adaptive materials;
- Increased use of multicultural and native language materials and resources;
- Developing students metacognition and use of literacy strategies;
- Developing numeracy.

4. We ensure students are properly evaluated in their native language by our administration of the Spanish LAB-R.

5a. If students are classified as SIFE, all teachers are made aware of this and are informed as to what this means. An ESL teacher would work closely with the student to help develop the students' phonemic awareness. If their first language is Spanish we work to develop their Spanish literacy, while simultaneously exposing them to a small piece of text. We also patiently help transition the student into a school setting and teach them the norms of school behavior. Visualization and kinesthetic activities the primary focus of their assessment. Content area teachers use differentiated assignments and assessments and all teachers on a team are aware of individual student goals. SIFE students are registered to attend zero period ESL where scaffolded BICS are taught. We also have a devout and persistent attendance team that works hard and follows up to ensure these students attend school.

5b. Newcomers are supported in all of their classes with native language materials, visual aides, bilingual dictionaries, alternate assessments and assignments. Extra time is given to the students if they need it. Many of our newcomers are scheduled to attend zero period ESL and receive all of their mandated ESL minutes. Content area teachers are aware of individual student goals, and reading and writing instruction is heavily scaffolded to meet the individual student needs.

5c + d. Long term ELLs and ELLs who have received between 4- 6 years all receive their mandated time. Accommodations are provided to individual students on 'an as' need basis. The conversations as to how to teach these students are a big part of daily grade team meetings where an ESL teacher can discuss and advocate for the needs of these students. We have text books and materials in native language available for student use and students who have been here for 4-6 years comfortably enjoy use both in conjunction. Teachers work hard to develop appropriate groupings in their classrooms and we always rely on differentiated assignments and assessments.

6. ELL SWDs receive self contained ESL five periods a week with an ESL teacher. They are programmed for zero period ESL and they receive their content area classes in either a CTT or a SETSS class where they receive the help of a learning specialist. Many of our ELLs with disabilities use English as their primary language so we provide differentiated reading and writing support. Content is scaffolded in ESL classes to help prepare these students for the Regents exams. Many varieties of modeled writing are used. Visual and auditory support is given. Para-professionals also assist several of these students throughout the day.

7. We have a number of options we have in terms of extra- curricular and flexible scheduling that we offer all ELLs, include ELL Students with Disabilities. All of our ELLs are able to attend a variety of additional programs that we have at our school. We offer daily lunchtime tutoring. We also have the library open during lunch and we have an extensive selection of high interest books in English, Spanish, Arabic and Chinese. We offer Saturday Academy through the year and Regents preparation classes. We have a special program for 11th graders who need to retake the Global Studies Regents two days a week after school and all eligible ELLs attend.

A. Programming and Scheduling Information

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

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

B. Programming and Scheduling Information--Continued

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

TARGETED INTERVENTION PROGRAMS

8. Our targeted intervention programs for ELLs is embedded in our Co-teaching model for instruction where ELLs have full access to academic content areas including English, Global Studies, American Studies, Algebra, Earth Science, and Chemistry coupled with the support of an ESL teacher that provide additional instructional time in targeted subject areas. During students Junior Year, ESL teachers work with small groups of ESL students on a daily basis to support Regents preparation and develop college-ready literacy skills. Students also receive additional support and academic enrichment in our varied and rich afterschool program and Saturday Academies. Each day, ELLs have access to individual tutoring, sports and Arts programs with SPHS teachers. ELLs also participate in extended day credit recovery sessions as needed.

9. ELLs who pass the NYSESLAT continue to follow the ESL schedule the first year after testing proficient as a component of the continuing transitional support they receive. They are scheduled for a class with an ESL coteacher in ELA and in their content class. They also attend the five period per week ESL pull out program. If the teachers on the grade team determine that the child is benefitting from these supports they will continue to receive them for two or even three years afterward. We work conscientiously in grade teams to program our students into cohorts that will best serve their educational needs. Test modifications are provided for the required amount of time after an ELL passes the NYSESLAT.

10. Each year we analyze our student data closely and determine what classes need to be created, which classes will benefit from having ESL co teachers and how frequently we need to provide enrichment for our students. If we have enough beginner ELLs we will create two zero period classes. At this point we have the need for only one. We are not discontinuing any programs, in fact each year we enhance our program as the school grows (next year will be our first graduating class). This is evident by the creation of our after school global conflict class and also evident by the fact that ESL teacher cotaught the summer credit recovery which many ELLs recovered required core credit.

11. ELLs who might be considered "discontinued" at other schools will still receive ESL support at our school through our co-teaching and literacy enrichment programs.

13a +b. All of our ELLs have access to school wide technology. Each teacher has either a lap top cart with a projector and an ELMO or a smart board in their room. Classroom computers are used to provide differentiated assignments for beginners. We have radios, headphones, lap top carts and televisions available on each floor for the teachers' use. Our classrooms are technology rich. We also have Spanish language versions of Math and Science textbooks and bilingual dictionaries in each class. Classes also have content-based picture dictionaries and content texts on multiple reading levels. We use bilingual glossaries, provided by the state, for Chinese and Arabic speaking students. Teachers use online translation tools, such as Google Translate, and our colleagues to translate activity guides and lesson materials. We have purchased many copies of novels read in ELA in native language. Students are encouraged to read in the native language first and then follow the class activities in English. The ESL teacher will determine which language the student should work in in the class. Our goal is to integrate our ESL students to the highest capacity while they are in the classroom. We research and purchase many supplemental content material for the Sciences and History. We use National Geographic books, which are available on many lexile levels and have grade appropriate images and data. We also buy Building Block to Literacy books to use as supplements.

14. All of our English language learners take Spanish language elective classes. Our Spanish teachers allow non Spanish-speaking ELLs to continue their vocabulary development in Spanish through use of vocabulary notebooks. Each year we host two days of orientation for all of our new students before the year begins.

15. Required service support and resources correspond to ELL's ages and grade levels through programming with the Guidance Counselor for each SLC. For all students, transcripts and all testing data are evaluated by a licensed bilingual guidance counselor with expertise in foreign transcript review. This ensures all students, especially those entering NYC Public Schools for the first time, are properly placed by grade and age.

16. Newly enrolled ELL students participate in School Orientations with translation, that include an introduction to staff, tours of the school, and a chance to meet other students. Family outreach is made for students at beginning levels of English proficiency to further welcome and orient newcomers to our school.

17. Currently, the language electives offered to ELLs are the Literacy Enrichment classes they attend each day. During their senior year, ELLs will chose from Senior Seminars as well as Internship opportunities.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

PROFESSIONAL DEVELOPMENT FOR TEACHERS

1. All staff members, including Assistant Principals, content teachers, ESL teachers, ISS teachers, paraprofessionals, guidance counselors, school aides, speech teachers and related service providers attend professional development activities that are focused on all students, regardless of designation. Each PD is carefully planned to address the needs of every student while at the same time allowing for differentiation and personalization. In this context, the needs of ELLs at all levels are addressed. Essential questions for PD include the following:

- How do we develop the academic literacy of all our students?
- What do we want our students to know, understand and be able to do when they graduate?
- How do project/performance based assessments help us to gauge what students know, understand and are able to do?
- How can we identify the “Big Ideas” around which assessments and curriculum should be organized?
- How can we work together in subject teams to arrive at the performance and content standards to be addressed in a unit of study before meeting with our grade team to devise assessments from which to map backward?

Scheduled professional development is provided by our school staff as well as our Institute for Student Achievement instructional coaches and Inclusion staff development providers. In addition to twice-monthly faculty meetings, weekly Inquiry Team meetings, and professional development days, teachers meet daily during common planning periods.

Professional Development Calendar 2011-12

September 6th and 7th

October 3rd and 17th

November 6th, 7th and 21st

December 5th and 19th

January 9th, 23rd, and 30th

February 13th and 27th

March 12th and 26th

April 16th and 30th

May 7th and 21st

June 7th

In addition, 1st grade teams meet every day to:

- Plan differentiated interdisciplinary curriculum and assessments;
- Look at student work to inform curriculum, instruction and assessments for all sub-groups;
- Examine student achievement patterns and differentiate curriculum, instruction and assessments to meet the needs of individual learners;
- Plan Advisory/Drop Everything and Read/Writing Across the Curriculum/Contemporary Global Studies/ American Studies units and instruction;
- Evaluate parent and student surveys to assess climate, culture, communication as well as curriculum, instruction and assessments;
- Engage in Kid Talk protocol and plan as well as monitor academic and behavioral interventions, outreach to families and enrichments aligned with the needs of individual students;
- Plan weekly intervisitations and walk-throughs of classrooms;
- Use Tuning Protocol, Critical Friends protocols and Descriptive Consultancy to share feedback on classroom practice, pedagogical approaches, curriculum and classroom assessments as well as to assist in problem-solving.

Sunset Park High School is committed to utilizing professional development to address student work, achievement patterns, and curriculum that relate to every student and to utilize common planning periods that are held daily to discuss students' needs. Teachers work

collaboratively to plan instruction that will lead to high student achievement across the entire grade.

2. To provide support to staff as they assist ELLs to transition from one school level to another, our ESL Coordinator plans weekly meetings where teachers discuss instruction and assessment and collaboratively plan for each students' progress.

3. Each year, during our Professional Development meetings we include a minimum of 7.5 hours of ESL PD for staff. Our workshops and presentations related to Academic Literacy are held on professional develop days as well as during our bi-weekly 8AM PD sessions. Sign-in sheets are filed and serve as documentation of this professional development.

I.

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?

PARENTAL INVOLVEMENT

1. Sunset Park High School understands the importance of collaborating with parents and families to increase student achievement and create well-balanced young adults. We are committed to working closely with all our parents, especially of our English Language Learners. Through a spiral of communication that involves teachers, advisors, guidance, and our community partner, Center for Family Life, we create authentic relationships with families that strengthen our partnerships.

In addition to regular parent teacher conferences, parents are invited to various events that describe the curriculum and celebrate student achievement. In particular, we hold a Curriculum Night which invites parents to learn more about our course offerings and how these offerings support our students. Translation service for Spanish, Chinese, Arabic speakers is provided and our school functions are conducted in both English and Spanish.

We also hold evenings where we celebrate student work and achievement called Demonstrations of Learning. ELL teachers outreach to the families of their ESL students to welcome parents personally in the home language to these events. These activities are ongoing and developed by leaders in each small learning community. We also started a series of workshops aimed at all parents interested in furthering their English language skills called "We Are New York". Our parent coordinator established this workshop series and has reached out to all parents through email blasts, a newsletter, and phone contact. In this way we maximize the involvement of all parents in our school community.

2. Our partnership with the Center for Family Life provides additional opportunities and services for ELL parents .

3. In order to serve our parents, our Parent Coordinator and Parent-Teacher Association officers survey parents to determine their specific needs.

4. Our parent involvement activities, Curriculum Nights, Demonstrations of Learning, Parent-Teacher Conferences, Orientations, Performances, and Parent-Teacher Association Meetings are designed to welcome parents, increase their participation in school, and help them assist their children in school.

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)										20	32	14		66
Intermediate(I)										10	29	17		56
Advanced (A)										4	14	9		27
Total	0	0	0	0	0	0	0	0	0	34	75	40	0	149

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										7	2		
	I										11	13	7	
	A										23	11	5	
	P										20	24	10	
READING/ WRITING	B										16	8	3	
	I										31	25	13	
	A										13	17	6	
	P										1	0	0	

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	0			
Integrated Algebra	85	7	15	
Geometry	31		1	
Algebra 2/Trigonometry	0			
Math	0			
Biology	0			
Chemistry	0			
Earth Science	31		1	
Living Environment	85	8	27	
Physics	0			
Global History and Geography	31	2	1	
US History and Government	0			
Foreign Language	0			
Other				
Other				
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies	0			
NYSAA Science	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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- 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. We use QRI, LAB-R scores, Spanish LAB-R scores, informal tests of phonemic awareness and countless teacher observations of student reading to assess early literacy of our ELLs. This data is recorded and shared at grade team meetings so that all teachers that come in contact with these students throughout the day are aware of their reading levels. These discussions inform our instructional decisions.

2. Our students perform far better on the speaking and listening portions of the NYSESLAT than the reading and writing portions. This pattern is the reason that we program students for daily literacy instruction design to explicitly teach and develop reading and writing skills.

3. As a school we analyze NYSESLAT scores on grade teams and ESL teacher teams. We continually target all four language skills for all students. We have decided as a school that all skills need constant reinforcement because many of these skills are required for the Regents exams. For example, the listening portion of the ELA Regents and the extensive writing on the global History Regents. These are two examples where we are taking a serious look at our educational practices and providing very rigorous instructional support for all of our ELLs.

4. During the June 2011 testing period all of our Beginning level 9th grade Chinese speaking ELLs passed both the Living Environment and the Integrated Algebra Regents when they tested in their native language. We provided oral translation for our Arabic speaking students and we did not get passing exam scores. Our population of students who passed the exams in Spanish is not a large enough sample to draw empirical conclusions. We do provide all foreign language test modifications to all students. All of our students get both exams. It may be hard to determine which exam, the one in English or the native language version, was used to attain the score.

4b. As a school we share ELL periodic data in grade team meetings. This allows all teachers to be aware of our ELL students' reading, writing, listening and speaking levels to ensure that proper differentiation is provided to students in their classes throughout the day.

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.

4c. The ELL results from the periodic assessments informs us that we need to continue using our program of daily explicit literacy instruction coupled with additional support in the content areas. We learned that students in the Junior year need to be engaged in a co-created plan for credit accumulation and Regents preparation. To this end, students, advisors and ESL teachers work together to develop specific strategies and use of alternative resources and native language texts to support ELLs.

6. We evaluate the success of our programs for ELLs using scholarship data including credit accumulation and Regents passing rates. We also use the NYSESLAT data to track progress in reading, writing, speaking and listening. In addition, we use attendance data and participation in afterschool enrichment programs.

Part VI: LAP Assurances

School Name: <u>Sunset Park High School</u>		School DBN: <u>15K667</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Corinne Vinal	Principal		11/1/11
Janice Novet	Assistant Principal		11/1/11
	Parent Coordinator		11/1/11
Elizabeth Messman	ESL Teacher		11/1/11
Margarita Rosas	Parent		11/1/11
Paulo Andrade/Spanish	Teacher/Subject Area		11/1/11
Nadine Mitchell/ISS	Teacher/Subject Area		11/1/11
Shira Katz	Coach		11/1/11
Mary Sayers	Coach		11/1/11
Tai Nesbitt-Leslie	Guidance Counselor		11/1/11
Terry Byam	Network Leader		11/1/11
Julie Miele	Other <u>Community Leader</u>		11/1/11
	Other		11/1/11
	Other		11/1/11
	Other		11/1/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 15K667 **School Name:** Sunset Park High School

Cluster: Groll **Network:** Byam

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.

To assess our school's written and oral translation needs we use the following assessments. All students receive the DOE Language Preference Forms and these are collected by their advisors. The Home Language Identification Survey is given to each new student. We also use ARIS, ATS, Blue Emergency Card information and, when applicable, the student's IEP. In addition, parent surveys and informal assessments are conducted during our Parent-Teacher Association meetings. Finally, each student's advisor calls home at the beginning of the year to determine the best way to maintain effective communication between the home and our school.

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.

Our data indicate that over half of our 2000 parents indicate a home language other than English and we therefore have a strong need for oral and written translation for our high incident language, Spanish, and some need for our low incident languages, Chinese and Arabic. All staff are given an orientation to all the available sources for in-school oral and written translation as well as how to access the DOE translation unit during our professional development and continually addressed during our Grade Team meetings. This information is maintained through our Blue Emergency Cards and in ATS as well in our Advisory folders for each student.

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.

Timely translation and distribution of critical communication for registration and selection, performance, conduct, safety and health, special education and English Language Learner programs, and transfers and discharges will be provided by our school in the following ways. Our Assistant Principals and Parent Coordinator will ensure that all communications are available in our high-incident language, Spanish, as well as in our low-incident languages, Chinese and Arabic. Department of Education notices are distributed in these home languages. In addition to the use of the downloadable documents on the DOE website, we use our Spanish, Chinese, and Arabic-speaking staff members to translate documents and ensure all translations are accurate.

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.

In each community we have readily available staff to provide the necessary oral interpretation services for our high-incident language, Spanish, as well as our low-incident languages, Chinese and Arabic. In addition, we have staff members who speak French, Portuguese, Hebrew, Farsi, Russian, and Italian.

Our Parent-Teacher conferences are scheduled in advance so that oral translation can be scheduled for each meeting as needed. In addition to our staff members acting as translators, we employ outside translators of Spanish, Chinese, and Arabic to assist with these meetings.

Our Parent-Teacher Association meetings as well as our performances and demonstrations of learning where parents are invited to our school are all conducted in both English and Spanish with Chinese and Arabic translation available as needed. Staff and parent volunteers work to ensure all parents have access to the information in their native language.

Our community partner, the Center for Family Life is also available to provide translation services during our after-school activities.

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>.

Our school will fulfill Section VII of the Chancellor's Regulations A-663 by maintaining all translation needs in ATS, by maintaining current Blue Cards, and in our Advisory folders for each student.

Signs are posted that indicate the availability of language services in our high and low incident languages, Spanish, Arabic, and Chinese..

Parents will also receive written notification of their rights regarding translation and interpretation services through distribution of the Parent Bills of Rights and the Family Guide provided in the appropriate language. This information is disseminated in our orientation packet and again during PTA meetings.

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Sunset Park High School	DBN: 15K667
Cluster Leader: C. Groll	Network Leader: M. Bibbs
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 checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: push-in/small class
Total # of ELLs to be served: 255
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: 7
of certified ESL/Bilingual teachers: 7
of content area teachers:

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: INSTRUCTIONAL PROGRAM

DESCRIPTION OF PROGRAM - "Before School ESL"

This is a 0 period ESL class that meets from 8:00-8:45 am four times/wk., Monday through Thursday throughout the school year (about 128 days per year). This literacy enrichment program was created to provide beginner, intermediate, and advanced ESL students the extra time and support they need on a daily basis to develop their reading, writing, speaking and listening skills. This class is held for all ESL students at Sunset Park High School (up to 15 students attend this class each day). This class is designed and taught by at least one certified ESL teacher.

Rationale: This program was developed to accelerate the language acquisition of all our ELLs through explicit English language acquisition instruction that parallels and integrates the content-area curriculum for each grade. This supportive learning environment develops confidence and provides one-to-one support to meet individual needs. The instruction is aligned with the Science, Global and Math curriculum and fosters both BIC and CALP language development.

In this program, the ESL teacher differentiates our rigorous, grade-level, standards-based curriculum using scaffolding strategies such as graphic organizers and contextualizing content; providing comprehensible input such as visuals, models, clear explanations and demonstrations; explicit academic vocabulary instruction using word analysis, links to prior knowledge, and picture dictionaries; fostering interactions among students for practice and application of content and language skills and knowledge such as partner reading, group projects, and presentations; use of instructional technology and adaptive materials and increased use of multicultural and native language materials and resources.

Instructional activities include literature circles, use of multi-leveled texts, native language supports, and scaffolded projects and presentations. Students are encouraged to be self-reflective and metacognitive. In these heterogeneous groups, ELLs have frequent opportunities to interact with peers to develop conversational and academic language. Students designated as SIFE, Long-term advanced ELLs, and ELLs with IEPs, in particular, benefit from this dual focus of language and content.

Description of Program- "Saturday Academy"

This is a Saturday ESL class that meets from 9:00am -1:00pm for 8 Saturdays prior to each Regents Administration for a total of 16 sessions. This Regents preparation program was created to provide beginner, intermediate, and advanced ESL students the extra time and support they need to develop their Regents test-taking, reading comprehension, and writing skills and is held across communities for all ESL students at Sunset Park High School (up to 15 students per class). This class is designed and

Part B: Direct Instruction Supplemental Program Information

taught by at least one certified ESL teacher.

Rationale: This program was developed to accelerate the Regents passing rate of our ELLs through explicit English language acquisition coupled with the Regents curriculum. This supportive learning environment develops Regents testing confidence and provides one-to-one support to meet individual needs. The instruction is aligned with the Living Environment, Algebra, Geometry, Global Studies, Earth Science, U. S History and English curriculum and standards.

In this program the ESL teacher differentiates the Regents curriculum using scaffolding strategies such as graphic organizers and contextualizing content; providing comprehensible input such as visuals, models, clear explanations and demonstrations; explicit academic vocabulary instruction using word analysis, links to prior knowledge, and picture dictionaries; fostering interactions among students for practice and application of content and language skills and knowledge such as partnerreading, group projects, and presentations; use of instructional technology and adaptive materials; multi-leveled texts; and increased use of multicultural and native language materials and resources.

In these heterogeneous groups, ELLs have frequent opportunities to interact with peers to develop the academic language they need for the Regents exams . Long term advanced ELLs, in particular, benefit from this dual focus.

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: PROFESSIONAL DEVELOPMENT FOR TEACHERS

1. Whole School Professional Development

All staff members, including Assistant Principals, content teachers, ESL teachers, ISS teachers, paraprofessionals, guidance counselors, school aides, speech teachers and related service providers attend professional development activities that are focused on all students, regardless of designation. Each PD is carefully planned to address the needs of every student while at the same time allowing for differentiation and personalization. In this context, the needs of ELLs at all levels are addressed. A key essential question for our PD is "How do we develop the academic literacy of all our students especially those of our subgroups, ELLs and students with special needs?"

Scheduled professional development is provided by our school staff as well as our Institute for Student Achievement instructional coaches and Inclusion staff development providers. In addition to twice-monthly faculty meetings, weekly Inquiry Team meetings, and professional development days, teachers meet daily during common planning periods. Each year, during our Professional Development meetings we include a minimum of 7.5 hours of ESL PD for staff. Our workshops and presentations related to

Part C: Professional Development

Academic Literacy are held on professional development days as well as during our weekly 8 AM PD sessions.

Professional Development Calendar 2011-12

September 21st and 28th

October 5th, 12th, 19th, and 26th

November 2nd, 6th, 9th, 16th, and 30th

December 7th, 14th, and 21st

January 4th, 11th, 18th, 25th and 28th

February 1st, 8th, 15th

March 1st, 8th, 15th, and 22nd

April 5th, 12th, 19th, and 26th

May 3rd, 10th, 17th, 24th, and 31st

June 6th

2. Grade team Daily Professional Development:

- Plan differentiated interdisciplinary curriculum and assessments;
- Look at student work to inform curriculum, instruction and assessments for all sub-groups including ELLs and students with special needs;
- Examine student achievement patterns and differentiate curriculum, instruction and assessments to meet the needs of individual learners;
- Plan Advisory/Drop Everything and Read/Writing Across the Curriculum/Contemporary Global Studies/American Studies units and instruction;
- Evaluate parent and student surveys to assess climate, culture, communication as well as curriculum, instruction and assessments;
- Engage in Kid Talk protocol and plan as well as monitor academic and behavioral interventions, outreach to families and enrichments aligned with the needs of individual students;
- Plan weekly intervisitations and walk-throughs of classrooms;
- Use Tuning Protocol, Critical Friends protocols and Descriptive Consultancy to share feedback on classroom practice, pedagogical approaches, curriculum and classroom assessments as well as to assist in problem-solving.

Part C: Professional Development

3. Weekly ELL Teacher Professional Development

To provide support to staff as they assist ELLs to transition from one school level through to graduation, our ESL Coordinator plans weekly meetings where teachers discuss instruction and assessment and collaboratively plan for each students' progress.

During this time, our ESL staff collaboratively develop thematic units of study aligned to the Common Core State Standards where lessons are scaffolded and multiple texts are used to engage students at all English literacy levels.

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: PARENTAL INVOLVEMENT

Sunset Park High School understands the importance of collaborating with parents and families to increase student achievement and create well-balanced young adults. We are committed to working closely with all our parents, especially of our English Language Learners. Through a spiral of communication that involves teachers, advisors, guidance, and our community partner, Center for Family Life, we create authentic relationships with families that strengthen our partnerships.

In addition to regular parent teacher conferences, parents are invited to various events that describe the curriculum and celebrate student achievement. We hold a Curriculum Night which invites parents to learn more about our course offerings and how these offerings support our students. Translation service for Spanish, Chinese, Arabic speakers is provided and our school functions are conducted in both English and Spanish. We also hold various College Night events to help prepare families for the application process and provide information about various school and financial aid opportunities.

We also hold evenings where we celebrate student work and achievement called Demonstrations of Learning. ELL teachers outreach to the families of their ESL students in each home language to welcome parents personally to these events. These activities are ongoing and developed by leaders in each small learning community. We also started a series of workshops aimed at all parents interested in furthering their English language skills called "We Are New York". Our parent coordinator established this workshop series and has reached out to all parents through email blasts, a newsletter, and phone contact. In this way we maximize the involvement of all parents in our school community.

Part E: Budget

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

Allocation Amount: \$0

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