



Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HIGH SCHOOL FOR LAW AND PUBLIC SERVICE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M467

PRINCIPAL: NICK POLITIS

EMAIL: NPOLITI@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANTHONY LODICO

07-09-2013

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Nick Politis	*Principal or Designee	
Stuart Kaplan	*UFT Chapter Leader or Designee	
Leonida Polanco	*PA/PTA President or Designated Co-President	
Oneida Bonet	DC 37 Representative, if applicable	
Kayla Veale Yanessa Vargas	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	-----
N/A	CBO Representative, if applicable	
Hilda Adames	Member/Parent	
Suzanne Anderson	Member/Guidance Counselor	
Marianthe Serelis	Member/Teacher	
Lydia Fernandez	Member/Teacher	
Ana Bonifacio	Member/Parent	
Maritza Marte	Member/Parent	
Emiliana Garcia	Member/Parent	
Jacquelina Deluna	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2013, the ELA Regents student cohort group will demonstrate progress towards achieving state standards as measured by a 2% increase in students scoring at levels 3 & 4 on the NYS ELA Regents Examination.

Comprehensive needs assessment

- After conducting our needs assessment, the School Leadership Team determined that the 2012 ELA cohort results should be higher and *therefore has determined that reaching a 2% increase in the 2013 ELA cohort results as a new school goal.*

Instructional strategies/activities

- Students are enrolled in a double period ELA and/or ESL class.
- Balanced literacy and content literacy approaches used in the classroom
- Continue after school program and provide students with additional support by offering tutoring services; notify parents about students' who must attend tutorial.
- Assess needs of the students at the start of the school year; address student needs; reinforce student strengths during class time, in after school activities, and on homework assignments.
- Review curriculum and criteria for grading with a rubric with all teachers; require teachers to use rubrics when grading essays, research reports, book reports, oral presentations, portfolios, etc.;
- Enroll students in theme-based courses that complement ELA/ESL program, such as creative writing, journalism
- Continue to provide professional development
- Purchase textbooks, software, materials and supplies.

Strategies to increase parental involvement

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.

Budget and resources alignment

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

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

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

If other is selected describe here: **NYSTL, TITLE III, REIMBURSABLE**

Service and program coordination

- Regents tutoring

- Afterschool and Saturday school
- Small group instruction and Academic Intervention Services

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2013, the Integrated Algebra Regents student cohort group will demonstrate progress towards achieving state standards as

- measured by a 2% increase in students scoring at levels 3 & 4 on the NYS Integrated Algebra Regents Examination.

Comprehensive needs assessment

- After conducting our needs assessment the SLT determined that the 2012 Integrated Algebra cohort Regents results should be higher and therefore has determined that reaching a 2% increase in the 2013 Integrated Algebra cohort results as a new school goal.

Instructional strategies/activities

Grades 9 – 12:

Instructional Materials/Texts: Integrated Algebra—Prentice Hall

Planning Guide – Pacing and Alignment Calendar

Intensive Professional Development, including:

- School-based Professional Development Team, which includes the Principal, the AP Supervision Mathematics, Network Instructional Coach, and other essential participants who will demonstrate outstanding classroom, practices to other teachers in the school.
 - Ongoing PD for all teachers, coaches, and school administrators.
- Additional Support for Students (when necessary)

Prentice Hall Integrated Algebra (Grades 9 – 12) is a rich and demanding high school mathematics program that is fully aligned to the New York State Core Curriculum for Mathematics A and Integrated Algebra. The program provides test-taking strategies and practice preparation for the Integrated Algebra examination.

Strategies to increase parental involvement

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;

SEE PARENTAL INVOLVEMENT ACTIVITIES SECTION BELOW

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

: **NYSTL, TITLE III, REIMBURSABLE**

Service and program coordination

- Regents tutoring
- Afterschool and Saturday school
- Small group instruction and Academic Intervention Services

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2013, the Global History and United History Regents student cohort group will demonstrate progress towards achieving state standards as measured by a 2% increase in students scoring at levels 3 & 4 on the NYS Regents Examination

Comprehensive needs assessment

- After conducting our needs assessment the SLT determined that the 2012 Global History and US History cohort Regents results should be higher and therefore has determined that reaching a 2% increase in the 2013 Global History and US History cohort results as a new school goal.*

Instructional strategies/activities

- Bring technology into the Social Studies classrooms
- Use a balanced literacy and content literacy approach to teach Social Studies
- Replicate Regents Document Based Questions in class work, homework assignments, and exams.
- Encourage project-based learning, and inclusion of NYC Writing Project strategies for essay writing.
- Conference with guidance counselors, parents, and students about students' progress
- Refer students in need of improvement to guidance counselor and after school/Saturday School tutoring
- Continue to offer professional development activities

Strategies to increase parental involvement

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;

SEE PARENTAL INVOLVEMENT ACTIVITIES SECTION BELOW

Budget and resources alignment

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

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

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

If other is selected describe here:

NYSTL, TITLE III, REIMBURSABLE

Service and program coordination

- Regents tutoring
- Afterschool and Saturday school
- Small group instruction and Academic Intervention Services

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- By June 2013, 90% of students will engage in a minimum of two literacy task and two mathematics task aligned with the Common Core Standards. In literacy students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response. In Math, students will engage in a mathematics task that requires them to construct and explore the reasoning behind argument to arrive at solution.

Comprehensive needs assessment

- As articulated in the Chancellor's Expectations for the 2012-2013 academic school year, at a minimum teachers will be expected to engage all students in at least two literacy and two mathematics tasks aligned to strategically selected Common Core Standards.

Instructional strategies/activities

- Professional learning Communities will incorporate professional learning that analyzes Common Core State Standards and designs units of study and rubrics aligned to the standards regarding arguments.
- ELA and Math teachers will design and launch a Common Core aligned tasks embedded in a unit of study during the 2011-2012 school year.
- Assistant Principals and teachers leaders have attended professional development sessions regarding the Common Core Standards and will assist in the facilitation of these meetings.
- Scala Network Achievement Coach will work with Assistant Principals and teachers to help plan and facilitate professional development workshops.
- Teachers will look at student work to assess strengths and gaps in planning next steps for learning.
- Teachers will develop a shared understanding of success as defined by the standards and determine how to adjust instructional practice support student development along the continuum

Strategies to increase parental involvement

- 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

SEE PARENTAL INVOLVEMENT ACTIVITIES SECTION BELOW

Budget and resources alignment

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

If other is selected describe here:

NYSTL, TITLE III, REIMBURSABLE

Service and program coordination

- Professional Learning Communities
- Common Planning Time

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	<ul style="list-style-type: none"> 11th and 12th grade students who did not pass the ELA Regents are programmed into an ELA Prep course during the school day. Saturday School Regents review and preparation classes. 	Small group, one to one tutoring, Saturday Regents Review Classes	During school days before and after school
Mathematics	<ul style="list-style-type: none"> Students who did not pass the Integrated Algebra Regents are programmed into an Integrated Algebra Regents Preparatory course during the school day. Identify and recruit teachers to participate in Homework helpers and tutoring sessions after school. Saturday School Regents review and preparation classes. 	Small group, one to one tutoring, Saturday Regents Review Classes	During school days before and after school
Science	<ul style="list-style-type: none"> Students who did not pass the Living Environment or Earth Science Regents are programmed into a Living Environment or Earth Science Preparatory course during the school day. Identify and recruit teachers to participate in Homework helpers and tutoring sessions 	Small group, one to one tutoring, Saturday Regents Review Classes	During school days before and after school

	<p>after school.</p> <ul style="list-style-type: none"> • Saturday School Regents review and preparation classes. 		
Social Studies	<ul style="list-style-type: none"> • Students who did not pass the Global History or United States History Regents are programmed into a Global Preparatory or United States History Preparatory course during the school day. • Identify and recruit teachers to participate in Homework helpers and tutoring sessions after school. <p>Saturday School Regents review and preparation classes.</p>	Small group, one to one tutoring, Saturday Regents Review Classes	During school days before and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		<ul style="list-style-type: none"> • Guidance staff reviews the records of all students; identify students who have exhibited at-risk behavior, such as, habitual tardiness, excessive absenteeism, patterns of cutting, and lack of credit accumulation; meet with parents; schedule small group guidance sessions; hold individual guidance sessions. • Arrange for case conferences and include parent(s)/guardian(s), student, dean and teachers in these conferences. • AP reviews attendance procedures with attendance coordinator, guidance counselors, dean, family assistants, and school aides. • Continue early morning, early evening and Saturday morning telephone outreach program 	During school days before and after school

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.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. School-wide reform strategies that:
 - Incorporate NYC DOE Instructional Expectations for 2012-2013
3. Instruction by highly qualified staff.
 - a. On-going site based professional development support for all teachers through subject area team meetings and professional learning communities.
 - b. Integrate ELL content literacy strategies across the content areas including:
 - i. The writing process
 - ii. Read Aloud/Think Aloud
 - iii. Graphic Organizers
 - On-going support from ELA and Math Assistant Principal
 1. AP will demonstrate effective strategies
 2. AP will support teachers to develop effective classroom management skills
 3. AP will work with teachers in lesson planning and other instructional procedures
 4. AP will do professional development for teachers in the City and State ELA and Math Standards.
 - Create study groups in each content area during common planning time.
 - Develop interdisciplinary curricula
 - Mentoring of new teachers
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.

TITLE I SCHOOL-PARENT INVOLVEMENT POLICY

2012-2013

I. General Expectations:

The High School for Law and Public Service agrees to implement the following statutory requirements:

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;

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring the school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy

Components:

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

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

Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the

effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;--
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, and 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

Parent Involvement Activities for 2012-2013

- September 23, 2012---ELL Parent Meeting

- October 1, 2012---Annual Parent Title I Meeting
- October 15, 2012---Parent Workshop---Transition to High School
- October 28, 2012 & October 29, 2012---Parent Teachers Conferences
- November 4, 2012 – December 13, 2012---Parent Health Workshop Series
- November 4, 2012---Curricula Parent Meeting/Workshop---ELA/ESL
- November 20, 2012---ARIS—Link Parent Meeting
- December 17, 2012---Parent Meeting/Workshop on College & FAFSA
- January 7, 2013---Curricula Parent Meeting/Workshop---Mathematics & Social Studies
- February 4, 2013---Parent Meeting/Workshop on Bullying & Harassment
- February 11, 2013---Parent Meeting/Workshop on Immigration
- March 4, 2013---Curricula Parent Meeting/Workshop---Science
- March 17, 2013 & March 18, 2013---Parent Teacher Conferences
- April 15, 2013-----Parent Meeting/Workshop on Public Service
- April 22, 2013----parent Meeting/Workshop on Learning Environment Survey

SCHOOL-PARENT COMPACT

October 2012

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year; *Provide parents reasonable access to staff by:*
- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences; *Provide general support to parents by:*
- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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 [i](#)

Part I: School ELL Profile

Cluster Leader/Network Corinne Rello Anselmi /Nancy Scala	District 6	Borough Manhattan	School Number 467
School Name High School for Law and Public Service			

A. School Information [i](#)

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

Principal Nicholas Politis	Assistant Principal Alexandra Brown
Coach Elish Sari	Coach N/A
ESL Teacher Robert O’Leary	Guidance Counselor Suzanne Block
Teacher/Subject Area Lydia Fernandez	Parent Carlos Silver
Teacher/Subject Area Julia Wilson	Parent Coordinator Nelia Polanco
Related Service Provider Christopher Garcia	Other N/A
Network Leader Nancy Scala	Other N/A

C. Teacher Qualifications [i](#)

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	3	Number of certified bilingual teachers	4	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	2
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Part II: ELL Identification Process

Total number of students in school	699	Total Number of ELLs	215	ELLs as share of total student population (%)	30.7%
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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. 

Paste response to questions 1-6 here

1. *Steps for Initial Student Identification:*

The High School for Law and Public Service follows a standard protocol for identifying newly admitted English Language Learners. When parents bring their children for registration they are escorted to the guidance department. If the student has not already been in the New York City public school system, a Home Language Identification Survey (HLIS) is immediately administered by the presiding guidance counselor. If the HLIS indicates a second language spoken at home, the student and family are then referred directly to our 9th grade guidance counselor, Suzanne Block, assisted by our Spanish speaking bilingual school aide, as well as our bilingual ESL Coordinator (an ESL certified instructor), Elish Sari who both interview the student and their parent(s)/caregivers in English and Spanish. If a different language is identified other than Spanish, we seek to locate the written information for parents on the DOE website for that particular language. If it is determined, based on the HLIS and interview, that the student is possibly an English Language Learner, the ESL Coordinator Ms. Sari, administers the LAB-R exam immediately while the parent(s)/caregiver(s) wait in the guidance office. The LAB-R is then hand-scored by Ms. Sari. Ms. Sari also collects a small writing sample, usually a question such as, “Describe a person who is important to you” from the student. Based on the interview, the LAB-R score, and the writing sample, Ms. Sari confirms placement in the program (or occasionally disconfirms) and assesses the appropriate ESL level. In rare instances, when the LAB-R is not administered on the first day of admittance, the exam is administered within the first ten days of enrollment as per regulations. We currently do not formally administer the Spanish LAB to all Spanish speaking ELLs, but we are introducing a process by which we will administer this assessment directly after the LAB-R is administered.

If the student scores “proficient” on the LAB-R exam, the guidance counselor, Ms. Block, and the parent are immediately informed that the student will not require placement in an ESL program. If the Lab-R exam assessment determines that the student is an English Language Learner, then the parent is directed to the parent coordinator’s office where the DVD provided by the DOE is shown to the parent(s)/caregiver(s). The ESL Coordinator, Ms. Sari, also provides information, including relevant research regarding ESL program choices (see question 2 for further detail.) We also provide an additional opportunity to view the DVD within the first 2 weeks of school during a parent meeting sponsored by the PTA especially designed for new “incoming” parents of ELL’s.

Parents, having been fully informed of their choices, receive an enrollment letter and choice letters on school letterhead. The letters are signed by the parents and a copy is kept in the student’s confidential file in the ESL office which is securely locked when the ESL office or school is closed. Translated informational materials and letters are provided when appropriate. Based on the parent choice of program and level recommendation of the ESL Coordinator, Ms. Sari, the student is programmed by the intake guidance counselor, Ms. Block. Thus the student and family usually complete the process within the day of enrollment and all documents are exchanged and filed promptly.

The New York State English as Second Language Achievement Test (NYSESLAT) is administered each spring (within the testing date window) in each ESL class by Ms. Elish Sari, Mr. Robert O’Leary, and Courtney Smalls, the licensed ESL instructors. Our transitional ESL class (highest level) which is taught by an English Language Arts teacher currently in the process of completing a bilingual extension to his certification, also administers the NYSESLAT to their students. All students listed on ATS as eligible for the NYSESLAT are tested. The test is administered early enough to allow ample time to administer sections of the test to students who were absent for one or more parts. Students are set up in a quiet space to take the exam parts with their teacher while the class is monitored in working on a long term project. The completed tests are sorted, packed and returned to the testing agency by the ESL Coordinator.

2. *Program Choice Procedures:*

Our intake guidance counselor, Sue Block, and our ESL certified Coordinator, Elish Sari, are responsible for ensuring that every family is fully informed of the three ESL program choices offered citywide: dual language, free-standing ESL, and transitional bilingual. We currently do not offer a dual language program and have no current plans to add one. We offer fully developed transitional bilingual and free-standing ESL programs. The information about all three choices, including relevant and current research about each is

A. ELL Programs

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual														

Part III: ELL Demographics

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

Dual Language (50%:50%)															0
Freestanding ESL															
Self-Contained										9	8	8	5	0	
Push-In														0	
Total	0														

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	215	Newcomers (ELLs receiving service 0-3 years)	117	Special Education	34
SIFE	49	ELLs receiving service 4-6 years	38	Long-Term (completed 6 years)	60

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. [i](#)

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	105	42	2	20	0	1	0	0	0	125
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	12	2	5	18	5	9	60	0	28	90
Total	117	44	7	45	5	10	60	0	28	215

Number of ELLs in a TBE program who are in alternate placement: 0

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										48	40	25	0	113
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	48	40	25	0	113								

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	

Part IV: ELL Programming

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										57	16	4		77
Chinese										2				2
Russian														0
Bengali												1		1
Urdu										1				1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
TOTAL	0	60	17	5	0	82								

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?

A. Programming and Scheduling Information

Paste response to questions 1-7 here

1. *Instruction Delivery:*

a. *Organizational Models*

Our academic program for ELLs is based on a self-contained model; a singular instructor teaches a self-contained classroom of students.

b. *Program Models*

We offer two program options: transitional bilingual and free standing ESL.

All of our ESL classes are in homogeneous groupings based on English proficiency level, not grade level. Instruction and groupings are based on the NYSESLAT, an informal written English assessment, a brief oral interview and native language proficiency. Other bilingual content area classes are heterogeneous proficiency level groupings based on grade level since they are subject and state exam specific classes. The exception to this design is when a student fails a subject area class one year and must repeat it the following year, then they may be in a class with students other than their grade peers.

2. *Mandated Instructional Minutes*

All academic courses offered in the general education program are offered to ELLs in addition to ESL instruction. Regarding instruction in ESL, beginners receive 540 minutes, intermediate 360 minutes and advanced 180 minutes. The advanced students receive one unit of ELA and one unit of NLA taught by a licensed teacher. Students at the intermediate level of ESL receive a 90 minute ESL block and one unit of native language arts instruction. All incoming students are given an in-house placement interview and test upon arrival at our school. This data analyzed along with NYSESLAT scores so that students are grouped appropriately. The school administrators create a program according to the amount of students we have at each level. Additionally, ESL teachers administer a brief in-class assessment within the first week of school in order to assess students' abilities to ensure that placements are correct. Finally, the ESL Coordinator checks all ELL's programs at the beginning of each semester to make sure that they are correctly placed in classes and that they are receiving the mandated minutes. All students receive the mandated minutes. Once ELLs reach the 12th grade, if they have not passed the ELA Regents exam, they are programmed for an additional ELA Regents preparation support class, in addition to their ESL and ELA classes, in order to better prepare them for the ELA Regents examination.

a. *ESL / ELA / NLA*

Native Language Instruction and English instruction is fully aligned with New York City's Language Allocation Policy and reflects 40%/60% instruction in English and Native language for beginners; 50%/50% for intermediate and 25%/75% or advanced.

3. *Program Models for Content Areas*

All bilingual content area classes (science, math, social studies and art) are taught using ESL methodology including an emphasis on word knowledge to increase reading and writing accuracy, visual learning tools to provide additional scaffolding, and differentiated instruction. Bilingual content area courses use ESL strategies such as sequencing, multiple and varied exposures to new words, graphic organizers and mapping to enhance language acquisition while focusing on content specific course work parallel to the general education curriculum in order to prepare students for the Regents examinations.

ESL classes are designed to offer explicit instruction for students based on the level of the class. All four skills (reading, writing, speaking and listening) are addressed in the classes and teachers closely follow the ESL Standards. Teachers use a variety of methods including CALLA, Readers/Writers Workshop model, the Language Experience Approach and content integration. Every classroom is designed around a language objective and a content objective. ELA and NLA classes use the workshop model and serve as the forum for literature exploration and analysis. NLA classrooms are equipped with differentiated classroom libraries for independent reading activities. We utilize an on-line differentiated literacy program, Achieve 3000, in both the English and Spanish language versions to further stimulate growth in reading and writing skills. We expect all

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	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
100%				
75%				
50%				
25%				
	Dual Language			
100%				
75%				
50%				
25%				
	Freestanding ESL			
100%				
75%				
50%				
25%				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

A. Programming and Scheduling Information--Continued

1. 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.
2. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
3. What new programs or improvements will be considered for the upcoming school year?
4. What programs/services for ELLs will be discontinued and why?
5. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
6. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
7. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
8. Do required services support, and resources correspond to ELLs' ages and grade levels?
9. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
10. What language electives are offered to ELLs?

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

Paste response to questions 8-17 here

8. *Targeted Interventions Across Subject Areas*

The principal's cabinet has organized the faculty into small professional learning communities (PLCs). This year, we have integrated the ESL and bilingual subject area teachers into different grade based PLC's. That is to say, each PLC is organized based on grade level instruction, and we opted to integrate teachers of ELLs into these groups rather than have an ESL PLC separately as we have had in the past. This re-organization signifies a shift in the way we approach sharing of best practices as it related to ELLs. In this model, all teachers are exposed to the practices of teachers of ELLs. Through the PLC's we analyze of achievement data, study and discuss student, read about research based methodology and make decisions regarding the type of and the implementation of targeted interventions. Typical interventions range from small advisory groups which meet once per week to discuss common academic and socio-emotional issues to specific remedial writing skills taught across subject areas, in alignment to the Common Core Standards. Every PLC meets for two 45 minute periods and functions as a school inquiry team.

Newcomers continue to be served in the manner that we currently serve them in our program. This has proven to be effective. Presently 100% of our newly arrived parents of 9th graders choose to enroll their children in the bilingual program. We include ample field activities around the New York City as well as surrounding rural counties so that students gain insight into their new culture and learn about their new country as part of the educational program.

Our largest group is the long-term ELLs. This group has shown the least progress on the NYSESLAT achievement measures. As a result, we will continue to develop native language literacy. The NLA teachers, Perez-Reilly, Guzman, and Florez, are implementing a pilot NLA curriculum which is modeled around the common core standards and is organized thematically, eventually leading to Advanced Placement courses in Spanish Language and Literature. Based on current research, we are supporting native language literacy for these long term ELLs in this way. We are also developing a Spanish language balanced literacy program which is modeled after the NCEE Ramp-Up to literacy. We are developing multi-level Spanish language classroom libraries for this purpose. We also offer targeted after-school tutoring, Saturday programs and additional Regents preparation.

We currently have 35 special needs ELLs. This represents almost a tripling of our IEP/ELL population last year. These students are grouped according to ESL level, as are all of our ELLs. Therefore, some students are in classrooms where we have enough special education students to have a team teacher in the room while others may receive a self contained program. All of our teachers have the opportunity to review student's IEPs and design their instruction to fit a student's needs.

9. *Transitional ELLs*

Our students who have passed the NYSESLAT are programmed in transitional ESL classes which are designed to bridge ESL and general education English classes. ESL teachers discuss particular student cases with the new English teacher and we track student progress in their subject areas. Additionally, guidance counselors provide a much needed link for students transitioning into the mainstream academic program. Tutoring and Saturday school are other supports provided for all students in our school.

10. *New Programs*

We are not adopting any new purely academic programs this year. We are currently working on improving 3 recently acquired programs, Achieve 3,000, Visual Learning Series and Balanced Literacy Native Language Libraries. We are spending time developing these approaches.

We are looking more closely at how we support our ELL's socio-emotional and character development. We plan to collaborate with the Morningside Center for teaching Social Responsibility. Conflict resolution, communication skills, anger management along with other character building skills will be addressed.

11. *Discontinued Programs*

There are no programs that we plan to discontinue this year.

12. *Equal Access to Schoolwide Programs*

There are essentially no school programs that we offer that are not available to our ELL groups. For example, all clubs including the after school theater group and cooking classes are open to all. After school tutoring is provided by all teachers whether on a regular basis or on an appointment basis. Saturday school is an important supplement to our ELL program supplemental piece. We offer bilingual content area tutoring on this extra day of instruction. Our

A. 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

A. 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.

Paste response to questions 1-3 here

1. *Professional Development Plan*

This year we have created a team comprised of 8 members including 2 administrators (the Assistant Principal of ESL, Alex Brown and the ESL Coordinator, Elish Sari), plus 6 teachers (2 ESL- O'Leary and Smalls, 1 Special Education- Wilson, 1 bilingual science- Fernandez, 1 ELA- Chandler and 1 NLA- Florez) who are participating in the year-long ELL Literacy Leadership Institute sponsored by the DOE's Office of ELLs. Through this institute we will have the opportunity to study research based methodology and program structures and plan for the process of institutional change. This team will turn key important aspect of our learnings with the rest of the staff via after school faculty meetings once per month. The faculty meetings include all pedagogical staff, guidance counselors, paraprofessionals

The ESL and NLA instructors will also participate in professional development with our consultant from Achieve 3000 on two separate days in the Fall (one in October and one in November). This will facilitate our initial implementation of this on-line literacy program early in the school year. Teachers participating include ESL instructors: Robert O'Leary and Courtney Smalls, ELA teachers: Roger Chandler and Fred Arcoleo and NLA teachers: Betty Perez, Yasunari Guzman and Clemencia Florez.

We will also collaborate with the Morningside Center for Teaching Social Responsibility. We will begin training in their 4 R's curriculum which combines literacy skills development with social-emotional learning lessons. We believe that our immigrant population will benefit from not only language acquisition interventions but also supports regarding their social-emotional and character development. School, neighborhood and home life can be stressful for any teenager, but compounded by the issues accompanying the immigrant experience, students can buckle under pressure and confusion. We aim to provide supports through a sound research-based curriculum to help students, particularly in the 9th and 10th graders, negotiate conflict, make good, informed decisions and develop good interpersonal skills. A series of 6 trainings will take place between January and May and will be implemented in the classroom through their ESL classes as well as in an after-school program that will meet twice per week. Three ESL teachers: Rob O'Leary, Elish Sari and Courtney Smalls, as well as, three NLA teachers: Clemencia Florez, Yasunari Guzman and Betty Perez, will participate in the training.

8. *Supporting Transition from Middle to High School*

ELL students are provided with a Bilingual Guidance Counselor, bilingual speech therapist, and bilingual SETSS teacher for support. Within the first week of school we have grade level community assemblies which include all ELL's. Fully translated announcements are made and orientation materials are distributed. We explain our advisory program and offer applications to all the students, including ELLs in this meeting as well.

The school also provides a targeted intervention for 9th grade students who are identified as "underachieving" based on qualitative reports from their teachers as well as an analysis of student progress reports written within the first 6 weeks of the school year. The ninth grade Professional Learning Community identifies the students in a collaborative effort. All targeted students (general education and ELL) are interviewed by a sub-team of these teachers and invited to join an advisory group of 5-7 students lead by a team of 2 teachers from the PLC. The advisory groups meet one lunch period per week and are organized around activities to specifically address the transition from middle school to high school (organizational skills, social skills, study skills communication skills and leadership skills). The team of teachers follows these students' progress throughout the year, adjusting the curriculum to suit the needs of the students.

3. *Minimum Requirement for ELL Training for General Education Faculty*

Professional development for the entire staff (general education teachers, special education teachers, teachers of ELLs, paraprofessionals, parent coordinator, secretaries, school aides, assistant principals and principal) participate in faculty meetings during 2 professional development days. This year we will focus on accelerated language supports and word knowledge strategies, adopting and practicing protocols for analyzing student writing (including ELLs English and native language written work), becoming familiar with and applying the Common Core Standards as they apply to ELLs and finally, social emotional supports for newcomers, SIFE and Long Term ELL's. Between the two PD days, we exceed 7.5 hours.

A. 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?

2. Parent Involvement for Parents of ELLs

All newly arrived ELL students' parents are given a parent orientation upon intake including a discussion of programs available at the school. Parent orientation sessions are held at the beginning of the school year at a variety of times to accommodate parent schedules. The Parent Coordinator and/or ELL Coordinator run the sessions in Spanish. Parents are invited to special classroom presentations as well as semi-annual awards ceremonies. All outgoing correspondence to parents is sent in both English and Spanish. Monthly PTA meetings are run by our Parent Coordinator, Nelia Polanco, and are translated in Spanish. At each PTA meeting a representative from one subject area presents curriculum overviews and takes questions.

Through the Morningside Center for Teaching Social Responsibility, we will provide a series of 4 workshops on "Peace in the Family". Each workshop is an intensive 3 hour meeting once per month from February-May. According to the program, this workshop "helps parents develop social and emotional skills and strengthen their relationships with their adolescent children." Communication skills and problem solving strategies are covered. The four workshops delve into important issues experienced by immigrant families, but also families with adolescents in general, including punishment versus discipline, active listening skills, advocating effectively for your child and assertiveness. We will notify parents through mailings from our Parent Coordinator, Nelia Polanco, as well as through announcements on our school website.

2. Partnerships with CBO's

Currently we partner with the Inwood Hill Nature Center. They provide hands on environmental lessons on-site at Inwood Hill Park. We visit them with 15-20 ELL's including SIFE and Long Term ELL's once per week after school in the spring. The Harlem Center for Science also provides weekly supports for hands on learning activities in the Living Environment science classrooms for general education and bilingual classrooms.

3. Evaluating Needs of Parents of ELLs

Every year, at an early PTA meeting, a survey is completed by our ELL parents about their needs as parents of ELL students. The PTA president Carlos Silver and Parent Coordinator, Nelia Polanco, have a question and answer table at every Parent/Teacher conference. Another source of feedback is the Parent Learning Environment Survey which is used as a tool to analyze the overall needs of our parent body.

Our guidance department makes formal ongoing outreach via telephone to parents of students "at risk". We work very hard to communicate issues at school with parents and we listen to their concerns. Through these qualitative evaluations we understand that there is a need to provide information regarding the developmental experience of adolescents.

4. Addressing Needs of ELL Parents

Our parent activities are well aligned with parent needs. PTA meetings are well attended by English and non-English speaking parents alike. In response to questions about mental and physical health of their teenage children, we are providing workshops facilitated by health professionals from Columbia Presbyterian Health Center on hormonal changes in adolescents. The first session was highly attended by ELLs and non-ELLs with 60 parents attending in all. The Peace in the Family workshop by Morningside Center for Teaching Social Responsibility is in part a response to this need as well.

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)										34	11	2	5	52
Intermediate(I)										33	16	16	17	82
Advanced (A)										19	21	69	4	113
Total	0	0	0	0	0	0	0	0	0	86	48	27	26	187

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										15	9	0	4
	I										25	10	11	11
	A										20	14	8	7
	P										26	15	8	4
READING/W RITING	B										33	8	2	3
	I										34	19	16	19
	A										18	18	8	4
	P										1	3	1	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	85	0	60	0
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math <u>all levels</u>	-	137	-	123
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography	-	128	-	109
US History and Government	-	88	-	77
Foreign Language				
Other <u>science all levels</u>	-	132	-	120
Other				
NYSAA ELA				
NYSAA Mathematics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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.

Paste response to questions 1-6 here

1. N/A- not applicable for high school.

2. *NYSESLAT/LAB-R Data Trends*

When comparing last year's NYSESLAT/LAB-R data across grade levels with this year, nearly 50% of the students, as they were promoted to the next grade level increased their overall proficiency by one level. The exception to this was in the 11th grade rising to the 12th grade. Their proficiency level growth remained more flat. This can be explained perhaps by the difficulty of supporting students with fossilized poor skills. The problems become compounded as the years pass. The pattern of growth for grades 9-11 is more encouraging, the 9th to 10th grade growth being the steepest increase. We are running a Saturday Academy for 12th grade students whose growth is remaining stagnant. This program involves one ESL certified teacher and one ELA teacher. Students use the Achieve 3000 program during this academy to address reading and writing skills deficiencies and receive ELA Regents coaching. Also, seniors who have not passed the English Regents Exam take an additional Regents prep class during the middle of the school day 5 days per week. In recent years, our students have excelled in this elective course and pass the ELA Regents exam by a rate of 90%.

2. *Modality Trends and Instructional Decisions*

Our slowest growth in levels of proficiency remains in the reading/writing modality for each grade level. The Achieve 3000 on-line differentiated literacy program is uniformly utilized by all ESL teachers as well as NLA teachers in the Spanish language version to address this issue. We are also targeting native language literacy deficiencies by teaching reading strategies through independent reading activities utilizing newly purchased differentiated Spanish language libraries in the NLA classrooms. All ELL's are programmed for AP Spanish Language in their 11th grade year and most go on to take AP Spanish Literature in their 12 grade year. A team of 8 faculty members including administrators, ESL teachers and content area instructors are involved in the year-long ELL Literacy Leadership Institute sponsored by the Office of ELL's. We expect that participation in this institute will help us focus our approach and make additional effective program and instructional decisions to increase reading and writing modalities.

4. *Data and Test Results*

a. Patterns: For our TBE program, issues of patterns across proficiencies are addressed above. We had steady growth for approximately 50% of our population across proficiencies and grade levels. Our long term ELL's tend to do better on tests given in English since their exposure has been longer. Our older students who remain at the beginner and intermediate have great difficulty passing exams in English, especially the ELA Regents exam, but they have far greater success at passing the content area regents exams as they have access to the exam in both English and their native language.

b. Periodic assessment: We did not utilize a ELL Periodic Assessment last year.

c. N/A

5. *Dual Language*

N/A

6. *ELL Program Evaluation*

We evaluate our program for ELL's by utilizing several sources of testing data including the NYSESLAT, Regents exams and classroom tests. We also used data driven on-line programs like Achieve 3000. We evaluate disaggregated data for scholarship reports including marking period report cards, progress report cards and attendance data. We also closely monitor graduation rates as well as college acceptances for our ELLs. Finally, we do formative assessment in grade teams to evaluate their writing proficiencies so we can target writing skills as a coordinated team.

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	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: 06M467 **School Name:** High School for Law/Public Service

Cluster: 1 **Network:** 107

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We have surveyed our parents and used the Home Language Survey as well as the ATS Parent Preferred Language report to assess our parents' needs. Over 82% of our parents speak Spanish as their native language. 17% of our parents' home language is English, and the last 1 % is as follows: 1 parent Arabic, 2 parents Bengali, 1 parent Dutch, 1 Parent Haitian Creole, 1 parent French, 2 parents Fulani, 2 parents Mandarin and 1 parent Urdu. Through the parent coordinator, we have confirmed that the 1% of parents also speak English, therefore written and oral translations are not needed.

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.

In order for us to communicate with our parents and school community, we have determined that we need to have everything translated into the Spanish language. We also need to have translators on hand for our guidance counselors, teachers, PA meetings and School Leadership Team meetings. For any school events that involve parents, we must provide translation services.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We currently have four licensed Spanish teachers on staff and two Bilingual Spanish guidance counselors. The teachers and bilingual guidance counselors readily provide written and oral translation services for all official correspondence coming from our school. In addition, our parents coordinator also provide written translations as needed. Once the translations of the documents have been done, they are kept on file for future reference. New correspondence is translated on an as needed basis. Teachers and staff members are compensated for the extra time providing translation and interpretation services. Section VII of Chancellor's Regulation A-663 and documents such as parents bill of rights, interpretation notice signs and safety plan procedures are provided in above languages.

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.

Our bilingual school staff is able to provide oral interpretation services. In addition to the Spanish licensed teachers and bilingual guidance counselors, we have full time school aides and family paraprofessionals to provide on call translations for parents. Our parent coordinator is also bilingual.

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>.

We provide our parents with written (in Spanish) notification of the translation and oral interpretation services provided at our school. We will print documents for our written and spoken languages of our school. Parents are also kept informed through PA meetings and other events that keep communication channels open for parents.

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: High School for Law and Public	DBN: 06M467
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 200
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 8
of certified ESL/Bilingual teachers: 4
of content area teachers: 4

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:

All of the following programs and supplements will be implemented with Title III funds:

ELL students in the 12th grade who have not yet passed the ELA regents exam, receive a 45 minute period focused on ELA Regents preparation, in addition to their ESL class. This class is taught by a licensed ELA teacher in close consultation with the ESL coordinator (ESL certified) as well as an ESL certified teacher.

Beginners will receive an additional 120 minutes of supportive language foundations including grammar, punctuation, mechanics and spelling in both ELA and NLA. These periods are taught by two teachers: one certified ESL teacher and a licensed NLA teacher.

These supplemental ESL classes include a combination of direct instruction, collaborative learning, whole group discussion, and balanced literacy workshop methodologies.

In order to better serve our ESL students in their academic language acquisition, we have developed an enrichment program based on a content area (environmental studies/science) for our 75 LEP students preparing for the Living Environment and 50 students preparing for the Earth Science Regents Exams. The instructional program will incorporate after school and extended environmental educational trips throughout the school year to give students hands-on experience with the natural world. The class passing rates and Regents passing rates will be used to monitor effectiveness. This enrichment program will involve 2 certified bilingual science teachers as well as one licensed science teacher in consultation with the certified bilingual instructors.

NYSESLAT scores continue to serve as data for analysis as comparative indicators for language acquisition rates. Formal and informal teacher assessments as well as supervisory observations will monitor student progress on an on-going basis.

The ESL Curriculum Team comprised of all 4 ESL teachers will be meeting together on a monthly basis after school to analyze achievement data for our ELL population, review student written work to help inform instruction, develop Common Core Learning Standards aligned tasks and units, and re-shape the scope and sequence of our 4-year ESL curriculum. Teachers on this curriculum team will co-create mid-year and final exams for each ESL level which will be administered in order to monitor student progress and inform instruction.

We will run a Saturday supplemental ESL, NLA, Math, Science and Social Studies tutorial classes with content based activities. These classes will be taught by certified ESL or Bilingual teachers. One

Part B: Direct Instruction Supplemental Program Information

hundred and twenty ELL students, grades 9-12, will participate for 4 hours each Saturday, for a total of 20 class sessions from November 3, 2012 through June 19, 2013 from 9:00 a.m. – 1:00 p.m. Title III funds will be used to target Long term ELLs as well as newcomers as these populations have some of the lowest achievement rates on the NYSESLAT. By providing additional ESL instructional time (120 minutes) along with 120 minutes of ESL and bilingual math and science content based activities, it is expected that student achievement will increase.

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:

An after-school professional learning community will meet twice per month including ESI and Bilingual teachers. Topics will include but not limited to the study of best interventions for SIFE and Long Term ELLs, reading current research and trade books on ELL pedagogy, and analyzing student work. We will utilize two main texts: *When Kids Can't Read*, by Kylene Beers and *Academic Vocabulary Toolkit* by Kate Kinsella. Additionally there will be a one day curriculum and professional development for teachers by the Taconic Environmental Education Center staff (or a similar location). ESL teachers will work to incorporate language development activities and train content area teachers to use these strategies in their classes.

Passing rates on classroom assessments, marking period scholarship data, Regents examinations and the NYSESLAT will be used as indicators for to monitor student gains as a result of professional development. Informal teacher assessments and supervision will be on-going and used to differentiate professional development to meet individual needs of teacher. We will provide 3 sessions of technology professional development (TEQ, Simple K12), specifically Smartboard and iPad applications for teaching tools for ELLs throughout the year.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: Every year, our parent coordinator conducts a survey completed by our ELL parents about their needs and interests as parents of ELL students; the following is a list of needs from this survey:

- Parent Social-Emotional Development of Adolescents Workshop/ Conflict resolution in the Home September 27, 2012 from 5:00 p.m. – 7:00 p.m.
- Parent Meeting on Science Curriculum---March 5, 2012 from 5:00 p.m. -7:00 p.m.
- Parent Family Life Education Course from November 2012 – May 2013 every Monday from 8: 30 a.m. – 11:00 a.m.
- Parent Workshop on College and how to pay for College---December 3, 2012 from 6:00 p.m. - 8:00 p.m.
- Parent Meeting on Mathematics Curriculum--January 7, 2013 from 6: 00 p.m. – 8:00 p.m.
- Parent Meeting on Social Studies and Law Curricula -February 4, 2013 from 6:00 p.m. - 8:00 p.m.

The above workshops will target at least 50 ELL parents and keep them in the loop as to what their children are learning. Subject area Assistant Principals and ELL staff members will provide the activities for the parents. Refreshments will also be served on such events.

All outgoing correspondence to parents is sent in both English and Spanish. PTA meetings and the school leadership team have on-site translators available for parents who do not speak English. The Parent Coordinator is bilingual and there is a bilingual guidance counselor on staff assigned to serve the ELL population. At every parent workshop and meeting, translators are available. All newly arrived ELL students' parents are given a parent orientation upon intake including a discussion of programs available at the school. Parent orientation sessions are held at the beginning of the school year at a variety of times to accommodate parent schedules. The Parent Coordinator and/or ELL Coordinator run the sessions in Spanish.

We have a ninth grade incoming student orientation for all new students prior to the first day of school. Parents and students are developed with new school procedures and regulations and requirements.

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"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		