



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HIGH SCHOOL FOR LAW ENFORCEMENT AND PUBLIC SAFETY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q690

PRINCIPAL: DIAHANN E. MALCOLM EMAIL: DMALCOL@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
Diahann Malcolm	*Principal or Designee	
Bruce Saks	*UFT Chapter Leader or Designee	
Charm Rhoomes	*PA/PTA President or Designated Co-President	
Barbara Felton	DC 37 Representative, if applicable	
Xavier Barfield Brenda Goolcharan	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
n/a	CBO Representative, if applicable	
Laura Van Deren	Member/CSA	
Carolyn Thomas	Member/Teacher	
Thye Barfield	Member/Parent	
Michael Chance	Member/Parent	
Alleyne Hughley	Member/Parent	
Jacqueline Omubo-Dede	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

To enhance academic excellence by decreasing the number of students arriving late to school by 5% by June 2013.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- ❖ ATS attendance and lateness reports were reviewed in our weekly Attendance Collaborative Inquiry Team Meetings.
- ❖ Teachers reviewed student attendance and lateness in their Collaborative Inquiry Team meetings.
- ❖ Administrators observed student entry daily and monitored student lateness.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- ❖ The principal will discuss the importance of bell to bell instruction with students, parents, and staff at orientation, staff meetings, student assemblies, SLT, and parent meetings.
- ❖ Administration will greet the students at the school's entry point every morning to welcome, encourage, and direct them to their programmed destinations.
- ❖ Students who arrive late to school will be documented through our CAASS system.
- ❖ Teachers will maintain late books to document student lateness and teachers will call the homes of students who are late or absent.
- ❖ The Attendance Teacher will work with administration to review patterns of lateness and absence to develop methodologies to address the resolution of issues causing the students to be late or absent.
- ❖ The school will utilize the Phone Messenger System to contact parents.
- ❖ Our lateness and attendance committee will continue to meet weekly to discuss strategies to improve student lateness.
- ❖ Through special assemblies, students will be commended and rewarded for arriving to school on time.
- ❖ During Open School, administration will meet with the families of the students who repeatedly arrive late to school. A plan will be devised with the students and families to decrease student lateness.

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.
- ❖ **Parents/ guardians will be summoned to Round table conferences to discuss academic and attendance issues. The school community will work**

together to formulate individualized plans to decrease student lateness.

- ❖ Parents/guardians will be invited to special assemblies which recognize their child's good attendance.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) x 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 x _____ Grants _____ Other

If other is selected describe here: ESI grant funds to provide recognition assemblies for our black and Hispanic males who have good attendance.

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).
 - ❖ NOBLE (National Organization of Black Law Enforcement Executives) officials speak to the students during mentoring Sessions. Topics include arriving to school and classes on time.
 - ❖ Phone messenger contract will be renewed with Fair Student Funding.
 - ❖ ARRA RTTT Data Specialist to review ATS and CAASS system data (Per Session for Data Specialist) - To compile and analyze attendance data.
 - ❖ Fair Student Funding (administrative and teacher salaries)

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.

To improve student writing skills in all content areas by preparing at least two CCLS units and performance tasks for the 2012-2013 school year.

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 work is reviewed during departmental and SBO meetings.
 - ❖ Our schoolwide “Drop Everything and Write” assignment showed that our students were struggling writers who needs assistance with grammar, syntax, and organization.
 - ❖ The implementation of the CCLS shows that students need to have more coherent, rigorous writing.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - ❖ Writing will be infused in all subject areas, including physical education.
 - ❖ Students have written and will continue to write argumentative essays.
 - ❖ We will implement another “Drop Everything and Write” schoolwide writing project. It will require students to write argumentative essays on global warming. The Parent Association has selected the topic and will continue to be instrumental in its administration and development. This will take place in the Spring semester.
 - ❖ Students will be exposed to a minimum of eight Common Core Writing Units by the end of this school year.
 - ❖ Inter visitations and inquiry team meetings t will focus on enhancing instructional practices that are more engaging to all students,.

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.
 - ❖ The Parent Association and parent members on the School Leadership team have been instrumental in the implementation of the school-wide Writing Project. The parents have also donated incentives to the strongest essay writers.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - ❖ Fair Student Funding will be used to purchase incentives for the best essays which come out of the "Drop Everything and Write" project.
 - ❖ ARRA RTTT Citywide Instructional Expectations Funds will be utilized for instructional leads and administration to meet to discuss the implementation of the CCLS, the review of student work, and formative assessments which include writing as the central focus (teacher and administrative per-session).
 - ❖ ARRA RTT Data Specialist funds will be utilized to gather data and formulate reports on student progress (teacher per-session).
 - ❖ Fair Student Funding (administrative and teacher salaries)
 - ❖ Textbooks / resources to improve writing skills will be purchased (NYSTL Library and Textbook funds).

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.

To increase the passing performance of our black and Hispanic males by 5% by August 2013.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - ❖ Data shows that the number of our black and Hispanic males who earned 10+ credits in years one, two, and three had decreased.
 - ❖ Our graduation rate decreased during the 2011-2012 school year.
 - ❖ There was an increase in the number of students who needed Regents examinations for graduation.
 - ❖ After an initial analysis of the data such as scholarship reports, Regents Examination results, progress report, state accountability reports, student work, and student needs, we applied for the Expanded Success Initiative grant. The ESI design team decided that in order for our students to fully understand the importance of becoming college and career ready, a mindset had to be implemented starting with our incoming 9th grade students that students must remain on track and take more rigorous coursework,.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - ❖ Departmental teams and Instructional Leads will regularly review the data and work from our black and Hispanic males, more specifically our lowest third black and Hispanic students.
 - ❖ The research and data from these inquiry teams will be used to inform instruction to meet the academic needs of these students.
 - ❖ Collaborative planning, assessment, and adjustments to instruction will be made to increase their academic achievement.
 - ❖ The Expanded Success Initiative Grant has allowed us to align our ninth grade black and Hispanic males with one of three mentoring programs: intermediaries, NOBLE, or Hip Hop 4 Life.
 - ❖ Members from NOBLE (National Organization of Black Law Enforcement Executives) will work with our intermediary groups and provide a bi-weekly after school mentoring program which will primarily target black and Hispanic students.
 - ❖ The administration will discuss student achievement goals during student assemblies, staff meetings, Parent Association meetings, and SLT meetings.
 - ❖ The lowest third black and Hispanic students will be enrolled in mandated after school tutoring on Tuesdays, Wednesdays, and Thursdays.
 - ❖ Saturday School will be held to provide the lowest third black and Hispanic students with additional academic supports.
 - ❖ The lowest third black and Hispanic students will be exposed to tasks which are aligned to the Common Core Learning Standards. The completion of these tasks will lead to improved academic achievement.

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.

❖ Parents/Guardians will be invited to our ESI kickoff and subsequent events which showcase the work of the ESI team and our students.

The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

ESI (Expanded Success Initiative) funds will be utilized to provide academic, youth development, and cultural programs for our black and Hispanic males.

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).

- ❖ ARRA RTTT Instructional Expectation Funding will be used for Instructional Lead and CCLS meetings/ professional development.
- ❖ Fair student funding will be used for Saturday School (per session for teachers/aides/supervisors).
- ❖ ARRA RTT Data Specialist for per session to compile data/reports on the academic achievement of our black and Hispanic males.
- ❖ TL Summer School for per session for teachers/aides for summer school instructional program.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

School administration will utilize formative classroom visits to provide feedback on best practices and strategies.

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.
 - ❖ Progress Report data was reviewed.
 - ❖ The CIE and CCCLS expectations for the 12-13 school year were reviewed and discussed.
 - ❖ The need for increased rigor in the classrooms based on prior classroom observations

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - ❖ Teachers will be provided with high quality, evidenced based feedback about their lessons.
 - ❖ Short walkthrough observations will occur on a regular basis as well as longer formal observations.
 - ❖ Professional development on observation types and model lesson components will be provided.
 - ❖ Across classrooms, teaching strategies, questioning, and routines will be differentiated so that all students have multiple entry points.
 - ❖ Teachers will create and implement CCLS tasks which will actively engage all students.
 - ❖ Teams of teachers and individual teachers will create assessments and rubrics that offer a clear description of student mastery.
 - ❖ Administration will continually observe teachers throughout the year to help strengthen their practices.

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.

--The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - ❖ ARRA RTTT Instructional Expectation Funds for per session for teachers to share best practices.
 - ❖ FSF to support professional development activities including travel and other related expenditures.
 - ❖ FSF (teacher and administrative salaries)
 - ❖ FSF OTPS for instructional supplies and manipulatives.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

N/A

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> ❖ Mandated tutoring is held Tuesdays, Wednesdays, and Thursdays from 2:17pm to 2:57pm. ❖ Saturday School is offered in January, May, and June. ❖ Ninth grade students who received a one or a two on their eighth grade ELA State Exam have been scheduled for literacy lab once a week during our extended day program. 		
Mathematics	<ul style="list-style-type: none"> ❖ Mandated tutoring is held Tuesdays, Wednesdays, and Thursdays from 2:17pm to 2:57pm. ❖ Saturday School is offered in January, May, and June. ❖ Ninth grade students who received a one or a two on their eighth grade Mathematics State Exam have been scheduled for numeracy lab once a week during our extended day program. 		
Science	<ul style="list-style-type: none"> ❖ Mandated tutoring is held Tuesdays, Wednesdays, and Thursdays from 2:17pm to 2:57pm. ❖ Saturday School is offered in January, May, and June. ❖ Laboratory makeups and report assistance is available during our extended day program, during Saturday school, and daily during lunch periods. 		
Social Studies	<ul style="list-style-type: none"> ❖ Mandated tutoring is held Tuesdays, Wednesdays, and Thursdays from 2:17pm to 2:57pm. ❖ Saturday School is offered in January, May, and June. 		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> ❖ Mandated related service counseling (1:1/small group) as mandated by the students' IEPs divided between our two guidance counselors. ❖ Round Table Conferences conducted after school, as needed, to address academic and behavioral concerns. ❖ One on one student meetings. ❖ Counselors coordinate student progress reports. ❖ AIS services during our extended day program. ❖ Mentoring services provided to our black and Hispanic ninth grade males through our intermediary program, NOBLE, and/or Hip Hop 4 Life. ❖ Mandated services and referrals (1:1) once a week. Social worker is on-site (1) day per week. ❖ Occupational Therapy and Physical Therapy is provided during 1:1 sessions, as per the students' IEPs, at least once per week. 		

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.

Administrators attend job and teaching fairs for new teachers (Teaching Fellows) and experienced teachers (ATR's). We review resumes submitted on the DOE online Open Market/ New Teacher Finder system to find highly qualified teachers.

New and untenured teachers are supported by state-required Mentoring, professional development to meet required new teacher PD hours for state licensing, and our connections and programs affiliated with local college and universities (so they can earn required credits for certification).

Veteran teachers are offered leadership opportunities and programs to support their continued growth within the school, and have a voice in school leadership through school-wide positions and as part of the SLT team.

All staff will participate in ongoing Professional Development activities both within and outside of the school building. Some of these professional development activities will be facilitated by our Network.

HS FOR LAW ENFORCEMENT & PUBLIC SAFETY 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;

HS FOR LAW ENFORCEMENT & PUBLIC SAFETY SCHOOL-PARENT COMPACT

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;
- 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 Jose Ruiz	District 28	Borough Queens	School Number 690
School Name High School for Law Enforcement and Publ			

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

Principal Diahann E. Malcolm	Assistant Principal Laura Van Deren
Coach Rozella Kirchgassner	Coach n/a
ESL Teacher Alina Lovasz	Guidance Counselor Ivette Echeverria
Teacher/Subject Area Lauren Dedominic	Parent Charm Rhomes/ C. Copeland
Teacher/Subject Area Bruce Saks	Parent Coordinator n/a
Related Service Provider Dwayne Parker	Other Danielle Coccia, AP
Network Leader Lawrence Pendergast	Other type here

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
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		

D. School Demographics

Total number of students in school	534	Total Number of ELLs	12	ELLs as share of total student population (%)	2.25%
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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. 

Part II: ELL Identification Process

1. When students come for over the counter registration, the parent/ guardian is issued a copy of the home language identification survey for completion by either the AP Guidance and/or the pupil accounting secretary. The parent / guardian and the child are also interviewed. If the student is identified as a possible English Language Learner, our ESL teacher is summoned to assist. The ESL teacher also interviews the family and administers the Lab-R to the student. If the Lab-R score indicates that the student is a candidate for ELL services, the parent/guardian reconvenes with the ESL teacher, watches the ELL video, and is issued a parent survey and a program selection form. If our parents do not choose an ELL program, the default program is bilingual education. The Spanish LAB is administered to our Spanish speaking ELLs. The parent is informed that the NYSESLAT is given annually in the spring; the results will determine whether or not the services will be discontinued or continued. Since we are a small learning community, orientations are held on an individual basis. In the Spring, in consultation with the testing coordinator and the ESL teacher, all four components of the NYSESLAT are administered during the students prescribed ESL period(s). ATS reports such as RLAT, RLER , and RMNR are utilized to determine NYSESLAT eligibility.
2. After the student takes the Lab-R and the results have been tabulated, the parent/guardian is resummoned by the ESL teacher, the three program choices are explained, the parent watches the video, questions are solicited, and the parent/guardian is given a parent survey and a program selection form. This is done within the week the child enters the building so the child can be properly programmed.
3. Based on the previous year's NYSESLAT results, the Assistant Principal completes the continued entitlement letters. A copy of the letter is mailed home to the parents and a hard copy is given to the students to take home. A copy is also placed in the student's cumulative records. We have been successful retrieving our Parent Survey / Program Selection forms. We work hard to ensure that our families come in and complete them on-site. The ESL teacher also distributes the entitlement letters to the students. Copies of these letters are kept in the students; permanent records.
4. Our school has only a stand alone ESL program. This is discussed with the parent. We do have a Spanish speaking guidance counselor onsite. The translation/ interpretation unit is notified if any other translation services are needed.
5. Based on a data analysis of the Parent Survey and Program selection forms for the past few years, all parents have selected an ESL program.
6. The parent requests have been aligned to our ESL program. In previous years, a family who had wanted a bilingual special education program decided to transfer to another site where this program was offered.

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										8	3	1		12
Push-In														0
Total	0	0	0	0	0	0	0	0	0	8	3	1	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	5
SIFE		ELLs receiving service 4-6 years	4	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. [?](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	3			4		1	5		3		12
Total	3	0	0	4	0	1	5	0	3		12

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
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	3	1		9
Chinese														0
Russian														0
Bengali														0
Urdu										1				1
Arabic														0
Haitian										1				1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	8	3	1	0	12								

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?

PROGRAMMING AND SCHEDULING INFORMATION

1. Our twelve ELLs are a part of our freestanding pull-out ESL program. Our three advanced ELLs are also mainstreamed into an ELA class. Four intermediate students are also students with disabilities who are mainstreamed for ESL services. The ESL teacher pushes into our beginner student's Global class. Our ESL program is ungraded and homogeneous.
2. We only have one beginning level ELL. Our eight intermediate students receive a double period of ESL daily which equates to approx. 400 minutes/ week. Our three advanced students receive one period of ESL daily (approx. 200 minutes/week) and one period of ELA daily (approx. 200 minutes/week).
3. All content specific materials are delivered in English. English is the only common language among our ELLs. In the ESL classes, the development of listening, speaking, reading, and writing skills is emphasized. The ESL teacher also works on test taking strategies with the students to improve their results on the NYSESLAT, Regents, or RCT examinations.
4. The ELLs are evaluated by the ESL teacher and our Spanish speaking guidance counselor.
5. Differentiated instruction for ELL subgroups
 - a) We have one SIFE student at the advanced level. In addition to his ESL class, he has been mainstreamed into a regular English class and has been programmed for mandated tutoring after school. He also receives testing accommodations. The student will be administered the NYSESLAT in the spring.
 - b) Newcomer/ Beginner ELLs receive their 540 (three periods/day) of ESL instruction per week and will also be placed in a literacy lab component or mandated after school tutoring to enhance their ELA skills. They also receive testing accommodations. These students will also receive the NYSESLAT in the spring.
 - c) ELLs receiving services for four to six years receive the mandated instructional time and testing accommodations. They are also placed in mandated tutoring after school three days a week.
 - d) Long-Term ELLs receive the mandated instructional time and testing accommodations. In addition, during their lunch period, the librarian and/or ESL teacher work with the students on their reading and writing skills.
6. The ESL teacher utilizes the Edge textbook and a newspaper for English Language Learners to accelerate English language development.

A. Programming and Scheduling Information

7. Our beginner student receives push-in services for social studies. Our students with disabilities are pulled out of their self-contained setting and placed into our ESL classes.

Courses Taught in Languages Other than English

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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

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.

across the program models. Please note that native language support is never zero.			
Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8. After school tutoring in English is available in all core subject areas for those ELLs in need of additional support. We also hold a Saturday program in January and in May/June to assist students with their preparation for Regents / RCT examinations.
9. ELLs who reach proficiency on the NYSESLAT continue to receive testing accommodations and test preparation services. Translation / interpretation services are readily available for their families. During school-wide and state examinations, former ELLs are given extended time on examinations.
10. For the upcoming school year, we would like to work on strategies to improve parental involvement. We may want to offer a workshop regarding the ELL curriculum and graduation requirements. Also, for those students who remained at the advanced level after the NYSESLAT results, we are initiating a lunchtime tutoring component to assist these students with their reading and writing.
11. No programs/ services for ELLs will be discontinued at this time.
12. All programs offered are for all students at our school. Students are screened to ensure that they are placed into the appropriate program/ courses. ELLs are assigned to mandated tutoring with the ESL teacher three days per week. They can also attend our Saturday programs for additional support in January, May, and June.
13. The ELL teacher utilizes the classroom computers and she is learning how to use the Smart Board. She also uses an overhead projector. Bilingual dictionaries and glossaries are also available in different subject areas.
14. Our ELLs receive instruction exclusively in English.
15. Support services and resources are subject specific. They are not divided by age and/or grade levels.
16. Before ELL students begin at HSLEAPS, they are invited to attend a Meet and Greet in June and a New Student Orientation in August to learn about the school, our programs, and our services.
17. Spanish is the only language elective offered at HSLEAPS.

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.

PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

1. Our ELL teacher will be regularly attending professional development provided by the Children First Network (Cluster 6). For example, she will be attending a full day workshop on cultural, linguistic, and academic differences and another workshop on strategies to improve instruction on November 15th and December 21st. She has attended trainings on instructional strategies and performance assessments. She also attends our monthly faculty and departmental conferences. Our AP Administration has also attended professional development sessions sponsored by the Bronx BETAC including ELLs and the Common Core State Standards and the Extension of Services for ELLs. Since our ELL teacher is a first year teacher, she is receiving mentoring one period per week on a weekly basis.
2. Our ELL teacher has been trained with our entire school staff on assisting students to successfully make the transition from middle to high school. During our SBO time on Mondays, Ms. Lovasz works with the general /special education teachers to assess the needs of her students so she can prepare them better for not only the NYSESLAT but their state examinations.
3. During our monthly professional development conferences, our staff is trained on intervention and assessment strategies. The staff is also briefed on the NYSESLAT exam and the Common Core State Standards. Attendance sheets and agendas are maintained in the Principal's Office.

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?

PARENTAL INVOLVEMENT

1. All parents are invited to attend our monthly PA meetings. Monthly newsletters are also sent home; many are translated into Spanish.
2. Our school has not partnered with any agencies or CBOs to provide workshops to ELL parents.
3. Our ELL teacher keeps in direct contact with our ELL parents and provides them with flyers/ information re. DOE sponsored activities.
4. We keep the translation/interpretation unit information readily available. Spanish translators (school staff) are available upon request. All ELL related workshops/activities are publicized by the school.ste response to questions 1-4 here

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)										1				1
Intermediate(I)										4	3	1		8
Advanced (A)										3				3
Total	0	0	0	0	0	0	0	0	0	8	3	1	0	12

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			
	A										3			
	P										1		1	
READING/ WRITING	B										1			
	I										3		1	
	A										1			
	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	1		0	
Integrated Algebra	4		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	5		1	
Physics				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Global History and Geography	3		1	
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- 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.

AFTER REVIEWING AND ANALYZING THE ASSESSMENT DATA.....

- Most of our ELLs have been receiving services for at least three years. Even though our students have been progressing successfully, it is time for many of them to be able to pass the NYSESLAT and their English Regents examination. Citywide periodic assessments in ELA have assisted us in determining our ELLs literacy levels.
- The following strategies have been implemented for those students who have been unsuccessful on the listening/ speaking components of the NYSESLAT:
 - Review of test-taking strategies

- Work with students on a more individual basis to build confidence on one on one and public speaking

The following strategies have been implemented for those students who have been unsuccessful on the reading/ writing components of the NYSESLAT:

- The LEP teacher will continue to use the Edge textbook with scaffolding
- The reading of more novels will be incorporated
- Students will be encouraged to attend tutoring and our Saturday program
- Additional writing strategies such as utilizing diagrams and graphic organizers will be implemented
- Consistent review of basic writing components, essay review, and sentence framing
- Advanced students will receive additional AIS services during their lunch periods.

3. As the students take the NYSESLAT, most have progressed, even though some remained on the advanced level. The advanced students are successful in not only their ELL classes, but their ELA class. All of their exams are taken exclusively in English. The ELL teacher shares the results of the students' assessments with the other general and special education teachers.

4.

- a) Many of our ELLs are also students with disabilities. They are struggling learners to begin with. Only one ELL has taken the English regents and was unsuccessful. Some of our ELLs have truancy issues, while some are working hard to become proficient.
- b) The NYSESLAT Modality report is shared with the staff during professional development and is explained by the ESL teacher and the Testing Coordinator. The ELL teacher speaks with the staff weekly to assess the needs of her students in the different subject areas. Dictionaries have been provided in various classrooms for ELL usage.
- c) We do not issue periodic assessment native language examinations.

5. n/a

6. We believe that we have a small, growing, but successful program. Our ELL teacher, who is new to the Department of Education, is doing a great job providing the students with the skills they need to progress. She is also receiving mentoring to assist her with her pedagogy.

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: HSLEAPS

School DBN: 28Q690

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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School Name: HSLEAPS**School DBN: 28Q690****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
DIAHANN E. MALCOLM	Principal		1/1/01
LAURA VAN DEREN	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
ALINA LOVASZ	ESL Teacher		1/1/01
C. RHOMES / C. COPELAND	Parent		1/1/01
L.AUREN DEDOMINIC	Teacher/Subject Area		1/1/01
BRUCE SAKS	Teacher/Subject Area		1/1/01
ROZELLA KIRCHGAESSNER	Coach		1/1/01
	Coach		1/1/01
IVETTE ECHEVERRIA	Guidance Counselor		1/1/01
LAWRENCE PENDERGAST	Network Leader		1/1/01
DWAYNE PARKER	Other <u>RELATED SERVICES</u>		1/1/01
DANIELLE COCCIA	Other <u>ASST. PRINCIPAL</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 28q690 **School Name:** HIGH SCHOOL FOR LAW ENFORCEMENT AND

Cluster: 6 **Network:** 603

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.

Home language / ethnicity reports from ATS were analyzed. The majority of our parents speak English; however, the majority of the remainder of our families speak Spanish. DOE literature and school documents are regularly provided in both languages. Of the 534 families at our school, 48 families require written and oral translation services in Spanish, eight require haitian creole, four require french-haitian creole, two require bengali according to ATS report RHLA. We plan on sharing this information at future PA and SLT meetings.

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.

Home language and ethnicity surveys were distributed. Information is shared at our monthly SLT and PA meetings.

Part B: Strategies and Activities

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

Written translation is provided by the DOE Translation/ Interpretation Unit. Our Spanish speaking staff is also provided with per-session to translate documents, as needed.

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 is also provided by the DOE Translation / Interpretation Unit. Our Spanish speaking staff (which includes our guidance counselor and attendance teacherr) regularly translate at parental conferences and speak at Open School and Orientation.

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>.

Parents/ Guardians receive the Bill of Rights and Responsibilities at the opening PA General Membership meeting. A DOE generated poster is hung in the lobby indicating the availability of translation services. Written and oral translation services in Spanish and French are available on - site.