



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : LAW, GOVERNMENT & COMMUNITY SERVICE HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q494

PRINCIPAL: DONNA DELFYETT-WHITE EMAIL: DWHITE3@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
Donna Delfyett-White	*Principal or Designee	Signature on File
Eric Simone	*UFT Chapter Leader or Designee	Signature on File
Nicole Johnson	*PA/PTA President or Designated Co-President	Signature on File
	DC 37 Representative, if applicable	Signature on File
Daniela Campbell	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	Signature on File
Anthony Iraheta	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	Signature on File
Karen Dagis	Member/UFT	Signature on File
Barbara Giamundo	Member/UFT	Signature on File
Lakita Middlebrooks	Member/PARENT	Signature on File
Kelly Nurse	Member/PARENT	Signature on File
Margaret Venture	Member/PARENT	Signature on File

** 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.

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By June 2013 there will be a 3% improvement in credit accumulation for all students over last year's score as evidenced by Fall and Spring Scholarship Reports.

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.
Student Progress improved for the 9th & 10th graders (including the bottom third) but declined for the 11th grade as evidenced by the 2011-2011 NYC Progress report. Increased credit accumulation has a direct impact upon student achievement and graduation.

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,
 - ♦ Conference with teachers about their scholarship reports at the end of each marking period.
 - ♦ Implement an action plan for individual teachers who are struggling to secure acceptable scholarship data.
 - ♦ Utilize the observation progress to measure individual teacher growth.
 - ♦ Bi-monthly meetings of the Instructional Leads to target individual best practices to share with the department.
 - ♦ Data Inquiry Teams will analyze data to determine the root cause for the decline in credit accumulation in students progress and develop strategies for intervention
 - ♦ Identify students in lowest third who have failed to accumulate credits for one or more semesters and develop strategies for intervention
 - ♦ Assistant Principal, Supervision, to support teachers with ineffective teaching strategies
 - ♦ Intervisitation by Departmental teams and/or Data Inquiry Teams in order to establish a collaborative environment.
 - ♦ Provide remediation packets for struggling students based on skill level.
 - ♦ APEX on-line program purchased to increase credit accumulation of struggling students
 - ♦ Create more project-based assessments to use in the classroom.
 - ♦ After-Tutoring program two days a week to help students stay on track
 - ♦ Ensure Title 1 students have adequate instructional school supplies
 - ♦ Saturday Regents Prep program
 - ♦ Youth At Risk: World Leaders Program continued for 9th and 10th grade students
 - Tutoring, leadership opportunities & community service
 - b) key personnel and other resources used to implement these strategies/activities,
 - ♦ Assistant Principal Supervision with support from AP PPS when needed
 - ♦ Instructional Leads / Data Inquiry Teams
 - ♦ Department and Faculty Meetings
 - ♦ Weekly Professional Development meetings

- ♦ Scholarship Reports
- ♦ Purchase of Datacaton / Skedula to monitor student progress and increase awareness of student progress for parents and students
- ♦ Observation Process
- ♦ Purchase of APEX an on-line program to assist off-track students with credit accumulation
- ♦ Purchase of Castle Learning to supplement classroom instruction

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- ♦ Instructional Leads / DATA Inquiry Teams will assist teachers in using and developing assessments to be used alongside NYS regents examinations and Acuity Tests to evaluate the effectiveness of of strategies and/or activates developed by Teachers.

d) timeline for implementation.
September 2012, - June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Conduct survey with Parent Association to determine parental concerns related to this goal
 - Disseminate ongoing updates pertaining to this goal at Parent Association Meeting
 - Form a Campus Magnet Parent Association Collaboration with support of neighboring campus schools
 - Joint Campus Parent Association activities: ex: Holiday Breakfast fundraiser; 509 college workshop; immigration concerns etc.
 - Purchase Datacaton/Skedula on-line program to increase parental knowledge of student progress, attendance, homework, etc.

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	Title								
<u> X </u> Levy	Title I	<u> 0 </u>	IIA	<u> 0 </u>	Title III	<u> SSG </u>	Grants	<u> </u>	Other

If other is selected describe here:

School just received a School Success Grant. SLT and key school staff: Money will be used to support additional academic intervention services after-school and Saturdays, expand enrichment activities around the theme of the school; additional workshops for parents; additional professional development activities

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).

- ♦ Youth At Risk: World Leaders program funded by Department of Youth and Community Development - The Out-of-School Time (OST) Program
- ♦ OTPS budget used to hire new AP Supervision, Social Studies to support instructional area/theme of school
- ♦ OTPS budget used to purchase on-line program APEX to support credit accumulation
- ♦ OTPS budget used to purchase Castle Learning to support enrichment activities in the classroom
- ♦ OTPS budget used to support classroom intervisitation to increase peer to peer collaboration and support
- ♦ OTPS Title 1 money used to purchase school supplies for STH students
- ♦ OTPS budget and support from CFN 201 budget used to purchase Datacation/Skedula to assist with data analysis, and increased access for parents and students to students academic and attendance record and increased contact with student's teachers
- ♦ OTPS and SSG Grant used to conduct AIS Classes after school and weekends to support struggling students to stay on track

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013 there will be a 8% increase in the cohort graduation rate over last year's score as measured by the NYC Progress Report.

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 Student Graduation Rate has declined as evidenced by the 2011-2012 NYC Progress report

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,
 - ♦ Conference with each teacher about their scholarship reports at the end of each marking period.
 - ♦ Implement an action plan for individual teachers who are struggling to secure acceptable scholarship data.
 - ♦ Utilize data from ARIS, ACUITY, ATS (REDS report), Datacation/Skedula and teacher created assessments to assess student progress and target instruction
 - ♦ Bi-monthly meetings of the Instructional Leads to target best practices to share with the department.
 - ♦ Data Inquiry Teams will analyze data to determine the root cause for students who fail NYS Regents Examinations and develop strategies for intervention
 - ♦ Identify students in lowest third who have failed to pass one or more exams and provide targeted assistance.
 - ♦ Ensure Title 1 students have adequate instructional school supplies
 - ♦ Provide remediation packets for struggling students based on skill level.
 - ♦ Create more project-based assessments to use in the classroom.
 - ♦ After-Tutoring program two days a week to help students stay on track
 - ♦ Saturday Regents Prep program
 - ♦ Purchase of APEX an on-line program to assist off-track students with credit accumulation
 - ♦ Purchase of Castle Learning to supplement classroom instruction
 - ♦ Individual Conferences with Parents and students to educate them about their child's progress towards graduation and form a partnership between the school, parents and struggling student
 - b) key personnel and other resources used to implement these strategies/activities
 - ♦ Assistant Principal Supervision, Assistant Principal PPS , Guidance Counselor, Instructional Leads, & Data Inquiry Team
 - ♦ Department and Faculty Meetings
 - ♦ Weekly Professional Development meetings
 - ♦ Scholarship Reports
 - ♦ Purchase of Datacation / Skedula to monitor student progress and increase awareness of student progress for parents and students

- ♦ Observation Process
 - ♦ Purchase of APEX an on-line program to assist off-track students with credit accumulation
 - ♦ Purchase of Castle Learning to supplement classroom instruction
 - ♦ OTPS and SSG money used to support AIS support for students afterschool and weekends
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
- ♦ Instructional Leads / DATA Inquiry Teams will assist teachers in using and/or developing assessments to be used alongside NYS regents examinations and Acuity Tests to evaluate the effectiveness of of strategies and/or activates developed by Teachers.
- d) Timeline for implementation.
- ♦ September 2012 – June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Conduct survey with Parent Association to determine parental concerns related to this goal
 - Disseminate ongoing updates pertaining to this goal at Parent Association Meeting
 - Utilize Datacation/Skedula on-line program to increase parental knowledge of student progress, attendance, homework, etc.
 - Form a Campus Magnet Parent Association Collaboration with support of neighboring campus schools
 - Joint Campus Parent Association activities: ex: Holiday Breakfast fundraiser; 509 college workshop; immigration concerns etc.

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 0 Title IIA 0 Title III SSG Grants Other

If other is selected describe here:

School just received a School Success Grant. SLT and key school staff: Money will be used to support additional academic intervention services after-school and Saturdays, expand enrichment activities around the theme of the school; additional workshops for parents; additional professional development activities

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).
 - ♦ OTPS budget used to hire new AP Supervision, Social Studies to support instructional area/theme of school
 - ♦ OTPS budget used to purchase on-line program APEX to support credit accumulation
 - ♦ OTPS budget used to purchase Castle Learning to support enrichment activities in the classroom
 - ♦ OTPS budget used to support classroom intervisitation to increase peer to peer collaboration and support
 - ♦ OTPS Title 1 money used to purchase school supplies for STH students
 - ♦ OTPS budget and support from CFN 201 budget used to purchase Datacation/Skedula to assist with data analysis, and increased access for parents and students to students academic and attendance record and increased contact with student's teachers
 - ♦ OTPS and SSG Grant used to conduct AIS Classes after school and weekends to support struggling students to stay on track

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013 95% of our school's teachers will actively participate in Professional Development in order to collaborate, increase and implement data-informed inquiry work, Differentiated Instruction, and Common Core Learning Standards.

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - strategies/activities that encompass the needs of identified student subgroups,
 - ♦ Bi-monthly meetings by Instructional Leads and/or Data Inquiry Teams to target individual best practices to share with the department.
 - ♦ Weekly Professional meetings conducted by Assistant Principal, Supervision and CFN Support Specialist to improve the instructional core across content areas strengthening the common language and understanding of what quality teaching looks like
 - ♦ Classroom intervisitation by members of Department Teams and/or Data Inquiry Teams in order to establish a collaborative supportive environment and peer to peer professional support (Critical Friends) in order to reflect upon student work and improving instruction
 - key personnel and other resources used to implement these strategies/activities
 - ♦ Assistant Principal, Supervision
 - ♦ CFN Support Specialist
 - ♦ Instructional Lead Teachers
 - ♦ Department & Teacher created Assessments
 - ♦ Observation Process
 - ♦ OTPS budget used to support classroom intervisitation to increase peer to peer collaboration and support
 - ♦ NYC DOE Common Core Library
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
 - ♦ Survey was conducted at beginning of school year so teachers could self-identify areas in need of improvement and areas of interest. This along with NYC DOE City-wide Instructional Expectations and prior Observations determined the direction of this year's professional development
 - ♦
- Timeline for implementation.
 - ♦ September 2012 – June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Conduct survey with Parent Association to determine parental concerns related to this goal
 - Disseminate ongoing updates pertaining to this goal at Parent Association Meeting
 - Utilize Datacation/Skedula on-line program to increase parental knowledge of student progress, attendance, homework, etc.
 - Form a Campus Magnet Parent Association Collaboration with support of neighboring campus schools
 - Joint Campus Parent Association activities: ex: Holiday Breakfast fundraiser; 509 college workshop; immigration concerns etc.

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 _____ Title I 0 Title II A 0 Title III SSG Grants _____ Other

If other is selected describe here:

School just received a School Success Grant. Money will be used to support additional professional development activities

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).
 - ◆ OTPS budget used to hire new AP Supervision, Social Studies to support instructional area/theme of school
 - ◆ OTPS budget used to support classroom intervisitation to increase peer to peer collaboration and support
 - ◆ OTPS budget and support from CFN 201 budget used to purchase Datacation/Skedula to assist with data analysis, and increased access for parents and students to students academic and attendance record and increased contact with student’s teachers
 - ◆ OTPS and SSG Grant used to conduct AIS Classes after school and weekends to support struggling students to stay on track

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.
To increase the opportunities for community service and internship and outside the school.

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.
 - ♦ Community Service portion of school theme was limited to in school community service activities and therefore provided limited opportunities for a variety of community service activities

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
 - ♦ Menu of School-wide opportunities for community service opportunities identified
 - ♦ Administrators and Teacher volunteers are undertaking specific events and recruiting students to participate
 - Students receive Community Service credit and recognition at awards ceremonies
 - b) key personnel and other resources used to implement these strategies/activities
 - ♦ Administrators and Teacher volunteers
 - ♦ CBO's: Youth at Risk, NY Cares, Justice Resource Center
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
 - ♦ Staff Volunteered to sponsor activities
 - d) timeline for implementation

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - ♦ Parent and students select several community service activities to participate in together as a school community.
 - ♦ Several staff members volunteer to participate in the activities to make it a community event.
 - ♦ Use meetings with SLT to update parents and other constituents on opportunities for internships.

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 _____ Title I _____ Title II _____ Title III SSG Grants _____ Other

If other is selected describe here:

- ♦ School just received a School Success Grant. Money will be used to support additional community service activities

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).

- ♦ OTPS and/or SSG Grant will be used facilitate and increase community service opportunities by providing a limited number of hours of per session for Teachers to facilitate the activity

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	111	<ul style="list-style-type: none"> Students programmed for Small group instruction in STARS 	Every Thursday after school. October 2012 – June 2013
Mathematics	align="center">95	<ul style="list-style-type: none"> Students programmed for Small group instruction in STARS 	Every Tuesday after school. October 2012 – June 2013
		<ul style="list-style-type: none"> Students enrolled in Saturday Regents Prep class 	Dec – Jan 2012 April – June 2013
Science	align="center">23	<ul style="list-style-type: none"> Students programmed for Small group instruction in STARS 	Every Tuesday after school. October 2012 – June 2013
		<ul style="list-style-type: none"> Students enrolled in Saturday Regents Prep class 	Dec – Jan 2012 April – June 2013
Social Studies	align="center">101	<ul style="list-style-type: none"> Students programmed for Small group instruction in STARS 	Every Thursday after school. October 2012 – June 2013
		<ul style="list-style-type: none"> Students enrolled in Saturday Regents Prep class 	Dec – Jan 2012 April – June 2013
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social	15	As per schedule for mandated students and as needed (conflict resolution, mediation,	September 2012 – June 2013

Worker, etc.)		crisis counseling)	
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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.

- ♦ At this time we are not hiring teachers. However, when we are in a position to hire we will form a hiring committee comprised of Teachers and members of the Administration. The Committee will formulate criteria for screening applicants as well as interview questions. Candidates will be asked to teach a demonstration lesson.
- ♦ Administration and CFN Support Specialist will provide school-wide, department-wide, as well as targeted individual professional development activates based upon teacher needs, requests and observations which identify teacher strengths and opportunities for professional growth.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Jai Zhang	District 29	Borough Queens	School Number 494
School Name Law, Government & Community Service HS			

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

Principal Donna Delfyett-White	Assistant Principal Lescelle Aboagye
Coach N/A	Coach N/A
ESL Teacher Gonzalo Pazmino	Guidance Counselor Elaine Bancone
Teacher/Subject Area Eric Simone/Spanish	Parent Geronda Porterfield
Teacher/Subject Area Jennifer Wexler/English	Parent Coordinator N/A
Related Service Provider Joyce Weingarten	Other Teresa Alvarez/ESL Coordinator
Network Leader Jai Zhang	Other

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0

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
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D. School Demographics

Total number of students in school	465	Total Number of ELLs	18	ELLs as share of total student population (%)	3.87%
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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. [i](#)

1. New entrants whose Home Language Survey indicates a language other than English to any one (1) response to questions #1–4 and to any two (2) responses to questions #5–8, are administered the English LAB–R before being programmed. The Guidance Counselor admitting the student fills out the bottom of the second page of the Home language Survey and indicates whether the student is eligible for LAB–R testing based on the above criteria. The new entrant is programmed based on the LAB–R score and the informal oral interview. The informal oral interview with both the parent/guardian and student is administered by a native speaking staff. Prior to admission, the parent/guardian registering the youngster views the Orientation Video for Parents of Newly Enrolled English Language Learners in order to be able to make an informed decision as to whether the parent wants the youngster in a Transitional Bilingual, Dual Language or Free Standing ESL Program. The ESL Coordinator addresses concerns and provides explanation as to

the content of the video. After viewing the video, the parent completes the Parent Survey and Program Selection Form indicating the program preference. Parents have the option to opt-out of Transitional Bilingual Education, however, if the student does not meet the score established for his/her grade level on the LAB-R test, he/she is mandated to receive ESL instruction until he/she tests out of the program. In the event that the parent chooses to have the child in a Bilingual program, the student is directed to the appropriate school. A copy of the Home Language Survey is given to the ESL Coordinator who administers the LAB-R. If the new entrant's home language is Spanish and he/she does not meet proficiency level on the English LAB-R, the Spanish LAB is administered as evidence of literacy in the native language. All eligible ELLs are LAB-R tested and programmed within ten days of being admitted in accordance with the score obtained on the LAB-R. A copy of the Home Language Survey is given to the ESL Coordinator who administers the LAB-R. If the new entrant's home language is Spanish and he/she does not meet proficiency level on the English LAB-R, the Spanish LAB is administered as evidence of literacy in the native language. All eligible ELLs are LAB-R tested and programmed within ten days of being admitted. The new entrant is programmed based on the LAB-R score and the informal oral interview in English and the native language.

In August, our ELLs are programmed according to their most recent NYSESLAT score.

2. Prior to admission, the parent/guardian registering the youngster views the Orientation Video for Parents of Newly Enrolled English Language Learners in order to be able to make an informed decision as to whether the parent wants the youngster in a Transitional Bilingual, Dual Language or Free Standing ESL Program. The ESL Coordinator addresses concerns and provides explanation as to the content of the video. After viewing the video, the parent completes the Parent Survey and Program Selection Form indicating the program preference. Parents have the option to opt-out of Transitional Bilingual Education, however, if the student does not meet the score established for his/her grade level on the LAB-R test, he/she is mandated to receive ESL instruction until he/she tests out of the program. In the event that the parent chooses to have the child in a Bilingual program, the student is directed to the appropriate school.

3. In addition to the bi-yearly parent-teacher conferences and monthly PTA meetings, parents of newly

enrolled LEP/ELLs are provided

with an orientation session on the State Standards and graduation requirements. Parents view The Orientation Video for Parents of

Newly Enrolled English Language Learners and, if not previously submitted, they are requested to complete the Parent Survey and

Program Selection Form. Features of our Free- Standing ESL Program are discussed as well as eligibility and exiting regulations.

French, Haitian-Creole and Spanish speaking teaching and paraprofessional staff are present to answer questions and concerns.

Placement letters, Entitlement letters, Continued Entitlement letters and Non-Entitlement letters are mailed to the students address of

record at the beginning of the school year or as soon as the student is LAB-R tested and the results are known. The letters provide

parents with their student's current ESL proficiency placement level.

4. The ESL Coordinator reviews the ATS RLAT report and programs eligible students into our free-standing ESL program according to

the level of their most recent score. ESL Teacher's evaluation and parent interview are part of the programming process.

5. The parents have attended either the Parent Orientation Meeting or are provided with a one-on one orientation at the time of

registration. All have filled out the Parent Survey and Program Selection Form have requested the enrollment of their student in the

Free Standing ESL Program. Parent who are unable to attend the orientation meeting are mailed the Parent Survey and Program

Selection Form and brochures explaining the Free-Standing, Transitional Bilingual and Dual language ESL Programs with the request

that they return the form by a specific date to the ESL Coordinator indicating their choice of program.

6. The ESL Free Standing program in our building is aligned with the parents' request according to the selection on the Parent Survey

and Program Selection Form. All the parents of our newly admitted students have returned the Parent Survey and Program Selection

Form.

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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										1	1	1		3
Push-In														0
Total	0	0	0	0	0	0	0	0	0	1	1	1	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	3

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										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	9		1	5		1	3			17
Total	9	0	1	5	0	1	3	0	0	17

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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										5				5
Chinese														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian														0
Bengali														0
Urdu														0
Arabic										2				2
Haitian										6		2	2	10
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	13	0	2	2	17								

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?

A. Programming and Scheduling Information

1. We have a unique program whereby one free standing, self-contained ESL program serves all ELLs in the four Campus Magnet High Schools. The four Campus Magnet High Schools are Mathematics, Science Research and Technology High School (Q492), Law Government and Community Service High School (Q494), Business, Computer Applications and Entrepreneurship High School (Q496), and Humanities and the Arts High School (Q498). ELL students from the four schools are ungraded and homogeneously programmed according to their proficiency level on the NYSESLAT and the LAB-R.
2. All students are provided with appropriate ESL classes based on scores attained on the Language Assessment Battery – Revised (LAB-R) and the York State English as a Second Language Achievement Test (NYSESLAT). Ours is a Freestanding ESL Program. Instruction is provided by a licensed ESL teacher. Our program fully addresses compliance with CR Part 154 for intensive English Language Instruction by providing our ESL student population with the required units of ESL instruction:
 - Three Beginner Level Classes: 3– 44 minute periods of ESL
 - Two Intermediate Level Classes: 2– 44 minute periods of ESL
 - One Advanced Level Class: 1– 44 minute period of ESL and 1– 44 minute period of ELA
3. The methodology used in all levels is primarily aligned with the Common Core Learning Standards mandated by the State. All classes are being served using the communicative approach allowing students to use the new structures freely and creatively while motivating open-ended activities in the four language skills: listening, speaking reading and writing.
4. At registration, students native speaking staff members interview the parent and student to determine fluency in the home language. Spanish language speakers are administered the Spanish language LAB to further determine students' level of literacy.
5. We serve SIFE students by implementing differentiated instruction. This will include: pairing with stronger academic students, pairing with cultural buddy and providing one-on-one instruction. Besides programming ELLs who have been in US schools less than three years (newcomers) into the recommended periods of ESL instruction, these students are encouraged to attend tutoring during their lunch period and before or after school hours where the results of Periodic Assessment data are analyzed. One to one tutoring is also available to all of our ELLs (newcomers and 4–6 years ELLS) where the student's proficiency level needs in reading and writing are individually

A. Programming and Scheduling Information

addressed. Furthermore, emphasis is placed on academic language and students are allowed extended time on Regents Exams. With

regards to long-term ELLs (in NYC school six years or more), the following program/services are available to ensure that our long term

ELL population meets the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science,

Technical Subjects and Mathematics, and pass the Regents Examinations:

One-on-one tutoring during student's lunch period by content area teachers

English Creative Writing class facilitated by English teach

9th Period Study groups and tutoring by content area teachers

APEX- Distance Learning via Technology

Counseling sessions with parent and child with Principal, AP Administration, Guidance Counselor and Social Worker

Referral to HAUP (Haitian American for Progress) who provide cultural and academic support

All of our ELLs are further supported with the following resources:

Bilingual glossaries and dictionaries

Beginner Level students are paired with a student translators

Increase Number of ELLs taking PSAT and SAT Exams

Continued implementation of the Continuum for Academic Rigor and Excellence Document

Extended time and separate location during the administration of Regents Exams

Translations of the content area Regents exams

6. All students, especially ELL-SWDs are provided opportunities to practice active participation in their learning. Through conversations

and discussions in class with teachers and other students ELL-SWDs develop language skills as well as broaden their knowledge and

understanding of subject matter. Students are encouraged to collaborate with peers and utilize cooperative learning strategies

Teachers model how to pose questions and make comments in small discussion groups which ultimately organizes student directed

discussions. Overall, teachers use a variety of strategies when teaching literacy to access their student's needs and determine how to

proceed with instruction in the advancement of literacy.

7. When accessing the least restrictive environment ELL-SWDs have the same opportunities as the general education student. They are

provided with leveled texts to better accommodate their reading and comprehension levels. They are heterogeneously grouped to

afford greater opportunities in meeting their long and short term goals. Utilizing the Individualized Educational Plans teachers become

A. Programming and Scheduling Information

familiar with students testing accommodations to better provide students with the ability to demonstrate mastery of skills and attainment of knowledge without being limited due to the effects of their disability.

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	N/A			
Social Studies:	N/A			
Math:	N/A			
Science:	N/A			

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

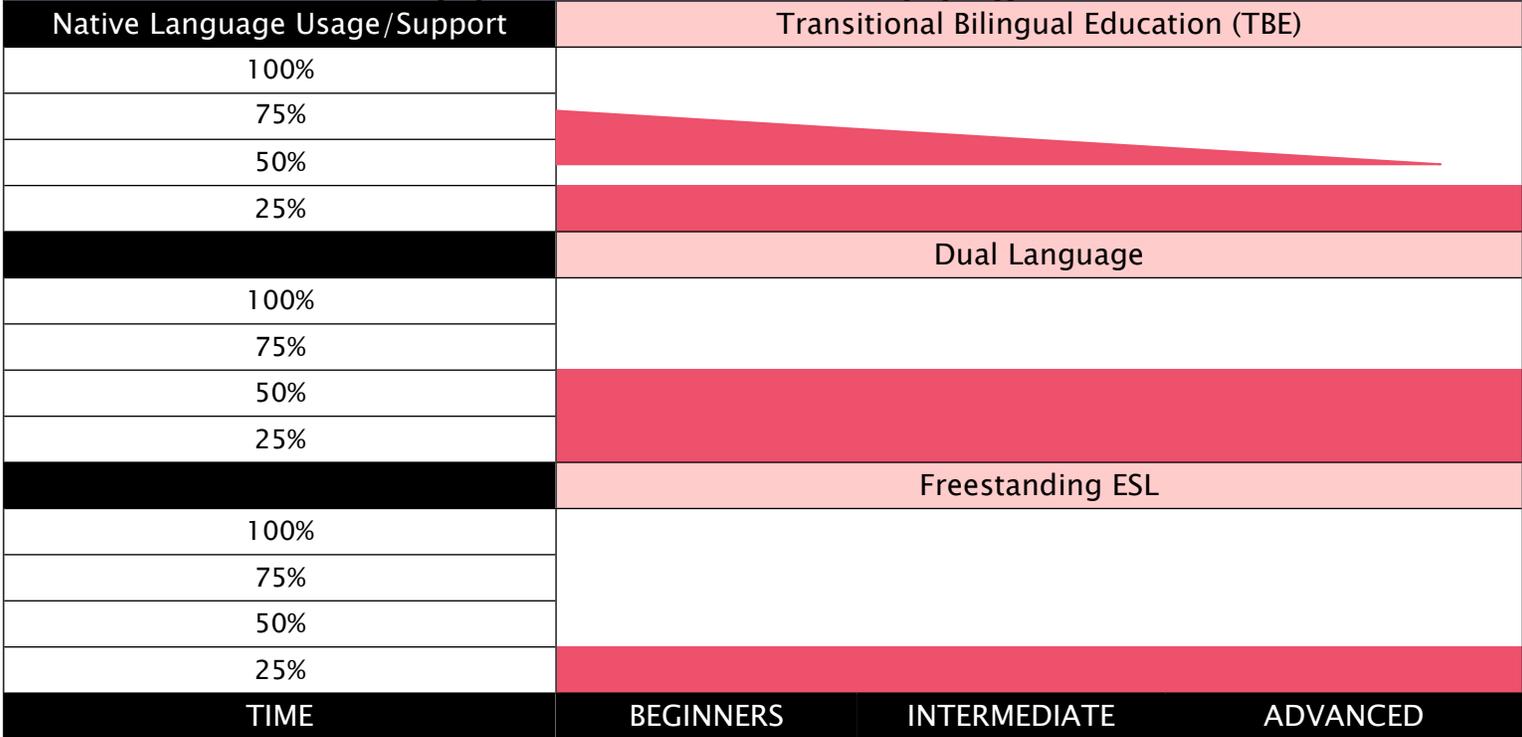
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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
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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.



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. We offer the following targeted intervention programs for ELLs in ELA, math, and other content areas:
- One-on-one tutoring during student's lunch period by content area teachers
 - English Creative Writing class facilitated by English teach
 - 9th Period Study groups and tutoring by content area teachers
 - APEX- Distance Learning via Technology
 - Counseling sessions with parent and child with Principal, AP Administration, Guidance Counselor and Social Worker
 - Referral to HAUP (Haitian American for Progress) who provide cultural and academic support
- English teachers provide English (11:
9. We continue to support students reaching proficiency on the NYSESLAT through tutoring and Regents preparatory classes. Regents testing accommodations have been extended to former ELLs. Furthermore, ELLs who require more than four years to graduate are provided with extensive Academic Instructional Support: small group instruction and tutoring by content area teachers and independent study under content area teachers' supervision.
10. This year we are integrating 9th Period Study Groups facilitated by content area teachers to enhance academic achievement and address students' areas of deficiencies.
11. Achieve 3000, which targeted literacy throughout the curriculum) will be discontinued due to loss of CFN grant. Other programs that will not be available this year are PM School Extended Day Anti-Violence Program for Credit Recovery, Saturday Academy for Regents Prep and Credit Recovery, Youth-At-Rick (Academic Intervention), due to lack of funding and YAAOI (Youth Academic & Athletic Outreach, Inc.), an after school enrichment program, because they are no longer in the building.
12. All ELLs are encouraged to participate in all after school activities and events. Programs include Performing

Arts Program in theater

and dance, Instrumental and Vocal Music Program which includes a marching band and steel band, PSAL sport teams and cheer leading.

13. Instruction materials used to support ELLs include glossaries, native language dictionaries, computer lab, Smart Board.

14. Since we provide a free standing, self contained, ESL program, which focuses on intense development of academic language and on

cognates to accelerate comprehension, we are unable to compare the English performance of our ELL population to performance in their

native language. However, the native language support is used as a bridge to transferring receptive and expressive 2nd language

acquisition. All students are provided with a home language bilingual glossary for support in the content area classes.

15. All required support services and resources are targeted for grades 9–12, thus they correspond to our ELLs age and grade level.

16. Prior to the beginning of the school year, incoming students and their parents are invited to attend the school's open house and

orientation. They are given a tour of the building and an introduction to our specialized programs in Law and Public Service.

17. Spanish foreign language classes are offered as mandated for graduation and as electives for students that pursue an Advanced

Regents Diploma.

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)?

N/A

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. Copy your school's professional development plan from the CEP.
2. Staff facilitates 9th period Study Groups Monday through Friday which assist ELLs in the transition from middle to high school.
3. All faculty members are New York state certified and as such have met the State 7.5 hour requirement (or 10 hour requirement for Special Education teachers) for the Jose P. training

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. Copy Parent Coordinator piece from CEP
2. Parents are encouraged to attend citywide forums that focus on the needs of immigrant students and their families. At Law, Government & Community Service High School, we partner with Intrepid CEA, Air Space Museum, Hofstra University, Queensboro Community College, Cambria Heights Civic Association, HAUP (Haitian Americans for Progress) and United Black Men Of Queens.
3. We based our assessment of oral and written interpretation needs on the Home Language Aggregation Report (RHLA). This report shows that oral and written interpretation is needed in Spanish and Haitian Creole.
4. Provide translations to native speakers of Spanish and Haitian Creole at
 - Parent-Teacher Conferences
 - PTA Meetings
 - ESL Parent Orientation Meetings
 - Parent Forums

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
														L

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)										6		1		7
Intermediate(I)										3		1	2	6
Advanced (A)										4				4
Total	0	13	0	2	2	17								

NYSESLAT Modality Analysis

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	1			
Integrated Algebra	6		1	
Geometry				
Algebra 2/Trigonometry	1			
Math				
Biology				
Chemistry				
Earth Science	1			
Living Environment	3			
Physics				
Global History and Geography	2		1	
US History and Government	1			
Foreign Language	2		2	
Other				
Other				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Our school uses authentic assessment tools to assess early literacy skills through:
 Portfolio Assessment
 Writer's Workshop

2. The NYSESLAT data reveals that 53% of our ELLs are performing at the Advanced/Proficient Level on the Listening/speaking modality while 59% are performing at the Intermediate Level/Advanced on the Reading and writing modality. The overall NYSESLAT and LAB-R proficiency results reveal that 76% of our ELLs are performing at the Beginner/Intermediate Level.

3. The data guides student programming, lesson planning and development which targets the individual needs of each student based on the NYSESLAT data.
4. a. Most students achieve Annual Yearly Progress by moving up a level in ESL proficiency. Few students take these exams in their native language, but some use them only for linguistic support.
- b. Content area teachers receive a memorandum identifying ELLs at the beginning of each semester. These enables mainstream teachers to recognize student's needs. They consult with an ESL specialist and avail themselves to translation services.
- c. The school has learned that planning effective English Language instruction for ELLs cannot be done in isolation. It is part of a comprehensive and challenging education program that takes into account the academic needs as indicated by the data. Native language is used as a bridge to the target language – it is regarded as essential to transition from one language to the other. Students are permitted to complete assignments in their native language and take the Regents exam in their native language and to cooperatively support one another in collaborative tasks and projects.
5. N/A
6. As an indication of the success of our program, our data reveals that our ELLs graduate within the four year framework with a Regents Diploma.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Business, computer Application
29q496

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Donna Delfyett-White	Principal		
Lascelles Aboagye	Assistant Principal		
N/A	Parent Coordinator		
Gonzalo Pasmino	ESL Teacher		
Geronda Porterfield	Parent		
Jennifer Wexler/English	Teacher/Subject Area		
Eric Simone/Spanish	Teacher/Subject Area		
N/A	Coach		
N/A	Coach		
Elaine Bancone	Guidance Counselor		
Jai Zhang	Network Leader		
Teresa Alvarez	Other <u>ESL Coordinator</u>		
Joyce Weingarten	Other <u>Related Services</u>		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **29Q494** School Name: **LAW, GOVERNMENT & COMMUNITY SERVICE**

Cluster: **2** Network: **201**

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.

Our assessment of translation needs is based on an analysis of the

- Home Language Surveys
- Aggregation Report (RHLA). This report indicates that besides English, Spanish and French/Haitian-Creole are the only other significant languages
- Feedback from teachers, supervisors, guidance staff and the Lab Basis Coordinator.

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

Based on the Home Language Aggregation Report, our school's written translation and oral interpretation needs are in Spanish and French / Haitian Creole

The ESL Coordinator issues a memorandum to all members of the school community, at the beginning of each semester, indicating the preferred home language of our student population.

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.

- Communicate information about the school's academic program and students' participation at the beginning of the school year and/or at students' enrollment
- Provide information, each marking period, about a child's academic performance and approaches to increasing achievement
- Translation is provided by in-house by school staff and through the Translation and Interpretation Unit.

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 interpretation services are on-going and are provided by in-house Spanish and French / Haitian speaking school staff. Our school will provide translations to native speakers of Spanish and French / Haitian-Creole at

- Parent-Teacher Conferences
- PTA Meeting
- ESL Parent Orientation Meetings
- Parent Forums
- Guidance meetings and
- Student/parent planning interview

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

Our school will post signs in the students' home languages, indicating the availability of translation services. Parents will be provided with the web addresses of the English and translated versions of the "Bill of Parental Rights and Responsibilities."

Communicate information about the school's academic program and students' participation

- Parent handbook
- Newsletter

Provide information about a child's academic performance and approaches to increasing achievement

- Progress letters
- Guidance letters

Enhance parents' understanding of academic standards, assessments and tests

- Translate
- Agenda

Increase parent participation in school activities

- PTA Meeting
- Parent-Teacher Conferences
- ESL Parent Orientation Meetings
- Parent's Forums