



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** THE HIGH SCHOOL FOR COMMUNITY LEADERSHIP

DBN: 28Q328

PRINCIPAL: CARLOS BORRERO

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SUPERINTENDENT: JUAN MENDEZ

## 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
Carlos Borrero	*Principal or Designee	Original copy with signatures on file at school
Latchmie Dudhnath	*UFT Chapter Leader or Designee	
Sterling Palmer	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Ms. Shelly Harrington	Member/SLT (Parent)	
Ms. M. Dudley	Member/SLT (Parent)	
Ms. Diana Franco	Member/UFT (Staff)	
Ms. Kristina Rodriguez	Member/Parent Coordinator (Staff)	
Mr. Tristan Gonzalez	Member/Student Government	
Ms. Kellyann Pompey	Member/Student Government	
Ms. Valerie Johnson	Member/Student Government	

\*\* 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.  
**80% of students in cohort 2012 will obtain 10 credits by June 2013.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
Our latest progress report indicated that 66% of our 9<sup>th</sup> grade students (Cohort 2011) accumulated 10 or more credits as compared to the average of 76% for peer schools. While we have subsequently developed and implemented corrective measures to accelerate the credit accumulation of these students in grades 10 and 11, we have decided as a school to target credit accumulation for cohort 2012 so as to develop improved systems for all students moving forward.

### **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.

Flexible block programming in which 90 minute core content classes that meet daily are combined with Targeted Academic Support (TAS) classes which allow students to make up course work and/or failed classes during the school year to facilitate credit accumulation in core content areas. (Qualified students may also accelerate credit accumulation.)

The needs of ELL students will be met by providing differentiated strategies based on English language proficiency, level of academic proficiency and schooling in home language and motivation. Students will be placed accordingly in either a sheltered ESL program with content area instruction provided in native language, in collaboratively taught content classes (ESL/content teacher) with additional freestanding ESL classes or in fully integrated content area classes with additional technology supports as well as freestanding ESL classes. All ELL students will have access to tutoring and additional support services.

The needs of IEP students/lowest 3rd will be met through collaborative team teaching. An additional Special Education teacher will provide additional supports on a F Status basis (3 x per week) through SIG funding.

Additional enrichment courses are also offered to expand opportunities for credit accumulation (e.g. Music, dance). Teacher teams will review student progress at two intervals during the Fall and Spring semesters and make interventions with “at risk” students to increase pass rates. Teacher teams also meet on a monthly basis to discuss students “outside the sphere of success” to discuss individual action plans and to submit to the principal lists of students that require program modifications.

Regular teacher team meetings to discuss and monitor student performance and progress toward credit accumulation as well as

additional after school and Saturday classes require a Per Session allocation of 1000 hours total from both Tax levy and SIG (ARRA Title 1) funding.

Recent purchase of Datacation software to monitor interim progress of students and identify “at risk” students in a timely manner using Title 1 ARRA funds.

Fiscal resources allotted for after school make-up major content areas meeting for two 90 minute periods per week for up to 20 students each beginning in the Spring semester as part of Per Session hours referenced above.

Use of protocols during teacher team meetings to analyze data related to student progress and course pass rate statistics to take place at two intervals throughout each semester as well as at the conclusion of the Fall semester in preparation for modifications to Spring semester programming for at risk students.

Modifications to programming done in HSST/Stars

80% of Cohort 2012 students will have accumulated at least 5 credits by the end of January 2012. Spring semester reviews of student progress will take place on March 18 and May 13.

#### **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;

Use of PTA meetings, direct outreach to parents by Guidance staff that coincides with progress report dates as well as report cards, Datacation access to parents.

**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          SIG ARRA   Grants   \_\_\_\_\_ Other

If other is selected describe here: TL funds (GKXPG) for additional IEP teacher; Title 1 SIG ARRA funds (GL7TB) for teacher per session to cover additional afternoon and Saturday classes both for remediation and additional credit-bearing classes. Title 1 SWP (UIWC) for supplies for students, including STH, IEP, and General Ed.

**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).

A combination of TL FSF, Title I SWP and SIG-ARRA funds will be used to coordinate hiring needs (e.g. additional IEP teacher), per session funds for afternoon and Saturday classes, school supplies for STH and counseling. We work with school-based lunch to provide meals and snacks to all students.

## 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.

**Increase the pass rate of students on the US History Regents exam to 70% by August of 2013.**

### **Comprehensive needs assessment**

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

The latest progress report indicates a 51% pass rate on the US History Regents, however, our internal data indicates the passing rate is actually 63%.

Independently of the discrepancy, we have identified this as the area of greatest need for improvement in the sub category of weighted Regents Pass Rates.

### **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 flexible programming, including Targeted Academic Support class and 3 semester course options for students in need, data and item analysis reports from Datacation and previous Regents exams as well as ongoing diagnostic assessments to better target specific learning targets. Use of Saturday and after school classes with corresponding allocations for Per Session from SIG ARRA Title 1 funds.

Additional F status teacher to reduce class size paid through SIG ARRA Title 1 funds.

Inquiry and other staff meetings (e.g. Departmental) to discuss student data, develop targeted strategies, and extend best practices.

Inclusion of web based technology/hardware as well as specific websites to support students and parents in preparation for state assessments.

Diagnostics are ongoing. January, June and August Regents administration cycles will be preceded by additional instruction and assessment cycles.

### **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;

Use of PTA meetings, direct outreach to parents by Guidance staff that coincides with progress report dates as well as report cards, Datacation access to parents.

**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           SIG ARRA    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here: Additional F status teacher licensed in Social Studies to reduce class size from SIG ARRA Title 1 funds (GL8T8). Additional after school tutoring/Saturday classes using SIG ARRA funds for PS (GL7TB). Data and communication tools (e.g. Datacation) which has been purchased with OTPS SIG grant funds (URP6) as well.

**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).

SIG-ARRA funds will be used to hire an additional F-status Social Studies teacher and reduce class size. The same combination of funding sources/resources in Goal 1 will be used to pay per session for increased learning time (after school and Saturday classes).

### **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.

**HSCCL will achieve a 90% attendance rate for 2012-2013.**

#### **Comprehensive needs assessment**

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

The latest attendance data show an overall 88.4% attendance rate for our school. The chancellor has set an expectation to achieve 90% attendance.

#### **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.

HSCCL has a robust advisory program in which students meet in small groups 2 times per week with a faculty advisor to discuss adolescent issues and provide social emotional support.

HSCCL will offer enrichment classes based on student interest (e.g. music, dance)

A phone system for informing parents of absences will be purchased using OTPS funds (TL UHKL – School Messenger)

HSCCL has purchased materials to support the development of an Advisory program from Educators for Social Responsibility (e.g. ESR Advisory Library)

HSCCL has is developing a robust program of student organizations (e.g. SGA, LBGT) TL funds (UTIQ) have been used to help launch these organizations that are student driven.

HSCCL to create half credit and full credit enrichment classes based on student interest surveys (e.g. music, dance)

HSCCL has also developed and funded a series of extracurricular activities (e.g. Step team, PSAL sports, Fitness club, Debate team) to incentivize adherence to the school community

TAS classes include individual goal-setting forms and time allotted for student teacher conferencing.

Monthly ATS reports monitor attendance patterns and identify “at-risk” students. Said reports form part of Inquiry team meetings at grade level.

Monthly faculty meeting facilitated by School Social Worker to assist faculty in implementing Advisory program.

Teacher teams meet to discuss students with academic and social emotional needs, develop intervention plans that include attendance outreach.

Attendance trackers are developed for appropriate students.

Parent coordinator, guidance counselor and school social worker work along with faculty and administration to evaluate progress and effectiveness of interventions, liaise with and illicit parent cooperation.

Faculty serve as mentors for student organizations (e.g. SGA, LBGT) as well as many extracurricular activities (e.g. step team, debate)

School Social Worker and Social Work interns will provide faculty support during Advisory classes.

Network support in the form of an Attendance Teacher assigned to the school will ensure ATS data is updated regularly.

**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.
  - 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.;
  - encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
  - 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           Title I           Title IIA           Title III      SIG   ARRA    Grants           Other

If other is selected describe here: TL FSF used for parent coordinator (GJOTO), Guidance (GKG03) and SW (GFDE1). Sig ARRA Title 1 funds for per session to pay for teacher mentors of student organizations (GL7TB). OTPS for technology under TL funds (UHKL)

**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).

TL FSF will be used to purchase technology and the positions of Parent Coordinator (along with OTPS for PC intended for parent outreach), Guidance Counselor and School Social Worker. SIG-ARRA will be used for per session for teachers to serve as mentors for student organizations in addition to academic classes.

## 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.  
**50% of our Cohort 2010 students will achieve proficiency on an exam listed under the College and career Preparatory Course Index.**

### **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.  
College and Career Readiness metrics have increased weight on the Progress Report and are a major concern for our parents. In response to both parents' demands and the shifts brought about by the adoption of CCLS and CIE, we have diversified course offerings to include Algebra II/Trigonometry, Chemistry, Physics and an early college class in collaboration with our partner St. John's University entitled, "Research Writing." We are also planning on introducing AP courses as our teachers receive the necessary certifications from the College Board.

### **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.

Flexible 2 or 3 semester options for higher level courses (e.g. Chemistry, Algebra II/Trigonometry)  
Dually taught classes with our partner St. John's University.  
AP classes and College Now courses offered at a neighboring school on campus.

Subject area teachers have been hired for all of the higher level classes referenced above.  
Lead teachers have been identified to serve as liaisons with St. John's University.

Teachers have been provided with AP training from the College Board.

Our plan has three distinct phases: Fall 2012 – Algebra II/Trigonometry, Chemistry, and Physics will be offered as Regents level classes for 66% of cohort 2010. Spring 2013 – A pilot program will allow Cohort 2010 students to take a "research Writing" class both at HSCL and St. Johns University. Fall 2013 – HSCL will introduce 3 AP classes depending on student interest.

### **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 parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
  - Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

**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: TL funds (UTIO) will purchase contract for students to attend a class at St. John's University on a part time basis, Title I SWP (VQRZ) will purchase staff training from College Board in preparation for Advanced placement classes.

**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).  
TL FSF will be used for contracted services with St. John's University to pay for early college experiences. Title I funds will be used for staff training by the College Board for Advanced Placement certification. Professional development days reduce the need to hire substitutes.

## 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.

### **All students will be exposed to 2 CCLS units in 4 academic areas by June 2013.**

#### **Comprehensive needs assessment**

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

In accordance with the City-wide instructional expectations, we have developed the requirement that all teachers prepare instructional units aligned to CCLS and culminate in corresponding performance tasks.

#### **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.

Teachers will use common planning time to study the CCLS as well as prepare units aligned to said standards across all disciplines. Network support as well as outside professional development sources will be used to support teachers.

Curriculum maps for all classes created by teachers will reflect one CCLS unit with corresponding task by December of 2012. An additional CCLS unit with corresponding task will be created and added to curriculum maps by February 15. With each scheduled addition of units, teachers will engage in a peer review of the units and tasks along with the principal.

Subsequent to the delivery of instruction, teachers will engage in a collaborative analysis of student growth/mastery levels related to the targeted standards for each academic area.

#### **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 assistance to parents in understanding City, State and Federal standards and assessments

**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).

A combination of TL FSF and Title I SWP will be used for per session as well as any additional CCLS training needed by teachers.

**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	Repeated readings and guided practice	Small group and one-to-one tutoring	After school (3:00 – 4:00Pm)
Mathematics	Repeated readings and guided practice	Small group and one-to-one tutoring	After school and Saturdays (3:00 – 4:00Pm as well as Sat. 9:00 – 12:00Pm)
Science	Repeated readings and guided practice	Small group and one-to-one tutoring	After school and Saturdays (3:00 – 4:00Pm as well as Sat. 9:00 – 12:00Pm)
Social Studies	Repeated readings and guided practice	Small group and one-to-one tutoring	After school and Saturdays (3:00 – 4:00Pm as well as Sat. 9:00 – 12:00Pm)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		Individual and small group sessions	After school (3:00 – 4:00Pm)

## 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.

The High School for Community Leadership uses a variety of coordinated strategies to hire and maintain highly qualified and committed teachers. Outlined below are the various components of our approach.

### Recruitment and Hiring:

HSCL has developed a recruitment system that utilizes NYCDOE resources (New Teacher Finder) and independently developed network of local area schools of education (e.g. St. John's University, Columbia University, Queens College, CUNY, etc.)

Two times per year HSCL hosts a hiring fair at the school. The dates of these activities are usually around January 30 and April 30. Prospective candidates are vetted in a three stage process: Panel interviews are conducted by teachers and students using a common rubric aligned to the Danielson framework; in school demo lessons are scheduled for the corresponding license area with procedures for both student and administrative or teacher evaluation; an interview with administration is then scheduled. Upon completion of the third stage, references, licensure and certifications are vetted through the network Human Resources liaison.

### Retention and Assignments:

HSCL strives to retain quality teachers by providing a professional and supportive environment in which collaboration and achievement are prioritized. Additionally, HSCL has systems for teacher development that includes leadership responsibilities. Senior teachers serve as mentors for newer teachers and engage in peer observations. For example, teacher leaders lead at the department and grade levels. Teachers also occupy positions of importance to the technical components of school life (e.g. computer applications, scheduling).

### Professional Development:

HSCL has formed a Professional Learning Community (PLC) in which whole faculty PD topics are decided upon based on data reviews. Additionally, each teacher is required to choose an individual area of PD. Administration funds high quality training to facilitate the particular professional development goals of its faculty. For example, new teachers have had individual coaching in classroom management, while senior teachers have had leadership training. Specialty PD offerings have included workshops for English Language Learners, SWDs, Advanced Placement training, etc.

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

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

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

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

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

**Part I: School ELL Profile**

**A. School Information** [i](#)

Cluster Leader/Network Leader <b>Debra Maldonado</b>	District <b>28</b>	Borough <b>Queens</b>	School Number <b>328</b>
School Name <b>High School for Community Leadership</b>			

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

Principal <b>Carlos Borrero</b>	Assistant Principal <b>Robert Jones</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Flora Lutsky, Miriam Acosta</b>	Guidance Counselor <b>Jennifer Meslin</b>
Teacher/Subject Area <b>Leticia Tobar/Spanish</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Abderrahim Chouaib/Chemistry</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>Diana Franco</b>	Other <b>type here</b>
Network Leader <b>Derek Smith</b>	Other <b>type here</b>

**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	<b>3</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers	<b>0</b>	Number of special education teachers with	<b>0</b>	Number of teachers of ELLs without	<b>1</b>

with bilingual extensions		bilingual extensions		ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

## D. School Demographics

Total number of students in school	185	Total Number of ELLs	41	ELLs as share of total student population (%)	22.16%
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# Part II: ELL Identification Process

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

- 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).
- 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.
- 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](#)].)
- 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.
- 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.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. During the formal intake/screening interview at the time a student is being enrolled at the school, the students' parent/guardian is asked if there is a language other than English being spoken at home. If there is another language spoken at home, the pupil accounting secretary refers the family to one of the licensed ESL teachers/LAB coordinators, Flora Lutsky or Letecia Tobar who conduct the ESL identification portion of the intake process. During this intake/screening interview with the student and parents, both are interviewed and all the paperwork from the student's home school is evaluated to determine from the transcript and other records the extent of their English education.

If the student is eligible, he/she is given a LAB-R (Language Assessment Battery) exam and/or the Spanish LAB-R exam by one of the ESL teachers/LAB Coordinators, Flora Lutsky or Letecia Tobar.

The LAB-R, in both languages, is an exam that tests the four modalities of the English language: listening, speaking, reading and writing. The "cut-off score" of the exam is used to determine whether the student "tests in" to the ESL program or is mainstreamed. Eligibility for this exam is limited to students who are enrolling in a New York State school for the first time.

The parent/guardian is presented with an orientation video which describes the language programs which parents can select for their child. These programs include the transitional bilingual education (TBE), dual

language and free standing ESL programs, The DVD explains the type of instruction that each of these programs affords, so that the parents can make a choice of educational path they believe is best suited for their child. Consequently the ESL Coordinator explains the parents' options if the school demographics make certain programs unavailable; for example, at this time, our school has insufficient numbers of students identified as Spanish, Bengali, or Haitian Creole students to develop a Dual Language program. Therefore, parents are informed that they have an option to transfer their child to a school in which the program of their choice is available. They are also informed that should they decide to keep the child at our school, once the student population reaches a threshold of 20 students of the same foreign language with consenting parents, a Dual Language program will be initiated at our school.

After watching the video, the parent/guardian is provided with a Parent/Guardian Home Language Identification Survey (HLIS) and the Program selection form in the family's native language. The purpose of the HLIS is to determine which the incoming student's dominant language; in other words, the language he/she understands, reads, writes and speaks. The HLIS also serves to identify Students with Interrupted formal Education (SIFE) or if the student has any communicative challenges. In this form, parents/guardians choose in what language they would like to receive verbal and written communication from the school. In the event that the parent/guardian also needs verbal assistance during the interview, we access capable staff in the building or a qualified translator from the DOE Translation Unit's Phone Center to guarantee that the parent/guardian is aware of all the placement opportunities that their child has in the New York City school system.

The Program selection form reviews some of the information presented in the DVD and allows the parent to make a written selection of the program which they feel would be optimal for their child. These forms also give the parents an opportunity to review and correct any of the information which they supplied during the initial intake/screening. At this time, parents are also informed that the selection they make is for the whole year, their transfer rights, if they wish a bilingual program, and the ESL requirements of the Department of Education. The New York State English as a Second Language Achievement Test (NYSESLAT) is administered to the every ELL student in the spring. The exam covers all four modalities of the English language, similar to the LAB-R and is used to diagnose the individual proficiencies of the ELL student and inform placement for the following academic year. If a student is deemed proficient by the results of the NYSESLAT, he/she is mainstreamed into the general program of study although transitional support remains available. If a student does not achieve proficiency in English (as determined by the NYSESLAT), a letter of continuance is sent to the parents to inform them that their child will be enrolled in additional English development support classes for the English language learner. The parent is also provided with a continuance letter in which they are made aware of their child's continued ESL education.

2. The Program Selection DVD is presented in the parent's/ guardian's native language to ensure that all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) are clear and understandable. The Parent Survey and the Program selection form is given in the parent's native language as well. We make every effort to complete this process during the first day in which the child is enrolled. However, in the cases in which the process cannot be completed during the first day, parents are informed that the timeline for completing this process may not exceed ten days. They are also informed that if they make no selection or that if they take more than ten days to return the completed forms, the default program choice is bilingual

education. Our school has set a policy to reach out to parents either by phone or letter if forms are not returned within five days of the initial intake/screening date.

3. The Parent Survey and the Program Selection form are filled out by the parent/guardian of the incoming student at the time of intake. The ESL teacher assisting with the intake helps the parent/guardian fill out the forms and makes sure that they are completed accurately. Then, the forms are placed in the child's folder in the ESL students' records cabinet. After the child has completed the LAB-R, the ESL teacher/coordinator who administered the test makes a copy of the score report and scores it by hand to determine the appropriate placement of the child. Results are also forwarded to the borough assessment office in Long Island City. Once a score is determined, the entitlement letter is given to the parents stating their child's score and its implications for ESL placement level (beginning, intermediate, advanced, proficient).

4. The LAB-R score is used to determine appropriate placement for the incoming student. In our school, beginning level students receive a minimum of three periods of ESL per day, or the equivalent of 540 minutes of ESL instruction per week. Intermediate students receive a minimum of two periods of ESL per day, equivalent to 360 minutes of instruction per week, and advanced students receive a minimum of one period each of ESL and one period of ELA instruction daily, the equivalent of 180 minutes per week. Parents receive an Entitlement Letter in their native language immediately after the test is scored in the fall as well, after their child has been enrolled in an ESL program for a minimum of one school year and has taken the NYSESLAT.

5. We are a second year school. Currently, we have 33 ELL students. All of our parents have selected ESL, although conversations suggest that there may be future interest in the Dual Language Program. Our current model combines free standing ESL classes for language and content (for beginning level ELLs) and a push-in collaborative Team Teaching model for core content classes (for Intermediate and Advanced ELLs) for math, science, social studies and English Language Arts.

6. As a second year school with 33 ELLs currently enrolled, we have not created a formal bilingual educational program yet. However, all of our ESL teachers are bilingual (Spanish and English) and bilingual instruction/support in Spanish is incorporated into our content classes. We are working actively to expand our enrollment of ELLs so that we may begin offering a transitional bilingual education program (TBE). We have requested consideration from the Queens Borough Enrollment Office in this process. At current rates of enrollment we hope that within one year we will have a Spanish TBE program. Alternatively, we may seek to establish a Haitian Creole TBE program due to initial demographic trends at our school.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										9	7			16
<b>Push-In</b>										11	14			25
<b>Total</b>	0	0	0	0	0	0	0	0	0	20	21	0	0	41

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups				
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	41	Special Education 1
SIFE	4	ELLs receiving service 4-6 years		Long-Term (completed 6 years)

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	41									41
<b>Total</b>	<b>41</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>41</b>

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

### C. Home Language Breakdown and ELL Programs

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

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_

Asian: \_\_\_

Hispanic/Latino:

Native American: \_\_\_

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

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										11	13			24
Chinese														0
Russian														0
Bengali										6	2			8
Urdu														0
Arabic										1	1			2
Haitian														0
French										2	4			6
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	20	21	0	0	41

**Part IV: ELL Programming**

## A. Programming and Scheduling Information

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

1. ELL instruction in our school is delivered through several models designed to best meet individual students' needs. In addition to free standing ESL classes, the beginning level students receive core content classes which are taught by ESL teachers using ESL strategies. The Collaborative Team Teaching Model, used for the intermediate and the advanced students, is a model in which a licensed ESL teacher (Flora Lutsky, Letecia Tobar, or Miriam Acosta) pushes into content classes in which ELL students are blocked along with monolingual (English) students, to provide ESL instruction and support. Content classes use flexible student grouping depending on the lesson being taught at a given time (e.g. heterogeneous by language).
2. Core content classes consist of 90 minute blocks. Push in ESL instruction takes place for the entire block. ELL students take two core content classes daily for a total of 180 minutes of ESL instruction in the content area. They take an additional 45 minutes daily of freestanding ESL instruction. Additionally, ESL students are provided with tutoring after school 3 days a week. Students at all levels are currently receiving a total of 1125 minutes of ESL instruction each week. In addition, we currently provide a Saturday Academy for our ESL students. In this supplementary program, ESL students receive an hour and a half of ESL instruction and an hour and a half of content instruction on Saturdays.
3. Content area instruction is delivered in English by the content area teacher with the use of QTEL and Sheltered Instruction strategies delivered by the ESL teacher to support ELL students. In the content ESL classes Spanish and English are used to make content comprehensible to enrich language development.
4. All ELLs have access to translation dictionaries and software and are encouraged to create original work in their native language, especially the beginning level ELLs. In the beginning the year, the incoming Spanish speaking students are assessed in Spanish (Spanish LAB-R) and are given the mandatory math diagnostic in

## A. Programming and Scheduling Information

Spanish as well. Content material is taught in English with strong bilingual support, such as intensive academic vocabulary building activities. In addition, students are presented with translated versions of the material being taught and examinations based on that material.

5. Our school is currently able to differentiate ELL instruction for SIFE students by providing one-to-one instruction as a pull-out during half of the 90 minute core content blocks. Our partnership with St. John's University facilitates our ability to secure the human resources for these efforts. ELL students with special needs (e.g. learning disabilities) are served by flexible integration into our blocks that allows for ICTT contact with a licensed Special Education Teacher and ESL Teacher.

Technology supports are also available for SIFE students. Given our efforts to recruit more ELL students, we plan on recruiting a licensed Special Education teacher with a bilingual extension for the upcoming year.

We currently have a high percentage of ELLs that are newcomers (students with less than 3 years in the country). These students are supported by materials that focus on content knowledge acquisition (e.g. translated and bilingual books, dictionaries, software, etc.) as well as ESL materials that focus on acculturation (e.g. common social interactions). ELL students that have been the country for either 4 to 6 years, or "long term" ELLs receive instruction modified to focus on academic language acquisition and formal register.

6. Teachers of ELL-SWED's use a grade/level appropriate series (National Geographic's "Edge" series as well as content rich independent readers. In addition to QTEL and Sheltered Instruction, the strategies that are utilized are as follows: assisted reading, sight word categories, synonyms match, KWL charts, semantic feature analysis, previewing target text, segmented text, oral reading prompts, analyzing main concepts, TELLs, fact or fiction, visual spatial displays, paragraph restatements, meta-comprehension training on main ideas, pre - paragraph questions, writing before reading, QAR, story mapping training, collaborative learning, identifying and interpreting theme, self questions for main ideas, reciprocal teaching, story retelling, two column notes, anticipation guides, feature analysis, verbal - visual associations.

7. Necessary instructional programs and qualified staff are in place to support the needs of ELL-SWDs. Data analysis meetings are held by staff working with ELL-SWDs to discuss the implementation of intervention services. Students receive ninety minute blocks of content area classes in which various instructional models are used to best meet the needs of individual students: collaborative teaching, self contained and push in and pull out, one-to-one instruction. Student support services (bilingual social worker and bilingual counselor) are in place to provide students in need with additional support.

ELL-SWDs have opportunities to participate in academic and social enrichment activities during and after the school day and during the summer. ELL-SWD take additional classes in our Saturday Academy, in which they receive one and half hour of ESL instruction and one and a half hour of content instruction for a combined total of three hours on Saturdays. Students also participate in school trips designed to guide students in exploration of community resources such as libraries and museums, for example.

### Courses Taught in Languages Other than English

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

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

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

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

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

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

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

**Native Language Usage and Supports**

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

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

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

## B. Programming and Scheduling Information--Continued

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

8. Targeted intervention programs in math, science and social studies for all ELLs consist of Collaborative Team Teaching in content areas and free standing ESL instruction for ELL students at all levels. For example, ELL students are block programmed with monolingual (English) students for core content classes. These classes are taught by the corresponding core content teacher and a licensed ESL teacher (either Flora Lutsky, Letecia Tobar or Miriam Acosta). Teachers use flexible grouping in these classes to support ELL students. ELL students also receive free standing ESL classes taught by Miriam Acosta and content area classes for Spanish speaking beginning levels ELLs are taught by Letecia Tobar (social studies) and Flora Lutsky (math). Additionally, our school uses Teaching Assistants from the St. John's School of Education, a partner organization. These TAs provide in - class and one-to-one linguistic support in core content classes (e.g. Spanish, French and Bengali).
9. ELLs that reach proficiency on the NYSESLAT will receive additional support in the form of after school-tutoring and access to technological supports (e.g. IPADS) in class. In addition, they are provided with a TAS (targeted academic support) class during the day.
10. At present, we are seeking to expand our services. We are currently recruiting Spanish speaking ELLs as well as teachers with bilingual extensions with the intent creating a dual language program within the next two years.
11. We are not planning to discontinue any programs/services for ELLs.
12. Ell students are completely integrated into the fabric of our school community. Ells take core content classes with monolingual (English) students, where a Collaborative Team Teaching model is used. ELLs also receive a Writing Composition class and an option of Native Language Arts (Spanish) or Spanish as a Foreign language. Ell students also take classes in our Saturday Academy Program (ESL and content) and participate in after school programs and activities such as gym, music, art, and dance.
13. Our school uses a combination of translated textbooks, MP3 files, digital translators and IPADS for content area support. Students also have access to English, Spanish, Bengali, French and Arabic dictionaries. We have currently added the multilevel EDGE series as a foundation of our free standing ESL program.
14. Native language support for Spanish speaking students is provided through Native Language Arts classes taught by Letecia Tobar. Mrs. Tobar uses a variety of authentic materials including the Realidades book series. In addition native language support (Spanish) is provided in free standing and content ESL classes by bilingual ESL

teachers (Flora Lutsky and Miriam Acosta). Native language support for non-Spanish speaking students is provided by translated textbooks, digital translators, as well as language dictionaries.

15. When purchasing materials, we take into consideration each student's age and level of formal schooling.

16. All incoming students that commence the school year in September participate in a three day summer orientation (Bridge) program. ESL and NLA teachers as well as the social worker and the guidance counselor coordinate activities with other teaching staff.

17. At present, non-Spanish speaking ELLs are offered to take Spanish as a Foreign Language. Spanish speaking ELLs are offered Spanish as an NLA class.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

1. All ELL personnel at the school (Flora Lutsky, Letecia Tobar and Meriam Acosta) take professional development courses (such as QTEL) and workshops delivered by the DOE Office of ELLs to expand/update their skill sets in language and content area instructional strategies for ELL students. These teachers will turn key effective strategies, along with a licensed Special Education teacher during school based staff development session.

2. A summer school orientation program is held for ELLs as they transition from middle to high school. ELL students have access to a bilingual social worker and school counselor as well as contact with 3 ESL teachers. ELLs are also encouraged to participate in all school clubs and enrichment activities. Block classes utilize differentiated instruction strategies and flexible grouping to integrate ELLs into the fabric of the school.

3. After school PD sessions for all staff 3 times per semester.

## E. Parental Involvement

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

1. Current parent participation is 65% as reflected in the most recent parent teacher night. 85% of ELL parents participated.
2. HSCL uses multilingual TAs from St. John's to assist students in class, for tutoring and pull - out sessions. HSCL also uses this partnership to conduct workshops for parents around college readiness.
3. Informal interviews as well as translated parent questionnaires.
4. Assist with needs assessment as well as integration of parents into school community.

# 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)										9	6			15
Intermediate(I)										7	9			16
Advanced (A)										4	6			10
Total	0	0	0	0	0	0	0	0	0	20	21	0	0	41

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B											8		
	I											4		
	A											5		
	P											2		
READING/ WRITING	B											5		
	I											12		
	A											2		
	P											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
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				
Integrated Algebra	13		5	
Geometry				
Algebra				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2		1	
Physics				
Global History and Geography				
US History and Government	13		1	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

1. Our school uses the LAB-R and Spanish LAB-R (for native Spanish speakers) to assess the literacy skills of potential ELL students. LAB-R scores determine the level of proficiency in all four language modalities (listening, reading, writing and speaking) of each potential ELL. The results of the LAB-R are also used to determine the appropriate placement and time allocation per day for each ELL student.
2. In accordance with legal mandates, beginning ELL students receive a minimum of three periods of ESL instruction per day, intermediate students receive a minimum of two periods, and advanced students receive a minimum of one period each of ESL and ELA instruction. All students are placed in a free standing, differentiated ESL class. In addition, the ESL teachers push in to all the academic content area subjects. ELL students are blocked with monolingual (English) students in these classes and a Collaborative Team Teaching model is used. Therefore, each student receives a minimum of 225 minutes of contact time with a licensed ESL teacher per day.
3. Levels of proficiency inform appropriate selection of materials and instructional approaches. The content area tests for the ELLs are modified by the content area ESL teacher. Modifications include allowing the students to use native language in responses, multilingual dictionaries, re-structuring of the questions in a way that they are more comprehensible for English Language Learners, technology supports, etc. In addition to regular Spanish classes, a Native Language Arts class is offered for native speakers of Spanish. This course not only advances the literacy of the native Spanish speakers, but teaches skills which are extremely useful in second language acquisition.
4. School leadership and teachers are using the results of the ELL Periodic Assessments to inform instruction, material selection and determine appropriate placement of each student. Our school is currently processing data from all the ELL Periodic Assessment administered in late October 2011. We plan to engage in a combined analysis of the data from both the LAB-R, in-class assessments as well as the ELL Periodic Assessment to modify instruction to meet the differentiated needs of our ELL population.
5. We do not currently have a Dual Language Program
6. Success is evaluated by using quantitative and qualitative measures. Test results, homework completion, oral and written presentations, research projects and class participation are all included in the assessment of each student. We also measure success by monitoring ELL participation in various enrichment activities developed by our school. For example, we are promoting multilingual clubs, newspaper, etc.

## 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.

We are a new school with a population of 9th and 10th grade students at this time.

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carlos Borrero	Principal		12/16/11
Robert Jones	Assistant Principal		12/16/11
	Parent Coordinator		1/1/01
Flora Lutsky	ESL Teacher		12/16/11
	Parent		1/1/01
Letecia Tobar	Teacher/Subject Area		12/16/11
	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
	Other		1/1/01
Carlos Borrero	Other <u>Principal</u>		12/16/11
Flora Lutsky	Other <u>Teacher</u>		12/16/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **28Q328** School Name: **High School Community Leadership**

Cluster: \_\_\_\_\_ Network: **561**

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

**Part A: Needs Assessment Findings**

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

We use intake data to determine our written and oral translation needs. In addition, ATS home language reports are generated to ensure that our outreach/communication efforts target all necessary languages.

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.

At present, Spanish, Haitian Creole, French, Arabic and Bengali are the major language groups in need of translation. Additional languages such as Mandarin, Cantonese, Urdu, Greek, Russian and Nepalese spoken by our families. However, the latter languages are spoken by bilingual families. These findings have been communicated to faculty and families in staff/teacher meetings as well as Parent teacher Association meetings.

## 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.

At present, licensed Spanish and French teachers translate all written documents forwarded to parents. A Social Work intern translates materials into Haitian Creole. Arabic translations are done by a faculty member that is a native speaker, educated in an Arabic-speaking country (Morocco). Bengali translations are done with computer software supports and are verified by native speaking students/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.

Oral translations are done in Spanish, Arabic and French by faculty members. A Social Work intern does Haitian Creole translations. Students/family members translate Bengali as well as other languages spoken in Punjabi areas.

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>.

The school uses the translation office as well as DOE provided materials for all parent notifications.

## 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: HS for Community Leadership	DBN: 28Q328
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 69
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 type="checkbox"/> 12
Total # of teachers in this program: 6
# of certified ESL/Bilingual teachers: 3
# of content area teachers: 3

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The LAB-R scores and the NYSESLAT scores are used to determine the appropriate placement for incoming students and students already enrolled in the school. In our school, beginning level students receive a minimum of three periods of ESL per day, or the equivalent of 540 minutes of ESL instruction per week. Intermediate students receive 225 minutes per week of free standing ESL along with a minimum of 225 ESL in content areas (minimum 1 period with a co-teaching model in which content area teachers (e.g. math, science) teach with licensed ESL teachers. This total 450 minutes, which exceeds the 360 minute requirement. Advanced students receive a minimum of one period each of ESL and one period of ELA instruction daily, the equivalent of 225 minutes per week. We currently have 69 ELL students in our school ranging from ninth to the eleventh grade.

According to the NYSESLAT 2012 report, the High School for Community Leadership has in the ninth grade: 17 students who scored in the beginning category, 16 students who scored in the intermediate category, and five students who scored in the range of advanced. The High School for Community leadership has in the tenth grade: one student who scored in the beginners range, six students who scored as intermediates, and one student who scored in the advanced range. The school roster, that has previous years NYSYSLAT and LAB-R scores, and including newly enrolled students, shows that the High School for Community Leadership has 28 beginning students, 25 Intermediate leveled students, and 9 advanced leveled students. We also have five ELL students with IEPs. (Please refer to attachment at the end of this document for specific groups of students.)

Supplemental instruction for ELLs is provided after school as well as on Saturday throughout the 2012 - 2013 school year. Saturday classes run from late September - mid January and resume in late February to conclude in early June. Saturday classes meet from 9am - 12pm. Content classes are offered in native language where appropriate and possible (e.g. Spanish Global History, Arabic/French Mathematics and Science). Additionally, ESL free-standing classes are given to beginning and intermediate level students after school on Monday, Wednesday and Friday throughout the academic year. Classes meet from 3:15 - 4:15pm. Three licensed ESL teachers (Ms. Lutsky, Mrs. Tobar and Ms. Acosta) alternate to provide this additional time on task. When appropriate and possible, supplemental classes in content areas are also offered and follow the model used during the regular school day in which classes are taught by content teachers with language proficiency or by content area teachers along with ESL licensed teachers. As an example, a Chemistry or Living Environment class will integrate a content area teacher with partial ESL "push in" for 30 - 45 minutes as part of after school classes/tutoring sessions.

ELL instruction in our school is delivered through several models designed to best meet individual students' needs. ESL stand-alone classes are designed for student language acquisition to facilitate them to be mainstreamed into monolingual content classes. In addition to free standing ESL classes, the beginning level students receive core content classes which are taught by ESL teachers using ESL strategies. There is also a Global Studies class taught in Spanish a content area teacher (Ms. Rodriguez)

## Part B: Direct Instruction Supplemental Program Information

with native language proficiency and a dually licensed ESL/Spanish teacher (Ms. Tobar). The Collaborative Team Teaching Model, used for the intermediate and the advanced students, is a model in which a licensed ESL teacher (Flora Lutsky, Letecia Tobar, or Miriam Acosta) pushes into content classes in which ELL students are blocked along with monolingual (English) students, to provide ESL instruction and support. Content classes use flexible student grouping depending on the lesson being taught at a given time (e.g. heterogeneous by language). This gives students the opportunity to use language in an authentic setting while giving them content and language exposure with scaffolds and support.

Teachers of ELL students teach ESL classes in English using a grade/level appropriate series (National Geographic's "Edge" series as well as content rich independent readers). In addition to QTEL, Best-Practices, and Sheltered Instruction, the strategies that are utilized are as follows: assisted reading, sight word categories, synonyms match, KWL charts, semantic feature analysis, previewing target text, segmented text, oral reading prompts, analyzing main concepts, visual displays, paragraph restatements by summarizing or paraphrasing, meta-comprehension training on main ideas, pre – paragraph questions, writing before reading, story mapping training, collaborative learning, identifying and interpreting theme, self questions for main ideas, reciprocal teaching, story retelling, two column notes, anticipation guides, feature analysis, verbal – visual associations, and sentence starters.

We currently have a high percentage of ELLs that are newcomers (students with less than 3 years in the country). These students are supported by materials that focus on content knowledge acquisition (e.g. translated and bilingual books, dictionaries, software, etc.) as well as ESL materials that focus on acculturation (e.g. common social interactions). ELL students that have been the country for either 4 to 6 years, or "long term" ELLs receive instruction modified to focus on academic language acquisition and formal register.

## 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 is provided for writing and literacy development in general as well as strategies for ELLs in content areas (e.g. mathematics). We have and will continue to use the Office of ELLs (NYCDOE) as a provider of professional development and other sources such as the BARDMat network. Both content area and ESL teachers have and will continue to attend PD sessions and engage in "turn key" activities to continue building internal capacity.

PD sessions take place both during designated PD days (e.g. Election day), weekends and when feasible during regular school days. Times vary in accordance with sessions.

This year we have sent 3 teachers (Delcie Barr, ELA, Miriam Acosta, ESL, Flora Lutsky ELA & ESL, to PD workshops on "Academic writing for ELLs" and "Universal Grammar" at the BARDMat on Election Day and Veteran's Day.

We have also sent 2 teachers (Letricia Tobar and Flora Lutsky - both dually licensed ESL) to Office of ELLs

**Part C: Professional Development**

PD workshops for QTel (Jan 2013)

We will continue to seek relevant topics based on areas of need. In the previous years we have sent teachers to math and science workshops that target instruction for ELLs.

**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: In addition to multi-lingual parent association meetings, phone "blasts" and mailings to keep parents informed, we have also organized and will continue to organize college trips and specialized workshops specifically for parents of ELLS (FAFSA en Espanol, College Applications in Haitian Creole, Spanish, Bengala)

For example, a group of 38 students recently attended the largest Latino College Fair hosted by Lehman College (Oct. 20, 2012). We are also organizing college trips to Hostos Community College specifically for ELLs and families. Several workshops have been planed that include break out sessions for different linguistic groups using community members and families as translators. Each workshop coincides with parent association meetings which are held once a month (Third Tuesday of each month from 6:00 - 7:00pm) Parent are always notified via phone and tranlated flyers.

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <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> </ul>		

**Part E: Budget**

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

Allocation Amount: \$0

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