



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BENJAMIN N. CARDOZO HIGH SCHOOL

26Q415

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

PRINCIPAL: GERALD MARTORI

EMAIL: GMARTOR@SCHOOLS.NYC.GOV

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
Gerald Martori	*Principal or Designee	
Dino Sferrazza	*UFT Chapter Leader or Designee	
Evette Ennis	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Thomas Dinegar Alex Liatto	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Mike Krocondelis	Member/	
Orline Borno	Member/	
Erica Dellabonta	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By August 2013 the school will improve the yearly progress for students with disabilities to exceed 131 in ELA and 140 in Math as evidenced in the NYS Report Card.

Comprehensive needs assessment

- The New York State Report Card cited the school for not making yearly progress in ELA and Math.
- The Performance Objectives for 2012-2013 need to be greater than 131 in ELA and a 140 in Math

Instructional strategies/activities

- Curricular supports for students with disabilities will be further aligned to Common Core standards
- Approaches that stem from the Universal Design for Learning will enable staff to create multiple entry points for students with disabilities
- Prevention-focused instructional strategies (such as RTI) will be expanded school-wide

Strategies to increase parental involvement

- Teachers will continue to reach out to parents by telephone, writing letters and e-mails
- Department meetings with parents regarding students not making progress

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 Grants Other

If other is selected describe here:

Service and program coordination

- Continue to increase the number of Integrated Collaborative Classes (ICT)
- To have the department all Assistant Principals meet with the teachers of SWD

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

To strengthen teacher practice by developing a shared understanding of instructional excellence as evidenced by the implementation of a new teacher evaluation and development system.

Comprehensive needs assessment

- Have the Assistant Principals engage in at least 6 unannounced teacher observations
- Increased Teacher Training should occur during Faculty meetings and Staff Development Days

Instructional strategies/activities

- Have at least 4-6 teacher reviews for all 182 teachers done by both Assistant Principals and Principal using the Danielson Framework
- Increase the number of informal observations school-wide
- Disseminate best practices aligned to key competencies from the Danielson Framework

Strategies to increase parental involvement

- Meeting of the School Leadership Team
- Parent Teacher conferences

Budget and resources alignment

- 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 _ Grants _ Other

If other is selected describe here:

Service and program coordination

To procure a staff developer from Heart of Change to work with teachers and Assistant Principals on the teacher evaluation rubric

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3 By August 2013 the school will elevate the annual yearly progress for English Language Learners in ELA as evidenced by the NYS Report Card.
Comprehensive needs assessment <ul style="list-style-type: none">• The New York State Report Card cited the school for not making yearly progress in the above areas.
Instructional strategies/activities <ul style="list-style-type: none">• Students who are tested in ESL, based on the Language Survey and the Home Language Survey, will be placed in appropriate ESL classes• ESL teachers will expand their teaching toolkit by using modes other than English to perpetuate the importance of communication (graphs, visuals, etc).• Vocabulary work will coincide with school-wide development of Academic Vocabulary aligned to Common Core instructional shifts.
Strategies to increase parental involvement <ul style="list-style-type: none">• ESL classes for parents in the Spring
Budget and resources alignment <ul style="list-style-type: none">• <input checked="" type="checkbox"/> 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 _____ Grants _____ Other <p>If other is selected describe here:</p>
Service and program coordination <ul style="list-style-type: none">• Title III – Summer School for Summer 2013• Title II LEP– ESL classes for parents in the Spring

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 reading and writing skills	tutoring	During the school day
Mathematics	Repeated problems	Tutoring	During the school day
Science	Repeated reading and writing skills	Tutoring	During the school day
Social Studies	Repeated reading and writing skills	tutoring	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		One to one	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Teachers are hired in their content area
All Special education teachers are now dually licensed in special education and a content area

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Admunsen/Jie Zhang	District 26	Borough Queens	School Number 415
School Name Benjamin N. Cardozo High School			

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

Principal Gerald Martori	Assistant Principal Robert Goodman
Coach	Coach
ESL Teacher Roberta Meyerson	Guidance Counselor Adriana Saponara
Teacher/Subject Area Heather Russell/ESL	Parent Lisa Liatto
Teacher/Subject Area Miri Choi-Shin/ESL	Parent Coordinator Barbara Nunziata
Related Service Provider	Other
Network Leader Jie Zhang	Other

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	7	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	3	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	6
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	3940	Total Number of ELLs	236	ELLs as share of total student population (%)	5.99%
------------------------------------	-------------	----------------------	------------	---	--------------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [🔗](#)

1. All incoming new students are given a packet at the door which includes a home language survey form. When the initial admissions screener sees a language other than English on that form, it automatically goes to the licensed guidance counselor and the ESL coordinator for the interview process. The family is then interviewed in English and/or their native language by the ESL LAB coordinator who is a licensed pedagogue and a teacher of ESL, and a translator if necessary. Each parent is also given a one to one interview by the LAB coordinator and sees a video in the native language explaining the options for their child -bilingual education, dual language or freestanding ESL. This is a way to insure that parents understand all program choices. The LAB-R is administered to students new to the system by the ESL coordinator, and students are placed in appropriate classes based on results and parental options. If the child does not pass the LAB-R exam, the family is given the Appendix C (entitlement letter) and appendix F (placement letter) . Every student in the ESL/bilingual program must take the annual NYSESLAT exam administered every Spring. Students work with assistant teachers, under the supervision of the classroom teacher, during the teacher's preparation period to strengthen student skills throughout the year leading up to the NYSESLAT exam.
2. Aside from seeing the video in their native language to understand program choices, the guidance department holds meetings for parents of Ells at which time translators are available. In addition, letters are sent and calls are made to parents, with the help of translators, concerning the progress of their children throughout the school year.
3. Entitlement letters are filled out when the parent is present during the administration of the LAB-R, and the parent survey form is filled out at the same time. Parent survey form is stored in the student's permanent record file in the records's room.
4. Parents are given the option whether they want their children to have freestanding ESL, dual language or bilingual classes in addition to ESL. Parents speak with the ESL coordinator and the guidance counselor with translators provided so that parents fully understand the options for their children.
5. We have found that more parents have opted for ESL rather than bilingual education. Of the 22 over the counter families, 19 requested ESL only services. Only 3 families requested bilingual classes.
6. Programs are aligned with parent requests as much as possible. All students whose parents requested freestanding ESL are enrolled in that program. Students whose parents requested a bilingual program receive NLA (Chinese) and are in classes in with heritage teachers in social studies and science. There is no grade (9,10,11 or 12) with 20 or more Chinese students who have chosen the bilingual option.

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										8	12	18	16	54
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										73	40	49	20	182
Push-In														0
Total	0	0	0	0	0	0	0	0	0	81	52	67	36	236

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	236	Newcomers (ELLs receiving service 0-3 years)	160	Special Education	38
SIFE	0	ELLs receiving service 4-6 years	33	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									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	51	0	2	2	0	0	1	0	1	54
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	120	0	9	40	0	9	22	0	17	182
Total	171	0	11	42	0	9	23	0	18	236

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

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
Chinese										8	12	18	16	54
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	8	12	18	16	54								

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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										23	10	13	2	48
Chinese										36	18	21	13	88
Russian														0
Bengali											1			1
Urdu													1	1
Arabic														0
Haitian										2		1		3
French										1				1
Korean										4	8	7	3	22
Punjabi														0
Polish														0
Albanian														0
Other										7	3	7	1	18
TOTAL	0	73	40	49	20	182								

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

A. Programming and Scheduling Information

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?

1a. Our students are in either freestanding ESL classes or transitional bilingual classes with heritage teachers. We have no dual language classes at the present time.

1b. ESL classes are ungraded (9-12) and departmentalized in that the proficiency level is the same in each class, governed by a student's previous performance on the NYSESLAT exam. It is for that reason that freestanding ESL classes correspond as closely as possible to student ability. As a result, students are grouped in beginner, intermediate or advanced classes. Bilingual students in social studies and science, taught by heritage teachers (those who speak the language of the bilingual students) utilize English while integrating the native language when practical. Our NLA class is heterogeneous with mixed proficiency levels. This is because, in our NLA class, students in grades 9,10,11 and 12 are not all on the same performance level. We currently offer an NLA class in Chinese while social studies and science classes are ESL content area with heritage speakers as teachers.

2. The number of minutes strictly follows the guidelines of CR Part 154. In ESL classes, students at the beginning level (level I, receive the mandated three periods of ESL (a double and single instructional period each day) while students at the intermediate level receive the mandated two periods of ESL each day. At levels III and IV, students have one period each of ESL and English language arts. Level III is advanced ESL (L5 and L6) while Level IV is transitional ESL (L7, L8, L9 and L10). Advanced ELLs receive 180 minutes of ESL and 180 minutes of ELA per week.

2a. In the ESL classes, 100% of the instruction is in English. In the NLA class, 100% of the instruction is in the native language. In the social studies and science classes, the instruction is in English with heritage teachers bridging the gap by speaking the native language when needed.

3. As explained above, our social studies and science classes are taught by heritage language teachers, with the help of teacher assistants, under the direction of the teachers in the classroom. At this time our NLA class is in Mandarin Chinese. We do not currently have a bilingual

math class but teacher assistants help students under the direction of the classroom teacher.

4. Where possible, students are given the opportunity to express themselves in their native language on written and oral examinations. We give the city wide Chinese reading test to better assess student ability based on student scores.

5a. We have no recent SIFE students. Any student in our school designated as SIFE was last so designated years ago. Our plan includes, however, intensive instruction with a teacher assistant under the supervision of a classroom teacher to bring any future students up to grade level in all subject areas should any SIFE students be newly admitted.

5b. ELL students with less than three years (newcomers) are assigned buddies in class and work with student assistants under the supervision of the classroom teacher. These students also have additional tutoring available to them through ARISTA tutors throughout the day and after and before school. Newcomers receive 540 minutes of ESL each week, and the classroom teacher gives them a thorough grounding in listening, speaking, reading and writing skills that will prepare them for success in mainstream classes as well as prepare them for the NYSESLAT and English Regents exam. Students work in groups and are encouraged to think critically while using word to word dictionaries when necessary. Newcomers also are given time and one half on their examinations and are afforded before and after school tutoring sessions with a licensed ESL teacher to improve their skills.

5c. ELL students receiving service 4-6 years also work with student assistants under the supervision of the classroom teacher. These

A. Programming and Scheduling Information

students receive 360 minutes of ESL and continue to enhance their listening, speaking, reading and writing skills. They continue to use glossaries, get extra time for their exams and are afforded before and after school tutoring sessions with a licensed ESL teacher to improve their skills.

5d. Long term ELLs get intensive practice in the four skills: listening, speaking, reading and writing with an extended emphasis on reading and writing. Students are introduced to more complex texts and receive 180 minutes of ESL as well as 180 minutes of ELA instruction. They continue to use glossaries, get extra time for their exams and are afforded before and after school tutoring sessions with a licensed ESL teacher to improve their skills.

6. Teachers of ELL-SWDs utilize differentiated instructional techniques for class and homework assignments to help these youngsters succeed. Teachers utilize Smartboards and auditory and visual stimuli rather than rely on textbooks alone during lessons. Kinesthetic learners are taken into consideration as well.

7. ELL-SWDs are placed in as many mainstream (LRE) classes as possible. Those youngsters needing an aide or scribe have these individuals with them in mainstream classes. All ELL-SWDs are encouraged to join school clubs and are afforded after school tutoring sessions with a licensed ESL teacher to improve their skills. In addition, ELL-SWDs are placed in collaborative classes when possible.

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	Chinese			
Social Studies:	Ch-heritage teacher			
Math:	Ch-heritage teacher			
Science:	Ch-heritage teacher			

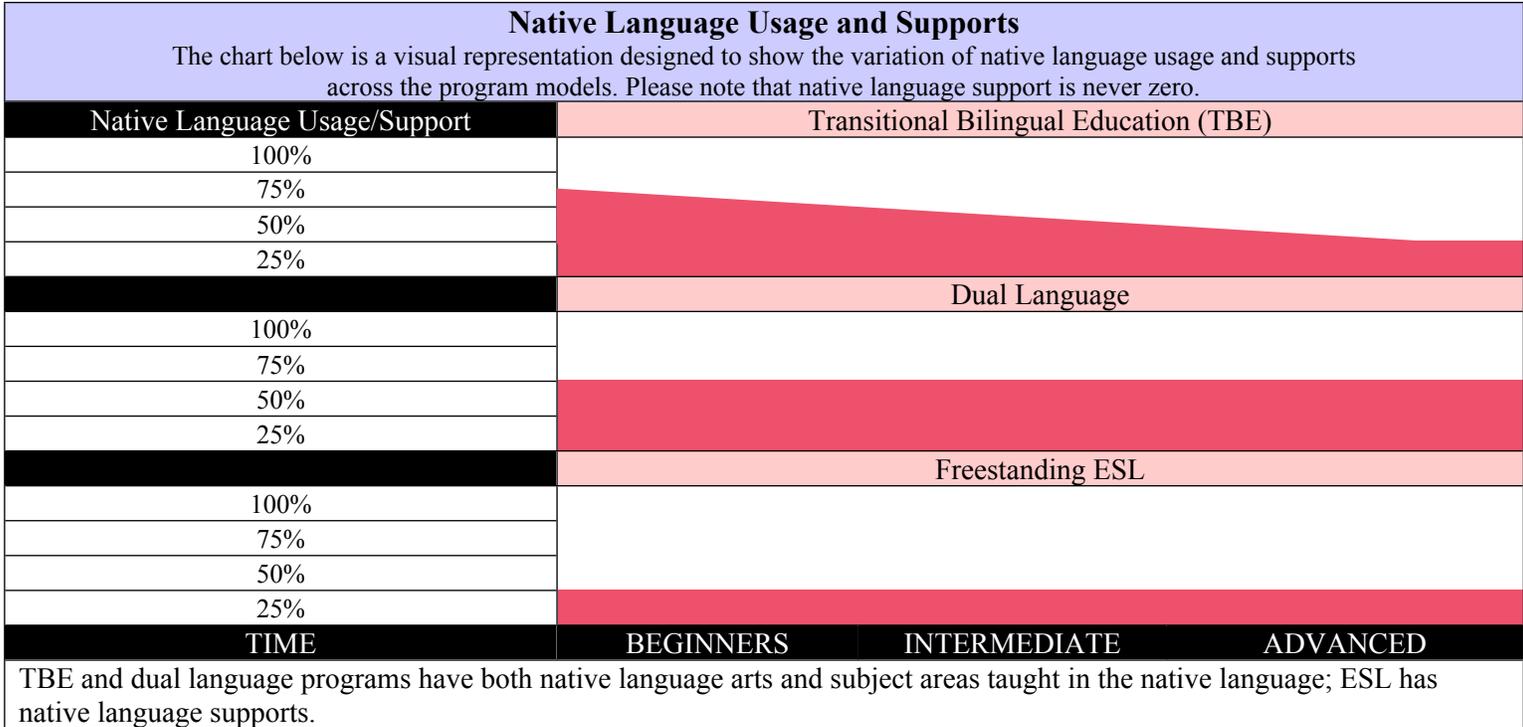
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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



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. Students get before or after school tutoring with an ESL teacher in English language arts or with a content area teacher. Students use word for word dictionaries in class and are entitled to extra time for their classroom and Regents exams. Students work with buddies who, if possible, speak the same language or with teacher assistants under the supervision of the classroom teacher. Students also have the chance to work with ARISTA tutors during their lunch period.
9. Guidance counselors code those students who are former ELLs so that teachers know that these students need extra time on their exams, can use word for word dictionaries in their native language in class and have the resource of student assistants or buddies in class. Teachers also check student status on ARIS to better serve student needs.
10. We anticipate adding classes specifically for ELLs in mathematics in the coming year.
11. We expect to continue with the classes that we have in the program and do not foresee discontinuing any of them.
12. All ELLs take art, music and physical education in mainstream (non ESL classes). All electives are open to ELLs, and all clubs and school activities are available to them as well. There are also ARISTA tutors who meet with ELLs as well, before and after school.
13. Students work with teachers in rooms equipped with Smartboards. Through APEX learning, there are credit recovery programs as well. ELLs also work in computer rooms with teacher assistants under the supervision of classroom teachers, particularly to improve written expression.
14. Students work with buddies and classroom assistants in class in regard to native language support. Heritage language teachers work with students during classroom and professional periods.
15. When possible, students are programmed by age and grade level. This is not always possible when one considers that students, particularly in ESL, are placed according to their level on the most recent NYSESLAT exam - beginning, intermediate and advanced levels.
16. Newly enrolled ELLs are assigned a buddy who is usually a classmate or upper termmer (former or current ELL student) to help navigate the system in the building. Teachers are informed by guidance counselors that the new student is new to the school and currently an ELL.
17. ELLs have the opportunity to take another language in our language department once they have shown some proficiency in English. Students with advanced level competency in a language offered in our school (Spanish) can avail themselves of a level of the language that meets their needs, including an advanced placement language course.

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. Teachers of ESL and content area courses meet for articulation meetings as part of their staff development during staff development days. Teachers of ESL also go through NYSESLAT training so they can best administer the exam as smoothly as possible.

2. Teachers are expected to go on ARIS to find out which students are former and current ELLs. They then know who are the other teachers of each individual student and can collaborate or discuss needs of particular ELL youngsters

3. Staff training is ongoing - during staff development days, faculty conferences, departmental conferences and articulation meetings..

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. ELL parents are included among our college office parent volunteers to help ELLs in filling out college applications. Parents are an integral part of our school Parent Teacher Association at which time ELL parents can avail themselves of translators if needed and can get information relevant to the education of their children.

2. We currently have a counselor from Child Center of New York who visits one each week to provide services to ELL parents. We also have a representative from Family in Touch who works with ELL parents as well.

3. The school administration studies the responses from the annual parent survey to better meet the needs of all parents including those of ELLs. Our parent coordinator fields calls from parents including those of ELLs and puts parents in touch with the appropriate school personnel.

4. PTA meetings give parents an update on what's happening on a regular basis at school. ELL parents working in the college office get a first hand view of the college application process that can not only benefit other children but also their own. We also have courses for non-native born parents of ELLs in ESL in the evenings so that they can better communicate in English with their children who are learning ESL during the day and also to more easily communicate with the 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)										14	9	7	3	33
Intermediate(I)										39	24	32	18	113
Advanced (A)										30	16	29	15	90
Total	0	0	0	0	0	0	0	0	0	83	49	68	36	236

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
--------------------	-------------------	---	---	---	---	---	---	---	---	---	---	----	----	----

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										3	3	3	2
	I										12	7	14	8
	A										17	19	20	17
	P										39	20	28	6
READING/ WRITING	B										10	5	7	2
	I										32	27	33	18
	A										28	18	24	14
	P													

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	175		51	
Integrated Algebra	11	91	9	10
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	3	59	2	48
Physics				
Global History and Geography	81	66	51	44
US History and Government	72	66	67	60
Foreign Language				
Other <u>Chinese</u>		26		26
Other <u>Korean</u>		5		5
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	1	3	9	11				

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

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

1. We do not currently give the periodic assessment exams in English but expect to do so when the next window opens. We do however give the Chinese reading test to check on student proficiency in the native language and give the NYSESLAT exam to all ELLs to check on student progress.
2. The data reveals that there are common areas to be addressed for all ELLs. Some students fare better in listening and speaking while others are more proficient in reading and writing. In terms of patterns across proficiencies and grades are concerned, data has revealed that there is much differentiation, and that differentiated instruction is to be the rule rather than the exception in each classroom.
3. We have found that with each administration of the NYSESLAT exam students improve either to the next level or test out. Patterns across proficiencies and grades influence which textbooks and computer programs might work best with a specific group or a class.
- 4a. Examining student results from Regents exams, we have also found that students tend to do better on Regents exams in their native language rather than in English
- 4b. As stated before, we anticipate giving periodic assessments in English during the next open window. The Chinese reading test has shown us that students rise at least one level with each administration of the exam.
- 4c. We have learned from the NYSESLAT exam and English Regents exam that students progress at a regular pace. Those that still have difficulty are given extra help whether in the classroom or before or after school by licensed teachers.

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 continue to fine tune our program and make adjustments as needed so that all of our students can ultimately experience success as rapidly as possible.

School Name: <u>Benjamin N. Cardozo H.S.</u>		School DBN: <u>26Q415</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gerald Martori	Principal		11/21/11
Robert Goodman	Assistant Principal		11/21/11
Barbara Nunziata	Parent Coordinator		11/21/11
Roberta Meyerson	ESL Teacher		11/21/11
Lisa Liatto	Parent		11/21/11
Heather Russell	Teacher/Subject Area		11/21/11
Miri Choi-Shin	Teacher/Subject Area		11/21/11
	Coach		11/21/11
	Coach		11/21/11
11Adriana Saponara	Guidance Counselor		11/21/11
Jie Zhang	Network Leader		11/21/11
	Other		11/21/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 26Q415 **School Name:** Benjamin N. Cardozo High School

Cluster: 2 **Network:** CFN201

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

Part A: Needs Assessment Findings

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

The schools needs were culled from the home language survey forms(HLIS), teacher surveys, the parent coordinator, guidance counselors, admission and discharge secretaries and previous requests from parents.
We are in need of translations for parents of ELLs and parents of non-ELLs who speak languages other than English (particularly in languages such as Chinese, Korean and Spanish) in areas such as the parent/student handbook, parent teacher association bulletins, parent newsletters, guidance counselor/parent, teacher/parent before and after school meetings and school notices to parents.
We would need seven teacher translators to be paid per session.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We found specific needs in Chinese, Korean and Spanish for translations for parents of ELLs and non-ELLs who speak languages other than English. The findings were reported at general, departmental and content area congruency meetings for the school community.
These translations will keep parents abreast of what is happening in the school and help to keep the lines of communication open between parents and the school for the ultimate benefit of our students.
We will need seven teacher translators to be paid per session.

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.

The school will provide written translations of the parent/student handbook, parent teacher association bulletins/newsletters, open school announcements and invitations for parents. Department letters informing parents of student progress will also need to be translated. These written translation services will be provided in-house by school staff and parent volunteers. We will need seven teacher translators to be paid per session.

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 translation services will be provided in-house by school staff and parent volunteers. Oral translations will be needed for parent teacher association meetings as well as late afternoon and evening counseling services. Services will be provided in-house. We will need seven teacher translators to be paid per session.

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>.

There will be written notification to parents sent home with students. There will also be a phone master relay to inform parents in the native language of any relevant information or dates and times of school meetings. Individual teachers will call parents before /after school with the assistance of translators. We will need seven teacher translators to be paid per session.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Benjamin N. Cardozo HS	DBN: 26Q415
Cluster Leader: Despina Zaharakis	Network Leader: Joseph Zaza
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 218
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 9
of certified ESL/Bilingual teachers: 8
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: At Benjamin N. Cardozo High School there are 218 students in the program who speak 16 different languages including: Bengali, French, Haitian Creole, Hindi, Japanese, Korean, Mandarin Chinese, Spanish, and Tagalog. We currently offer an ESL freestanding program.

Intermediate level students have two periods of ESL per day (450 minutes per week) and advanced level students receive one period per day of ESL (225 minutes per week) and one period per day of English Language arts (225 minutes per week). Research has shown that a high level of literacy in one's native language enhances the acquisition skills of the second language; therefore, we provide a support class in Chinese which is the largest language group in our ESL program.

New ELLs are identified at their feeder schools or at Benjamin N. Cardozo High School by specially trained faculty and staff, including the LAB/BESIS Coordinator, three bilingual guidance counselors, ESL teachers and paraprofessionals who are dedicated to the advisement, appropriate placement, programming and advancement of ELLs. Particular attention is given to the identification of Students with Interrupted Formal Education (SIFE), students who are illiterate in their native language, students in need of instructional support services, and long term ELLs in order to provide the most appropriate instruction from the start. Peer support partnerships are established through the English/ESL Department in order to create resources for the newcomers as well as opportunities for informal but real exchanges in the target language - English. Teachers are scheduled to tutor ELL students in a designated area designed specifically for tutoring purposes. All faculty members work together to monitor the progress of newcomers and work collaboratively to effectively address their needs.

All ELL students are offered regents level courses. As part of our school program, content area classes for ELL students in Social Studies and Science are conducted in English using ESL methodologies focusing on the required skills necessary to pass the regents examination. These skills include note taking, essay writing and critical analysis. The ESL curriculum mirrors the ELA curriculum focusing on the development of reading, writing, speaking, vocabulary and critical thinking skills.

We will offer a late afternoon program to our ELL students concentrating on the regents examinations in English, Global History and US History. Skills focused on auditory and reading comprehension passages as well as specific tasks that need to be mastered such as note taking, essay writing, and DBQs. The program will run on Tuesdays and Thursdays from 3:06 to 4:36 for approximately five weeks prior to the January and June Regents. The program will include 2 teachers. All staff will be licensed and New York State certified personnel.

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: The school provides professional development for all teachers and guidance staff on delivery of instruction and services to ELLs. All staff is responsible to monitor the progress of these students and work collaboratively to address their needs. Professional development is conducted during department meetings, on staff development days and at conferences outside the building. These may be led by in-school staff such as Assistant Principals and Teachers or outside specialists. Topics may include: Developing Instructional Strategies for Student success, Quality Teaching for ELLs, Differentiating/Scaffolding Instruction, Writing Across the Curriculum and Creating a Positive Climate for Learning.

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: To promote active parent participation and to ensure complete understanding and informed choice, communication with parents is done in multiple major languages - Chinese, Korean, Spanish, English - and facilitated by the Administrative Staff, the LAB/BESIS Coordinator, the Guidance Department and the Parent Coordinator. At the start of each school year, parents of ELLs are invited to meet with the school faculty at an open house during which city and state standards and assessments and ESL and Bilingual Program expectations, requirements and curriculum are explained. Invitations are sent out in English with translations in the two major languages that our ELLs speak: Chinese and Korean. Translators are available at this and all other school functions (Parent Teacher Conferences, PTA meetings, College Nights, Financial Aid Meetings, Awards Assemblies) Furthermore, Department of Education publications offered in languages other than English are made to address the needs of all parents.

Staff members who deal directly with the ELL population also serve to familiarize incoming and current students and their parents with the language Allocation Policy , ESL Curriculum and Instruction, the city and state standards and assessments, and supplemental education opportunities as well as address any concerns or questions they may have. Ongoing parent outreach throughout the school year via phone calls with teachers of ELL students are also scheduled.

Part D: Parental Engagement Activities

Two bilingual teachers and one counselor will hold Newcomer Saturday classes from 9:00 - 12:00 for 150 hours over the course of the school year. Teachers will use this time to meet with ELL parents to discuss citizenship concerns and to teach English. Parents will be able to use this time to speak to the counselor and ask any questions/discuss any concerns they might have about their ELL students.

Part E: Budget

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

Allocation Amount: \$29296

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$17620.55	ESL Saturday program for parents $\$50.19 \times 50 \text{ hours per teacher} \times 2 \text{ teachers} = \5019.00 $\$53.96 \times 50 \text{ hours for 1 counselor} = \2698.00 $\$52.52 \times 50 \text{ hours for 1 supervisor} = \2626.00 TOTAL = \$10,343.00 NYSESLAT Grading Committee for Spring $\$50.19 \times 10 \text{ hours} \times 4 \text{ teachers} = \$2,007.60$ LAB/BESIS Coordinator hours for end of year organization $\$50.19 \times 25 \text{ hours} = \$1,254.75$ Teacher Per Session cost for after school instruction of students 20 sessions - 90 minutes per session $\$50.19 \times 30 \text{ hours} \times 2 \text{ teachers} = \3011.40 $\$50.19 \times 20 \text{ hours} \times 1 \text{ LAB/BESIS Coordinator} = \1003.80
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum 	\$7,000.00	Professional Development Opportunities = \$7,000.00

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$29296

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	\$4675.00	Consumable Supplies = \$3,400.00 Postage = \$500.00 Miscellaneous = \$775.00
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		