



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2012-2013  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL NAME:**

**HIGH SCHOOL FOR LAW, ADVOCACY & COMMUNITY JUSTICE**

**03M492**

**PRINCIPAL: DOREEN CONWELL**

**EMAIL: DCONWEL2@SCHOOLS.NYC.GOV**

**SUPERINTENDENT: ANTHONY LODICO**

## 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
Doreen Conwell	*Principal or Designee	
Luta Fernandez	*UFT Chapter Leader or Designee	
Carlos Ruiz	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Nicholas Tejada Devante McLean Cynthia Geraldino	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Joshua Stone	Member/UFT	
Kelly Gionti	Member/UFT	
Sabrina Prudhomme	Member/Parent	
Gloria Wolfe	Member/Parent	
Jesus Centeno	Member/Parent	
	Member/	
	Member/	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

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

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

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

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

By the end of the testing cycle in August 2013, to increase the percentage of students scoring a 75 or higher on ELA Regents exams by 5% to 54% up from 49% as informed by results from the 2011-12 school year (a minimum of 59 students out of 111 scoring 75 or higher).

### **Comprehensive needs assessment**

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

The 2011-12 ELA Regents results were that 49% scored a 75 or higher. A score of 75 or higher is an important indicator of college readiness, and is used by CUNY schools as a benchmark to separate students who need remediation from those who don't. Working towards this goal will help to increase our students' college readiness, and, further, their ability to successfully attain a college degree.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

USE OF DATA RESI and ITT (data specialist) - to use RESI and ITT data in September 2012 to identify students who have historically performed at Levels 1 or 2 in order to target them for intervention strategies.

-Item Analysis of ELA Regents (coaches, teachers) - to perform an item analysis of past ELA Regents results in June 2012 and August 2012 to determine areas of instructional focus that will best serve our students. Based upon results of the analysis teachers will target specific areas that student have demonstrated weakness. Teachers will use targeted instructional strategies to strengthen areas needed and students will have the opportunity to attend 8<sup>th</sup> period class.

Common assessment analysis/ scholarship data (teachers) - to use common assessments (every five weeks) and scholarship data (every six weeks) to assess progress and to predict performance of students who have not yet taken the Regents and target as necessary for intervention

CURRICULUM AND INSTRUCTION - In ongoing circular 6 meetings, to identify performance objectives aligned to the state common core standards, and to create daily lesson plans that incorporate weekly open-ended tasks that build skills that advance mastery of the performance objectives. (teachers, coaches, APs) - To build into the core ELA sequence scaffolding which support students performing at or below minimum

standards. - To add Advanced Placement courses in ELA to the course sequence to allow students performing at high levels to accelerate to college-level course work. (Principal, APs, SLT) - To develop assessments that are aligned to the identified performance objectives in order to better assess student progress towards mastery. (teachers, coaches, APs) - To modify core curriculum and instructional strategies to build student capacity in reading and writing by: - Incorporating short writing tasks into daily work and homework - Incorporating mini lessons that focus on conventions, vocabulary and grammar into unit plans. - Increasing the number of extended writing assignments and the frequency of feedback. - For students with disabilities, fostering strong student engagement by including student-interest-driven text choices in each unit, increasing frequency of feedback for writing assignments and incrementally building to extended writing assignments. o For ELLs, increasing the use of vocabulary-building strategies in each unit. - Review lesson plans to ensure that standards are addressed. - Incorporate questions into lesson plans that address at least three levels of inquiry to improve student responses. With this targeted instructional approach students will receive immediate and meaningful feedback with specific steps to improve achievement. Exemplars will also be provided as a model for students.

Timeline: September 2012-August 2013

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - 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;

**Budget and resources alignment**

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

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- College-Now Program on Saturdays and after-school to assist students with rigorous reading and writing strategies and time-management and organizational skills
- Implement Digital Literacy and Citizenship lessons that address such issues as: nutritional awareness, self-esteem, substance abuse and pregnancy, cyber-bullying, relationship counseling and drug prevention. Students will be asked to participate in role-playing, read articles/stories, conduct research and subsequently be able to write about their experiences.
- Classroom workshops conducted by SAPIS worker and guidance counselors around social issues that affect student achievement. After conducting workshops students will be asked to establish personal goals and each session will end in a writing assignment where students will be asked to write about their progress toward their goals. SAPIS worker and guidance counselors will also address issues such as peer pressure and the pressure to cheat or plagiarize.

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from September 2012-June 2013 as indicated below:

Tax Levy CFN: Support for CFN team (monthly network trainings for AP's, teachers and support staff)

Tax Levy FSF: Support ELA teacher positions

Title I SWP: Support Classroom Para for SWD

Contract for Excellence: Reduce class size by increasing the number of teachers hired.

Title I SWP: Professional Development for Improved Teacher Quality

Title I SWP: Support Supervision for ELA

TL NYSTL Textbooks: Support variety of student readings

Title I SWP: Saturday and after-school programs

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

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

By August 2013, to increase the graduation rate for the 2009 cohort to 81% as compared to the 2008 cohort graduation rate of 79% (a minimum of 105 out of 130 students graduating), and to increase the percent of Advanced Regents diplomas from 20% of diplomas earned to 25% of diplomas earned

### **Comprehensive needs assessment**

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

Focusing on increasing the overall graduation rate as well as the percentage of advanced Regents diplomas earned encourages students to earn more than the minimum credits required, and, specifically is an indicator that students are taking advanced math courses that will help increase their college readiness. Various data reports will be used to monitor credit accumulation and to identify patterns of student performance by grade, by class, by subgroups and by student for the purpose of modifying instruction and increasing support when necessary. Reports: graduation tracker, RCOL ATS report, scholarship reports, NCLB reports, units tests, and mid-year analysis reports.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

USE OF DATA - To use various data sources to monitor credit accumulation and to identify patterns of student performance by grade, by class and by student for the purpose of modifying instruction and increasing support when necessary. A review of the following data will be conducted after each marking period: - STARS scholarship reports by subject and by teacher - Individual student line grades, Unit test analysis/ scholarship data - To use unit tests and class records to predict performance of students before the issuance of grades and target as necessary for intervention. Diploma certification tracking forms - To use diploma certification forms as a means of identifying those members of the 2009 cohort in need of intervention.

CURRICULUM AND INSTRUCTION - To build into the core sequence support courses which support students performing at or below minimum standards. - To add enrichment courses to the course sequence during the senior year to allow students performing at high levels to accelerate to college-level course work. - To increase partnerships with colleges to include those who offer College Now courses to increase the opportunity of junior and senior students to gain college credit before graduation from high school. - To increase the number of students participating in SAT and ACT testing, and to incorporate in ELA and math classes during the junior and senior years, the explicit teaching of test prep strategies for these assessments. - To increase the variety of options for students to enroll in credit recovery courses, including online options, PM school and Saturday school courses, to monitor attendance in these courses and to conduct conferences with students and parents when students' failure to attend puts graduation requirements in jeopardy. - To use College Summit in all senior English classes as a means to encourage students to realize post-high school aspirations. - To schedule frequent visits to senior classes from speakers from the world of college admissions and recent college graduates to motivate and prepare students for the transition from high school to post-secondary education. - To schedule periodic one-on-one conferences with guidance counselors to track progress toward graduation using the graduation certification form, resulting in identification of students who need additional support through such programs as The Amazing Race, mentoring, social/emotional counseling and SPARK. - For students with disabilities, to create personal interest inventories to identify post-high school opportunities, including connections with College Summit, VESID, and college and career fairs. - To increase the number and variety of senior activities, and to restrict these activities to those students meeting promotional criteria set by the school.

Timeline: September 2012-August 2013

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

To extend parent awareness of graduation requirements and their own child's status, to increase the communication, through senior parent night, guidance conferences and written contracts and status updates, between the school and the parent. - Teachers will meet regularly during common planning time to study student work in order to come to agreement on grade expectations and standards and to identify instructional strategies geared to specific student needs. Through our partnership with College Summit, to offer workshops to parents on the college admissions process.

**Budget and resources alignment**

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

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

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- College-Now Program on Saturdays and after-school to assist students with rigorous reading and writing strategies and time-management and organizational skills. The skills learned in this class are transferable to higher level coursed such as AP and college credited courses.
- Implement Digital Literacy and Citizenship lessons that address such issues as: nutritional awareness, self-esteem, substance abuse and pregnancy, cyber-bullying, relationship counseling and drug prevention. These courses are aimed at boosting self-esteems and removing the stigma that its "not cool" to do well in school and be concerned about good grades.
- Classroom workshops conducted by SAPIS worker and guidance counselors around social issues that affect student achievement.

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from September 2012-June 2013 as indicated below:

Tax Levy CFN: Support for CFN team.

Title I ARRA RTTT Citywide: Support teacher for after-school academic electives

Tax Levy FSF: Support Attendance Teacher for Outreach

Title I SWP: Support Attendance Aide for Outreach

Tax Levy FSF: Support for Student Activities

Tax Levy FSF: Support for Parent Involvement: Mailings

Tax Levy FSF: Support Supervision for Guidance and Operations

Tax Levy Mandated Counseling: Support Counseling and Transition services for SWDs

Tax Levy Parent Coordinator: Maintain PC position for parent outreach

OASAS Sub Abuse: Support SAPIS worker for Substance Abuse Prevention

TL Deferred Program Initiative: Maintain Guidance Counselor Position

Title I SWP: Support for Parent Involvement

Title I SWP: Professional Development for Improved Teacher Quality

Title I SWP: Saturday and after-school programs

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

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

By the end of the testing cycle in August 2013, to increase the passing percentage on Algebra Regents exams to 65% up from 60% as compared to results from the 2011-2012 Algebra results (a minimum of 103 students out of 158 passing)

#### **Comprehensive needs assessment**

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

THE MAJORITY OF OUR INCOMING 9<sup>TH</sup> GRADE STUDENTS ARE AT LEVELS 1 AND 2 AND ARE DEFICIENT IN BASIC MATH SKILLS. USING ARIS AND OTHER DATA REPORTS SUCH AS RESI AND ITT (DATA SPECIALIST) WE WILL IDENTIFY STUDENTS THAT ENTER 9<sup>TH</sup> BELOW GRADE LEVEL IN MATH. WILL USE THESE REPORTS in September 2012 to identify students who have historically performed at Levels 1 or 2 in order to target them for intervention strategies. STUDENT PROGRESS WILL BE TRACKED VIA END OF UNIT ITEM ANALYSIS AND SCHOLARSHIP REPORTS.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**USE OF DATA-RESI and ITT (data specialist)**-to use RESI and ITT data in September 2012 to identify students who have historically performed at Levels 1 or 2 in order to target them for intervention strategies - **Item Analysis of Math Regents (coaches, teachers)**-to perform an item analysis of past Math Regents results in June 2012 and January 2013 to determine areas of instructional focus that will best serve our students -To establish a baseline of 65% passing percentage using final results from the 2011-2012 school year -**Unit test analysis/ scholarship data (teachers)**--to use unit tests (every four weeks) and scholarship data (every six weeks) to predict performance of students who have not yet taken the Regents and target as necessary for intervention

**CURRICULUM AND INSTRUCTION** -In ongoing circular 6 meetings, to identify performance objectives aligned to the state standards, and to create daily lesson plans that incorporate weekly open-ended tasks that build skills that advance mastery of the performance

objectives. (teachers, coaches, APs)

- To build into the core math sequence support courses which support students performing at or below minimum standards.
- To add enrichment courses in math to the course sequence to allow students performing at high levels to accelerate to college-level course work. (Principal, APs, SLT)
- To develop assessments that are aligned to the identified performance objectives in order to better assess student progress towards mastery. (teachers, coaches, APs)
- To modify core curriculum and instructional strategies to build student capacity in reading and writing about math content by:
  - o Incorporating problem-solving tasks into daily work and homework
  - o Incorporating Regents review content and tasks into daily lessons and weekly assignments
  - o For students with disabilities, fostering strong student engagement by including student-interest-driven content in each unit and increasing hands-on problem solving.
  - o For ELLs, increasing the use of vocabulary-building strategies in each unit.
- Review lesson plans to ensure that standards are addressed.
- Incorporate questions into lesson plans that address at least three levels of inquiry to improve student responses

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - 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

**Budget and resources alignment**

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

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- College-Now Program on Saturdays and after-school to assist students with rigorous math strategies, SAT/ACT math prep, and time-management and organizational skills.
- Implement Digital Literacy and Citizenship lessons that address such issues as: nutritional awareness, self-esteem, substance abuse and pregnancy, cyber-bullying, relationship counseling and drug prevention
- Classroom workshops conducted by SAPIS worker around social issues that affect student achievement. Will address such issues as, peer pressure, being "not cool" to excel in school and the pressure to cut class and not do homework.

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from September 2012-June 2013 as indicated below:

**Tax Levy CFN:** Support for CFN team.

**TL FSF:** Support for Math coach/lead teacher comp time

**Title I ARRA:** Support for Math Coach (Professional/Curriculum Development)

**Tax Levy FSF:** Maintain Math teacher positions

**Contract for Excellence:** Reduce class size by increasing the number of teachers hired.

**Title I SWP:** Support Supervision for Math

**Title I SWP:** Support texts for new math course

**ARRA RTTT Citywide:** Support teacher after-school academic program

### **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**

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

#### **Comprehensive needs assessment**

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

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources alignment**

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

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

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

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

### **ANNUAL GOAL #5 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 #5**

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

#### **Comprehensive needs assessment**

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

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources alignment**

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

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

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

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

**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	Language Acquisition Workshops, Extensive Writing Academy, PM School and Saturday school	Small Groups, one-to-one tutoring, Socratic seminars, PM & Saturday credit recovery, Regents Prep	Daily during double period English classes in grades 9 and 10, after-school on Mondays-Fridays from 3:00-4:00 PM., Lunch & Learn Tuesday-Thursdays, SAT Prep
Mathematics	59 minute math class/lab, Problem based learning activities, Real-life applications, On-line learning through PLATO and School-Island	Small groups, one to one tutoring, PM and Saturday tutoring, Regents Prep,	Daily during extended periods, after-school on Mondays-Fridays from 3:00-4:00 PM., Lunch & Learn Tuesday-Thursdays, Saturday school, SAT Prep
Science	59 minute Science class/lab, Problem based learning activities, Real-life applications, On-line learning through PLATO and School-Island	Small groups, one to one tutoring, PM and Saturday tutoring, Regents Prep,	Daily during extended periods, after-school on Mondays-Fridays from 3:00-4:00 PM., Lunch & Learn Tuesday-Thursdays, Saturday school,
Social Studies	Extensive Writing Academy, PM School and Saturday school	Small groups, one to one tutoring, PM and Saturday tutoring, Regents Prep,	Daily during extended periods, after-school on Mondays-Fridays from 3:00-4:00 PM.,

			Lunch & Learn Tuesday- Thursdays, Saturday school,
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>-One-on-one meetings to identify individual student goals and action plans to reach them</li> <li>-Contracts signed by parents and students related to positive strategies the student can take to reach the individual goal</li> <li>-Small group sessions to address identified social-emotional barriers to academic success</li> <li>-Identification of career and college opportunities keyed to student interests</li> <li>-Referrals for substance abuse and pregnancy counseling</li> <li>-Parent outreach to solicit and support parent input and participation in addressing student needs</li> <li>-Case-conferences with parent, student and teachers to ascertain areas of need and develop action plan</li> <li>-Self-esteem and sexual awareness workshops</li> </ul>	<p><b>Small Groups (3-8 students)</b> Discussion of various topics such as coping as a freshman in H.S., dealing with anger, depression, family issues, relationship issues, etc.</p> <p><b>Therapeutic Games</b> to help students recognize and process their feelings.</p> <p><b>Individual Counseling</b> with the individual student to process personal barriers to success or to manage a crisis</p> <p><b>Goal-Setting to help students determine needs and develop strategies to obtain goals</b></p>	Daily during scheduled counseling sessions, Weekly during advisory lessons delivered in English Classes, Female/Male group sessions during lunch period

### 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.

#### PROFESSIONAL DEVELOPMENT –

-To extend our knowledge and understanding and implementation of Tier 1 and Tier 2 intervention methodologies - To utilize collaborative planning, in-class modeling by a coach and inter-visitations to support teachers in creating open-ended questions and implementing a problem-solving focus in ELA, Social Studies, Science and Math classes - To utilize a lead-teacher/coach collaboration to support teachers in effectively using rubrics to improve student performance on weekly tasks keyed to performance objectives. - Teachers will meet regularly during common planning time to study student work in order to come to agreement on grade expectations and standards and to identify instructional strategies geared to specific student needs. - Teachers will engage in professional development workshops to build capacity for the use of strategies that increase achievement of ELL and students with disabilities. - Supervisors will conduct regular observations to support and to identify professional development needs of teachers. - In collaboration with the staff, to develop the essential characteristics of differentiated teaching approaches that address student needs in the context of engaging and meaningful instruction. Through teacher participation in targeted PD workshops offered through the Network and College Summit, to build teacher capacity to differentiate instruction in the classroom to better use the results of unit tests, interim assessments and student performance on weekly tasks to target instruction to the needs of the class and of individual students, and to thereby increase the scholarship rate. -

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

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

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

---

**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

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

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

## 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: H.S. for Law, Advocacy and Com	DBN: 03M492
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 57
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 8
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 6

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Two bilingual and fully certified ESL teachers provide supplemental instruction to ELL's. (N.B.: Although our talented ESL teachers are bilingual, we do not have certified bilingual teachers because we do not have a bilingual program.) This supplemental instruction includes three 60-minute classes (homework help/skill development) each week after school to support ELL's by reinforcing work from regular classes, helping with vocabulary in homework assignments and acting as liaisons to the mainstream teachers in articulating academic difficulties experienced by the students. Additionally twice a week on Tuesdays and Thursdays after school for 60 minutes we offer a Language Acquisition Program for our ELL's taught by our ESL teacher. The Wilson Reading System is used to individualize and support student learning, especially for SIFE students. This system employs various manipulatives to aid students to attend to decoding and message-making skills to build literacy. Native language materials such as books, newspapers and CDs are available in classroom and campus libraries.

Students are tracked through their content area subjects by the ESL teachers. Content area teachers are given support and materials to scaffold content for ELL's. Examples of these supports include leveled content texts, alternate versions of the main class text (for example, Shakespeare without Fear), word walls, native language texts and alternative assessments. ESL teachers also provide information about cultural differences and learning styles of ELL's. Teachers have common planning time to discuss students, student data and strategies for success, particularly with regard to SIFE, Special Education ELL's and long-term ELL's. Homework help is programmed and matched to facilitate specific content needs. All students take electives that are content-rich and experiential such as: art, drama and constitutional and current issues law classes. ELL students also have the opportunity to take A.P. classes. Effectiveness of instruction is assessed by classroom instruments, teacher and student self-assessments, common end of unit assessments, as well as standardized tests such as the ELA and subject area Regents and the NYSESLAT, both of which are addressed explicitly through Regents and NYSESLAT prep lessons and a general "test sophisticated" classroom culture. Teachers use Datacation, ARIS and SESIS (for classified) to access program-wide data on student performance.

Our long-term ELLs struggle with credit accumulation and Regents requirements. Many are under-credit and overage 11th and 12th graders. This year in particular many of seniors still need to pass the English Regents Exam which we administer in the 11th grade. We are therefore particularly concerned with their completion of a four-year graduation. Teachers differentiate instruction to address long-term ELLs' needs. We also offer these students peer-to-peer tutoring, PM School, homework help, language acquisition support and Regents task attack strategies. The Regents are also very explicitly addressed in a special prep class for students who have failed the ELA Regents at least once. The school community is

## Part B: Direct Instruction Supplemental Program Information

very serious about ensuring passing grades for all ELL's. We also partner closely with guidance counselors, social worker and the college advisor as these staff members work closely with students on students' plans for graduation and beyond. All of the 12th grade students complete the College Summit Program, a program that assists students with college selection, college application and financial aid process. Students who are interested may attend a summer College Summit institute at a College with the college advisor where they learn all about the college application process and how to turn key the information they learn to their classmates. We feel that this is a good leverage point for these students. A college-going culture is maintained and bolstered for long-term ELL's.

All of our students can take either Spanish or French as a Foreign Language elective. Students who are proficient in another language are encouraged to sit for the LOTE Exam in that language.

Newly enrolled ELLs, no matter what grade level, are invited to our orientations over the summer and at the beginning of the school year. All ELL students have a double period of ELA instruction in addition to homework help 3 days a week with their ELA teacher. The ELA teacher meets with the students other content area teachers to discuss targeted ESL strategies for the newly enrolled student. Additionally, we try to "buddy" the newly enrolled student with an older student who can serve as a peer mentor. The students are also encouraged to join after-school clubs and sports.

Our ten (10) SIFE students are programmed into homework help after-school and our after school Language Acquisition Program. The above mentioned Wilson method is used to build literacy. Students are made to understand that the same standards and expectations are in effect for them as for other ELL's. A college-going culture is maintained and bolstered for SIFE students. An ESL teacher works with the history, math and science teachers to scaffold content for SIFE students. Examples of scaffolding include annotated parallel texts and graphic organizers.

Special Education students are programmed into an 8th period resource room. The ESL and resource teachers inter-visit and debrief students' needs and progress. Students receive instruction and intervention according to their language and academic needs with regard to learning style, personal interests, and all information contain in the IEP. ESL teachers contribute to, read and maintain on file IEP's for all Special Education ELL's. An ESL teacher collaborate with history, math and science teachers to scaffold content for Special Education students. Examples of scaffolding include annotated parallel texts and graphic organizers. Special Education ELL students fulfill the same standards and expectations as all ELLs. A college-going culture is maintained and bolstered for Special Education ELL's.

The ELL teachers are meeting daily with our ELA teachers to collaborate in aligning the curriculum and

## Part B: Direct Instruction Supplemental Program Information

texts. Our focus is on student writing, particularly identifying relevant themes and generating cogent theses from them. In all of the ELA classes the teachers follow the same grade level curriculum and unit plans with modifications made where appropriate, such as modified texts and extended unit time. Students are given the same periodic assessments. We use the information from the assessments to drive instruction. It is important that our ELL students are held to the same standards as the rest of the student body since they must pass the English Regents Exam in order to graduate.

Our school participates in campus-wide sports. Indeed, for many years our ELL's have figured prominently on the campus's award-winning boys' soccer team. Other sports such as girls' soccer, baseball, basketball, track and volleyball are also available. Additionally we have the following clubs: yearbook, student government, debate, human rights, chess, MLK cares, drama and a fashion club. These programs also have and are open to ELL students. ELL's participate freely as the school reaches out to the through fliers, classroom visits and assemblies.

Other building resources include an intervention program, campus library and medical office. Orientations are held for these services at the beginning of the year. ELLs are aware of and avail themselves to all of these services.

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

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

Begin description here: Professional development sessions will be devoted to ELL services. ESL teachers will meet with content-area teachers during daily team planning time to assist them in planning, delivery of instruction and assessment. Our two ESL teachers will be provided professional development in the following areas : language acquisition, literacy instruction and on how to help ELL students meet the Common Core State Standards, College Readiness Standards and the NYS Regents requirements. All teachers and administrators serving ELLs will participate in network level professional development offerings, such as how to administer the NYSELAT and techniques on differentiating instruction and aligning ELL instruction with the Common Core State Standards. The ELL teacher that is programmed to teach our 12th grade ELL students will attend College Summit Professional Development seminars on the college admission process and how to foster college readiness and college going culture for our ELL students. All new teachers will be provided with ten hours of professional development in ESL strategies. Implementation and effectiveness of professional development will be assessed by classroom observation by administration, student progress on unit exams, state exams and the NYSELAT exam. ESL teachers will turn-key the training listed above to English and content area teachers. as well as secretaries and the parent coordinator in five 1-hour workshops. ESL teachers will alternate minute-

**Part C: Professional Development**

taking during these PD sessions. PD will take place for ESL teachers on 11/6/2012, 1/28/2013, 6/6/2013 as well as during Department Meetings and Circular 6 Meeting times. PD will be provided by the following service providers: College Board, Executive Leadership Institute and by our Network (CEI-PEA).

**Part D: Parental Engagement Activities**

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Communication between our ESL teachers and the attendance teacher help to ensure effective and ongoing communication with parents. This year the Programmer will conduct a workshop for parents to learn to use the internet to communicate with teachers and administrators, particularly through Datacaton. An additional workshops will address the college application process and the Dream Act. Teachers, administrators and guidance counselors talk with parents to ensure that they understand the NYS graduation requirements and their rights and responsibilities with regard to education their children. Based on the Home Language Survey, we anticipate translation needs and provide translators as needed. Parents are encouraged to, and indeed do, participate in the PTA and SLT and attend all school functions such as award dinners and fund raisers.

Parent orientations are conducted for parents of newly enrolled ELLs on 10/17/2012 and 10/26/2012 and throughout the year during PTA meetings to provide them with information about program offerings. Opportunities are made available for parents to ask questions regarding ELL services. These parent meetings are delivered by our ESL teachers and our Bi-lingual Guidance Counselor. Translators are available for the parent orientations. Informational materials are also available in the parent’s home languages, such as Expect Success, A Guide for Parents of ELL's, a list of sample questions to ask at parent teacher conferences and the New York City DVD instructing parents to available programs for ELLs. We also provide mid-year interventions to develop a plan of action with parents of students who are struggling with schoolwork. Throughout the year College Summit hosts meetings for students and their parents on the following topics: Selecting a College, The College Application Process and Financial Aid.

**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)		

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: \_\_\_\_\_ School Name: **MMLK HS for LACJ**

Cluster: \_\_\_\_\_ Network:

**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.

The HLIS, with its comprehensive questions about the child's home language experience, provides important data for language needs for parents. Namely, the HLIS tells us specifically what languages are represented in the homes of our ELLs. We also work closely with the SLT and PA for further information about necessary language services for parents. We also track rates of return of such records as lunch forms and attendance at school functions such as awards dinners, noticing if any language group is underrepresented in these areas. In these cases, this indicates a need for outreach and further translation and interpretation.

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.

We find that the primary language other than English among our ELLs is Spanish. These 35 ELLs comprise approximately 60% of our ELL population. Therefore, 60% of our ELLs' parents are also Spanish speakers. Many of our Spanish-speaking ELLs are not proficient in English. We are fortunate to have on our staff many native Spanish speakers, some of who live in the same communities as our students. We are able to reach out extremely effectively to these parents both orally and via written messages. We find that the translation needs for these parents is unpredictable. Some of these parents are proficient in English. Others, though not proficient themselves, thoughtfully come to school events accompanied by an English-proficient friend or relative. Regardless, our school can always provide oral interpretation and written translations for Spanish speakers and we always ensure that these parents feel comfortable and informed. For our 6 French speakers, accounting for approximately 10% of our ELLs, our ESL teachers are both proficient in French and conduct necessary outreach in French. We find a predictable pattern of these parents needing help from our French-speaking teachers. For Haitian, our Spanish teacher Ms. Durogene is a native speaker and a great resource for communication in this language. Our research indicates that these parents are uniformly able to communicate in French and have rarely, if ever, availed themselves of Ms. Durogene's services. For lower frequency languages, essentially every other language in our ELL population (such as Bengali, Mandingo and Afrikaans) we hire outside professional translators to speak and

write to parents. For informal visits to the school, we have found that our 8 Arabic speakers, similar to the Spanish speakers, tend highly to bring along an English-proficient friend or relative. The Mandingo-speaking and Afrikaans-speaking parents have shown themselves to be proficient in English. We also maintain DOE generated documents for such purposes as Parents Orientation and Program Choice. It is important that our school community recognize that teaching a child whose home language is not English need not preclude communication with the parent. Professional development and staff meetings, especially those preceding major school community events such as Open School, are times that we speak to general education teachers and other staff about the need to communicate effectively with ELL parents, their right to this communication and the resources available to effect it.

## **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.

Staff such as programmer/counselor Mia Bradford and support staffer Miggie Reyes work on events such as awards ceremonies and arrange letters about such concerns as free/reduced lunch and military service. Before distributing this information to students they account for the various languages need and procure the necessary translations. In some cases they can download translations from the DOE website. In other cases, a document is written by a Spanish or French proficient staffer. In other instances an outside translator is engaged to create a translated document. In all cases, the information is communicated to all parents.

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.

During crucial school community gatherings, notably Open School, we make sure at least one speaker of ever language represented among our ELLs is available to speak with parents. This can take the form of asking a staffer or PA member to speak with the parent or engaging professional translators to come to the school for the event. In many cases we have had the luxury of assigning a translator to accompany a parent one-on -one for the duration of an event.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Our school is committed to providing a helpful and transparent language experience for all parents. When parents arrive in our school the first individuals they meet are Spanish speakers, the language of the majority of our ELL parents. Documents such as "Parents' Bill of Rights and Responsibilities" and the Chancellor's Regulations are available in Spanish and/or other languages. Parents can also avail read signs pasted in our main office as to other language services available to them. In all cases, parents can communicate with administrators and teachers in their own language for information and to support their child's education.

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 03M492      **School Name:** MMLK HS for LACJ

**Cluster:** N536      **Network:** CEI-PEA

**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.

The HLIS, with its comprehensive questions about the child's home language experience, provides important data for language needs for parents. Namely, the HLIS tells us specifically what languages are represented in the homes of our ELLs. We also work closely with the SLT and PA in compiling data (such as completing surveys) from our families for further information about necessary language services for parents. We also track rates of return of such records as lunch forms and attendance at school functions such as awards dinners, noticing if any language group is underrepresented in these areas. In these cases, this indicates a need for outreach and further translation and interpretation. Additionally, we keep track of parents that attend Parent Teacher conferences. For parents that do not attend, information such as report cards, progress reports, etc are mailed home in the native language.

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.

We find that the primary language other than English among our ELLs is Spanish. Many of our Spanish-speaking ELLs are not proficient in English. We are fortunate to have on our staff many native Spanish speakers, some of who live in the same communities as our students. We are able to reach out extremely effectively to these parents both orally and via written messages. For our French speakers, our ESL teachers are both proficient in French and conduct necessary outreach in French. For Haitian, our Spanish teacher Ms. Durogene is a native speaker and a great resource for communication in this language. For lower frequency languages, essentially every other language in our ELL population (such as Arabic, Mandingo and Afrikaans) we hire outside professional translators to speak and write to parents. We also maintain DOE generated documents for such purposes as Parents Orientation and Program Choice. It is important that our school community recognize that teaching a child whose home language is not English need not preclude communication with the parent.

## 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.

All pertinent information is provided in the home language of the student. In cases where the DOE does not provide documents in various languages, we have staff (proficient in specific language) on site that are able to provide written translation. We also receive funding each year for translation and interpretation services where an outside vendor is used to translate required documents. Additionally, staff such as our bilingual programmer/counselor Mia Bradford and our bilingual parent Coordinator, Miggie Reyes provide oral translations at events in the school. Ms. Bradford and Ms. Reyes also ensure that written communication in various languages is distributed to parents and/or students regarding awards ceremonies, free/reduced lunch forms and military service letters. Before distributing this information to students they account for the various language needs and procure the necessary translations. In all cases, the information is communicated to all parents.

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.

During crucial school community gatherings ,notably Open School/Parent -Teacher conferences, we make sure at least one speaker of every language represented among our ELLs, is available to speak with parents. This can take the form of asking a staffer or PA member to speak with and/or accompany the parent or purchasing professional translators to come to the school for the event.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Our school is committed to providing a helpful and transparent language experience for all parents. When parents arrive in our school the first staff member greeting them is our bilingual parent coordinator. Our parent coordinator speaks fluent Spanish which is the language of the majority of our ELL parents. Documents such as "Parents' Bill of Rights and Responsibilities" and the Chancellor's Regulations are available in Spanish and/or other languages of our ELL students. Signs in various languages are posted in the main office and the guidance office indicating the availability of interpretation services. In all cases, parents can communicate with administrators and teachers in their own language for information and to support their child's education.