



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** LANDMARK HIGH SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 02M419

**PRINCIPAL:** CARON PINKUS      **EMAIL:** CPINKUS@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MARISOL BRADBURY

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Caron Pinkus	*Principal or Designee	
Eric Adisa	*UFT Chapter Leader or Designee	
Xiomara Figueroa	*PA/PTA President or Designated Co-President	
Sandy Omar Guzman	DC 37 Representative, if applicable	
Ramces Silverio Jeanna Gil	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Karen Low	Member/ Assistant Principal	
Sarah Guzman	Member/ Parent	
Samantha Cruz	Member/ Parent	
Lisa Green	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

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

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

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

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

**Major Recommendation**

- “Integrate more fully summative and interim assessment data to identify clear next learning steps and school-wide areas that require further attention” (Quality Review 2011-12, p.5).

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

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

  X   2.2 School leader’s vision

  X   2.4 School leader’s use of resources

  X   2.3 Systems and structures for school development

  X   2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

- 90% of all students reading at or below 7<sup>th</sup> grade level will receive academic intervention services during the school day. 75% of students who participate in literacy-related academic intervention services and hold an attendance rate of at least 80% will improve one reading level by June.

**Instructional strategies/activities**

- Based on interim assessment data collected by the English team using the Slossen Reading Assessment and Gates MacGinitie Reading Assessment, all students reading at or below 7<sup>th</sup> grade level will be scheduled for a small-group reading intervention class three times per week for the second and third trimester.
- We will hire two part-time literacy specialists to teach reading intervention classes, as well as to facilitate professional development with the other intervention teachers focused on reading comprehension, fluency strategies, and best practices for running a reading intervention class.
- All teachers will participate in a PD series focused on reading across the content areas
- Students will be evaluated at the beginning of the year, mid-year, and end of year to determine the progress in their reading level

**Budget and resource alignment**

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

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here

**Service and program coordination**

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

We hired two F-status teachers, one with an English license and one with a social studies license, to provide academic intervention services to struggling readers. Both teachers have a literacy background, and provide both push-in and pull-out interventions for small groups and individual students in need. They are servicing our students of greatest need, who are reading at or below 6<sup>th</sup> grade level.

In terms of budget alignment for these two F-status teachers, they are attached to Galaxy in an F-status role, rather than a per diem role. Both work 2.5 days every week.

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

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

**Major Recommendation**

- “Strengthen the alignment of curricula to state standards in order to prepare students for college and beyond” (Quality Review 2011-12, p.5).

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

**Annual Goal #2**

All teachers will receive at least one formal or informal observation per month followed by timely, actionable, feedback from an administrator. Informal and formal observation reports will demonstrate how teachers’ instructional practices improve over time, specifically related to level of rigor in the classroom and alignment to Common Core Learning Standards.

**Instructional strategies/activities**

- All teachers will set professional goals based on the Danielson framework and the school-wide domains of focus; goals will be discussed with administration and revised if necessary according to administrative feedback.
- All teachers will participate in curriculum mapping professional development at the beginning of the school year
- All teachers will receive ongoing feedback on their curriculum map and unit plans from both their department team and an administrator, specifically related to level of rigor and Common Core alignment
- Administrators will observe teachers frequently on an informal and formal basis and will provide timely feedback
- Administrators will keep notes for each teacher on a school-wide informal observation template
- Administrators will hold mid-year and end of year meetings with each teacher to discuss progress towards meeting professional goals based on evidence from formal and informal observations

**Budget and resource alignment**

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

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

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). We use Fair Student Funding to pay for the Principal salary and Assistant Principal of Special Education salary. Both the principal and assistant principal spend a significant portion of the week observing and meeting with teachers to provide feedback on instructional practices. The principal and assistant principal also facilitate targeted Professional Development with teacher teams and full staff. In this way, administrators are acutely aware of instructional practices and able to focus on timely feedback in order to help teachers make continuous improvements.

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

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

**Major Recommendation**

- “Continue to develop ways of organizing and accessing student data to better inform instructional decisions” (Quality Review 2011-12, p.5).

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

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

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

100% of core subject area teachers will engage in departmental inquiry team work to track student progress in order to improve student achievement. 80% of the inquiry teams’ target population will earn ten or more credits per year.

**Instructional strategies/activities**

- All teachers will participate in a Professional Development series on the stages of the inquiry process in order to provide ongoing support to all inquiry teams
- Administrators will meet with the department leaders twice per month to provide additional support, build inquiry leadership capacity, and check progress of the inquiry team work
- Teachers will create a department-wide rubric to measure the progress of their target population on their particular area of focus; teachers will measure and track student progress at regular intervals throughout the school year
- Within their departments, teachers will engage in three rounds of inter-visitation within their departments to share best practices and refine instructional strategies
- Department teams will meet to engage in inquiry work twice per month

**Budget and resource alignment**

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

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

Tax Levy

Title I

Title IIA

Title III

Set Aside

Grants

Other-describe here: Contract for Excellence \_\_\_\_\_

**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).

All math, English, science, and social studies teachers participate in this work collaboratively in order to improve student achievement. Their team meetings are embedded in the school day, taking place during common professional periods. The purpose of the Contract for Excellence is to improve teacher effectiveness and improve leadership capacity.

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

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

**Major Recommendation**

- “The average attendance rate for the school year 2010-2011 was 77.2%” (Quality Review 2011-2012, p.2).

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

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

X\_5.2 Systems and partnerships

5.4 Safety

X 5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

- We will increase our yearly attendance rate by 2%.

**Instructional strategies/activities**

- We will hire two guidance counselors with experience in helping struggling students increase their attendance, emotional health, and academic performance
- Through the GPS grant, we will continue to partner with the Chinese American Planning Council to raise student attendance and provide counseling services to targeted students
- Guidance counselors, SAPIS worker, school social worker, and GPS social workers will conference with students and families on a regular basis regarding their academic performance and their attendance. Counselors will work with students on facing obstacles, coping strategies, and social emotional needs.
- Guidance and administrators will make home visits to students with low attendance in order to discuss and create an action plan with their families
- The attendance improvement team will meet twice per month to analyze attendance data and to create a continually revised action plan for addressing student needs. The attendance improvement team will create monthly incentives for students with perfect attendance and improved attendance.
- Advisory: Advisors will make frequent outreach to parents regarding all students’ attendance. Advisors will distribute attendance reports and conference with students every month. Advisory competitions will take place for most improved attendance.
- Landmark will partner with Media Impact, City Kids, and the Chinese American Planning Council to raise the level of student engagement by increasing student voice.

**Budget and resource alignment**

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

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

Tax Levy

Title I

Title IIA

Title III

Set Aside

Grants

Other-describe here: \_\_\_\_\_

**Service and program coordination**

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

The two guidance counselors, SAPIS worker, two school aides, and administrators participate in attendance team meetings weekly. All members of the team hold student conferences and conduct parent outreach throughout the course of the week. In addition, our GPS grant with United Way allows for two social workers from the Chinese American Planning Council to be in the building full time to work on improving attendance for 50 targeted students. Our work with two non-profit organizations, City Kids and Media Impact, also helps to raise student attendance through increasing student voice. We do not provide any funding to these non-profits.

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

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

**Major Recommendation**

- “Extend communication approaches with parents to ensure that students and families understand student performance” (Quality Review 2011-12, p.5).

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

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

- \_\_\_ 6.2 Welcoming environment                      X 6.4 Partnerships and responsibility
- \_\_\_ 6.3 Reciprocal communication                      X 6.5. Use of data and families

**Annual Goal #5**

- We will improve parent ratings on the Learning Environment Survey in the category of communication from “below average” to “average”.

**Strategies to increase parental involvement and engagement**

We will increase communication with our families in the following ways:

- 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, and Title I Parent Committee
- supporting and hosting special events throughout the school year
- 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
- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology
- maintaining a Parent Coordinator to serve as a liaison between the school and families
- working to ensure that our school environment is welcoming and inviting to all parents
- conducting 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
- creating and training a “Home Visits” team of guidance, teachers, and administrators to visit students and their families at home
- translating all critical school documents and providing interpretation during meetings and events as needed

**Budget and resource alignment**

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

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

- Tax Levy       Title I       Title IIA       Title III       Set Aside       Grants       Other-describe here: Title I PF SWP; Non-contractual services/parent involvement

**Service and program coordination**

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

We will maintain strong relationships with parents primarily through our parent coordinator and our community assistant focusing on outreach. We will also encourage parent participation in our monthly SLT and PTA meetings, as well as our annual Title I Parent meeting. We will purchase copy paper, ink, envelopes, and postage for mailings to parents, refreshments for parent meetings and conferences, incentives for parent survey responses, and supplies for graduation.

### ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Reading intervention classes including active comprehension strategies, decoding and fluency strategies, independent reading, and one-on-one conferencing	Small group One-to-one	During the school day
Mathematics	Mathematics intervention classes include basic skills work and repetition of core content curriculum	Small group	During the school day
Science	Credit recovery Tutoring focusing on basic skills work and repetition of core content curriculum	Full class Small group tutoring	After school After school/ during lunch
Social Studies	Credit recovery Tutoring focusing on basic skills work and repetition of core content curriculum Portfolio workshop	Full class Small group tutoring  Small group	After school After school/ during lunch  During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Group counseling Individual counseling Classroom observations	Small group One on one	During the school day

### **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.

To ensure that staff is highly qualified, we follow a number of steps. In terms of recruitment, the hiring committee, which is made up of administrators and highly qualified teachers, reviews resumes and interviews teaching candidates together. We then ask the candidates with the highest scores on the interview process to come in for a demonstration lesson. Again, the hiring committee meets to review our notes on the demo lessons, and we then check references from former supervisors. At that point, we make collaborative decisions on hiring.

We also do several things in order to retain highly qualified teachers. We foster team structures to ensure that our staff is collaborative and part of a professional community focused on improving instructional practices and student achievement. To retain staff, we also help foster leadership capacity in our teachers so that they can develop a variety of professional skills. We make it a priority to conduct frequent formal and informal observations in order to give ongoing feedback to teachers and ensure that they feel successful with their professional growth.

To maximize teacher effectiveness, we also make strategic decisions around teacher assignments. Teachers are paired up so that all have a collaborative partner with whom to plan and refine curriculum. Integrated co-teaching pairs remain the same so that teachers can build an ongoing professional relationship with their co-teacher. Lastly, some teachers are selected to “loop” with their students; that is, they teach the same students for two years in a row. In that way, they get to know their students’ strengths and weaknesses extremely well, and are better able to hone in on support structures.

The principal and assistant principals work in collaboration with the network team to ensure high quality professional development for the teachers. We facilitate professional development at the school twice per month, specifically focusing on areas of need based on the previous quality review, progress report, and learning environment survey. For the 2012-2013 school year, our professional development plan includes a focus on four strands: curriculum planning and development, departmental inquiry team work, literacy across the content areas, and revision of our performance based assessment processes. In addition to the professional development that we facilitate at the school, we also send teachers to participate in PD outside the school, including Consortium conferences and workshops, Teachers College workshops, and PBAT committees at other schools, among other opportunities that arise.

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

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

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

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**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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

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

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Alison Sheehan</b>	District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>419</b>
School Name <b>Landmark High School</b>			

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

Principal <b>Trevor Naidoo</b>	Assistant Principal <b>Karen Low</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Amy Melnick</b>	Guidance Counselor <b>Ross Cobin</b>
Teacher/Subject Area <b>Stacy Aguirre/Spanish</b>	Parent <b>Xiomara Figueroa</b>
Teacher/Subject Area	Parent Coordinator <b>Sandy Omar Guzman</b>
Related Service Provider <b>type here</b>	Other
Network Leader <b>Joseph Cassidy/Allison Sheehan</b>	Other <b>type here</b>

### 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	<b>2</b>	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

### D. School Demographics

Total number of students in school	<b>443</b>	Total Number of ELLs	<b>75</b>	ELLs as share of total student population (%)	<b>16.93%</b>
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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. A number of structures are in place to ensure that the parent of our ELLs understand all of our school's program choices, options and rights they are entitled to. At registration parents of all new students must complete a HLIS to see if their child is eligible for LAB-R testing. If the child speaks a language other than English a licensed pedagogues will test the child within the first 10 days of school. If the child has been identified as ELL because he/she scored below the LAB-R cut scores then these parents will be invited to attend a Parent Orientation. Students with a home language of Spanish will also be administered the Spanish LAB within 10 days. New ELLs parents are all invited to attend an ELL Parent Orientations early in the school year to: view a multi-language DVD that describes the various instructional models offered by the City of New York, examine and complete the Parent Survey / Selection forms and have their questions answered (There is a meeting in the morning and one in the evening). All materials given to parents are in the parents' preferred languages. Translators are provided at the orientations and meetings to answer questions and help to complete Parent Selection form. We will have ongoing updates for parents of new ELLs with the ESL Coordinator, Pupil Personal secretary and the Parent Coordinator. If a parent does not return the Parent Selection form, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. The NYSESLAT is administered every spring with the same testing condition as all other State examinations.

2. New ELLs parents are all invited to attend an ELL Parent Orientations early in the school year to: view a multi-language DVD that describes the various instructional models offered by the City of New York, examine and complete the Parent Survey / Selection forms and have their questions answered. (There is a meeting in the morning and one in the evening). Parents choices are made with the following information at hand: 1) ELL Parent Orientation meeting, 2) the multi-lingual DVD that clarification and explanation of the differences between Transitional Bilingual program, Dual Language program, and Free-Standing ESL, 3) Parent Survey/Selection form, 4) program choice brochure, and 5) the entitlement letter. All materials given to parents are in their preferred language. Translators are provided at the orientations and meetings to answer questions and help to complete Parent Selection form. Parents are informed about the goal of our Free Standing ESL program during the ELL Parent Orientation meeting in Spanish and English.

3/4. After the initial Parent Orientation, the Parent Coordinator will follow up with classroom teachers to collect the outstanding Parent Selection forms. The Coordinator will be responsible to maintain a master list and update it regularly, to ensure that all correspondence with ELLs' parents and compliance concerns for them are distributed and collected in a timely manner. All letters to parents are sent out in English and parents' preferred language on school letterhead. Files, list and reports are kept by the Parent Coordinator and copies are given to the Assistant Principal each year. Early on in the school year, ELLs' parents all receive a letter from the school informing them of their child's ELL status for the new school year. The first batch of letters is sent to the newly identified ELLs and to those students who are not entitled to ESL service. The next batch of letters is sent to parents' of continuing ELLs and those who no longer are entitled for service because they passed the NYSESLAT in the Spring. A week before the school's Parent-Teacher conferences in November and March, the Parent Coordinator will reach out again to all ELLs' parents who did not return selection forms. These parents will be invited to attend another ELL Parent Orientation during Parent-Teacher Conferences to help them get information and to complete the necessary forms. All related student information and forms (e.g. the selection form) are file in the student's cumulative

folder. All meetings are usually conducted in both English and Spanish and a Chinese translator is available when needed. The ESL team and our Parent Coordinator are always part of the Orientation Meetings and can help with Spanish and Chinese translations. All materials and DVDs are presented in parents' preferred language.

5. Based on recent data and Parent Surveys and Program Selection, 100% of our parents chose the programs we offer at our school are aligned with what the parents' request. All of ELL parents' have selected to have ESL services. We also have in both the 9th and 10th grades two Academic Intervention push-in/pull-out teachers as well as two paraprofessionals who provide small group instruction for our ELLs in our general educational classes that meet parents' request. We will have on-going review of the data, assess the needs, bring them before the SLT and then make the necessary reorganization needed.

6. Based on recent data and Parent Surveys and Program Selection, the programs we offer at our school are aligned with what the parents' request. All of ELL parents' have selected to have ESL services. We also have in both the 9th and 10th grades two Academic Intervention push-in/pull-out teachers as well as two paraprofessionals who provide small group instruction for our ELLs in our general educational classes that meet parents' request. We will continue to give out Parent Surveys each year and then take the necessary steps to meet these requests. We will have on-going review of the data, assess the needs, bring them before the SLT and then make the necessary reorganization needed.

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										1	1	1	1	4
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	1	1	1	1	4

### B. ELL Years of Service and Programs

#### Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	75	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	23
SIFE	10	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	51

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	10	3	0	14	2	6	51	5	17	75
Total	10	3	0	14	2	6	51	5	17	75

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

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

**Number of ELLs by Grade in Each Language Group**

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										35	15	7	9	66
Chinese											2			2
Russian														0
Bengali														0
Urdu														0
Arabic										2	1			3
Haitian														0
French										1		1	1	3
Korean														0
Punjabi														0
Polish														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other												1		1
<b>TOTAL</b>	<b>0</b>	<b>38</b>	<b>18</b>	<b>9</b>	<b>10</b>	<b>75</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. At Landmark High School, 02M419, our English Language Learners are served in a Free Standing Pull-Out ESL program. We service our students through ESL in alignment with parental choice, New York State ESL Standards, and mandates. ESL instruction is provided based on standardized and on-going assessments of students work. ELLs are grouped in Beginner, Intermediate and Advanced Levels as determined by the LAB-R and/or NYSESLAT. Landmark High School implements a block schedule.

In Landmark High School, the students are grouped heterogeneously into general education classes and ESL classes as determined by NYSESLAT and LAB-R tests. We also have Collaborative Team Teaching (CTT) classes serving students in grades 9th through 12th. In addition, to support the social, emotional, and academic needs of our students, we provide the following: Academic Intervention & Support Services - Push-In and Pull-Out instruction, ESL Title III support, Speech/Language Therapy, Hearing Therapy, Guidance, Attendance Intervention and Drop-Out Prevention services and SPARKS Counseling. These services are provided to mandated students as well as those who are deemed at-risk of not meeting standards. The SPI Team, along with the guidance counselor, staff and administration serve closely together to intervene as early as possible through the channels of dialogue, referral and treatment implementation. Our school's Pupil Personnel Team together with teachers and our principal have been instrumental in matching the available services with the at-risk students' needs.

We implement the TC Reading and Writing Workshop model to teach reading and writing. Teachers use the reading workshop to instruct students and they also incorporate components of the balanced literacy approach, which include independent reading, guided

## A. Programming and Scheduling Information

reading, shared reading and read aloud to teach reading. Every child is challenged to work to his or her individual potential through whole class and small group assignments. Writing instruction is conducted using the Writing Process and Teachers' College Reading/Writing Project methods. The teachers work on collecting writing ideas, drafting, revising, editing, and publishing. We believe in the constructivist approach to teaching math, in which students create meaning based experiences and investigations of math concepts. We feel the use of manipulatives and math games are crucial to mathematical reasoning. Children learn through problem solving. Analytical skills are honed through scientific inquiry that begins in the freshmen year and spirals up into the higher grades. Each class will have an end of the year project, which consists of answering big questions in the natural world.

There are two ESL teachers at Landmark High School, Ms. Melnick and Ms. Alberico who serve students in the Junior Institute (9th & 10th grades) and in the Senior Institute (11th & 12th grades). In addition, Ms. Melnick teaches a multi-media course for intermediate and advance ELLs. Ms. Melnick is fully state-certified in ESL and completed her master's degree in ESL education. Ms. Aquirre is Transitional B Spanish teacher. Ms. Alberico also teaches a reader's theater class for beginner and intermediate ELLs. On the support level, Sandy Omar Guzman assists the LAP Team in terms of parental outreach and contact; Lourdes Rivera compiles and distributes the data specific to our ELL population; and Karen Low coordinates the testing for said students. In addition to these specifically designated teachers and professionals, there are six special education teachers – four in the Junior Institute and two in the Senior Institute – who serve ELL special education students, in addition to students with other special needs, on both a pull out and push in basis with respect to the major content areas as required by these students' IEP's and their particular academic performance history at Landmark. \*\*\* update info for Carolina

2/3. The school program is organized into six instructional blocks with a 45-minute lunch period. The teachers have the definitive blocks of time in which they implement instruction in Language Arts, Mathematics, Social Studies, and Science. In addition, the specialty teachers help enrich our students' academics with Advisory (5x a week), Art, Instrumental Music, Drama, Health and Physical Education.

In creating a flexible and supportive environment that educates those students with an IEP together with those without an IEP, we have CTT classes in every subject in each grade, which are staffed with successful teams of general education and special education teachers. We are committed to creating high quality and innovative instructional designs for all students, those who are special education students and those who are general education students.

The goals of our Free Standing ESL program is to provide instruction in English for our ELLs in the academic subject area using ESL methodology, to incorporate ESL strategic instruction, and to help our ELLs meet or exceed NYS and City standards. The number of English units the students receive is determined by his/her English proficiency level on the New York State English as a Second Language Achievement Test scores. For beginner ELLs, 540 minutes per week of ESL is required; for intermediate level students, 360 minutes of ESL instruction is provided; for advanced level students, 180 minutes per week is required. Since the objective of our ESL program is to serve as a transitional process to move our English Language Learners into general education classes, it is often a challenging task for the teachers. The key factor in creating an instructional program that meets the students' needs is to be aware of the fact that we have a diverse students population with diverse needs. While some of our students come with little or no formal educational background, the majority of our students are Long Term ELLs who need to develop their literacy and numeracy skills as well as academic language necessary for college and career readiness.

Our ESL program has been tailored to meet the specific needs of our ELLs. Our beginner and intermediate ELLs are encouraged to use their native language to scaffold their learning. They are encouraged to write in their native language and in English. They have many different partnerships with peers who are proficient in English in subject classes to help support language acquisition. Our ESL classroom has an array of texts to support all levels of readers. Books on tape and portable cassette players were also purchased for ESL classes. ESL instruction at Landmark High School is literature based. ESL instructors utilize the TC Reading and Writing Workshop model embedded with Sheltered Instruction methodologies, Total Physical Response approach, Cooperative Learning, and the Language Experience Approach, to provide multiple opportunities for listening, speaking, reading, writing and experiencing language. The ESL program at our school is designed to motivate and to fulfill the needs of our diverse student body. Currently, all grades (9-12) contain ELLs including general education, inclusion, and special education classes. ESL instructors meet with classroom teachers weekly to align curriculum and share teaching techniques. Classroom teachers are continuously encouraged and reminded to use ESL strategies in their daily instruction. Classroom libraries provide NLA materials and opportunities for students to support their learning are also offered through the use of Achieve 3000.

## A. Programming and Scheduling Information

The ELL Programs at Landmark are divided into two strands: a component of the Junior Institute curriculum and a component of the Senior Institute curriculum. The programs are designed to meet the needs of the beginner, intermediate and advanced ELL students that attend Landmark and are aligned with New York State ESL and ELA Standards.

The Junior Institute ELL Program - In the Junior Institute (9th & 10th grade) ELL program at Landmark, beginner students receive more than 540 minutes of instruction while intermediate students have a total of 360 plus minutes of ESL instruction weekly. Instruction is delivered through the reading/writing workshop model with added scaffolds and adaptations appropriate for ELLs to build comprehension and understanding in English literature. Classroom instruction focuses on developing literacy strategies so that ELL students may successfully engage in ever more advanced reading material. Advanced ELL students receive 180 minutes of ESL instruction in the 8th period (3:20-4:20 p.m.) on Tuesdays, Wednesdays & Thursdays, an instructional period slated specifically for these students. In addition, all advanced ELL students receive greater than 180 minutes of ELA instruction weekly. Instruction during the 8th period is focused on supporting the students' work in the ELA classroom, especially in terms of expanding students' fluency and comfort with formal spoken English, an area identified specifically as essential for these students' success. Since all Landmark students are required to present 8 major portfolios and exhibitions to a graduation committee over the course of their secondary education, we feel it is critical that we support our ELL students early on in the formation of strong presentation and elocution skills in order to succeed in this area.

The Senior Institute ELL Program - In the Senior Institute (11th & 12th grade), intermediate and advanced ELL students are required to take an English course that is specifically designated as an ESL-oriented English Language Arts class and meets for 275 minutes weekly. Moreover, intermediate ELL students participate in 150 minutes of additional ESL instruction during three 50-minute periods on Tuesdays, Wednesdays and Thursdays during the 7th period of the instructional day for a total of 425 minutes of weekly ESL instruction.

The ESL classes, taught by an ESL instructor, are focused on providing ELL students with the reading and writing skills they will need in order to succeed in a mainstream 4-year college or university environment. Students receive intensive vocabulary, phonetic, morphological, syntactical, grammatical and rhetorical instruction based in the analysis of sophisticated non-fictional texts, as well as extensive development of written fluency in a variety of essay genres. Lastly, they are taught to speak and write about literature using the conventions of literary analysis and criticism in preparation for the presentation and defense of their Literature Portfolio, one of the major graduation portfolios at Landmark.

All speakers of the Spanish language (who comprise the largest subgroup of ELL students at Landmark) are required to take a year-long course entitled "Spanish for Spanish Speakers". This course promotes first language – or, as is the case with a few students, second language – development in a humanities-based class that focuses on developing phonetic and discursive fluency in Spanish, as well as the ability to recognize transference of linguistic elements from the Spanish to English languages and vice versa. This course is aimed at helping these specific students identify elements of linguistic dissonance that hinders greater literacy in either language, in order to create a greater level of familiarity with the underlying structure and syntax of each as distinct idioms. Native language and culture are honored and used throughout the school through various mechanisms. Parents of incoming freshmen were invited to Landmark prior to the school year for an orientation. The orientation was conducted in both English and Spanish in order to best meet the needs of our ELL population. Literature regarding parenting was also made available in several languages. Throughout the school year, translation monies have been utilized to translate any document that is mailed home to our families. To date, there have been two parent-teacher conferences, to which all ELL families have been invited. Staff speaking languages other than English was present to translate the conferences for Spanish and Chinese-speaking families.

The parent coordinator, who is bilingual, has been offering monthly workshops to the parents in conjunction with the PTA. Topics range from the college application process, to discipline and teens, to addressing new school policy and extended time. Recently, the parent coordinator and school social worker also met with parents to further explore our portfolio assessment system and regents requirements. Through this workshop, parents were better able to understand the literacy and math requirements. Implementation of academic support in the home was also discussed.

The largest ethnic group represented by Landmark's student body, including the ELL population, is Hispanic – a fact recognized in the essential role Spanish language and culture plays in the foreign language department. This includes a course specifically designed for prior speakers of Spanish and is taught as a humanities – rather than foreign language – course, in order to further promote exposure by these

## A. Programming and Scheduling Information

students to traditions in Spanish and Latin American Literature and Arts.

4. One of the major graduation portfolios required by Landmark is the Language Other Than English Portfolio. Each student must come before a graduation committee and defend this portfolio, and although many choose to do so in a second language, all ELL students (as well as other students who are culturally familiar with languages other than English) are encouraged to develop their LOTE portfolio around the language of their background and family. The process of putting together grammatical, historical and cultural elements specific to their home language is often a very validating and enlightening experience for these students, since it allows them to pursue on a more academic level linguistic knowledge that is already familiar to them but rarely acknowledged in formal school settings.

5/6. We differentiate our instruction for ELL subgroup as follows:

a- We currently have 14 SIFE students. Sife student instructional approach will vary for these students depending on factors such as native language and the level of native language skills. In addition to small group small group academic intervention and after-school programs, we plan to include teaching grade level content with varied levels of scaffolding. These students will be partnered with English-speaking peers to provide motivation, support, and language acquisition opportunities. Although at present Landmark have only thirteen SIFE students. However, in planning for these students, it is essential to recognize their additional need for support in both literacy and math. Students will be mandated for extended-day instruction time and will be met with as a group. Students and families will also be referred to the school social worker to address the transition to formal schooling and to assess for any specific needs of the family.

b- Newcomer students are served with the intention of giving them language skills they need to function successfully in their community and school. They will be placed with English -speaking peers in age appropriate environment in order to present them with language acquisition opportunities and extrinsic motivation as well as support from peers.

Since many newcomers arrive with little to no English in any of the four language skill areas, they will receive ESL services that are intended to provide both content area and second language instruction with the intent of developing BICS [Basic Interpersonal Communication Skills] and CALP [Cognitive Academic Language Proficiency]. Literacy and language development will take place through student participation in the reading and writing workshop in class as well further more specialized instruction accessible to students by employing shelter English content instruction as well as scaffolding techniques. They will also participate in all after-school programs

c. Our primary focus for 4-6 years ELLs will be to develop CALP so they can achieve mastery of reading, writing and speaking skills for application in the academic content areas. Some ELLs may receive one to one instruction for academic support, specific for grade and content

d. ELLs with IEPs may be placed in either an inclusion class or a self contained classroom. This group will receive individualized instruction from their classroom teacher, para-professional and ESL staff as prescribed by their IEP.

7. Please item #2/3

### Courses Taught in Languages Other than English ⓘ

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

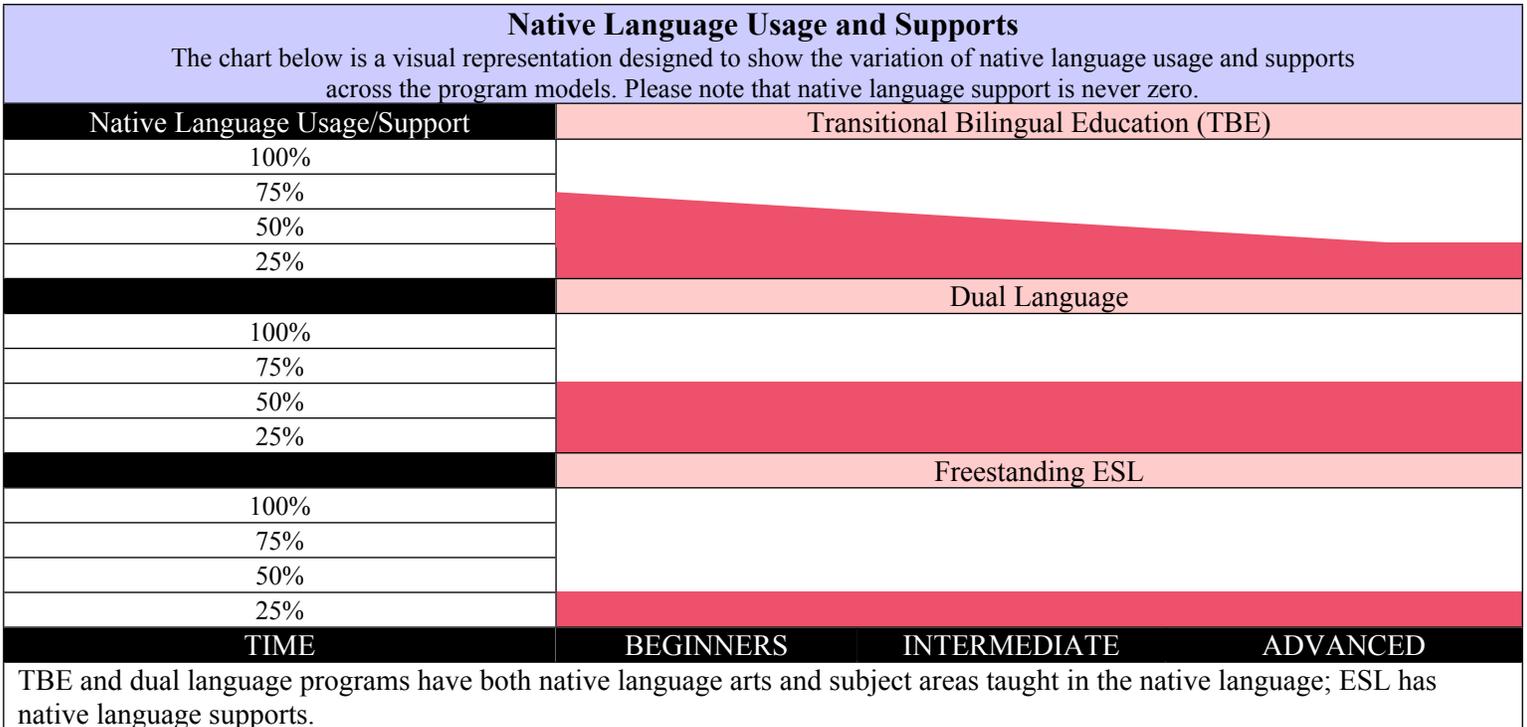
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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

8. The school provides several intervention program for ELLs in ELA and Math:

They participate in extended day three days a week for 50 minutes each session, Title III Enrichment activities, have AIS teachers pull them out for individual or small group work during the day.

9. As ELLs in our school reach their proficiency by passing the NYSESLAT they continue to get extra attention in order to ensure academic success. Advance students will participate in buddy reading with beginner or intermediate ELLs, test preparation for the NYSESLAT and other state exams throughout the year \*\*\*\*

10. We would like to implement the use of Achieve 3000 web-based reading comprehension program for our ELLs in 9th - 10th grade to be used during and after-school. We are hoping this differentiated reading program will help ELLs improve reading and comprehension.

11. We would not wish to discontinue our ELLs from any of the current available programs.

12. The school offers all ELLs equal access to all school programs during and afterschool. The school also offers the following supplemental service for the ELLs: . We provide the students with several after school programs throughout the year: Title III photo journal project , Saturday School, "Graduate, Prepare, Succeed Program" - culinary art and video production, intramural sports, and drama clubs.

13. We have an array of instructional materials in the ESL classrooms as well as the Instructional/Books Resource room for all our ELLs to use.

14. We use native language to support understanding, to preview or review content lesson and as a scaffold to clarify topic. for our ELLs. and when we speak to the parent of our ELLs. We always use native language writing with all our correspondence with parents.

15. Yes, we do provide required service support and resources that match the grade level and needs of our ELLs.

16. We offer our new students and their parents an invitation to attend an Orientation in June to learn about Landmark High School. We review what are our expectations, graduation requirements, and how the parents can help them get ready for school. We review the process of identifying ELLs and share with them the types of programs offered at our school. Since they arrive with little/no English language skill, newcomers receive native language instruction to further develop literacy and language in their L1. Second language literacy development will take place through students' participation in reading and writing workshops. ESL teachers will work to make content area and second language instruction accessible to students by various ESL methodologies and scaffolding techniques. ELLs are invited to participate in our Extended School Day program, Title III Extended day, Saturday School that focus on reading, writing and language development.

17. We offer a Spanish minor for all our students including ELLs.

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

1. Research by Douglas Reeves (2004) and Linda Darling Hammonds (2001) have cited the importance of teacher collaboration in improving instruction and assessment. Teacher collaboration is a key component of our school. Our staff meets several times a week in collaborative groups to discuss classroom experiences, interdisciplinary planning, and innovative ideas focused on improving learning and engaging all children. During the course of this program, not only will the collaboration lead to the cross pollination of best practices between the ELA and ESL teachers partnership. Their collaborative classrooms can also serve as a lab site for other social studies teachers with ELL students to observe how content area literacy and language acquisition strategies can be accomplished. Regular on-site study group focusing on ESL strategies for Beginner/Intermediate ELLs will be facilitated by the assistant principal for the duration of this Title III program. Our study group will provide the research and theoretical framework to ground our practice. Between January '11 and June '11, a group of 4 teachers who have ELL students regularly in their classes, will meet in (6) 1.5 hour sessions where they will discuss and apply the ESL strategies and research of Peregoy and Boyle, Gibbons, Beers, and Lattimer. Our study group will use the book Reading, Writing, and Learning in ESL (to be purchased) by Peregoy and Boyle to study the relationship between language acquisition and literacy development. Teachers participating in the Title III program will implement strategies learned to serve the developmental needs of our students. We will continue to utilize the two recommended texts in the LAP box: Learning to Learn in a Second Language and Scaffolding Language, Scaffolding Learning by Paula Gibbons to study sections of the text and continue to use it as a reference. Professional writings such as When Kids Can't Read by Kyleen Beers (to be purchased) and Thinking Through Genre by Heather Lattimer will also be referenced in the course of study. All teachers participating will be paid at per session rate.

- Facilitated by Assistant Principal, ESL teacher and a cadre of classroom teachers will participate in after-school study group.
- Teachers will consider research/strategies discussed in the professional texts as they relate to teaching social studies.
- Teachers will adapt at least one social studies unit from their year long curriculum map.
- Teachers will select/create appropriate materials and lessons to support ELL students in learning social studies.
- At the end of the study group, the team will compile a list of ESL strategies that can be used in content area classes by monolingual teachers in order to scaffold instruction for ELL students within their classes.
- Professional books and support materials will be purchased to support this activity.

2. Our Spanish bilingual Parent Coordinator along with our counselors work together with teachers, students and parents to assist in our ELLs' transition into high school. Our Parent Coordinator and counselors facilitate a series of workshops for parents such as the social-emotional needs of adolescents, graduation requirements, our portfolio assessment system, the college application process and visits to the various colleges in the selection process. Our advisory system where advisors meet with no more than fifteen advisees 5 times a week also affords our ELLs a secure base and the support of a close-knit community. All correspondence to home are bilingual in Spanish/English.

3. Teacher are sent a memo in the beginning of the school year notifying them that they are required to complete 7.5 hours of ELL training. Once they have completed the hours ,they must give the ESL coordinator the proof in writing and it is kept on file in the room. The school will have a few workshops during the school year address ELL concerns. that will count toward the required ESL hours

### Tentative Professional Development Timeline

Month	Topic	Audience
September	Identifying ELLs/Intro. LAP	Entire staff
October	Review ELL Data	Entire staff
November- December	Differentiate ELL Instruction	Entire Staff
January- February	Differentiate ELL Instruction	Grades 9 - 12 History teachers
March	Differentiate ELL Instruction	Grades 9 - 12 Science teachers
April	Preparing for NYSESLAT	ELA/ESL team
May	Differentiate ELL Instruction	Grades 9 - 12 Math teachers
June	Preparing for Summer Enrichment/ Review LAP	Entire Staff

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. All notices distributed to parents are translated into English and Spanish. During meetings (PA, workshops), the parent coordinator, family worker, ESL teachers provide oral translation and written materials in the native language. The parent coordinator, ESL coordinator, guidance counselor have provided a series of parent workshops that are held throughout the 2010–2011 school year to teach parents about school resources, policies and programs, to explain the NYS standards and assessments and the school’s expectation regarding students’ attaining standards. Pending Parent Workshops (with translation) will include: Curriculum Night, ELL Parent Orientations, Family Math Night, Homework Help, NYS ELA, NYS Math and NYSESLAT information meetings.

We also have a lending library for all ELLs and their parents to borrow books on tape with portable cassette players. They are also invited to all performances. These performances incorporate music, visuals arts and dance to enhance the students’ understanding and appreciation of their culture and heritage. These performances include band, chorus , drama and monthly assemblies.

2. To further enhance the creative, social and academic facets of our students, our school works collaboratively with many community-based organizations such as the Midori Foundation., Stage Doors, Art for Progress, Hudson River Sailing Project, Junior Achievement, New York University and United Ways (AIPD). Our partnership with Mount Sinai helps provide helath care at little or no cost to our students. Through Mount Sinai, a school nurse and assisting staff are available to provide screening and nursing services for our students. Chinese American Planning Council and Alanze de Dominicana provide our school with social services.

3. We use surveys and general meeting to get feedbak about activities that occur in school. When we reviewed the surveys collected by the SLT, it indicated that our parents wanted more information about the instructional program at the school. We created a monthly goals for reading, writing, social studies, math, and sciece to be distributed in both English and Spanish to help educate our parents and provide them with prompt to help their child at home.

4. Here is a clear example of how our parent activity effects the needs of our parents. Based on the school survey last year, parents wanted more social service and parenting education supportsl, we will outreach community-based organization to form further partnerships to provide workshops, seminars, and parenting classes.

## 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)										5	1			6
Intermediate(I)										19	11	4	6	40
Advanced (A)										14	6	5	4	29
Total	0	0	0	0	0	0	0	0	0	38	18	9	10	75

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										2			
	I										1	2		
	A										10	6		5
	P										23	10	8	5
READING/ WRITING	B										7	1	1	1
	I										19	12	4	5
	A										14	5	5	4
	P													1

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

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

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	19		2	
Integrated Algebra	4		1	
Geometry				
Algebra 2/Trigonometry				
Math <u>RCT</u>	1			
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language	10		10	
Other <u>PBA</u>	5		5	
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. We used the TC assessments for reading and writing ,running records, teacher observations and notes to assess our students literacy skills.

2/3. After reviewing the NYSESLAT data, we found that the overall trend for our ELL data have been similar for the last two years. We start off with the largest number of ELLs in the 9<sup>th</sup> grade in the free standing program and we have the fewest number ELLs in grade 12<sup>th</sup>. The patterns we notice in the Modality Analysis has been similar these last two years. The ELLs have scored strengths and weakness are as follows: Summary of ELLs strength and weakness based on NYSESLAT scores

Grade	Strengths	Weakness
9th	Listening /Speaking	Reading /Writing
10th	Listening /Speaking	Reading/Writing
11th	Listening /Speaking	Reading /Writing
12th	Listening /Speaking	Reading /Writing

Looking at the pattern across the four modalities, the school made gains overall in speaking/ listening subtest. We will continue to implement the goals of the school to improve students reading and writing instruction. We will focus on improving their reading/writing modalities for the advance ELLs and focus on listening and speaking modalities for our beginner and intermediate ELLs.

The school needs to provide additional professional development focusing on the strategies to help foster the reading and listening skills in the lower grades. For example: Guided Reading, Shared Reading and Writing, Interactive Reading and Writing, Think-Pair-Share and additional small group instruction. The classroom teachers and the ESL teachers will continue to plan together and focus on reading and writing strategies for the ELLs. ESL teachers will continue to participate in the school wide Teachers College Columbia training of the classroom teachers and plan their curriculum and focus on the language needs of the students. Classroom teachers can use various ESL methodologies, and ESL teachers can infuse more literacy strategies in language instruction.

Through the collaboration between classroom teachers and ESL teachers, they will have the opportunity to share observation and assessments of ELLs as well as best practices.

We will continue the work of our Inquiry Team which focused on looking at student work and differentiation. Student work is studied each week in which a different focus was chosen. This will help produce the support our ELLs needed while teachers can focus on different diverse student needs.

Since we noticed our work in supporting the students performance in the expressive domains have shown positive results, we will continue to link literacy with the Arts: Drama and playwriting with Stage Doors, Title III Readers Theater. This year we will work on forging a greater connection between Listening, Speaking, Reading and Writing. Our Balanced Literacy program will focus on “To, With and BY” with students in reading and writing workshop.

6. We will evaluate the success of our program by reviewing the students TC assessments, all the data from their performance data.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** Landmark High School

**School DBN:** 02M419

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Trevor Naidoo	Principal		10/18/11
Karen Low	Assistant Principal		10/18/11
Sandy Omar Guzman	Parent Coordinator		10/18/11
Amy Melnick	ESL Teacher		10/18/11
Xiomara Figueroa	Parent		10/18/11
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ross Cobin	Guidance Counselor		10/18/11
Alison Sheehan	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **02M419** School Name: **Landmark High School**

Cluster:        Network: **102**

**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**

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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.

Based on ATS Home Language Report (RHLA) as well as Home Language Identification Survey (HLIS), the data ascertained within 30 days of a student's enrollment, indicates that the primary/preferred language of about 64% (260 out of 409) of our parents is Spanish and 29% (118 out of 409) of our parents' primary/preferred language is English. Chinese (Cantonese and any) speaking parents constitute 4%, French speaking parents equal 1%, and eight other home language ranging from Afrikaans to Tagalog comprise the remaining 2%. Our advisors (an approximate 1 advisor to 13 students ratio) are in constant contact with the parents and have a clear knowledge of the language needs of our parents. Translation and oral interpretation are always provided by our bilingual staff to ensure parents are given the appropriate and timely information in a language they can understand. For example, our Parent Coordinator, Community Associates, School Aide, Spanish teacher, bilingual Paraprofessional, Pupil Accounting Secretary are all Spanish/English proficient and are the key providers of Spanish translation, oral or written. The Assistant Principal and a Special Education teacher are the main providers for Chinese translation, oral or written. Our French/English bilingual teacher provides the necessary language assistance for the French speaking parents and our Arabic/English bilingual teacher provides the same for our Arabic speaking parents. All communication from school to home are in Spanish/English and Chinese/English with other home language translated when requested. Our parents whose primary/preferred languages are not Spanish, Chinese, French, or Arabic, rely on an adult friend/companion or relative for language and interpretation services. All centrally produced critical Department of Education communication is sent home in the nine most common primary languages other than English available on the Department of Education website. If and when our school is temporarily unable to provide required translation into one or more covered languages, we would provide, in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document.

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.

Based on ATS Home Language Report (RHLA) as well as Home Language Identification Survey (HLIS), the data ascertained within 30 days of a student's enrollment, indicates that the primary/preferred language of about 64% (260 out of 409) of our parents is Spanish and 29% (118 out of 409) of our parents' primary/preferred language is English. Chinese (Cantonese and any) speaking parents constitute 4%, French speaking parents equal 1%, and eight other home language ranging from Afrikaans to Tagalog comprise the remaining 2%. Our advisors (an approximate 1 advisor to 13 students ratio) are in constant contact with the parents and have a clear knowledge of the language needs of our parents..

## **Part B: Strategies and Activities**

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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.

Translation and oral interpretation are always provided by our bilingual staff to ensure parents are given the appropriate and timely information in a language they can understand. For example, our Parent Coordinator, Community Associates, School Aide, Spanish teacher, bilingual Paraprofessional, Pupil Accounting Secretary are all Spanish/English proficient and are the key providers of Spanish translation, oral or written. The Assistant Principal and a Special Education teacher are the main providers for Chinese translation, oral or written. Our French/English bilingual teacher provides the necessary language assistance for the French speaking parents and our Arabic/English bilingual teacher provides the same for our Arabic speaking parents. All communication from school to home are in Spanish/English and Chinese/English with other home language translated when requested. Our parents whose primary/preferred languages are not Spanish, Chinese, French, or Arabic, rely on an adult friend/companion or relative for language and interpretation services. All centrally produced critical Department of Education communication is sent home in the nine most common primary languages other than English available on the Department of Education website. If and when our school is temporarily unable to provide required translation into one or more covered languages, we would provide, in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document.

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.

Translation and oral interpretation are always provided by our bilingual staff to ensure parents are given the appropriate and timely information in a language they can understand. For example, our Parent Coordinator, Community Associates, School Aide, Spanish teacher, bilingual Paraprofessional, Pupil Accounting Secretary are all Spanish/English proficient and are the key providers of Spanish translation, oral or written. The Assistant Principal and a Special Education teacher are the main providers for Chinese translation, oral or written. Our French/English bilingual teacher provides the necessary language assistance for the French speaking parents and our Arabic/English bilingual teacher provides the same for our Arabic speaking parents. All communication from school to home are in Spanish/English and Chinese/English with other home language translated when requested. Our parents whose primary/preferred languages are not Spanish, Chinese, French, or Arabic, rely on an adult friend/companion or relative for language and interpretation services. All centrally produced critical Department of Education communication is sent home in the nine most common primary languages other than English available on the Department of Education website. If and when our school is temporarily unable to provide required translation into one or more covered languages, we would provide, in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document.

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>.

1. Translated versions of the Bill of Parent Rights and Responsibilities, available in the covered languages on the Department of Education website are sent home to parents.
2. Signage in the most prominent covered languages, indicating the availability of interpretation services is posted in a conspicuous location near the primary entrance.
3. School safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.
4. Distribute information in each covered language concerning the rights of parents to translation and interpretation services and how to access such services as provided by the Department's website.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

**Directions:** Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Landmark High School	DBN: 02M419
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
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: 2
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 1

## 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: Pursuing a high school education in New York City limited by the walls of a building would be to lose sight of the vast learning experiences waiting outside of those walls. Therefore, it has been the effort of Landmark High School teachers to develop a Title III extended day school program that immerses students in an interdisciplinary study that will support the production of a photo-journal as well as a video project by students. This program will focus on various historical New York City landmarks, communities, and the contribution made by immigrants toward the growth of our City. This program will provide our students who may be new to the City and who might not have ventured out of their immediate community a New York experience that explores the meaningful and relevant learning opportunities the city has to offer. The goal of this program has been twofold: First, to foster a sense of trust and community within each other; and second, to develop an understanding and appreciation of the cultural and historical richness of this incredible city in which we live. It is both the enormous depth and breadth of this richness that we wish to explore New York City through our own lenses (our eyes and the camera). The program will be instructed in English. This program is academically meaningful, leading to the completion of a photo-journal as well as a video project by students, and relevant, reflecting the tremendous variety of experiences that coexist in New York City.

This instructional program will target approximately 30 ELLs in grades 9 – 12 who score at Beginner/Intermediate levels based on the NYSESLAT and will focus specifically on small group guided reading/writing strategies and research skills. Two classes will meet after school for 3hours/week (Tuesday, Wednesday, Thursday from 3:45 - 4:45) for 17 weeks between January '13 and June '13 to receive direct instruction from two licensed teachers (one ESL and the other ELA). Students will also participate in four Saturday (the third Saturdays in February to May from 9:00 - 3:00) trips to visit New York City landmarks and communities such as Ellis Island, Brooklyn Botanical Garden, various communities, etc.

☐ Students will read novels written by established authors from their communities (see attached list), research (using reference materials provided and from interviews of family and community members), and produce photo-journals, slideshows and video project focusing on social studies curriculum.

☐ Student will use computer technology, camcorders, and disposable cameras as tools for research and for creating projects.

☐ ESL strategies specially designed to expedite language learning – teacher guided reading/writing/reporting, listening activities, barrier “information gap” games, etc. – will be used to meet students’ language needs.

## Part B: Direct Instruction Supplemental Program Information

☐ Small classes and Saturday excursions will give students opportunities to practice English in a non-threatening environment, provide experiential learning to build students' knowledge base of the content in context, and enhance cross-cultural understanding.

☐ Supplemental instructional materials, including non-fiction books such as photo essays of New York City will be used as research references (see attached list) and video/CDs will be provided.

☐ Qualitative assessments will include student produced projects – photo-journals and video project, teacher observations, classroom teacher feedback, and student surveys.

### Instructional Materials for the Title III Program: Research References

New York City by Elizabeth Scholl

\$29.95 x 2 = \$59.90

ISBN: 1584158085

New York City: A Photographic Portrait by Twin Lights Publishers (Editor)

\$17.96 x 2 = \$35.92

ISBN: 1885435460

50 Greatest Photo Opportunities in New York City by Amadou Diallo

\$19.79 x 2 = \$39.58

ISBN: 1598637991

The Kid's Guide to New York City by Eileen Ogintz, Reggie Yemma

\$8.95 x 2 = \$17.90

ISBN: 0762730781

New York: City of Islands by Jake Rajs (Photographer), Pete Hamill

\$16.50 x 2 = \$33.00

ISBN: 1580931839

Ellis Island: Gateway to the American Dream by Pamela Reeves (Editor)

\$10.00 x 2 = \$20.00

ISBN: 1586637320

Tenement: Immigrant Life on the Lower East Side by Raymond Bial

\$14.53 x 2 = \$29.06

ISBN: 0618138498

## Part B: Direct Instruction Supplemental Program Information

Life on the Lower East Side: Photographs by Rebecca Lepkoff, 1937-1950

$\$26.40 \times 2 = \$52.80$

ISBN: 1568986068

The Historical Atlas of New York City: A Visual Celebration of 400 Years of New York City's History  
(Paperback)

$\$16.32 \times 2 = \$32.64$

ISBN-13: 978-0805078428

Brooklyn Storefronts by Paul Lacy

$\$15.34 \times 2 = \$30.68$

ISBN: 0393330028

Jamaican Americans by Heather A. Horst, Andrew Garner, Robert D. Johnston

$\$24.00 \times 2 = \$48.00$

ISBN: 0791087905

New York City's Chinese Community (Images of America: New York) (Paperback)

$\$15.59 \times 2 = \$31.18$

ISBN-13: 978-0738550183

Chinatown New York: Portraits, Recipes, and Memories (Hardcover)

$\$26.56 \times 2 = \$53.12$

ISBN-13: 978-0061188596

New York Then and Now (Then & Now Views) (Paperback)

$\$16.95 \times 2 = \$33.90$

ISBN-13: 978-0486233611

Total:  $\$500.73 @ \text{one group of 15 students} \times 2 = \$1,001.46$

Videos

NEW YORK: First City of the World (1997)

$\$14.98 \times 1 = \$14.98$

ASIN: B0012OTVB2

Globe Trekker: New York

$\$19.95 \times 1 = \$19.95$

**Part B: Direct Instruction Supplemental Program Information**

ASIN: B0001WTVZ2

Sensational Cities - New York (2000)

\$14.98 X 1 = \$14.98

ASIN: B00005V1XF

American Experience: New York: The Center of the World (2003)

\$24.98 X 1 = \$24.98

ASIN: B000BITUIE

Total: \$74.89 X 1 = \$74.89

Literature Circle Readings

Just Ask Iris by Lucy Frank

\$9.39 x 6 = \$56.34

ISBN: 0689844549

Felita, Vol. 1 by Nicholasa Mohr

\$5.39 x 6 = \$32.34

ISBN: 0141306432

El Bronx Remembered: A Novella and Stories by Nicholasa Mohr

\$6.29 X 6 = \$37.74

ISBN: 0064471004

Call Me Maria by Judith Ortiz Cofer

\$6.29 x 6 = \$37.74

ISBN: 0439385784

The Air Down Here: True Tales from a South Bronx Boyhood by Gil C. Alicea

\$1.99 X 6 = \$11.9

ISBN: 0811810488

Soledad: A Novel by Angie Cruz

\$14.49

X 6 = \$86.94

ISBN-13: 978-0743212021

Drown by Junot Díaz

\$9.75 X 6 = \$58.50

ISBN-13: 978-1573226066

### Part B: Direct Instruction Supplemental Program Information

Bodega Dreams: A Novel by Ernesto Quinonez

\$10.08 X 6 = \$60.48

ISBN-13: 978-0375705892

Total: \$382.02 @ one group of 15 students X 2 = \$764.04

Grand Total:

Literature Circle Readings = \$ 764.04

Research References = \$ 1,001.46

= \$ 1,765.50

### 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: Research by Douglas Reeves (2004) and Linda Darling Hammonds (2001) have cited the importance of teacher collaboration in improving instruction and assessment. Teacher collaboration is a key component of our school. Our staff meets several times a week in collaborative groups to discuss classroom experiences, interdisciplinary planning, and innovative ideas focused on improving learning and engaging all children. During the course of this program, not only will the collaboration lead to the cross pollination of best practices between the ELA and ESL teachers partnership. Their collaborative classrooms can also serve as a lab site for other social studies teachers with ELL students to observe how content area literacy and language acquisition strategies can be accomplished. Regular on-site study group focusing on ESL strategies for Beginner/Intermediate ELLs will be facilitated by the assistant principal for the duration of this Title III program. Our study group will provide the research and theoretical framework to ground our practice. Between January '13 and June '13, a group of 4 teachers (ESL teacher, special education teacher, and 2 content area teachers) who have ELL students regularly in their classes, will meet in (6) 1.5 hour sessions (every other Mondays in February, March, and April) where they will discuss and apply the ESL strategies and research of Peregoy and Boyle, Gibbons, Beers, and Lattimer. Our study group will use the book Reading, Writing, and Learning in ESL (to be purchased) by Peregoy and Boyle to study the relationship between language acquisition and literacy development. Teachers participating in the Title III program will implement strategies learned to serve the developmental needs of our students. We will continue to utilize the two recommended texts in the LAP box: Learning to Learn in a Second Language and Scaffolding Language, Scaffolding Learning by Paula Gibbons to study sections of the text and continue to use it as a reference. Professional writings such as When Kids Can't Read by Kyleen Beers (to be purchased) and Thinking

### Part C: Professional Development

Through Genre by Heather Lattimer will also be referenced in the course of study. The two Title III program teachers will be paid at per session rate and the other two teachers will participate voluntarily.

- ☐ Facilitated by Assistant Principal, ESL teacher and a cadre of classroom teachers will participate in after-school study group.
- ☐ Teachers will consider research/strategies discussed in the professional texts as they relate to teaching social studies.
- ☐ Teachers will adapt at least one social studies unit from their year long curriculum map.
- ☐ Teachers will select/create appropriate materials and lessons to support ELL students in learning social studies.
- ☐ At the end of the study group, the team will compile a list of ESL strategies that can be used in content area classes by monolingual teachers in order to scaffold instruction for ELL students within their classes.
- ☐ Professional books and support materials will be purchased to support this activity.

### 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: Since many of our students come from homes where English is not spoken, we encourage parent involvement with the following activities:

1) Four one-hour parenting workshops conducted by the parent coordinator to provide learning activities and strategies for helping students at home. Workshops will be conducted in the parents' preferred language. Workshops will begin prior to, during, and at the conclusion of the proposed program and will be geared toward assisting parents to support their children's literacy learning. All parenting workshops are from 5:30 - 6:30 p.m. and the schedule is:

January 30, 2013 - Orientation workshop where parents will get an overview of the program and its objectives (Facilitators - Assistant Principal, ESL teacher, and Parent Coordinator)

March 20, 2013 - Pre New York Botanical Garden visit activities and photography 101 (Facilitators - ESL teacher, ELA teacher, and Parent Coordinator)

May 8, 2013 - The role of oral history/family stories and literacy (Facilitators - ESL teacher, ELA teacher,

**Part D: Parental Engagement Activities**

and Parent Coordinator)

June 5, 2013 - Publishing celebration (Facilitators - ESL teacher, ELA teacher, and Parent Coordinator);

2) Parents will be invited to participate in all the Saturday excursions with their children. Parent participation in this activity will not only afford the parents a chance to learn with their children, the parents' participation will also provide an additional venue for parent and child dialogue and extend the learning further;

3) Parents will participate in the year end celebration of their children's photo essay and video production publication.

**Part E: Budget**

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

Allocation Amount: \$

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$8,409.63	Teachers per session - Direct instruction: 2 teachers x 3 hrs/wk x 17 weeks = 102 hrs @ \$50.19 = \$5,119.38  Teachers per session - 2 teachers x 5 hrs. x 4 trips = 40 hrs @ 50.19 = \$2,007.60  Teachers per session - Professional development: 2 teachers x 1.5 hrs x 5 sessions = 15 hrs @ \$50.19 = \$752.85  Teachers per session - Professional development: 2 teachers x 1 hr. x 1 session = 2 hrs. @ \$50.19 = \$100.38  Administrator per session - Professional development: 1 x 1 hrs x 1 session = 1 hr. x \$50.52 = \$50.52  Administrator per session – Professional development: 1 x 1.5 hrs x 5 sessions = 7.5 hours x \$50.52 = \$378.90
Purchased services <ul style="list-style-type: none"> <li>• High quality staff</li> </ul>		

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	\$2,165.40	Books (see attached list) = \$1,765.50  Mead composition notebooks 12-pack (09918) from amazon @ \$15.99 x10 = \$159.90  Professional books - 10 books (2 titles x 5 copies) @ @24 = \$240.00
Educational Software (Object Code 199)		
Travel	\$921.00	Tickets to Ellis Island and Statue of Liberty: \$13.00 x 45 (students and adults) = \$585.00  New York Botanical Garden: \$6.00 x 30 (students) + \$12.00 x 13 (adults) = \$336.00
Other		
<b>TOTAL</b>	\$11,496.03	