



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** CURTIS HIGH SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 31R450

**PRINCIPAL:** DR. AURELIA L. CURTIS

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

**SUPERINTENDENT:** MS. AIMEE HOROWITZ

06-24-2013

## **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.

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Aurelia L. Curtis	*Principal or Designee	
John Pillarella	*UFT Chapter Leader or Designee	
Sarah Dolinar	*Designated PTA Co-President	
Deidre Armitage	Parent	
Ruth Marlin	Parent/Co-Chair	
Priscilla Marco	Parent	
Darrick Fuller	Parent	
Lois Restrepo	Parent	
Jean-Paul Rwitanaga	Parent	
Margarita Fernandez	UFT	
Victoria Roberts	UFT	
Anita Weintraub	UFT	
Pete Devlin	CSA/Co-Chair	
Eric Ritzer	CSA/Co-Chair	
Fatmata Bah	Student Representative	
Yumna Osman	Student Representative	

\*\* 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

### **Annual Goal #1**

By June 2013, at least 40% of students in graduating cohort will demonstrate readiness for post secondary education and the 21<sup>st</sup> century workplace as measured by the Progress Report College Readiness MEASURES

### **Comprehensive needs assessment**

- Progress Report Data shows the following raw scores for College Preparatory Course Index (CPI) and College Readiness Index (CRI)

	<u>2010-2011</u>	<u>2011-2012</u>
CPI	46%	56%
CRI	25%	29%

While these scores are comparatively better than citywide and peer group scores, they lag behind other borough high school. Additionally, the scores show that the vast majority of graduates are not ready to take college level courses as defined by the progress report metrics

### **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:
  - One inquiry team will focus on improving readiness for post secondary articulation
  - Inquiry teams will meet at least monthly
  - Multiple CBO partners will collaborate to provide after school support for college readiness, including SAT prep courses
  - Students will be required to retake ELA and Algebra Regents to achieve minimum scores of 75 (ELA) and 80 (Algebra)
  - Students will be challenged to take one or more college preparatory courses

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

- Parents will receive regular communications from school through the monthly newsletter, automated phone messages, individual letters and phone calls
- Parents will be given access to online electronic grade book to maintain regular contact with teachers while staying abreast of student progress
- Parents will be given access to Naviance, a **college and career readiness** platform that helps connect academic achievement to post-secondary goals

### **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**

To increase college readiness for students in the 2013 cohort, we have continued on the community learning school journey to form multiple partnerships with CBOs and post secondary institutions to support teaching and learning at Curtis High School. Those partnerships include the New York Community Learning Schools which has provided a grant to assist with after school academic intervention services, J.P. Morgan Chase Foundation which has provided a grant to support SAT prep, the College of Staten Island, Kingsborough Community College and St. John's University for college preparatory courses, and the Children's Aid Society for medical, dental, mental health care services in addition to social service support.

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

By June 2013, all supervisors will use the "Framework for Teaching" to conduct weekly observations and provide feedback to improve instructional practice

**Comprehensive needs assessment**

- In the past, school practice and culture generally called for limited number of formal observations. Typically, a tenured teacher received one annual formal observation while untenured teachers received 6 formal observations. Feedback was generally more subjective and not always determined by a normed research-based instrument. Conversations were generally one-way with supervisors describing to teachers what they might need to do to improve their teaching. Teachers were not always active participants in the feedback process.

**Instructional strategies/activities**

- Instructional rounds performed by teams of supervisors and administrators
- Frequent feedback from formative observations
- Norm use of framework among supervisors
- Develop shared norms among supervisors and teachers for engaging in feedback
- Provide opportunities for interclass visitations among teachers
- Identify resources and structures to support teachers' understanding of the framework

**Strategies to increase parental involvement**

- Encourage parents to participate in annual PASS visit to give feedback on teaching and learning in the school.

**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**

- Title I funds are used to maximize outreach to enhance academic success for all students. Accordingly, ongoing professional development is provided within the school and outside of school to ensure that supervisors and teachers understand the purpose and language of the Danielson Framework.

### ANNUAL GOAL #3 AND ACTION PLAN

**Annual Goal #3**

By June 2013, teachers of Mathematics, ELA, Social Studies and Science will collaborate to design and implement at least two Common Core-aligned units of study that engage students in performance based tasks in each subject

**Comprehensive needs assessment**

- The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. The Common Core standards will help to fully prepare our students for the future while positioning our communities to compete successfully in the global economy.

**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) Incorporate professional journals and primary sources in class discussions and assignments in Mathematics, social Studies and Science
  - b) Emphasize text-based discussions and writing in English
  - c) Provide professional development for at least 85% of teachers on instruction that cultivates higher order thinking skills

**Strategies to increase parental involvement**

- Parents will be involved in providing high quality education for their children by attending parent meetings, using online communications and taking advantage of parent seminars designed to keep parents abreast of changes in the school and the community.

**Budget and resources alignment**

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

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

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

If other is selected describe here:

**Service and program coordination**

Title I funds are used to maximize outreach to enhance academic success for all students. Accordingly, ongoing professional development is provided within the school and outside of school to help teachers to access resources that will be instrumental in the implementation of the Common Core across all subject areas.

**ANNUAL GOAL #4 AND ACTION PLAN**

**Annual Goal #4**

By June 2013, at least 50% of students assessed will show progress in using evidence to support arguments as measured by performance on at least two school-wide writing tasks

**Comprehensive needs assessment**

- While almost 80% of students score 55% or higher on the ELA regents, the percentage of students scoring 75% or higher is significantly less. Average SAT score for English is approximately 460 for the school, below state-wide average. Disaggregation of student performance on these tests show that reading comprehension and writing are areas in need of improvement.

**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) Implement school wide writing assignment which focuses on using evidence to support arguments
  - b) Design lessons geared towards improving writing using text-based evidence
  - c) Emphasize Social Studies topics that require document-based questions
  - d) Employ differentiated instructional strategies to reach diverse learners

**Strategies to increase parental involvement**

- Parents will be involved in providing high quality education for their children by attending parent meetings, using online communications and taking advantage of parent seminars designed to keep parents abreast of changes in the school and the community.

**Budget and resources alignment**

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

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

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

If other is selected describe here:

**Service and program coordination**

Tax Levy and Title I funds are comingled to maximize outreach to enhance academic success for all students. Accordingly, ongoing professional development is provided within the school and outside of school to help teachers to access resources that will be instrumental in promoting student progress in using evidence to support argument.

### **ANNUAL GOAL #5 AND ACTION PLAN**

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

#### **Annual Goal #5**

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

#### **Comprehensive needs assessment**

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

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

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

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

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

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

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

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

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

If other is selected describe here:

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

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

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>Using the NYS 7<sup>th</sup>/8<sup>th</sup> grade ELA test scores as well as in-house assessments (SORT, AGS reading level indicator, writing samples), all incoming freshmen identified as Level 1 and low-to-mid level 2s are programmed in double-period literacy classes according to the aforementioned data. Low to mid-Level 1s are placed in the Wilson Literacy program. High level 1s and low-level 2s are placed in the Read 180 literacy program (utilizing READ 180 software), and low-to-mid level 2s are placed in a Ramp-Up program. This past term we programmed 2 Wilson literacy classes, 3 Read 180 literacy classes, and 3 Ramp-Up literacy classes, servicing approximately 205 students. The classes meet on a daily basis throughout the school year. The students are evaluated three times during the course of the school year using in-house assessments, as well as the ACUITY periodic examinations. On the sophomore level, we offer a single-period reduced- register literacy class, in addition to a writing support class, for those students for whom the data/teacher conferences indicate require additional support. These classes also meet on a daily basis. Achieve 300, a web-based reading comprehension program, is also utilized in the literacy classes, as well as in our ESL literacy classes.</p> <p>Small group and one-to-one tutoring is offered outside of the regular school day for all levels of ELA</p>	<p>Services are provided in small group, one-to-one, online and via tutoring offered outside of the regular school day.</p>	<p>Opportunities for remediation and enrichment are available during and after school, as well as on Saturdays. Tutoring sessions are tailored to students' specific needs and may be one-to-one, small group or whole class. SAT tutoring sessions are held on Thursdays and on Saturdays.</p>

	and to increase preparation for college standardized tests.		
Mathematics	Using the NYS 7 <sup>th</sup> /8 <sup>th</sup> grade ELA test scores as well as in-house assessments (department created exam, Acuity predictor), all incoming freshmen identified as Level 1 and low-to-mid level 2s are programmed in math classes. Either in a reduced class size class or an ICT class. The ICT is comprised of two teachers, one math licensed teacher and one special education licensed teacher. The classes meet on a daily basis throughout the school year. The students are evaluated three times during the course of the school year using in-house assessments, as well as the ACUITY periodic examinations.	Services are provided in small group, one-to-one, online and via tutoring offered outside of the regular school day.	Opportunities for remediation and enrichment are available during and after school, as well as on Saturdays. Tutoring sessions are tailored to students' specific needs and may be one-to-one, small group or whole class. SAT tutoring sessions are held on Tuesday and on Saturdays.
Science	<p>A comprehensive tutoring program across all science curricula. Teachers focus on providing assistance to students with homework, preparing for tests and reviewing lessons or topics that are not understood by students. Students are encouraged to attend tutoring on a regular basis, using a variety of incentives. Tutoring is offered in small groups and one-to-one. Tutoring is held before and after school as well as during teacher professional periods.</p> <p>To help students meet the NY state laboratory requirements to qualify to sit for a Science Regents we provide students with the opportunity to make up labs they missed. Make up labs are held on a weekly basis before, during and after the school day. Make up Lab is offered in small groups.</p> <p>On Saturdays during the months of January, May and June, regents review classes are held from 9:00 AM to 12:00 PM for all science subjects. The focus of these classes is to prepare students who have failed the Earth Science or Living Environment Regents. Students are given extensive practice and exposure to past Regents Examinations. Skills such as writing, literacy, application of knowledge, drawing</p>		

	conclusions and analysis of data are stressed.		
Social Studies	Currently, we offer two freshman CTT classes and two sophomore CTT classes. ISS students are placed into these classes based on the recommendations contained within their IEP's. Mainstream students are randomly placed in CTT classes to ensure a balanced population. We also have one freshman and two sophomore ELL history classes. Students are placed into ELL classes based on their NYSESLAT scores and home language surveys.	Services are provided in small group and one-to-one, via tutoring offered before, during and after the regular school day.	Opportunities for remediation and enrichment are available before, during and after school, as well as on Saturdays. Tutoring sessions are tailored to students' specific needs and may be one-to-one, small group or whole class. Regents tutoring sessions are held after school and on Saturdays.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p><b><u>Guidance Counselor</u></b> One to one counseling services are provided to "At-Risk" students to increase credit accumulation, positively affect behavior and life skills through application of appropriate techniques.</p> <p>Student attendance and behavioral progress is monitored daily for compliance and signs of regression.</p> <p>Agency referrals for further treatment.</p> <p>Credit recovery and digital learning options are offered.</p> <p>Classroom presentations to students regarding graduation requirements</p> <p><b><u>School Psychologist</u></b> One-to-one counseling during the school day for parents and students with suicidal ideations, students referred by teachers, deans and counselors</p> <p>Referrals to community-based organizations for expanded services.</p> <p><b><u>Social Worker</u></b> One-to-one services during the school day including at-risk counseling, assessment for depression/suicidal ideation, parent-teen counseling, teacher referrals</p>	Services are provided in small group, one-to-one, and in a classroom setting.	<p>Conducted during the student's lunch period, before and/or after school hours.</p> <p>Students are encouraged to take Extended Day classes, Tutoring, Saturday classes, etc. if he/she is behind in course work. Attendance and cutting are top priorities</p> <p>As a Push-in to classrooms.</p>

	Classroom presentations to students regarding graduation requirements		
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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.

The Basic Educational Data Survey completed in February 2012 identifies over 95% of our teachers as being highly qualified. Two ROTC instructors are not considered highly qualified because New York State does not issue a permanent certification in ROTC instruction. Although the BEDS survey lists three science teachers as not highly qualified, the majority of their classes are taught in their highly qualified subject area. Licensed Biology teachers are being encouraged to use the highly qualified Title I set aside for reimbursement to switch their licenses to Earth Science. We are actively seeking out licensed Earth Science teachers from all local colleges and universities. The Assistant Principal Science and Assistant Principal Administration attend hiring fairs to recruit licensed Earth Science teachers. The Assistant Principal Administration continually searches the open market hiring system for highly qualified teachers in all subject areas.

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

Curtis High School, in accordance with statutory requirements, asserts the following policies in its commitment to full and meaningful parent involvement for the success of our Title I School Wide Program:

1. The school will involve parents in regular and meaningful dialogue concerning student academic achievement and school program activities in a variety of forums including: PTA meetings, School Leadership Team meetings, Parent-Teacher Conferences, surveys, P.A.S.S. review, small group discussions, committees, individual interviews, telephone conversations, email and other written communication.
2. The school will facilitate parent participation by scheduling multiple dates and times for meetings, discussions, activities and events at those days and hours deemed most accommodating to parents.
3. The school will utilize a variety of media and technologies to facilitate parental understanding of the program and its services and to maximize access to staff as well as personal development, assessment, feedback and planning opportunities. This will include a parent handbook, school website, mailings, monthly newsletter, parent resource center, bulletin boards, phone calls, automated calls, email, electronic grade, ARIS Parent, and personal contact.
4. The school will encourage, develop and support parents in their roles as full partners in the education of our students with a range of workshops, seminars and resources, including content for the development of a strong decision-making and advisory capacity.
5. A jointly developed School/Parent Compact will define the shared responsibility roles of parents, teachers and students in supporting high student achievement and open lines of communication.
6. All program activities and procedures will be planned and implemented after meaningful parent consultation and input.
7. The school will provide parents with a full range of assessment opportunities and tools to maximize informed participation.
8. The school will designate a contact person for its Title I Program who will be responsible for responding to all parental concerns in regard to the use of Title I funds. The school parents will include the comments and criticisms of dissatisfied parents when submitting program planning documents.
9. Through formal and informal survey, PTA feedback and School Leadership Team discussions, parents will be consulted in budgeting all Title I parent-involvement specific reserved funds to maximize their actual impact on parent involvement.
10. The school will assist and support parents in discovering opportunities for parent involvement on a community, District, City Wide, State or Federal level.
11. The school will enlist community based resources to facilitate the goals of parent involvement.
12. The school will actively support parents with disabilities by providing the auxiliary aids and services of their choosing in order to facilitate their participation in program planning, assessment and implementation activities.
13. The school will provide parents with Limited English proficiency with a mix of written (where practicable) and oral translation services to facilitate their participation in all program planning, assessment and implementation activities.
14. These principles of parental involvement will inform every aspect of the school's Comprehensive Education Plan.
15. The school will convene an annual meeting by December 1<sup>st</sup> of each school year to give parents information concerning Program activities and services; inform them of their right to be involved and discuss opportunities for and barriers to school level parent involvement.

<b>SIGNATURES</b>
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	<b>Print Name</b>	<b>Signature</b>	<b>Date</b>
School Principal	Dr. Aurelia L. Curtis		

PTA President	Sarah Dolinar		
SLT Co-Chairs	Pete Devlin		
	Ruth Marlin		
Parent (s)	Darrick Fuller		
	Priscilla Marco		
	Lois Restrepo		
	Jean-Paul Rwitanaga		
Student (if applicable)	Fatmata Bah		
	Yumna Osman		

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEAR'S 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.

Curtis High School and the parent or guardians of the students participating in activities, services, and programs funded by Title I, agree that this Compact outlines how we will share that responsibility for improving student academic achievement. The administration, faculty staff, parents and students also agree that this Compact outlines the means by which we will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2012-2013.

<b>School Responsibilities</b>
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Curtis High School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables our students to meet the State's student academic achievement standards.
- Hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
  - October 25 & 26
  - Spring – March 14 & 15
- Initiate personal phone calls and letters concerning attendance; distribute report cards six times during the school year and use automated calls to notify parents and guardians of school events and student's progress.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - Available at Parent Teacher Conferences
  - As requested through communications with the Assistant Principal of Supervision.

- Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way;
- At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- To assist SWD, LEP and/or students in the lowest third by providing Academic Intervention Services.
- Provide regular feedback on student academic progress through the electronic grade book – Jupiter grades – updated at least weekly.

### **Parent/Guardian Responsibilities**

We, as parents, will support our children’s learning in the following ways:

- Support my child’s learning while making education a priority in our home by:
  - » making sure my child is on time and prepared everyday for school;
  - » monitoring attendance;
  - » talking with my child about his/her school activities everyday;
  - » scheduling daily homework time;
  - » providing an environment conducive for study;
  - » making sure that homework is completed;
- Participate, as appropriate, in decisions relating to my children’s education;
- Promote positive use of my child’s extracurricular and free time;
- Stay informed about my child’s education and communicate with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
- Provide my child with a library card;
- Communicate positive values and character traits, such as respect, hard work and responsibility;
- Respect the cultural differences of others;
- Help my child accept consequences for negative behavior;
- Be aware of the rules and regulations of Curtis High School and the New York City Department of Education;
- Support the school discipline policy;
- Express high expectations and offer praise and encouragement for achievement;
- Support parent participation in Title I funded Programs;
- Make every effort to attend monthly PTA meetings;
- Monitor my child’s academic progress by checking the electronic grade book Jupiter grades – (Passwords and instructions are mailed home each September and February);
- Provide updates to any changes in address or contact numbers;
- Making sure my child is on time, dressed in accordance with the school dress code and prepared everyday for school.

### **STUDENT RESPONSIBILITIES**

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Come to school ready to do our best and be the best;
- Come to school with all the necessary tools of learning-pens, pencils, books, etc.
- Listen and follow directions;
- Participate in class discussions and activities;
- Be honest and respect the rights of others;
- Follow the school’s and individual class rules of conduct;
- Follow the school’s dress code;
- Do all assignments in a timely manner and ask for assistance when needed;
- Study for test and assignments;
- Read at least 30 minutes every day outside of school time;
- Get adequate rest every night;
- Use the library to get information and to find books that we enjoy reading;
- Give to our parents/guardian all notices and information we receive at school every day;
- Monitor our academic progress by checking the electronic grade book;
- Adhere to school’s academic honestly policy.

<b>SIGNATURES</b>
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	<b>Print Name</b>	<b>Signature</b>	<b>Date</b>
School Principal	Dr. Aurelia L. Curtis		
PTA President	Sarah Dolinar		
SLT Co-Chairs	Pete Devlin		
	Ruth Marlin		
Parent (s)	Darrick Fuller		
	Priscilla Marco		
	Lois Restrepo		
	Jean-Paul Rwitanaga		
Student (if applicable)	Fatmata Bah		
	Yumna Osman		

**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 <b>Ruiz, José/LoBianco, R</b>	District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>450</b>
School Name <b>Curtis High School</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Dr. Aurelia L. Curtis</b>	Assistant Principal <b>Adele Rombley</b>
Coach <b>June Kelly</b>	Coach <b>Benjamin Davis</b>
ESL Teacher <b>Dr. Komi Agoda, Mr. B. Davis</b>	Guidance Counselor <b>Ms. Jona Balili</b>
Teacher/Subject Area <b>Kathy Urso/Global 1</b>	Parent <b>Felipe Paredes</b>
Teacher/Subject Area <b>June Kelly/NLA</b>	Parent Coordinator <b>Tom Hepworth</b>
Related Service Provider <b>Anita Weintraub</b>	Other <b>type here</b>
Network Leader <b>Roberto Hernandez</b>	Other <b>type here</b>

### 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	<b>2</b>	Number of certified bilingual teachers	<b>2</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>1</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>4</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>2586</b>	Total Number of ELLs	<b>165</b>	ELLs as share of total student population (%)	<b>6.38%</b>
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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. 

1. a) When a student enters Curtis High School, the first steps we take to identify him/her as a potential ELL student are: a) an oral interview, B) the Home Language Identification Survey, and/or C) the LAB-R. These assessments are all administered within the first ten days of the student's enrollment at Curtis H.S. Pre-testing consists of a lengthy interview process by Ms. Balili, the ESL Guidance Counselor and a licensed pedagogue, as well as Ms. June Kelly, a licensed ESL/Bilingual teacher and a native language speaker, teacher recommendations, the NYSESLAT, and a diagnostic reading test (ALLD) in order to establish the students' reading abilities. The LAB-R in Spanish is administered by Ms. Kelly or Ms. Quevedo (the bilingual certified/ESL certified pedagogues) if the student is administered the LAB-R in English and cannot take it because he/she does not speak or read English. Both Ms. Kelly and/or Ms. Quevedo administer the LAB-R in Spanish to these students mentioned above. Post assessment is based on the students' portfolios, on-going classroom formative evaluations given by the ESL/NLA teacher and the students' results of the NYSESLAT test given in May. Ms. Balili, ESL Guidance Counselor and a licensed pedagogue, administers the Home Language Identification Survey (for new comers who have never been administered the HLIS), as well as the LAB-R (if necessary). She also administers the initial formal assessment as Mr. Mario Lopez, a paraprofessional, and Ms. June Kelly (see credentials above) serve as interpreters.

b) Many personnel at Curtis H.S. speak various languages other than English. Languages spoken are Chinese, Polish, Russian, Italian, French Creole, German, French, Korean, Albanian, African dialects, Arabic, and of course Spanish. Pedagogues that speak other languages are in the various content areas. Teachers that speak Spanish are either in the Foreign language Department or are teaching the classes in the Native Language Arts class and the Global 1 class as well as the Algebra and Geometry support classes. Ms. Kelly, who teaches the Intermediate NLA class, is certified as a bilingual and ESL teacher. The other teachers who teach the Global, Math and the Beginner NLA class will be attending Hunter College in the spring 2012 for certification in Bilingual Extension. c) In order to ensure that all ELLs receive the NYSESLAT annually, the Guidance Counselor responsible for ELLs uses the ATS report to identify students who are eligible to take the NYSESLAT. She also uses the RLAT report which lists the LAB-R and NYSESLAT eligibility report, as well as the RLER to verify the list of students eligible to take the LAB-R and the NYSESLAT. Teachers who administer the NYSESLAT keep a running list of those students absent for a specific part of the test. The list is then submitted to the Assistant Principal and the Guidance Counselor. The Guidance Counselor then makes every attempt to locate and reschedule the student to take the part of the test that he/she missed. Ms. Balili, the guidance counselor, has often gone above and beyond the call of duty, scheduling parent/guardian meetings and on occasion visiting students' homes to ensure that they come to school to take the NYSESLAT or any part they may have missed. Ms. Adele Rombley, the assistant principal of Foreign Language/ESL, initially has a Professional Development on administering the NYSESLAT and the protocols for correcting and grading the Writing Part of the test. She reviews the ESL Standards and the Writing Rubric prior to the dates the different parts are to be administered. Ms. Rombley then creates a schedule for administering the four components. Since the Speaking component is administered during a longer period of time and during the students' regular ESL or Bilingual classes, she confers with the teachers who will administer the test and schedules one day for each separate part of the test. The test is administered during a one week period: Day 1 is the Listening component, since students have already taken the Speaking part. Day 2 is the Reading component and Day 3 the Writing component. On Day 4, students who did not take one or any of the components of the NYSESLAT are administered those parts. The teachers responsible for administering the NYSESLAT are licensed ESL/Bilingual teachers. They have attended the PDs offered in administering the NYSESLAT, as well as the

in-house PD the assistant principal provides every year before the test is administered.

2. Parents are informed of the various programs during our mandatory Parents' meeting, which takes place within the first ten days of the opening of the school year. At the meeting, which took place on September 15, 2011, parents are introduced to Ms. Rombly, the Assistant Principal of the ESL/Foreign language Department, Ms. Balili, the Guidance Counselor for ELLs, Mr. Hepworth, the Parent Coordinator, and Mr. Lopez, the paraprofessional and interpreter for the parents. We inform the parents of the three different programs offered to ELLs by the New York City Public Schools (Freestanding ESL program, Transitional Bi-lingual program and Dual Language program), explaining what each program consists of and showing them a video that demonstrates the three programs. The video is also shown in the different languages represented at the meeting. After the video we inform parents of the program choices we offer at Curtis H.S., the Freestanding ESL Program and the Transitional Bilingual Program, which we began last spring, 2011 and have expanded. We also explain the requirements set by New York State in order to offer the Transitional Bilingual program (a minimum of 20 students that speak the same language). Since Curtis H.S. has a majority of Spanish-speaking students we are able to offer the program. After our explanation we distribute the Parent Choice letters and ask parents to choose the program of their choice. For parents who are not present at the meeting Ms. Balili, the guidance counselor for the ELLs, sends the parent choice letter home with a cover letter in different languages, explaining the program and requesting that they return the letter to Curtis H.S. as soon as possible with the choices they made. If the letter does not come back, Ms. Balili asks the student of those parents to bring the letter back to us. Ms. Balili also makes telephone calls at home to speak with the parents and explains the three choices they have in New York City Public Schools and the two choices we offer here. As noted above, the only group with more than twenty students speaking the same language is Spanish. At the present time we are expanding the bilingual program and hope to include licensed pedagogues in the Science classes, U.S. History classes and the Math classes. We are in the process of actively recruiting pedagogues who meet the criteria necessary to service the students in these classes. Teachers who do not have a Bilingual Extension certificate will enroll at Hunter College for certification. Teachers teaching the Global class, the NLA Beginners' class and the Math teacher in the CTT class will be attending Hunter College. Ms. Kelly, the NLA Intermediate level teacher, and Ms. Quevedo, the bilingual/ISS teacher, are licensed in Bilingual and ESL. The freestanding ESL teachers, Mr. Davis and Mr. Agoda, are both licensed ESL teachers.

3. For those parents who do not attend the meeting, Ms. Balili sends letters home with an explanation in various languages of the three program choices. She also follows up with telephone calls in different languages and informs the students that the Parent Choice letters must be returned immediately. Ms. Balili also makes house calls for those parents who do not respond immediately. For students new to Curtis H.S. the Parent Survey and Program selection letter are distributed and explained to the parents when they come to register their children; we inform them about our Transitional Bilingual Program as well and show them the video explaining the three different programs offered in New York City. Since the majority of our students are Spanish speakers, if the parents do not return the form we place them in the Transitional Bilingual Program. As for the other students who are not of Spanish origin, if the forms are not returned they are placed in the Freestanding ESL Program.

4. Students are placed in either the Freestanding ESL classes or the Transitional Bilingual Program based on many factors which include the literacy skills of the students, the ALLD Literacy test, the number of years students attended school in their respective countries, and the possible interruption of education. Spanish-speaking SIFE students and Spanish-speaking Special Education students are placed in the Native Language Arts classes and our Global 1 Bilingual class. Parents are informed of their choices either at the Mandatory Parents' Meeting, during registration, or via telephone calls made at home and distribution of placement letters that are required to be signed by a parent/guardian. If a parent is not available during any of the processes aforementioned and the Guidance Counselor does not speak to a parent during a home visit then the student is placed in the Transitional Bilingual Program if the home language is Spanish. Placement letters are kept in a binder(s) with the students' names and filed in cabinets in the ESL Guidance Counselor's Office. Placement letters are distributed to parents at meetings during which parents choose the program they feel will most benefit their child's education. Parents who are not present at the meetings are sent letters home by the students and via mail with a cover letter in the native language(Spanish) explaining the bilingual and the ESL instructional programs. The guidance counselor also makes telephone calls at home to explain the two programs. Continued entitlement letters are also maintained in file cabinets and binders in the guidance counselor's office.

5. During the past few years the trend in program choices has been the Freestanding ESL Program. Approximately 96% of parents chose the ESL Program. However, since we implemented the Transitional Bilingual Program in February, 2011, parents whose native language is Spanish have opted for the Bilingual Program once it was conveyed to them that the development of the students' first language is critical in order for second language acquisition to be successful.

6. The program models are aligned with the parent choices for the Spanish speaking students. Unfortunately for families that speak other languages we cannot offer the Transitional Bilingual Program because the number of students that speak other languages is not sufficient, as per the mandatory twenty or more students of the same native language, to begin the program. Parents, however, are informed that if they want their children in a Transitional Bilingual Program they have a choice of sending their children to a school that

offers such a program in their native language. Consequently, data shows that parents do opt for Curtis H.S. as their choice of school for their children. For the Spanish speaking students right now we offer a Beginners' Native Language Arts class, an Intermediate Native Language Arts class, and a Global 1 bilingual class. Since we do not have any teachers who speak and/or are licensed Bilingual teachers in content areas such as Math and Science, we do not offer these classes in the TBE Program yet. In the spring, 2012 semester we will offer a Math class with a bilingual support teacher who speaks Spanish fluently and has minor in Mathematics.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>										2	1	0	0	3
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										62	87	10	6	165
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	64	88	10	6	168

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	165	Newcomers (ELLs receiving service 0-3 years)	73	Special Education	39
SIFE	35	ELLs receiving service 4-6 years	43	Long-Term (completed 6 years)	45

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		
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	Total
TBE	22	10	0	13	2	0	12	0	1	47
Dual Language										0
ESL	54	4	5	30	6	7	34	5	22	118
Total	76	14	5	43	8	7	46	5	23	165

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										21	26	0	0	47
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
<b>TOTAL</b>	<b>0</b>	<b>21</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>47</b>								

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

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

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

**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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

**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										45	68	3	2	<b>118</b>
Chinese										0	1	1	1	<b>3</b>
Russian										0	0	0	0	<b>0</b>
Bengali										1	1	1	0	<b>3</b>
Urdu										0	2	0	1	<b>3</b>
Arabic										6	6	1	1	<b>14</b>
Haitian										0	0	1	0	<b>1</b>
French										1	0	1	0	<b>2</b>
Korean										0	0	1	0	<b>1</b>
Punjabi										1	1	0	0	<b>2</b>
Polish										0	0	0	0	<b>0</b>
Albanian										1	0	0	0	<b>1</b>
Other										7	8	1	1	<b>17</b>
<b>TOTAL</b>	<b>0</b>	<b>62</b>	<b>87</b>	<b>10</b>	<b>6</b>	<b>165</b>								

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

1. a)The ELL population at Curtis High School is organized by department. The ESL department and the Foreign Language Department are combined, with Ms. Adele Rombley serving as the Assistant Principal. ESL licensed teachers work collaboratively with ELA teachers. Ms. Rombley (Assistant Principal) and Mr. DeConzo (Assistant Principal-English Department) work collaboratively to create support for ESL students to meet or exceed the Federal, State and City requirements. The ESL classroom offers language development and support in content and native language with some language students grouped together. The ESL teachers at Curtis H.S. hold both an ESL license and content area license. Native Language support such as the use of bilingual dictionaries, native language classroom libraries, technology enrichments in the native language such as Achieve 3000 and Read 180, or the buddy system are in place. Students identified as SIFE students will receive additional support such as tutoring during 10th and 11th periods, Monday-Friday. Each tutoring session is one hour in length. Mr. Agoda is available for these periods. He is a licensed ESL teacher and a licensed content area teacher. Saturday classes are also available to students. Students have the opportunity to attend ELA classes every Saturday from 9:00 a.m. to 12:00 p.m. for literacy enrichment. Native Language Arts classes have also been created in addition to ESL classes. These classes were created in order to give language support to students whose literacy skills in their native language are level 1 and/or whose formal education has been interrupted.

b)The classes are homogeneous, in which students at each proficiency level are programmed based on the NYSESLAT results and/or the LAB-R results.

2. Based on the results of the LAB-R students are placed in the appropriate level of instruction for the mandated number of minutes, in freestanding ESL classes and/or Transitional Bilingual classes. During PD time on Wednesdays Ms. Rombley meets with teachers of the ELL Small Learning Community. At the first meeting of the new school year, she explains the state mandated minutes students are required to sit for as per the three levels of proficiency. This is based on the students' NYSESLAT results. Ms. Balili, the ELL Guidance Counselor, schedules each student according to the mandated minutes of ESL instruction per level. Students in the Native Language Arts classes meet every day, Monday-Friday, either during the 4th period or 6th period classes. This is during the students' regular school day. The Period 4 class is an intermediate NLA class and the period 6 is a beginners' class. The beginner's class is taught by a certified bilingual teacher; the 4th period class teacher will be attending classes in the spring, 2012 for certification. All ESL teachers and content area teachers are provided with the mandated hours that ELLs are required to have. Students are supported in their native language by the use of bilingual dictionaries, a native language art library and/or a buddy system. All instruction in the content area classes is grade level appropriate. Through on-going professional development, the curriculum of the ESL classes is aligned with the content area instruction, especially in the English discipline.

a)The Beginning Level classes have 540 minutes of ESL instruction a week at Curtis High School. During the school year 2011-2012 there is one beginning ESL class, which meets three periods a day (L1, LS1, LT1Z)

This year there are four Intermediate classes. The Intermediate Level classes have 360 minutes of ESL instruction a week. During the

## A. Programming and Scheduling Information

school year 2011-2012 the Intermediate classes meet two periods a day (L3, LT3).

The Advanced level consists of two ESL classes, L5 which meet 180 minutes per week. In addition, the Advanced ELLs take an additional mainstream English class. Advanced ESL students take the ELA Regents in January of the students' Junior year and again in June at the end of their junior year if they did not pass the ELA in January or score a minimum grade of 75.

3. Both Beginning and Intermediate ESL students have 225 minutes of instruction per week in Global History, Earth Science, or Biology and Algebra 1. In these classes the self-contained model is observed. The ELLs are grouped together and receive content area instruction with ESL methodologies in English with native language support. The native language support is also available at Curtis H.S, because the Bilingual/ESL certified teacher and coach visits the content area classes on a rotating schedule to provide native language support. Mr. Davis, also a certified ESL teacher, also meets with content area teachers during professional development sessions. Both Ms. Kelly and Mr. Davis meet with various content area teachers after school to discuss the support and specific topics to help teachers and students. Content area class rooms are provided with Native Language libraries, bilingual dictionaries and textbooks that are ESL specific for each content area. All the content-area teachers have been sent to QTel training. These teachers also regularly attend both in house PD and PD offered outside of the school building during the school year by the Office of English Language Learners. This year we offered a Global 1 bilingual class, where instruction delivery is 60%-40% as stated in the chart below.

Advanced ESL classes are mainstreamed in most content area classes. ESL content area classes in both American History and Economics are offered to the Advanced ESL students, in order to enable the ELLs to pass the American History and Government Regents exam.

4. Since the majority of ELLs are Spanish speakers we first give them an oral exam followed by an Academic Language and Literacy Diagnostic (ALLD) where the students are tested in Spanish. Based on the results of the diagnostic test the students are placed in a Native Language Arts class and/or a bilingual class. This year we have 47 students enrolled in the Transitional Bilingual Program.

5. a) Curtis HS was allocated a SIFE grant for the school year 2010-2011. As a result of this grant Curtis H.S. created a Native Language Arts class for SIFE students which met period 2, Monday-Friday during the students' regular school schedule. Students were also scheduled during their regular school hours for an Algebra 1 and Geometry support class as well as a Literacy support class. A Guidance Counselor also came to speak to the students about such topics as college readiness, rights of the students when it came time to apply for college, and other related topics of interest to ELLs. At the beginning of the spring semester ELLs were given a diagnostic reading test in order to establish their reading ability (ALLD). The ESL students use a Web based literacy program, called Achieve 3000, in order to improve their literacy skills. All students selected for this class were mandated to attend the Literacy class during their regular school day, Monday through Friday. Licensed ESL teachers were trained every year in the Achieve 3000 program. Tutoring is also available Monday-Friday, periods 10 and 11. Mr. Agoda, an ESL licensed teacher, is in charge of the literacy class and tutoring. A second Native Language Arts class (Intermediate) was created and meets every day period 6 for 45 minutes, taught by a licensed Bilingual teacher. Students that have been identified as SIFE/LTELL students are enrolled in the class. They also rotate into the Math class using the Carnegie Learning Program.

A partnership between Curtis High School and St. John's University provided an opportunity for the ESL students and their parents to attend ESL and Beginning Computer classes at the St. John's University Staten Island Campus. This year "El Centro edl Emigrante", a not for profit organization, will offer computer classes and English classes to parents of ELLs free of charge. Parents were notified of this opportunity on September 15, 2011, at the Parents' Mandatory meeting. They will meet in the Curtis H.S. Library every Thursday from 6:00 P.M. to 8:00P.M.

Depending on the allocation of our proposed SIFE grant for 2011-2012 Curtis HS will continue to expand the Transitional Bilingual Program to the science classes. As of this moment, however, we have purchased the Visual Learning DVDs for Living Environment and Earth Science. "Club Connect", a Guidance class for academic and social support, will also be added during second period. "Club Connect" will be conducted by a teacher who has had experience with ELLs and is also an AVID trained teacher/mentor at Curtis H.S. In addition, CHS will continue to implement the Literacy class for those students who qualify to attend. The Read 180 and Achieve 3000 are used as well for beginning ESL students during their regular school day. SIFE/SWD students will also be scheduled to attend a team-taught literacy class with a Reading Specialist during their regular school day and/or a team-taught Math skill-building class, according to the students' needs.

b) For ELLs who are newcomers(are in the US less than three years) instruction will be delivered using ESL strategies and QTel instruction. ESL and content area teachers have attended QTel training, with the exception of three teachers who will attend as soon as the PD is offered. The classrooms are supplied with bilingual dictionaries and native language libraries. Students are programmed for a literacy class in addition to their required ESL classes. Based on the Parent Choice letters we also program these students in a Transitional Bilingual Program. At present we have two Native Language Arts classes, a Global 1 class, and a Math(Algebra and Geometry) support class. Tutoring is offered to these students as well after school, periods 10 and 11 in the content area and in ESL. ELA tutoring is also available on Saturdays from 9:00 a.m. to 12:00 p.m. For these students we offer Read 180 classes, as well as Achieve 3000. Achieve 3000

## A. Programming and Scheduling Information

and Read 180 are both used in the students' regular school day program. During the regular school day an ELA review class will be scheduled and team taught by an English teacher and a licensed ESL teacher..

c) ELLs who are receiving services four to six years are scheduled for review classes during period 8 and 9. They also attend Saturday classes from 9:00a.m. to 12:00 p.m. Based on their literacy level Spanish-speaking students are placed in the Transitional Bilingual Program along with the Native Language Arts class. When the ELL students are first registered at Curtis High School over the counter, the parents complete a HLS which determines the student's placement into the ESL program. The parents are informed that three types of ESL programs are available to their children in NYC: the dual language, the transitional bilingual program, or the freestanding ESL program. In the past, based on the results of the completed Parent Survey and Program Selection Form, the ELL parents have selected the freestanding ESL program. However, for those students whose literacy skills in their native language is under developed, we inform the parents that the Transitional Bilingual Program is recommended. We also explain to them why it is a benefit for their child to be based in this program along with the Native Language Arts class. The students are given the LAB-R test to determine their English language abilities. Based on the results of the LAB-R test, the guidance counselor will place the students into the grade- appropriate ESL level. In addition, the guidance counselor will place the students into the grade- appropriate content area classes. A reading class will also be provided to these students in addition to the other services described above. Ms. Krongold, the reading specialist, works these students everyday during their regular school day. The students are given choices regarding their electives and the type of gym classes. They are invited to orientation meetings and college workshops.

d) At present Curtis High School has 47 Long-Term ELLs (6+ years). Curtis H.S. requests an Extension of Services for these students. The ESL guidance counselor of Curtis High School continues to monitor the progress of the students by recommending placement into the double period literacy classes administered by the English and Math departments. Achieve 3000 is used in the ESL and Literacy classes in order to increase the students' literacy skills. A class targeted for these students is in place specifically for the ELA instruction during periods 8 and 9, Monday through Friday. This class is scheduled during the students' regular school day. The class is team taught with an Assistant Principal of English and a certified teacher of ESL. In addition, the ELLs go to tutoring and attend review classes offered during Saturday School in order to build their literacy skills. Based on the literacy skills in their native language, they will be placed in the Native Language Arts class which meets two periods every day, Monday to Friday. This year the two Native Language Arts classes meet periods 4 and 6. A mentoring program for these students is being planned as well as support group which will meet every morning during period 2. The group will be monitored by a teacher who has experience with ELLs and is an AVID-trained teacher/mentor here at Curtis H.S.

6. Students identified as ELLs/SWD who are required to have ESL services are monitored by the Instructional Services Department as per protocols established to write annual goals through Annual Review Conferences. At these yearly meetings parents, students, teachers (Special Education and General Education) and a compliance coordinator review how the students are performing academically in all subject areas including ESL. Once every three years, the School Assessment Team (School Psychologist and Social Worker) evaluates each student in Special Education in preparation for a new IEP. Recommendations as to future ESL services are made at this meeting. ELLs who do not come to Curtis High School with an IEP and have difficulties in the ESL and ESL content area classes are evaluated by the subject teachers, a Special Education teacher as well as the Assistant Principal of Pupil Personnel Department for possible placement into Special Education. However, this procedure is not done for at least one year after the student has been attending Curtis High School. The ESL teacher initiates the process of placing an ESL student into Special Education after observing the ESL student over a period of time. The documentation includes notes on the student's academic performance or behavioral problems in class in comparison to the other ELLs who are progressing well. The teacher will send guidance referrals to the Assistant Principal of Pupil Personnel, who will begin the interview process for placement into Special Education. The instruction is delivered via the Freestanding ESL class with native language support. The teacher, Ms. Quevedo, supports them in Spanish; materials used (i.e. books) are also in the native language. ESL methodology and instructional strategies are employed. Bilingual dictionaries are also used and kept in the class rooms. Students identified as having IEPs will be tested with modifications as indicated on their IEPs. Students with disabilities are provided the testing accommodations specifics in their IEPs. Spanish-speaking students with IEPs will also be placed in the Native Language Arts class if the data indicates that their literacy skills in their native language are low.

7. Students identified as ELL/SWDs are placed in mainstream classes at Curtis H.S. in the content-area, except for the Native Language Arts classes, Math support class, and the Global1 class. The curriculum follows the New York State standards and as well as the National Core Curriculum Standards in our English and Math classes. Instructionally, teachers are encouraged to differentiate instruction. Academic rigor and balanced literacy are evident in the classrooms. Students identified as ELL/SWD are placed in CTT classes in the content areas and are given a Foreign Language and elective courses. The required courses that students take in order to satisfy graduation requirements are given to ELL/SWD students. The required Regents exams that they need to take to qualify for an Advanced Regents Diploma are also administered to these students. Students who are ELLs/SWD are programmed for all their classes

## A. Programming and Scheduling Information

with the rest of the mainstream population, except for their ESL or Native Language Arts 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	Spanish			
Social Studies:	Spanish			
Math:				
Science:				

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

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

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

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

### Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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. Intervention services for ELLs in ELA, Math, Science, Global History, English, and US History include, but are not limited to:

- After school tutoring- ELA, math and Global History, U.S. History content area
- Literacy class-SIFE students and Native Language Arts classes.
- Saturday tutoring- content-area
- After school Achieve 3000 class
- Achieve 3000 and Read 180 classes for literacy-SIFE students

Most of the intervention services offered at Curtis High School are conducted in English. Classes in Math and history are conducted 75% in English and 25% in Spanish. Science class is also conducted 75% in English and 25% in French. The Native Language Arts classes, the Global 1, and the Math support classes are conducted in Spanish 60% and English 40%.

9. Curtis High School continues to support ELLs who are reaching proficiency on the NYSESLAT by supporting them in the content-area ESL classes. Former ELLs are allotted time and a half for test accommodations, bilingual dictionaries are available in the classrooms at all times, and they are given a choice of language in which they want to take the state exams, provided it is available in the native language. As per state mandates former ELLs are entitled to the same accommodations as present ELLs for two years after they score Proficient on the NYSESLAT. Ms. Balili, the ESL guidance counselor, follows up on their academic progress and also provides any counseling and academic intervention needed.

When the ELLs reach proficiency they are given the opportunity to take mainstream classes if they are eligible for them. Many ELLs are taking electives offered in the Performing Arts, Music, Law Houses, the Computer Business Institute and Journalism Program. During the school year, if the students qualify, they may also enroll in College Now classes.

If ELL students reach proficiency based on the NYSESLAT they are given the option of staying with the "L" House or selecting another "House". Students are informed that they will receive ESL support for two years. Many students request taking an advanced ESL class in order to continue in ESL instruction, in addition to taking the required ELA class. Ms. Balili, the guidance counselor and grade adviser, programs students who have become proficient because they passed the NYSESLAT for all mainstream classes and keeps them informed about any guidance issues and college information relating to ELLs (i.e. College Information Nights and College Visits). The former ELLs who did not select the "L" House were encouraged to select a "House" that most suited their needs and interests. Ms. Balili keeps in touch with them informally and advises them when they need help. They also go to Ms. Balili for advice for college and/or career planning. Many former ELLs choose to take AP/IB classes in their native languages. Former ELLs are also invited to ELL field trips.

10. Curtis H.S. will continue to expand the Transitional Bilingual Program. At the present time we do not offer a bilingual class in the sciences (Living Environment, Earth Science). In the spring, 2012 semester we will include an Algebra 1 class which will be team taught by a licensed Math teacher and a native Spanish speaker, who minored in Math. "Club Connect", a support class facilitated by a trained AVID teacher/mentor, will be scheduled in the spring, 2012 semester; guest speakers will be invited on a monthly basis to come speak to our ELLs about college/career options. Finally, a bilingual U.S. History class will also be created in the spring, 2012. All of the programs are targeted to begin in the spring, 2012 semester and will include SIFE/SWD as well.

11. Curtis H.S. will not discontinue services or programs.

12. Tutoring for the ELA, Math, Social Studies, both Global and US History and Science (Living Environment, Chemistry, Earth Science) is available after school, Monday through Friday during 10th and 11th periods in the school Library. Ms. June Kelly, a licensed and certified ESL/bilingual teacher, is also there to help and support the students. Tutoring is also available on Saturdays for all content

area classes. These classes are held from 9:00 A.M. to 12:00 P.M. A SIFE Literacy class will be offered as well during the students regular school day, Monday through Friday in Room 422. ELLs are afforded equal access to programs such as International Baccalaureate classes if students excel in their previous classes. Students are placed in an IB class if they show mastery of the subject area. Many ELLs at Curtis H.S. are placed in the IB Spanish, Italian or French classes. This is true for other content area classes as well. ELLs are also encouraged to participate in a Curtis H.S. sports program; many of them play soccer and have been offered scholarships to colleges when they graduate.

13. Achieve 3000 is used in the L1, L5, and L3 classes. The Achieve 3000 program is used by students in the Literacy class during their regular school program. These are students that are identified as SIFE students. Some English teachers as well as the bilingual ESL teacher also utilize the Achieve 3000. ELLs that are identified with IEPs and have low literacy skills will also be scheduled in the Read 180 class.

The ESL department provides materials and books that facilitate learning for the ELL population. This school year new bilingual dictionaries for the content area classes were ordered. The Global History and American History textbooks for ESL students were also ordered. Global History and U.S. History textbooks were ordered in Spanish for the present bilingual Global class and the future U.S. History class. For the Native Language Arts classes books (short stories, magazines, novels) were ordered as well. Over \$15,000.00 was spent on new material for ESL classes and the bilingual classes.

14. Native Language support is delivered via the Transitional Bilingual Program in the Native Language Arts classes, Global 1, and the Math support class. In the ESL classes Spanish is also delivered by the certified ESL teacher. The Foreign Language teachers also deliver the language to our ELLs when necessary.

15. Students are placed in age appropriate grade levels in their content area classes. ELLs are placed in their appropriate level in ESL classes based on the results of the NYSESLAT. The number of credits the students have determines where they are placed in the appropriate classes. If a student fails a class he/she is placed in both the class the student failed and is also scheduled for the content area class that is grade appropriate. Ninth grade students who are Level 1, for example, are placed in a Wilson class as well as the mandated ESL classes based on the NYSESLAT scores. Native language speakers (Spanish) are placed in either the Native Language Arts class if the students' literacy skills are poor or are identified as SIFE students, or they are placed in a Foreign Language class. Students are also placed in appropriate grade level Science, Math and Social Studies classes.

16. At the present time we do not offer any activities for ELLs before the beginning of the school year. We plan to add our "Club Connect" support class depending on the outcome of the 2011-2012 SIFE grant. However, we do have a Freshman Orientation in August prior to the first day of school. We also program Freshmen to come in before the start of classes and have a mock schedule run for them.

17. Curtis High School offers Spanish, Italian, and French beyond the required Foreign Language class. We program students up to and including the three year sequence in a foreign language which terminate with a Regents exam (LOTE). We encourage many ELLs to take the AP/IB Spanish, Italian, or French classes.

### **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)?

## 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. Professional development to individual ESL content area teachers, Bilingual content area, Native Language Arts, and ESL teachers at Curtis High School is provided through various Professional Development conferences at Curtis H.S. on Wednesday mornings the staff meets for one hour, from 7:45 A.M. to 8:45 for Professional Development. Our school is divided into separate "Houses" or "Small Learning Communities". The ESL content area, Bilingual content area, Native Language Arts teachers, ESL teachers, the Reading/Speech Specialist, Ms. Krongold, the parent coordinator, Tom Hepworth, Mr. Lopez, the paraprofessional for the ELLs, along with Ms. Balili, the ESL Guidance Counselor and Ms. Rombly meet in Room 421 to discuss various issues concerning our ELLs. Training for Achieve 3000 is offered at Curtis High School for 5 hours at two different sessions, once in fall semester and once in the spring semester. This year three English teachers who teach our ELLs are using the Achieve 3000 Program as well. Mr. Agoda, one of the ESL teacher, will also use the program. Mr. Davis and Ms. Kelly have attended various conferences and Professional Development during the fall 2010 and spring 2011. The ESL and ESL content-area teachers as well as Ms. Balili, the ESL guidance counselor, and the Assistant Principal attended various workshops throughout New York City as well as attending workshops held at Curtis High School. Ms. Rombly attended all meetings on the LAP Report, the NYSESLAT and other professional developments that improve instruction for the ELLs at Curtis High School. New teachers and Ms. Rombly completed the QTel workshops.

Topics discussed are; "ESL Learning Standards", "How Do We Prepare Students for the ELA?" "Preparing Students for the NYSESLAT". Included in these meetings is the guidance counselor, Ms. Balili as well as the ISS Bilingual/SWD teacher, Ms. Quevedo. Topics that are discussed are; "Making AYP", "What Are the Components of the NYSESLAT?" "How Do We Improve Attendance?" "Improving Parental Involvement", "Chancellor's Seven Directives for ELLs". "Data Analysis of the NYSESLAT, where do differentiate?"

At the end of each semester, ELLs who have achieved academically are recognized by the ESL teachers and the ESL content area teachers. They are celebrated with a breakfast, small prizes, and Certificates of Achievement Awards in various categories. The categories include "Most Improved", "Highest Average" and "Improved Attendance". Parents of ELLs are invited to attend the celebration.

2. During our "Small Learning Community" meetings and the staff development days prior to the start of classes, the guidance counselor and assistant principal prepare staff in assisting ELLs as they transition into high school. We discuss the problems that ELLs face and inform the staff to whom they must refer the students when the students are having a difficult time adjusting. Some of the problems ELLs face when they are new to the country are housing, work issues; immigration and lack of parental/guardians support. We also speak to the staff in a foreign language and ask them how they felt while they were spoken to in another language. We stress the fact of how difficult it is for our ELLs to know what is going on in a classroom when their native language is not spoken and the lesson is in a language they do not understand. Ms. Balili, the guidance counselor, has attended various professional developments in order to assist ELLs as they transition. In the spring, 2011 a support class for ELLs met with Ms. Balili in order to help them transition. Topics she discusses with them are college and career readiness, graduation requirements, and adjusting to different cultures. Ms. Balili has attended such training as "Accountability for ELLs", "Emporium for dual language education", and the McKinney-Vento homeless assistance training.

3. The minimum 7.5 hours of ELL training for all staff takes place the first two days of Staff Development before the first day of classes in September. This year the two days of Staff Development were September 6 and 7, 2011. Staff reports to school at 7:50 A.M. until 2:50 P.M. and staff development is divided into the morning sessions and then again in the afternoon. After the faculty conference our staff attends the professional development for ELLs during the Small Learning Community meeting for the "L" House, coded for ELLs. Certificates of completion of the 7.5 hours are given to teachers of ELLs and non ELL teachers. The certificates are then kept on file in a file cabinet. Explanation of the services required by the State and Federal Governments are discussed as per José P. These include services mandated for ELLs/ Students With Disabilities where schools in the Eastern district of New York are required by federal court to appropriately evaluate, place and provide services for these students. Advocates for Children of New York continues to monitor the implementations of the José P. judgements and orders. Other training for staff is held throughout the school year during the school's Professional Development time, on Wednesdays for one hour, from 7:45-8:45 A.M.

## 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. Parents of ELLs are invited to the Freshmen Orientation two times during the school year, once in the spring and then again in the summer. After the general meeting with all parents and their children, the Small Learning Communities meet separately with the parents and their children to discuss any important issues. Ms. Rombley, the Assistant Principal and Ms. Balili, the guidance counselor, explain what their roles are and review the students' programs as well as all state and federal mandates. During the school year, specifically for our School Leadership Committee meetings, parents are invited to attend the once a month meetings. During the holiday season the Parent Teacher Association organizes a Multi-Cultural Celebration where parents are invited to bring a dish that represents their culture. This year the celebration will be held December 13, 2011. Many parents attend and the food represented by many countries is quite astonishing. When we invite our ELLs to the Celebration of Achievement ceremony their parents are invited as well.

2. Ms. Balili, the Guidance Counselor and Mr. Hepworth, the Parent Coordinator recommend and advise parents of ELLs of any Community Based Organizations or agencies that may meet their needs. This year, during the mandated parents' meeting, September 15, 2011 El Centro del Emigrante, a nonprofit organization that helps immigrant families was invited to speak. They informed parents of the many issues that students and their families are faced with. Curtis H.S. also has a strong relationship with the New York Immigration Coalition. With the help of both these organizations and the cooperation of the Mexican Consulate, we will host an adult education program based on the consulate's Plaza Comunitarias model. Plaza brings a ready-made, technology rich menu such as Native Language pre-GED, GED, civics, cultural enrichment and job training as well as a strong ELL component and native language parent workshops. This year we also offer free English and computer literacy classes to parents of ELLs. These classes will be held every Thursday evening in the school Library from 7:00 P.M. to 9:00 P.M. As an added service we also offer free job skills workshops to parents. El Centro del Emigrante also offers the parents food and clothing for those parents in need. During Parent Teacher Conferences the point person for El Centro, Mr. Kevin Ferrero, came to the ESL teachers' classrooms and spoke to the parents about the above mentioned services to the families. He explained to them how El Centro is available for support and help to families in need or families that may have questions or concern regarding any issue, from finding a job to legal advice about becoming a legal resident. Parents were also informed of the translation services available to them. For example, Curtis H.S. has many pedagogues or staff that speak various languages; we also have Mr. Lopez, the bilingual paraprofessional, available during Parent-Teacher Conferences, Parents' meetings, and of course during the course of the day. Translation services are also available via Erickson Translation And Interpretation Services. Curtis H.S. also purchased FM transmitters and receivers for translations called the "Talk and Listen Kit".

3. We evaluate the needs of the parents through meetings and individual conferences with the parents. Ms. Balili, the guidance counselor, is available at all times to assist parents in any way possible. Her door is always open to welcome parents and students. Parents are given personal business cards from Ms. Balili, Mr. Hepworth, Mr. Lopez, and Ms. Rombley. They are told to call any of the staff involved with their children's issues at any time and we will be more than happy to assist them in any way possible. Tom Hepworth, the Parent Coordinator, calls parents during the school year concerning events that take place in school and invitations to parents of ELLs. Meetings are scheduled to inform the parents of issues concerning their children. Letters are sent home to inform them of any free services that are available through the school and other agencies or community organizations. The parent coordinator sends letters and calls the homes to inform parents of services available to them; for example, free English classes in the school library every Thursday evening from 7:00 P.M. to 9:00 P.M. Parents are also asked to fill out surveys concerning the needs of their children and their own needs as parents of ELLs. These surveys are distributed to parents at Parent-Teacher Conferences, Parents' meetings and are also sent home with their children and mailed to them as well. They are then asked to return them either in person or with their children. If they have not returned them, Mr. Hepworth makes calls to those homes.

4. Parental involvement activities address the needs of the parents by including them in the Multicultural Committee so that they may feel welcome in the Curtis community and the School Leadership Team Committee. Based on their surveys, and personal conversations with the parents during our Parent Teacher Conferences and our Parents' Meetings, activities are planned to address their needs. Letters and/or surveys sent home are sent in English and multiple languages. We also send letters home in English and languages other than English informing the parents of the translation services available to them including the Talk and Listen kit we have at Curtis H.S. They are also informed of the ELL interpreter, Mr. Lopez, the ELL paraprofessional who is available during our meetings that are held in the evenings and during the course of the school day. The translation service located on Bay Street, Erickson Translation Services, which is very close to Curtis H.S., is available any time during the day and on evenings during Parent Teacher Conferences and when we inform them of any meetings with parents that will take place during the evening. We only ask Erickson Translation Services to be of assistance if Mr. Lopez

or any other translation service we have at school on a specific evening are not available. The parents' involvement in the School Leadership Committee also allows them to address any needs or concerns they may have and ways of finding any solutions to their needs and/or concerns. The ELL parent involved in the School Leadership Committee addresses the needs of parents and discussions take place to address those needs. Ms. Balili also makes herself available to parents to discuss any concerns and needs they may have. Her open door policy allows parents to come in and speak to her when they are available to come to school. We understand that many parents of ELLs work long hours and Ms. Balili makes herself available without parents having to make appointments to see her.

## 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)										22	10	1	0	33
Intermediate(I)										28	45	4	4	81
Advanced (A)										12	0	5	2	19
Total	0	0	0	0	0	0	0	0	0	62	55	10	6	133

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										2	3	0	0
	I										12	17	3	1
	A										14	18	4	3
	P										24	33	4	5
READING/ WRITING	B										3	6	0	0
	I										24	25	6	4
	A										15	24	3	3
	P										10	16	2	2

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	112		65	
Integrated Algebra	292		83	
Geometry	60		13	
Algebra 2/Trigonometry	5		0	
Math				
Biology				
Chemistry	8		2	
Earth Science	199		30	
Living Environment	105		39	
Physics				
Global History and Geography	96		46	
US History and Government	102		23	
Foreign Language	24		24	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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)	6	3	4	6				
Chinese Reading Test								

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

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

1. The assessment tool Curtis High School uses to assess early literacy skills are the Acuity Periodic Assessments, AGS Reading Level Indicator, in-class reading comprehension assessment, Academic language and Literacy Diagnostic (ALLD), and portfolio writing assignments. The assessments provide us with the basic reading level of each student as well as their writing abilities. It also provides us with word recognition skills of each student. The reading comprehension assessments provide us with an indication of what skills the students need to develop, such as inferencing and visualization. The ELA scores provide us with an indication of the students' reading, listening and writing skills. The information we gather from the students' test results helps us determine how instruction will be delivered and what we have to focus on in order to improve the students' scores.

2. Data patterns reveal that students across all levels and grades perform well on the Listening/Speaking parts of the NYSESLAT. Data shows that students do not perform well in the Reading/Writing parts of the NYSESLAT across all levels and grades. Out of the 165 students that were tested, 56 tenth graders scored on the Intermediate level. Three tenth graders scored at "P". The data patterns across proficiency levels for the LAB-R and the students' grades are as follows for 2010-2011 school year: 9<sup>th</sup> GRADE: 12 students were tested, 3 students scored on the beginning level and 5 students on the proficient level, 10<sup>th</sup> GRADE: 7 students were tested, four tested Proficient, two Advanced and one Beginner Level, 11<sup>th</sup> GRADE: nine students were tested and 3 scored Intermediate, 3 scored Proficient, 1 scored Beginner and 1 was Advanced Level. It is apparent that the lower grade students, in the 9<sup>th</sup> and 10<sup>th</sup> grades, scored higher than the 11<sup>th</sup> graders tested. The Intermediate Level is the level that most ELLs are not able to move past in order to reach the Advanced or Proficient levels when they are in the 11<sup>th</sup> or 12<sup>th</sup> grades, although we did not test anyone in the 12<sup>th</sup> grade.

3. The patterns across the NYSESLAT modalities show that students score higher on the Listening/Speaking and do poorly on the Reading/Writing part of the test. Teachers deliver instruction to improve these skills and focus on reading comprehension and writing by differentiating instruction. Achieve 3000 is also used on a regular basis, at least three times a week in order to increase the students'

reading and writing skills.

4. a) According to the NYSESLAT modalities 9th and 10 th graders did well on the Listening/Speaking modality. They also scored on the Intermediate level in the Reading/Writing modality. Generally, students did better in the Listening/Speaking modalities and on average scored Intermediate level in the Reading /Writing Modalities. At the present we have two Native Language Arts classes in place at Curtis H.S., one Beginner class and one Intermediate class. These classes are targeted for students that scored low on the literacy test in their native language (Spanish) and English. Students in the Native language Arts classes receive instruction in Spanish and via differentiated instruction learn their native language in all four modalities, listening/speaking, reading/writing, although lessons are differentiated and the focus is in the writing and reading components.

b) Teachers and the school leadership are assessing the results of the NYSESLAT and are aligning their instruction to the test data results. They are focusing on reading and writing in order to strenghten their students skills in the two modalities. Tutoring is also offered every day, during periods 10, 11 for one hour. Mr. DeConzo has a literacy class period 8 every day for 45 minutes for those students who scored low on the two modalities. Achieve 3000 is also used in the class room by the ESL teachers and three English teachers. The students use the program at least three times a week. Saturday school, from 9:00 A.M. to 12:00P.M. is available to the students for tutoring and/or review classes for the ELA as well as the NYSESLAT. In the spring, 2011 a NYSESLAT review class was created. It was scheduled during the students' regular school day and met everyday Period 8, Monday-Friday for 45 minutes. This spring, 2012, the class will again be created for students. It will be team taught with a licensed ESL teacher and an english teacher. Differentiated instruction will be used in order to focus instruction on the four different modalities of the test and aligned with each student's performance on the NYSESLAT.

c. The data indicates that ELLs, along with those students identified as SIFE and Long-term ELLs ( those that completed 6+ years), need extra services in order to increase their scores on the various assessments. Native Language Arts classess have been formed, as well as a web-based Math component called the Carnegie Learning Adaptive, which was offered in the spring, 2011. This program will be offered again in the spring, 2012 as a team-taught class with a native language teacher and a licensed math teacher. Presently for those students not in the Native Language Arts classes, native language is used in the Spanish class and as support by many people at Curtis H.S. who speak Spanish. Students are placed in a Spanish class based on an assessment given by the Foreign language department. Depending on the students' proficiency and literacy in Spanish we will place him/her in an appropriate level of Spanish. There are four teachers that work closely with our ELLs and all four of them speak Spanish fluently.

5. N/A

6. We evaluate the success of our programs by the NYSESLAT results, Math Regents, and ELA results. The inquiry team meets twice a month to discuss our program and the services we can offer these students in order to improve their literacy and math skills. After we examine instructional strategies, differentiate instruction and create classes and programs like the TBE and NYSESLAT review classes our modality report indicates that 32 students improved in the four modalities by 43 points. Twenty five students tested on a Proficient Level; 17.5% of our students tested out of ESL, whereas city-wide 16.4% tested out of ESL.

### 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:** Curtis High School

**School DBN:** 31R450

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: Curtis High School****School DBN: 31R450****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Aurelia Curtis	Principal		11/2/11
Adele Rombley	Assistant Principal		11/2/11
Tom Hepworth	Parent Coordinator		11/2/11
Benjamin Davis	ESL Teacher		11/2/11
Felipe Paredes	Parent		11/2/11
María Morreale	Teacher/Subject Area		11/2/11
Kathy Urso	Teacher/Subject Area		11/2/11
June Kelly	Coach		11/2/11
Benjamin Davis	Coach		11/2/11
Jona Balili	Guidance Counselor		11/2/11
Roberto Hernandez	Network Leader		11/2/11
	Other		11/2/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **31R450** School Name: **CURTIS HIGH SCHOOL**

Cluster: **6** Network: **611**

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

**Part A: Needs Assessment Findings**

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

Review of Home Language Identification Survey data, as well as direct interviews with families, indicate that families with students attending Curtis High School use a variety of languages other than English as their primary language. This information is recorded in ATS (if not already available) and is noted on the student's Emergency Contact card. The information is used to implement the school's ongoing effort to provide for the translation of written materials as well oral interpretation resources for these families. Some of the written translations and oral interpretations can be achieved using in-house resources, some using community resources and the remainder through DOE Central Translation and Interpretation Unit or contracted vendors. At registration, the Parent Coordinator shows a DVD to incoming families notifying them of their right to receive translation and interpretation services, as well as their right to select for any of the three available DOE ELL educational options.

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.

The school presently has an ELL population of about 160 families. About half of those families are Spanish-speaking. The remaining families are rather diverse with no dominant language group. Languages include: Albanian, Arabic, Chinese, French, Polish, and Urdu. The School Leadership Team, in its review of cohort data, discusses and reports on ELL family issues. The Parent Coordinator is also a member of the Language Allocation Policy Team and reports language issues to the PTA Executive Board for dissemination to general membership. The Parent Coordinator will facilitate translation and interpretation services. The Parent Bulletin Board will exhibit signage in the covered languages indicating the availability of translation and interpretive services.

## Part B: Strategies and Activities

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

The Parent Handbook has been translated into Spanish and is distributed to all incoming Spanish-speaking families. The school has contracted with Eriksen to deliver an Albanian, Russian, Chinese, Urdu, Polish, and Arabic translation. The Language Allocation Policy Team continues to assess the needs of the incoming ELL families to determine additional languages which should be targeted for translation.

For Centrally and Regionally produced critical communications, the Office of Parent Support provides translations in the eight (8) main languages and these are distributed to students in ESL classes to transport home. The PTA established a Multi-Cultural Committee to assist in organizing parent and community volunteers who wish to help in translating other languages for our families. For student-specific critical communications concerning such matters as health, safety, discipline, permissions and consents or educational entitlements, the school will requisition a translation from the Translation and Interpretation Unit when no immediate in-house or community volunteer resource can be found.

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.

The Parent Coordinator and Registrar maintain a Language Card to help identify the interpretation services needed by incoming families. All staff can access this tool through the Parent Coordinator. The school has in-house staff that can interpret for families who speak Chinese, Italian, French, Polish and Spanish but is prepared to use over-the-phone Interpretation services at 718-752-7373. The Parent Coordinator will work with the PTA Multi-Cultural Committee to develop a comprehensive list of parent and community volunteers to assist ELL parents in communicating with the school. Signage on the Parent Bulletin Board will direct ELL Parents (in each of the 8 covered languages) to the Parent Coordinator's Office for Interpretive services.

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>.

In addition to facilitating the general distribution of notification materials provided by Central, the Parent Coordinator will utilize the EPIC Tool Case Notification materials, as well as conspicuously posted signage in the covered languages from the Translation and Interpretation Unit, to inform parents of their rights to translation and interpretation services.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: CURTIS HIGH SCHOOL	DBN: 31R450
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

In order to better serve our ELL students and thereby successfully integrate them into the English academic mainstream we have designed several programs and classes consisting of learning English for authentic purposes in both social and academic settings. These programs and classes are designed for all ELL/SWD students in grades 9-12. Some of the supplemental programs we will create are after school and Saturday enrichment classes in English and Algebra. These classes will be taught in English and Spanish by certified ESL and Bilingual teachers. The following teachers are involved in the program: Ms. Isasi-Endress (Spanish and Math licenses) and Mr. Davis (ESL and Spanish).

Small group instruction will take place after school, beginning October 9, 2012 at 3:45 to 5:15 P.M. Monday-Friday and ending June 8, 2013. Small group instruction is available for English and Algebra enrichment classes. Using data from past Regents examinations, the NYSESLAT, and periodic assessments, instruction in the small groups will be differentiated to address the students' specific deficiencies. Teachers are licensed in ESL/Bilingual. The targeted population consists of English Language Learners, grades 9-12, including SWDs and LTAs.

Saturday Small group instruction and enrichment will be available every Saturday from 9:00 A.M. to 11:00 P.M. The Saturday classes include English and Math. The Math class is an Intergrated Algebra course taught in both English and Spanish by Ms. Isasi-Endress. There are approximately 19 students registered for the class. The class started December 8, 2012 and it will end June, 2013. The students attending the Saturday class include ELL/SWD students that have not passed the Algebra Regents. Differentiated instruction and small group instruction will be the focus of instruction.

Curtis H.S. currently employs three ESL certified teachers and two bilingual certified teachers. One content-area teacher is presently taking the test to be certified in bilingual education. The language of instruction will be in English for ESL and in the content area classes, with native language support. There are two Native Language Arts classes, one beginner and one intermediate class. They are both taught in Spanish 60% and English 40%. Dr. Agoda and Mr. Davis are both certified ESL teachers. Ms. Kelly and Ms. Quevedo are certified ESL/Bilingual teachers. Ms. Quevedo is also a certified SWD teacher who has been trained in Wilson methodology. Ms. Isasi-Endress is a native Spanish speaker and is also a certified Spanish teacher. She team teaches with Ms. Urban-Rahn (certified Math teacher). Ms. Isai-Endress teaches the class 60% in Spanish and 40% in English at the beginning and gradually will increase to 50%-50%.

The materials used will be books for students in the Native Language Arts classes, both for Beginner and Intermediate classes. Students will be using workbooks in a variety of native languages such as Spanish workbook of the Living Environment textbook, "Pearson Living Environment", a Spanish workbook for

## Part B: Direct Instruction Supplemental Program Information

the Math textbook, "Intergrated Algebra", along with the Intergrated Algebra textbook in Spanish and literature for the NLA classes. such as, short stories, novels, and magazines in Spanish. The classes being offered will align with the National Common Core Standards for each content area class offered; English, Math, Science, and ESL. Students enrolled in these classes are taking them in addition to their mandated classes, including and not limited to their ESL/Bilingual classes. Attached is a copy of a student's program.

## Part C: Professional Development

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

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

Begin description here:

Professional Development for Title III Program for teachers, including all content-area teachers of ELLs is provided to improve instruction for LEP students, increase credit accumulation, Regents exams pass rate, and to increase NYSESLAT scores by at least on level.

Teachers who will receive training in ESL/Bilingual methodology are Dr. Agoda and Mr. Davis. The Bilingual teachers that will receive training are Ms. Morreale, Ms. Kelly, Ms. Isasi-Endress, and Ms. Quevedo. The content- area teachers are Ms. Urban-Rahn (Math), Ms. Savage (Science), The Literacy Specialist, Ms. Krongold attends ourour professional development workshops as well as Ms. Balili, Guidance Counselor for ELL students.

The schedule of our professional development meets every Wednesday morning at 7:45 and ends at 8:45. Since Wednesday was designated as a professional development day it lasts for the duration of the school year. Teachers will also be attending workshops and Professional Development conferences outside of the school building.

All teachers of ELLs are informed of any PDs offered by the Office of English Language Learners and many attend those conferences. The topics we will discuss at the PDs we schedule in school will be "How do we differentiate instruction in the ESL/Bilingual and content-area classes?", "Instructional strategies to increase the passing rate of the ELA and other Regents exams?", "Teaching using Qtel methodology", "Preparing our students for the NYSESLAT; "Data analysis of the NYSESLAT scores", "How can we increase attendance?", "Increasing parental involvement", and the Chancellor's Seven Directives for ELL students".

Professional development will also be scheduled after school, at 3:00 PM on Wednesdays. We will be discussing best practices for ESL/Bilingual classes and how we can improve services for our ELLs in the school building. The teachers, Assistant Principal (myself and Mr. DeConzo, the Assistant Principal of the English Department), will also be involved in creating cultural activities that will let our ELLs feel like they "belong". Ms. Rombly also has ELLs come to her office and has a number of students assigned as her assistants during their lunch periods, giving them various duties and responsibilities.

**Part D: Parental Engagement Activities**

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

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

Begin description here:

Parental involvement is critical to their children's academic success. Aside from the mandatory meeting with parents that takes place the first ten days of the school year, parents are invited to attend various meetings and activities during the school year. Parents are invited to school during the school year, to inform them of important issues concerning their children and also to inform them of any other issues that are related to ELLs.

At the meetings, Ms. Rombly, the Assistant Principal of the "L" House, Ms. Balili, the Guidance Counselor for the "L" House, and the Parent Coordinator, Mr. Hepworth discuss many important issues. Mr. Lopez, a paraprofessional is also present to interpret for our Spanish speaking parents/guardians. The topics we will discuss with parents are graduation requirements, college readiness and requirements, issues of immigration and how it impacts on their children's college career. We also have community based organizations that come to meetings to speak to parents about various issues, like housing, how to get medical coverage, work related issues and possibilities of getting work, as well as immigration issues and solutions to problems related to illegal immigrations. We inform them of the Dream Act and DACA and give them applications and contact telephone numbers to help them with these issues. Parents are also offered free English classes and computer literacy classes at Curtis High School. The classes are offered every Thursday evening in the school library, from 7:00 PM to 9:00 PM. Parents are invited by the PTA to attend meetings every first Tuesday of the month and are invited to attend a multi-cultural festival during our December meeting. Parents are asked to bring in a dish of food that represents their culture and many do attend and everyone shares the food they brought. We celebrate student achievement at the end of each semester with a breakfast and we present students with awards. Students are awarded Certificates of Achievements for highest average, best attendance, most improved attendance, and academic improvement. Some parents attend the ceremony. We also have an International Poetry Reading Day where students are encouraged to recite an original poem in their native language. Again, parents/guardians are invited to attend this event. Parents are notified of all these activities and meetings via letters sent home, in multiple languages, telephone messages and letters we give out to the students in their classes telling them they must bring them home. If they do not respond in a timely manner, Ms. Balili, the ELL Guidance Counselor calls them at home again to ensure they received the information and asks them to try to attend these meetings and activities.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		