



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME:

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

PRINCIPAL:

EMAIL:

SUPERINTENDENT:

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Norma A. Vega	*Principal or Designee	
Hedin Bernard	*UFT Chapter Leader or Designee	
Miriam Kaplan	*PA/PTA President or Designated Co-President	
Ethis Tineo	DC 37 Representative, if applicable	
Lionel Severino Jehan	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Anel Tineo Nunez	Member/	
Yahaira Mercedes	Member/	
Salimata Bakko	Member/	
Julie Arcemnent	Member/	
	Member/	
	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2013 students will articulate their mastery in math by conducting on-demand common core aligned math tasks during their portfolio presentations.

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.

During the school year there are various points in which teachers have the opportunity to reflect on their practice and determine what is going well and what areas are still in need of improvements. Team meetings, Coordinating Council meetings and our chancellor's professional development days are such times. In our discussions the issue of our students coming in with very limited basic math skills was a recurring conversation. The concern was not only with our lowest third but with the student body as a whole. The math department was very articulate in explaining the gaps in understanding basic concepts such as fractions, multiplication tables, place value and the order of operations. They were struggling with moving forward with more complex tasks such as word problems, balancing equations or plotting points on a graph when a critical mass of students could not understand basic arithmetic. Students struggles became more evident in their performance on the integrated algebra regents and during their portfolio presentations when they were unable to explain what process they took to solve a particular problem or equation. As a result the math department put forth two proposals. The first is to design curriculum that allows for students to demonstrate their knowledge which engages them more strongly and to provide very direct numeracy support in class in order to bridge gaps students have in math.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups
 - 1) Math teachers in the 1st and 2nd years will provide direct math support to all students within their team once a week using: the common core standards as guide in determining the skills students need to pass the integrated algebra exam.
 - 2) Math teachers in the 3rd and 4th year will provide targeted support to students who have not obtained a 75 on the integrated algebra regents using the CUNY math assessments as a benchmark in determining students ability to perform college math tasks
 - b) key personnel and other resources used to implement these strategies/activities
 - 1. Math teachers will each have a scheduled class in order to support students who have not met the benchmarks of the common core or the CUNY assessments
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - (1) Teachers will be integrally involved in the development of assessments, routines and protocols and student work products connected to deigning the on-demand math tasks. Teachers who have been experiencing success will periodically present in whole-staff PD sessions with the purpose of sharing best practices and informing on the progress/impact of the work
 - d) Timeline for implementation
 - 1. Fall 2012- Spring 2013

Strategies to increase parental involvement

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

- ELLIS Preparatory Academy will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy and numeracy training, and using technology, as appropriate, to foster parental involvement by:
 - a. providing English as a Second Language (ESL) classes for parents/guardians
 - b. providing computer technology workshops for parents/guardians
 - c. conducting workshops on supporting students' native language development
 - d. involving family members in school special events and off-site learning experiences such as educational visits to museums and cultural organizations
 - e. holding curriculum information/celebration sessions and
 - f. providing workshops on the college application process

- Each cluster team of classes works closely with the advisor and the school's parent coordinator to ensure that parents are well informed about the school's overall program and activities conducted in each instructional team. The parent coordinator in conjunction with the advisors determines the needs of the school and the needs of parents through surveys conducted at parent/teacher conferences or meetings. Parents will be encouraged to model certain behaviors we'd like to see, such as taking time in the day to read alongside their children. Materials can be in the native languages of the parents. The parent coordinator will facilitate by inviting parents to reading workshops conducted by faculty and staff.

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).

- As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as the Fair Student Funding (Tax Levy) Title I Funds and Title III and human resources to implement our initiatives and goals from September 2012 to June 2013. Administration, literacy coaches will provide additional support for teachers.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2013, Students will demonstrate progress in their ability to comprehend complex text as required by the common core standards and college and career readiness metrics as a result of their experience with eight Common Core-aligned units of study that culminate in a performance task: two in math, two in ELA, two in social studies and two in science to common core.

Comprehensive needs assessment

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

The retention rate of ELL students in institutions of higher education is abysmally low. They are low because immigrant student rarely pass the placement exams that would allow them to participate in regular classes. They instead spend the better part of their college experience and their financial aid in remedial courses that are intended to prepare them for regular classes, unfortunately to few ever enter those regular classes. The placement exams are in English and Math. The English placement is generally based on writing an essay which generally requires a student to use sources of reading in order to support or argue against a particular quote or theme. This is not a difficult task, for someone who is well read and familiar with forming a position in writing, in English. An ELL student is generally completely articulate in their own language however to transfer those very skills in under 3 years into Academic English is a formidable task. As a school we decided that in order to prepare students for post secondary education, we needed to teach to post secondary expectations and focus on the reading, writing and math skills that a freshman in a moderate college needed in order to pass the placement exams. As a result students in the 1st and 2nd years are to focus on writing and not worry about what the writing looks like, the goal is to develop ease in putting thoughts to paper. In the 2nd and 3rd years students are to focus on accessing complex text ie. (The Great Gatsby, Othello, The Crucible). The goal is to ensure a high number of students passing the English regents with 75 or better in order to prevent students from taking a placement exam.

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
 - 1) Exposing students to more opportunities to read enhances their vocabulary, strengthens their writing and expands their repertoire of genres from which they could draw upon when called upon to make comparisons or analyze a quote or theme. As a result an independent reading program was instituted where all students are scheduled for 45 minutes of independent reading daily. During these periods students keep track of what they read along with a journal of their thoughts and responses to what they have read. Teachers are expected to conference with students regularly and review their journals prior to their conference in order to better assess for progress or support.
 - f) staff and other resources used to implement these strategies/activities,
- 2) Each teacher will have a reading a group
 - 1) on-going professional development will be provided to each teacher by teachers and/or coaches
- g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - (2) Teachers will be integrally involved in the development of assessments, routines and protocols and student work products connected to the independent reading program. Teachers who have been experiencing success will periodically present in whole-staff PD sessions with the purpose of sharing best practices and informing on the progress/impact of the work

h) Timeline for implementation.

Fall 2012-Spring 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- ELLIS Preparatory Academy will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy and numeracy training, and using technology, as appropriate, to foster parental involvement by:
 - a. providing English as a Second Language (ESL) classes for parents/guardians
 - b. providing computer technology workshops for parents/guardians
 - c. conducting workshops on supporting students’ native language development
 - d. involving family members in school special events and off-site learning experiences such as educational visits to museums and cultural organizations
 - e. holding curriculum information/celebration sessions and
 - f. providing workshops on the college application process
- Each cluster team of classes works closely with the advisor and the school’s parent coordinator to ensure that parents are well informed about the school’s overall program and activities conducted in each instructional team. The parent coordinator in conjunction with the advisors determines the needs of the school and the needs of parents through surveys conducted at parent/teacher conferences or meetings. Parents will be encouraged to model certain behaviors we’d like to see, such as taking time in the day to read alongside their children. Materials can be in the native languages of the parents. The parent coordinator will facilitate by inviting parents to reading workshops conducted by faculty and staff.

Budget and resources alignment

- Indicate your school’s Title I status: x 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 x _____ 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).
- As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as the Fair Student Funding (Tax Levy) Title I Funds and Title III and human resources to implement our initiatives and goals from September 2012 to June 2013. Administration, literacy coaches will provide additional support for teachers.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013 Improve teacher effectiveness by developing a shared understanding of Instructional excellence as evidenced by walkthroughs.

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.

With the onset of the common core curriculum and New York City's use of the Danielson rubric, teachers need an increased understanding of what instructional excellence is and what it looks like inside an ELL classroom. In addition, since the Common Core does not make amends for English Language Learners, we have identified a need for strong literacy and language instruction within content areas. Therefore, we have required teachers of all content areas to embed literacy and language in their curriculum. This task cannot be completed alone and instead we have asked teachers to share and improve their practice of teaching literacy with an on-site literacy coach and through on-site Professional Development, as well as with inter-visitations between classes and other like-minded schools so that teachers can see best practices of content-based literacy and language instruction.

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:

Administration will conduct monthly walkthroughs of each discipline and provide monthly individual feedback to teachers on the areas that we observed as strong and areas that need improvement using a research based teacher effectiveness rubric such as Danielson.

Administration and coaches will conduct 4 day long walkthroughs to ensure coherence across the disciplines and the interdisciplinary teams and provide feedback to the school faculty on their progress toward overall instructional goals which are:

- Literacy and language development across the content areas a particular focus to writing in the lower grades and comprehension of complex text in the upper grades
- A deeper understanding of the mathematical relationship of concepts vs. procedures.

All discipline coaches will plan with teachers during their common prep to reflect on feedback and incorporate it into their unit and lesson planning

Strategies to increase parental involvement

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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	Their focus is strengthening reading comprehension as well providing language-rich activities that allow students to experience the English language in the four modalities and deepen their thinking and mastery of the content being taught.	<ul style="list-style-type: none"> All 5 English teachers in the school provide small group and one-on-one intensive tutoring. All interdisciplinary teachers work once a week in a small group setting of 12-14 students. These students have the biggest language development needs and they participate in Language Day. It is a full day of language-rich activities that support the content being studied and deepen the complexity of student thinking while developing their skills in the four modalities of the English language. 	<ul style="list-style-type: none"> One on one tutoring happens after school three times a week as a part of our mandatory homework club after school program. Language Day happened during the school day
Mathematics	The foci are basic algebraic skills using Destination Math, Regents preparation for Integrated Algebra I, problem solving and writing in math	One-on-one intensive tutoring offered. In addition students meet with their math teachers once a week during their school day in order to further support their understanding of basic arithmetic skills.	Three small groups each of about 13-15 at-risk students spend 3-4 hours a week after school with math teachers.
Science	The focus of the program is to support the preparation of students for the living environment regents exams	One-on-one intensive tutoring offered. In addition students meet with their science teachers once a week during their school day in order to further support their understanding	The science teachers have established a schedule to support the preparation of students for the regents exams and meet with students 3 times a week after school

		of the living environment curriculum	to provide intensive tutoring. In total, 38 students are served.
Social Studies	Focus is regents preparatory classes to at-risk students.	The social studies teachers provide intensive one-on-one and small group tutoring	Teachers meet 2-3 times a week after school. A total of 30 students are served.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The school guidance counselor develops curriculum that teachers can adapt and deliver in the biweekly advisory classes. The curriculum supports existing at-risk students and aims to prevent others from becoming at-risk. It focuses on both academic planning as well as	The support of the guidance counselor includes: <ul style="list-style-type: none"> • One-to-one and group counseling, • home visits, • phone calls to student homes, • referrals to outside services and • career counseling. 	Services are provided during and after the school day 5 days a week

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

- **Coaching**
 - On-site literacy and instructional coach provides best instructional practices and professional development for teachers.
 - Literacy coach works with content teams to provide feedback, modeling and support around grounding curriculum in Common Core literacy standards, taking in special account for English Language Learners.
 - Feedback provided to teachers using Charlotte Danielson's Frameworks for Teaching to ensure that teachers identify and achieve professional goals throughout the year.
 - Mentoring provided to new teachers to support them in overall instruction, advisory activities and classroom management.

- **Professional Development**
 - Staff-led professional development around topics identified by teachers to strengthen practice and cohesion throughout the school.
 - Guidance department workshops created to support advisory activities, the advisor's role and classroom management strategies in the classroom.
 - Literacy Professional Development around reading and writing pedagogical strategies led by on-site coach, specifically targeting ELL students.
 - Staff participates in Internationals Network for Public Schools annual Professional Development Day.

- **Professional Learning Communities**
 - School maintains team model where grade-level teams meet weekly for separate administrative and guidance meetings.
 - Staff-selected team leaders created to enhance and promote leadership skills within staff.
 - Teacher-led inquiry groups to examine, analyze and resolve needs of the school.

- **Recruitment**
 - Administration regularly reviews applicants who can serve as high-quality content teachers with a focus on ESL strategies.
 - School acts as mentor campus for I-Start Program and TESOL program at Columbia Teacher's College.



Parent Involvement Plan

- ELLIS Preparatory Academy will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA):
 - a. Collaborate with the officers and members of ELLIS Preparatory Academy (ELLIS PREPARATORY ACADEMY) Family Association to conduct a needs analysis of parents/guardians of ELLIS PREPARATORY ACADEMY students.
 - b. Design and implement a plan of action for parental involvement based on needs identified by this needs analysis.
 - c. Involve parents/guardians in the decision about how the Title I, Part A funds reserved for parental involvement are spent.

- ELLIS Preparatory Academy will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - a. Hold regular meetings of the ELLIS PREPARATORY ACADEMY Family Association to jointly address areas of concern regarding student achievement at the ELLIS PREPARATORY ACADEMY.
 - b. Involve parents/guardians of ELLIS PREPARATORY ACADEMY students in the creation and review of the annual Comprehensive Educational Plan (CEP).

- ELLIS Preparatory Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - a. The evaluation of the parental involvement will consist of several components including written surveys/questionnaires and publicly advertised, open meetings of the ELLIS PREPARATORY ACADEMY Family Association.
 - b. The evaluation of parental involvement will be coordinated by the ELLIS PREPARATORY ACADEMY Parent Coordinator, President of the ELLIS PREPARATORY ACADEMY Family Association, and the ELLIS PREPARATORY ACADEMY Principal.
 - c. Parents will be asked to provide feedback on the school’s parental involvement policy as well as provide future direction for the revision and continued implementation of this policy. Parents will also take leadership roles in the revision and implementation of the policy through the Family Association and volunteer opportunities at the school.

- ELLIS Preparatory Academy will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the activities described below:

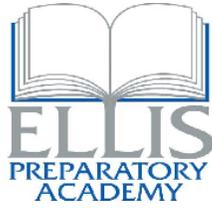
- a. Each year, ELLIS PREPARATORY ACADEMY will provide several opportunities for parents/guardians to attend a Family Orientation session to review the school's academic program and how it meets or exceeds the State's academic content standards as well as State's student academic achievement standards. Each student studies on an interdisciplinary, instructional team. This orientation and subsequent meetings of the ELLIS PREPARATORY ACADEMY Family Association will provide workshops on understanding students' quarterly Progress Reports and Report Cards. Workshops will also include specific strategies for parents/guardians to work effectively in a mutually supportive way with ELLIS PREPARATORY ACADEMY teachers and staff. These teams will work with the ELLIS PREPARATORY ACADEMY Parent Coordinator to provide this orientation to parents/guardians.
- ELLIS Preparatory Academy will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
 - a. providing English as a Second Language (ESL) classes for parents/guardians
 - b. providing computer technology workshops for parents/guardians
 - c. conducting workshops on supporting students' native language development
 - d. involving family members in school special events and off-site learning experiences such as educational visits to museums and cultural organizations
 - e. holding curriculum information/celebration sessions and
 - f. providing workshops on the college application process
- ELLIS Preparatory Academy will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by the strategies and activities described elsewhere in this documents including:
 - a. Working closely with the ELLIS PREPARATORY ACADEMY Family Association officers and members
 - b. Conducting regularly scheduled meetings of the ELLIS PREPARATORY ACADEMY Family Association
 - c. Providing parent orientation sessions for all families each year
 - d. Providing forums for discussion between teacher and parents/guardians
 - e. Regularly scheduled parent-teacher conferences to discuss students' academic progress- this year, increased to four times a year
- ELLIS Preparatory Academy will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - a. ELLIS PREPARATORY ACADEMY will provide all major notices to parents/guardians in the major native languages spoken in the homes of our students. This includes written notices or announcements as well as public workshops/meetings at which significant numbers of parents/guardians are present.
 - b. ELLIS PREPARATORY ACADEMY will utilize internal staff resources for translation/interpretation services in as many languages as possible. ELLIS PREPARATORY ACADEMY will endeavor to utilize external translation/interpretation services available from the NYC Department of Education as well as local community organizations.

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by the PTA agendas and minutes.

This policy is adopted by ELLIS Preparatory Academy on will be in effect for the 2012-13 academic year. The school will distribute this policy to all parents of participating Title I Part A children on or before November 1, 2012.

Principal's Signature: **Norma A. Vega**
Norma A. Vega



SCHOOL-PARENT COMPACT

ELLIS Preparatory Academy and the parents of the students participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents 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.

ELLIS Preparatory Academy

Will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Mission

Our mission is to develop our students' social, academic and leadership skills through collaboration, project-based curriculum and experiential learning opportunities that will emphasize English language development and build on native language skills. Our college preparatory program is committed to creating an environment that values students' cultures, native language and individual differences, while preparing them for academic and professional success in a changing world.

Core Beliefs

- English Language Learners (ELLs) need to understand, speak, read and write English proficiently in order to realize their full potential within an English-speaking society.
- In an increasingly interdependent and globalized world, fluency in English, mastery in one's first language and knowledge of other foreign languages are vital resources for the students, the school and society.
- English and native language proficiency is most effectively developed within a content-based and collaborative instructional approach across the curriculum.
- Technological literacy and the use of technology are essential for both teachers and students in their learning and their language development.
- Experiential learning, both inside and out of the classroom, (such as project-based activities, internships and community service) provides students with language-rich opportunities, in English and Spanish, connecting classroom learning with real-world experiences, and promoting personal growth and leadership skills.
- Students learn at different rates and in different manners therefore, teachers must use a variety of approaches to make content and language accessible to students. Students must have multiple ways in

which to demonstrate their learning and assessment should encompass a variety of means including formative, authentic, performance based (portfolios, exhibitions) and standardized (classroom tests, Regents).

- Successful learning communities emphasize high expectations and support students and their families in realizing these goals.
- As an integral part of the broader community, the school and its partners collaborate and share responsibility with teachers, students and parents to achieve success.
- A successful school governance model emphasizes collaboration in which faculty participate in the school decision-making process, not only in the areas of instructional program design, curriculum development, and materials selection, but also in committee work, peer selection, support and evaluation

ELLIS Preparatory Academy is a multicultural high school for recent arrivals, serving the needs of students with varying degrees of limited English proficiency. Our mission is to enable each of our students to develop the linguistic, cognitive and cultural skills necessary for success in high school, college and beyond. ELLIS Preparatory Academy gives priority to students of limited English proficiency, who have been in the United States under a year. All of our students enter as limited English proficient (LEP). They come from 20 different countries and speak 18 different languages. Once admitted, the students remain with us for their entire high school careers.

ELLIS Preparatory Academy offers a high school/college curriculum combining substantive study of all subject matter with intensive study and reinforcement of English while supporting their native language.

The interdisciplinary curriculum in the team of four teachers that we currently have is structured to provide for a balance of exposure to humanities and mathematics/science/technology. Different disciplines are viewed as interacting, reinforcing and broadening a student's perspective. Reading and writing are infused throughout the entire instructional program to ensure language acquisition and support content area instruction.

All classes are heterogeneous and non-graded, i.e., students are not grouped according to language level in English, literacy in native language, achievement level, or age. They are supported by 21 teachers; all teachers are regularly licensed and assigned to the school.

The school year is programmed on a yearly schedule. Students stay with the same teachers for two years. Classroom projects are designed to explore interdisciplinary themes and structured for both collaborative and individual work. Instructional teams are given a portion of funds allocated to the school to purchase texts and libraries, which support the curricular goals of the teams. It is rare that an entire class will use one textbook. Our expectation is that our graduates will be able to work in-depth both collaboratively and independently, using a wide variety of resources. Teachers provide multiple assessment opportunities to learn about their students from different vantage points and, thus, monitor and track their learning. Multiple assessments also provide students a variety of ways to show understanding, increasing their chances of overall success.

During the 2012-2013 school year all resources have been used to support our interdisciplinary learning curriculum model. We are a Title I funded school and all funding is used to provide direct instruction and support services for our students. Performance driven budgeting allows our team of teachers to assess at the grass roots what is needed and allocate resources to quickly support those needs. All teachers provide English and native language development through the content area of their instructional program. As

students acquire their second language (English) they maintain and develop their native language and all students receive the benefits of all the programs and grants.

Our commitments to parents to ensure their effective participation in the life of the school and, thus, increase student success include:

- Holding parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. These conferences will be held during one afternoon and one evening in the fall and one afternoon and evening in the spring. (Parents will be notified as the exact dates are finalized by the NYC Dept. of Education.)
- Providing parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
Narrative Progress Reports, including a quantitative breakdown of their children's grades, are provided to parents four times a year at the end of the fall semesters and a narrative at mid-points during both semesters. A Final Report Card with extensive narrative is provided to the parents at the end of each school year. In addition teachers make frequent contact with parents via telephone and email in order to keep them abreast of their child's attendance and academic progress.
- Providing parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
Teachers and the team are in frequent contact with parents via telephone and email. Parents are constantly being reminded that teachers are available to meet and that all a parent needs to do is contact the guidance counselor or contact the school's secretary to set up an appointment. Parents receive a parent handbook at the beginning of each year which includes teachers contact information as well as class schedules. In addition parents are invited to attend monthly PTA meetings and workshops which are attended by many ELLIS staff members. Equally important is the role of the advisor whose key responsibility is to work closely with parents, maintaining regular contact to effectively support the social and academic progress of their children.
- Providing parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
- Parents are strongly encouraged and always invited to visit their child's classes.

PARENT RESPONSIBILITY

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

- *support my child's learning by 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;*
 - *monitoring the amount of television my children watch;*
- *volunteering in my child's classroom;*
- *participating, as appropriate, in decisions relating to my children's education;*
- *promoting positive use of my child's extracurricular time;*
- *participating in school activities on a regular basis;*

- *staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding , as appropriate;*
- *reading together with my child every day;*
- *providing my child with a library card;*
- *communicating positive values and character traits, such as respect, hard work and responsibility;*
- *respecting the cultural differences of others;*
- *helping my child accept consequences for negative behavior;*
- *being aware of and following the rules and regulations of the school district;*
- *supporting the school’s discipline policy;*
- *express high expectations and offer praise and encouragement for achievement;*

PART II OPTIONAL ADDITIONAL PROVISIONS

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/class’ rules of conduct;*
- *follow the school’s dress code;*
- *ask for help when we don’t understand;*
- *do our homework every day and ask for help when we need to;*
- *study for tests and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive in school every.)*

ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES (REQUIREMENTS THAT SCHOOLS MUST FOLLOW, BUT OPTIONAL AS TO BEING INCLUDED IN THE SCHOOL-PARENT COMPACT

ELLIS Preparatory Academy will

- *involve parents in the planning, review and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way;*
- *involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;*

- hold an annual meeting to inform parents of the school's participation in the Title 1, Part A programs, and to explain the Title 1, Part A requirements, and the right of parents to be involved in Title 1, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title 1, Part A programs (participating students), and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title 1, Part A programs that includes a description and explanation of the school's curriculum, and the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children.
- provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics;
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1 Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

SIGNATURES

School Staff-Print Name	Signature	Date
Parent(s)-Print Name(s)		
Student (if applicable)-Print Name		

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 Cyndi Kerr	District 10	Borough Bronx	School Number 397
School Name ELLIS Preparatory Academy			

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

Principal Norma A. Vega	Assistant Principal Renee Ehle
Coach Maribel Tineo	Coach Krisy Lawlor
ESL Teacher Jeremy Heyman	Guidance Counselor Hedin Bernard
Teacher/Subject Area Nancy Heacock	Parent Yahaira Mercedes
Teacher/Subject Area Stephanie Grasso	Parent Coordinator Anel Tineo
Related Service Provider none	Other Deo Persaud, Social Worker
Network Leader cyndi kerr	Other Iris Blanco, Social Worker

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	7	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	100
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	321	Total Number of ELLs	321	ELLs as share of total student population (%)	100.00%
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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. 

Paste response to questions 1-6 here

1. All students admitted to Ellis Preparatory Academy (X10397) are newcomers; those who have been in a New York City high school for up to one year and have scored below the cut-off score on the NYSESLAT. Upon arrival at our school, prospective students and their families are interviewed by Hedin Bernard (certified guidance counselor with bilingual extension), Deo Persaud (certified school social worker), or Iris Blanco (certified school social worker), all members of the guidance staff. The interview includes the Home Language Identification Survey, the SIFE oral interview questionnaire where appropriate, and an explanation of the school's programs and policies. As necessary, Hedin, Deo, and Iris conduct the interview (including the HLIS and the SIFE questionnaire) in the student's native language, making use of in-person interpreters or telephone-based interpretation through the NYCDOE Office of Translation and Interpretation. New students are given the LAB-R examination within the first 10 days by Renée Ehle, who is a certified ESL pedagogue and serves as the school's ESL coordinator. Renée also works each spring to ensure that the NYSESLAT is administered to all qualifying ELLs, by analyzing enrollment data, LAB-R scores, and ATS data. All ELLs take the NYSESLAT. Students who are absent for any part of the test are tested during a series of make-up sessions. The school's goal is always to test every ELL in the school. (N.b. Home Language Identification Surveys reveal that a large number of our students speak languages not recognized in standard NYCDOE lists. These "other" language groups for our current ELL population are as follows: Nepali--4; Slovak--1; Garifuna--4; Tagalog--1; and several West African languages - about 30 students (Mandingo/Malinke/Bambara, Fulani, Wolof, Soninke, Sierra Leone Krio, Twi, and Togolese tribal languages).

2. Hedin Bernard (certified guidance counselor with bilingual extension), Deo Persaud (certified school social worker), or Iris Blanco (certified school social worker) conduct an orientation for parents and family members of new students. Orientation usually takes place in the context of a one-on-one or small group session. Generally, the above-mentioned guidance staff conduct the initial interview, orientation, and registration for enrollment on the same day (we have the power to register students on-site, as opposed to having to send them to a registration center), and are assisted by Annel Tineo-Nuñez, our Parent Coordinator. After an introduction to our school and the completion of the HLIS and SIFE questionnaire, parents are shown the video highlighting the three program options, in the appropriate native language if available. The guidance staff, with interpretation assistance if necessary (either another staff member or through the NYCDOE Office of Translation and Interpretation), explains the three program options and answers any questions families may have regarding each one. After their questions have been satisfactorily answered, parents then complete the Parent Survey and Program Selection Form, in their native language or with translation support by guidance staff or through the NYCDOE Office of Translation and Interpretation. Parents choose one of the three NYCDOE program models. If parents choose a freestanding ESL program for their child, we place that student into our freestanding ESL program. If parents choose otherwise, we help the families facilitate a transfer to another school. However, should the number of parent selections for either a dual language or bilingual TBE model reach the required number, we will consider opening a bilingual TBE or dual language program at our school, per regulations found in CR Part 154. The above guidance staff along with Renée Ehle, ESL-certified pedagogue, routinely analyze our Parent Surveys and Program Selection Forms for such trends.

3. Since the parent orientation occurs on the same day that families come into school to register their children as students, Parent Surveys and Program Selection Forms are filled out on-site and returned to us that day. Hedin Bernard (certified guidance counselor

with bilingual extension), Deo Persaud (certified school social worker), or Iris Blanco (certified school social worker), with the assistance of Parent Coordinator Annel Tineo-Nuñez, give parents the entitlement letter on our school letterhead upon receiving the completed Program Selection Form. The student is then immediately placed in the proper program. The original HLIS, SIFE questionnaire, and Program Selection Forms are placed in the student's cumulative file and copies are kept in the guidance office. Guidance staff and the Parent Coordinator ensure that continuous entitlement letters are sent home in subsequent years.

4. Students are placed in our ESL program based upon selections made on the Program Selection Form on the day that they register. We have block scheduling throughout the school; guidance staff consult with teacher leaders to determine which “team” the new student should enter, then supply the new student with a complete schedule. The student is then placed into class. Our ESL program and the schedule are explained to students and their families in the native language when necessary. Guidance staff as well as several other staff members are bilingual in several languages; we also use the NYCDOE Office of Translation and Interpretation if we do not have a staff member able to communicate with families in the native language. If parents are interested in a program change, they are able to meet with the principal to discuss such issues, also with the help of interpreters.

5. Our schools use a language development model, the Internationals Approach, which is classified as an all-day, self-contained ESL instructional program by the NYCDOE. All parents (100%) of new students have requested a Freestanding ESL since our opening in September 2008. Hedin Bernard (certified guidance counselor with bilingual extension), Deo Persaud (certified school social worker), and Iris Blanco (certified school social worker) keep copies of all Program Selection Forms in the guidance office. They are responsible for all such record-keeping.

6. The program models at our school are aligned with parent requests. Should the number of parents requesting a bilingual or dual language program increase to the required minimum, we will consider opening a bilingual TBE or dual language program at our school.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <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 type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
--	--

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										6	6	3	3	18
Push-In											0	0	0	0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Total	0	0	0	0	0	0	0	0	0	6	6	3	3	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	321	Newcomers (ELLs receiving service 0-3 years)	311	Special Education	2
SIFE	57	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	0

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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	321	57	1	3	3					324
Total	321	57	1	3	3	0	0	0	0	324

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8														
Number of ELLs by Grade in Each Language Group														

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										87	68	59	40	254
Chinese														0
Russian														0
Bengali										3	3	4	1	11
Urdu											1			1
Arabic												1	1	2
Haitian														0
French										1	3	4	3	11
Korean											1			1
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other										12	14	15		41
TOTAL	0	103	90	83	45	321								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1a. The organizational model at Ellis is an all-day, self-contained, freestanding ESL program. Following the language development model called the Internationals Approach, students are taught content integrated with English language development throughout the school day. Teachers work collaboratively in interdisciplinary teams of 4-5 pedagogues to plan instruction for groups of 60-85 students.

1b. Ellis follows a block programming model, in which a heterogeneous group of students (mixed by proficiency level as well as by native language) travels together throughout the day. In addition, two blocks each contain a mixed group of 9th and 10th graders. A third block is made up of 11th graders; classes within the 11th grade block are also heterogeneous by proficiency level and native language. While the blocks and the class sections within a block are all heterogeneous, teachers sometimes place students within small groups that are homogeneous by proficiency level for specific projects or activities. Additionally, Ellis provides an extended year program in which students are placed in small enrichment courses for literacy, numeracy, and Regents preparation.

2. All students are programmed to ensure that they have the mandated number of minutes of ESL instruction. Following our heterogeneous programming model in which classes have mixed proficiency levels, all students receive a minimum of 540 ESL minutes per week (at least 270 minutes in ELA/ESL class, and 270 minutes in ESL through social studies, science, or math). All required ESL minutes are fulfilled in ESL classes with ESL-certified pedagogues where the content areas are supported.

A. Programming and Scheduling Information

3. All students take math, science, social studies, and English/ESL every year. The language of instruction is English; however, students are encouraged to use their native language as a resource in developing both English language competency and competency in the content areas. Students work both individually on tasks at their level, as well as in groups to complete collaborative tasks that develop both language and content knowledge. Teachers use layered curriculum, leveled reading materials, collaborative group work, station work, oral presentations, project-based assessments, and a variety of QTEL strategies. Throughout the curriculum, teachers develop instruction using scaffolding and differentiation strategies appropriate for the students' language and academic proficiencies. Students in their first year at Ellis participate in Language Day, in which each teacher (ELA/ESL teachers as well as content teachers) provide small group instruction via language development activities that target specific speaking, listening, reading, and writing skills, using the content that students have encountered on previous instructional days. Students who have been at Ellis for one year begin an internship program during their first extended year (summer) program, and continue an internship placement once or twice a week in subsequent years at Ellis. Through this internship program, supported through the in-school advisory program, students continue their language development in a real-world setting. Students are placed in internships commensurate with their interests and their language proficiency. The 11th grade block is piloting online A.P. courses in Composition and American History, supported by necessary language scaffolding in class. Students at all levels have a reading period (either independent reading with leveled books, or guided reading in small groups) 4-5 days each week. In the independent reading classes, students are encouraged to read alternately in their native language and in English. Additionally, Ellis provides an extended year program in which students are placed in small enrichment courses for literacy, numeracy, and Regents preparation.

4a. SIFE students from all blocks receive their own homogeneous ESL class with a certified ESL teacher and a teacher/student ratio of 1:7. In all other content area classes, all SIFE students are heterogeneously mixed with their ELL peers. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including layered curriculum, leveled reading materials, collaborative group work, station work, oral presentations, project-based assessments, and a variety of QTEL strategies. Additionally, Ellis provides an extended year program in which SIFE students are placed in small enrichment courses for literacy, numeracy, and Regents preparation. SIFE students in their first year at Ellis participate in Language Day, in which each teacher (ELA/ESL teachers as well as content teachers) provide small group instruction via language development activities that target specific speaking, listening, reading, and writing skills, using the content that students have encountered on previous instructional days. Upon assessment of their language proficiency at the end of their first year, SIFE students either continue in Language Day for an additional year, or begin an internship program during the extended year (summer) program, and continue an internship placement once or twice a week in subsequent years at Ellis. Through this internship program, supported through the in-school advisory program, SIFE students continue their language development in a real-world setting. Students are placed in internships commensurate with their interests and their language proficiency.

4b. ELLs in the U.S. school system for 0-3 years are placed in heterogeneous classes with their ELL peers. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including layered curriculum, leveled reading materials, collaborative group work, station work, oral presentations, project-based assessments, and a variety of QTEL strategies. They are also placed in either an independent reading group for one period a day (and supplied with a variety of leveled books in English and in native language) or in a guided reading group. Additionally, Ellis provides an extended year program in which newcomer students are placed in small enrichment courses for literacy, numeracy, and Regents preparation. Newcomer students in their first year at Ellis participate in Language Day, in which each teacher (ELA/ESL teachers as well as content teachers) provide small group instruction via language development activities that target specific speaking, listening, reading, and writing skills, using the content that students have encountered on previous instructional days. Upon assessment of their language proficiency at the end of their first year, newcomer ELLs either continue in Language Day for an additional 1-2 semesters, or begin an internship program during the extended year (summer) program, and continue an internship placement once or twice a week in subsequent years at Ellis. Through this internship program, supported through the in-school advisory program, newcomer ELLs continue their language development in a real-world setting. Students are placed in internships commensurate with their interests and their language proficiency.

4c. ELLs receiving services for 4 to 6 years are placed in heterogeneous ESL and content area classes with ELL. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including layered curriculum, leveled reading materials, collaborative group work, station work, oral presentations, project-based assessments, and a variety of QTEL strategies. They are also placed in either an independent reading group for one period a day (and supplied with a variety of leveled books in English

A. Programming and Scheduling Information

and in native language) or in a guided reading group. Additionally, Ellis provides an extended year program in which students receiving services for 4 to 6 years are placed in small enrichment courses for literacy, numeracy, and Regents preparation. Students receiving services for 4 to 6 years continue an internship placement once or twice a week. Through this internship program, supported through the in-school advisory program, these students continue their language development in a real-world setting. Students are placed in internships commensurate with their interests and their language proficiency.

4d. Ellis is currently in its fourth year; as all of our incoming students are newcomers or have been in the U.S. school system for less than one year when they enroll in Ellis, we currently have no long-term ELLs. In the future, should we have long-term ELLs, we will place them in heterogeneous ESL and content area classes with ELL peers. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including layered curriculum, leveled reading materials, collaborative group work, station work, oral presentations, project-based assessments, and a variety of QTEL strategies. They will also be placed in either an independent reading group for one period a day (and supplied with a variety of leveled books in English and in native language) or in a guided reading group. Additionally, Ellis provides an extended year program in which long-term ELLs will be placed in small enrichment courses for credit recovery, literacy, numeracy, and Regents preparation. Long-term ELLs will continue an internship placement once or twice a week. Through this internship program, supported through the in-school advisory program, these students will continue their language development in a real-world setting. Students will be placed in internships commensurate with their interests and their language proficiency.

4e. ELLs identified as special needs are accommodated per the mandates of their IEPs, which may include modified outcomes in content classes, extended time for testing, or a paraprofessional who speaks the student's native language who accompanies the special needs ELL student to all of his/her classes, providing language and academic support. These students are placed in heterogeneous classes with their ELL peers. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including layered curriculum, leveled reading materials, collaborative group work, station work, oral presentations, project-based assessments, and a variety of QTEL strategies. They are also placed in either an independent reading group for one period a day (and supplied with a variety of leveled books in English and in native language) or in a guided reading group. Additionally, Ellis provides an extended year program in which special needs students are placed in small enrichment courses for literacy and numeracy support. ELLs with special needs participate in Language Day, in which each teacher (ELA/ESL teachers as well as content teachers) provide small group instruction via language development activities that target specific speaking, listening, reading, and writing skills, using the content that students have encountered on previous instructional days. Upon assessment of their language proficiency at the end of their first year, ELLs with special needs begin an internship program during the extended year (summer) program, and continue an internship placement once or twice a week in subsequent years at Ellis. Through this internship program, supported through the in-school advisory program, ELLs with special needs continue their language and social development in a real-world setting. Students are placed in internships commensurate with their interests, their language proficiency, and the recommendations of their IEP.

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:

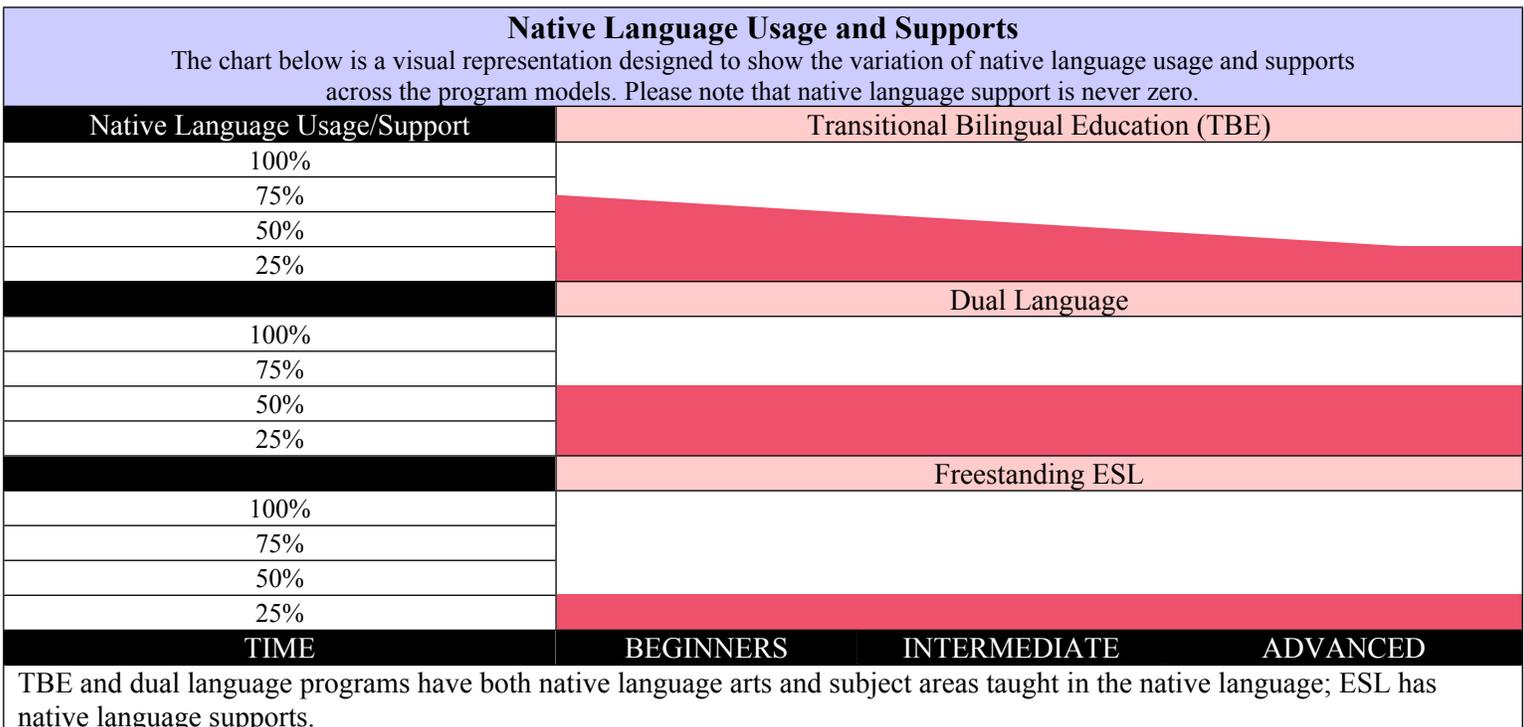
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:				
Math:				

Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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?

5. Targeted intervention programs in ELA include a dedicated reading program in which each student is placed according to need (independent reading, guided reading, or homogeneous ESL class with a focus on reading for SIFE students) and after-school academic support classes. Targeted intervention programs in math, science, and social studies include after-school support classes, Regents preparation classes, and Saturday/Sunday tutoring programs. Students in their first year at Ellis participate in Language Day, in which each teacher (ELA/ESL teachers as well as content teachers) provide small group instruction via language development activities that target specific speaking, listening, reading, and writing skills, using the content that students have encountered on previous instructional days. Students who have been at Ellis for more than one year but whose proficiency levels in English lag significantly behind their peers are kept in Language Day for an additional 1-2 semesters before being placed in the internship program. Our extended year program also provides intervention through credit recovery, literacy, numeracy, and Regents preparation. All intervention programs are offered in English, with peer and teacher support in native language as needed.

6. Our instructional model, the Internationals Approach, insures that students who reach proficiency on the NYSESLAT continue to develop their academic language alongside their ELL peers in our heterogeneously mixed classes. Teachers differentiate their collaborative, project-based curriculum so that all of our students, ELLs and former ELLs alike, are being challenged in reading, writing, speaking and listening at their level of proficiency. Former ELLs in their third or fourth year at Ellis have access to online A.P. courses supported by their classroom ESL and content teachers. ELLIS also has an AP Chemistry class. Former ELLs continue an internship placement once or twice a week in subsequent years at Ellis. Through this internship program, supported through the in-school advisory program, former ELLs continue their language development in a real-world setting. Students are placed in internships commensurate with their interests and their language proficiency. Former ELLs continue to receive testing accommodations, which include extended time, the use of bilingual dictionaries, and translated versions of the test where available.

7. New programs this year include: A dedicated reading class for all students (students are placed in an independent reading group with leveled books in English and native language, or in a guided reading group, or in a homogeneous ESL class with a focus on reading for SIFE students); an AP Chemistry class. In addition, the internship program, which was a once-a-week placement for 10th graders, has been expanded to a 2-afternoons-a-week placement for 11th graders. We have also opened a media center/library, which is staffed and available before school, at lunch, and after school for individual and small group study. Thirty I-Pads have been purchased and will be piloted during the dedicated reading period to expand the availability of multi-leveled texts.

8. No services or programs for ELLs have been discontinued.

9. As over 95% of our student body are ELLs, all of our school programs are designed for and available to ELLs. Arts and other electives offered within the school day include ballroom dance, modern dance, violin, visual arts, and computer. After-school and Saturday/Sunday academic support and Regents preparation courses are also available to all ELLs. In addition, campus-wide sports teams are equally available to ELLs and their non-ELL peers; information about these campus-wide after-school opportunities is disseminated to students at the beginning of each semester.

10. All teachers design their own collaborative and project-based curricula, which include a wide array of instructional materials including:

activity guides featuring scaffolded and differentiated approaches to both language development and content understanding; a variety of texts at various reading levels; visual and manipulative resources to support language development and content understanding; Microsoft Word™, Excel™, and Powerpoint™ programs (on 25 desktop computers in the media center and on 60 laptops available for classroom use); I-Pads for use in reading groups; Smartboards (currently installed in three classrooms, where teachers use them to record student discussions and compositions as well as to demonstrate science and math concepts/procedures and to enhance the use of visual supports to language development and content understanding; an additional seven Smartboards are on order and will be installed in all classrooms). Other instructional resources include personnel from the Bronx Arts Ensemble to provide arts instruction for all ELLs; a visual artist from Bronx Arts Ensemble also team teaches with content teachers (rotating through ELA/ESL, science, math, and social studies courses) to provide art instruction to enhance understanding and assessment of both language and content knowledge.

11. All of our classes use students' native language to support and enhance both English language development and content understanding. Students are generally grouped within classes to allow for both cross-cultural collaboration and peer support in native language. In addition to peer support, students are supported in their use of native language by community partners, family members, and/or school personnel. Teacher-developed curricula include opportunities for students to use and develop their native language in journal-writing, exploration of new concepts in both speaking and writing, research, and demonstration and application of concept understanding. Native language resources include: bilingual dictionaries in Spanish, French, Arabic, Bengali, and Nepali; online translation programs such as Google™ Translator; bilingual and/or native language texts in all content classes. Our media center/library and classroom libraries include a growing number of native language books for independent reading and research.

12. All of the required services for high-school-aged ELLs are available to our students. All of our students are 16-21 years old; resources, instructional materials, and reading materials are thus chosen and/or developed by teachers to engage and challenge these older adolescents while providing them with the content material appropriate for their grade and proficiency levels. Wireless access in all classrooms and in the media center also provides our ELL students to access online resources appropriate to their age and grade levels.

13. As the majority of our incoming students are very recent immigrants (arriving in the U.S. less than one year before enrolling at Ellis), enrollment is on a rolling basis. Newcomer ELLs who arrive in the late spring and early summer are invited to participate in our July extended-year program of small-group literacy and numeracy classes, prior to joining our regular program in September. Incoming students who arrive during the summer are invited to one-on-one or small group orientation during the last two weeks of August; this orientation program is conducted by guidance staff (Hedin Bernard, certified guidance counselor with a bilingual extension; Deo Persaud, certified school social worker; Iris Blanco, certified school social worker; Annel Tineo-Nuñez, parent coordinator) and includes information about our academic and extra-curricular programs and school vision, approach, and policies. Students who enroll after the beginning of the school year participate in this orientation program on a rolling basis. Prior to the start of the school year, new students are assigned to heterogeneous teams and classes; where possible, they are assigned to classes and advisories with returning students who speak their native language and who act as their translator and advocate in class. During the first two weeks of school, all teachers plan classroom-based orientation activities in which returning students collaborate with new students in understanding school-wide Habits of Mind and Habits of Work.

14. Currently, we do not offer language electives; we anticipate adding such electives to our program in our fourth year.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Professional development for all staff (ELL teachers, non-ELL teachers, and guidance staff) is designed specifically to build staff capacity towards improving both language development and academic achievement of ELLs. Professional development occurs in a variety of ways throughout each week, including:

- a. Interdisciplinary teams of teachers critique curriculum (unit plans and daily lessons) to improve instruction and design interventions;
- b. Interdisciplinary teams of teachers examine student work (development of understanding as well as both formative and summative assessments) to improve instruction and design interventions;
- c. Interdisciplinary teams of teachers examine social-emotional progress of students to improve instruction and design interventions;
- d. Discipline-based groups of teachers meet several times a week during common planning time, and with a coach once a week, to design benchmarks for assessing student progress throughout the grade levels at Ellis as well as plan unit-based curricula and daily lessons together;
- e. School-wide professional development occurs every other week, facilitated by ESL-certified teachers and coaches, and targets points of intervention and strategies for improving the academic achievement and language development of ELLs (this year, school-wide professional development is focusing on reading, including the use of multi-layered texts and examining text complexity in core classes as well as in independent and guided reading groups, reading conferences to determine students' reading levels and progress, and the teaching of reading comprehension strategies).

In addition to these weekly and bi-weekly activities, staff develop their capacity to improve ELL academic achievement and language development through professional development such as:

- Peer observations – several times a year, teachers visit one another's classrooms to observe best practices and offer constructive criticism on improving ELL achievement;
- International High Schools intervisitations – teachers visit ELL classrooms at our sister schools to observe best practices, bringing practices and strategies back to their interdisciplinary teams at Ellis;
- Internationals Network for Public Schools workshops – teachers attend summer and/or fall conferences at which they meet with their peers from our sister schools and attend workshops facilitated by ELL-certified teachers; recent topics include: layered curriculum, integrating language development and content instruction, web-based applications for the ELL classroom, incorporating Regents preparation into project-based math for ELLs, comprehensive college readiness for ELLs, ESL methodologies applied to various content-based high-level study such as Shakespeare, government/economics, and research skills, and meeting the academic and language needs of SIFE students; other workshops apply ESL methodologies to proven best practices curricula such as Reading Horizons and Facing History.
- Participating in QTEL and other professional development opportunities offered by the Office of ELLs.

2. All of our incoming students are at least 16 years old and very recent immigrants; as such, the transitions that they face include: one or more years of high school in their country to a U.S. high school system (the majority of our students); little or no school to a U.S. high school system (SIFE); middle school in their country to a U.S. high school system (very few of our students); myriad cultural transitions; living with one parent in their home country to living with the other parent—and possibly stepparent—here; living with extended family in their home country to living with parent(s) here (or vice versa); living with family in their home country to living with friends or living alone in New York. Additionally, our ELLs anticipate making a transition from high school to college and/or the workplace. Structures in place to support ELLs undergoing these transitions include a school-wide advisory program and an internship program for students having completed at least one year at Ellis. Staff are supported in assisting ELLs as they make these transitions by trained guidance staff (Hedin Bernard, certified guidance counselor with bilingual extension; Deo Persaud, certified school social worker; Iris Blanco, certified school social worker; and Annel Tineo, Parent Coordinator and Internship Coordinator. The guidance staff meet weekly with interdisciplinary teams of teachers to discuss the social-emotional progress of students shared by a teacher team and provide support and training in strategies and interventions to assist ELLs in their transitions. They also provide teachers with advisory curricula covering topics such as Self & Community, Personal Values, Stereotypes & Discrimination, Health, Cross-cultural Communities, Family & Relationships, and College Preparation. In addition, the guidance staff plan visits to colleges for all ELLs each year, and provide advisors with materials and activities to support their ELL students before, during, and after these trips.

3. All professional development at our school is focused on ELL training, since the majority of our students (and all of our newly admitted students) are ELLs. The professional development program described in #1 above provides multi-year, on-going professional development for all members of the faculty according to the mandates of Jose P. The bi-weekly whole-school professional development on ESL methodologies, facilitated by ESL-certified teachers and coaches, combined with participation in an Internationals Network for Public Schools workshop ensures that each Ellis staff member participates in at least 25 hours of Jose P.-mandated ELL professional development.

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?

Paste response to questions 1-4 here

The majority of our students are ELLs (and all newly enrolled students are ELLs). Parental involvement at Ellis is difficult for several reasons: Many families fall below the federal poverty level, so parents often work two or more jobs; parents themselves experience difficulty making cultural transitions to a U.S. school system and are unaccustomed to being involved in their child's school; as our entire ELL population is 16-21 years old, a great number of them live with siblings or other more distant relatives or friends who do not acknowledge a responsibility to support our students academically, and many of our students live independently. Nevertheless, parent involvement at Ellis has been steadily increasing. At a recent PTA meeting, nearly 25% of our ELL students had family representation, an increase from an average of 5-10% PTA involvement in the previous year. Workshop topics planned for future PTA meetings, held monthly, include Using ARIS; Speaking to Your Adolescent; and Health and Nutrition (Diabetes). Parent conferences (Open School Night and Open School Afternoon, held three times per year) typically have a much better turnout, with an average of 60-75% of parents coming to speak with their child's advisor and/or teachers about their child's progress. At a recent series of parent college orientation meetings, the college counselor met with parents of over 75% of students applying to college this year. A few parents are regularly involved in volunteering at Ellis, supporting the Parent Coordinator and other staff, and several parents provide translation and interpretation services during monthly PTA meetings.

2. Ellis Preparatory Academy partners with Institute for Student Achievement and Internationals Network for Public Schools, both of which provide support and professional development for teachers and guidance staff in meeting the needs of parents and families. In addition, the International Rescue Committee (IRC) provides valuable parent, family, and student support in the way of legal, financial, employment, housing, and cultural transition services and/or workshops, primarily to our families from South Asia and Africa. Annel Tineo, Ellis' Parent Coordinator in conjunction with our PTA conducts particular outreach to the families of Ellis students, surveying their needs and providing access to rosetta stone programs during the day in order for parents to learn English as well as monthly workshops for parents on various issues such as diabetes and "Talking to Your Teenager"

3. Parent needs are determined through surveys, questionnaires, and interviews or group discussions, distributed and/or conducted at various times throughout the year, such as orientation (for new families), PTA meetings, and Open School events. Surveys and questionnaires are developed under the leadership of Annel Tineo, Parent Coordinator, with the assistance of guidance staff as well as administration and teaching staff. In addition, advisors regularly call the homes of their student advisees and at times ask parents to come in for formal and/or informal conferences. In addition to discussing their child's progress, these conversations provide an opportunity for advisors to build relationships with parents and uncover parent needs and preferences for involvement and support.

4. Annel Tineo, Parent Coordinator collects and analyzes parent surveys and questionnaires, and gathers input from guidance staff, advisors, and administration. On the basis of this information, she coordinates workshop topics to be conducted through PTA meetings to meet the needs of Ellis families.

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)											38	13	2	53
Intermediate(I)											15	27	15	57
Advanced (A)											0	2	8	10
Total	0	0	0	0	0	0	0	0	0	0	53	42	25	120

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B											26	6	
	I											32	28	
	A											6	15	
	P											4	6	
READING/ WRITING	B											26	8	
	I											37	40	
	A											1	5	
	P											4	1	

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	74		34	
Integrated Algebra	79		20	
Geometry	0			
Algebra 2/Trigonometry	0			
Math				
Biology	0			
Chemistry	15		15	
Earth Science	0			
Living Environment	0		0	
Physics	0			
Global History and Geography	81		31	
US History and Government	52		43	
Foreign Language	0			
Other	0			
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

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

Paste response to questions 1-6 here

In addition to the administration of the LAB-R to all newly enrolled ELLs at Ellis to determine their English literacy level, we also administer the first of our Design-Your-Own periodic writing assessments (along with other schools in partnership with the Institute for Student Achievement) within the first two weeks of school. We also administer a native language reading assessment to our Spanish- and French-speaking students (many of our West African students speak and read French as a second language). Analysis of these early literacy assessments show that: A majority of our students are literate in their first language; approximately 25% have low literacy in their first language (either because of interrupted education in the case of SIFE or because of a poor quality of education in their home countries); incoming students' English literacy ranges from pre-literate to emerging literate levels, with a small handful entering with beginning or intermediate English literacy levels. On the basis of these early assessments, teachers design their differentiated and multi-layered curricula, choose multi-layered texts for classroom use, program students into independent, guided, or SIFE-oriented reading groups, and assign students to heterogeneous core classes. Within classes, teachers use these assessments to form small working groups, moving students from heterogeneous to homogeneous groups as the needs of particular lessons demand.

2. Analysis of LAB-R and NYSESLAT results show that our older ELL population is vastly heterogeneous in English language achievement and development. LAB-R results show that approximately 85-90% of incoming 9th graders are at a beginning level of English development (the test does not measure pre-literacy or emerging literacy levels); by the end of their first year at Ellis, NYSESLAT results reveal that a little over half of our 9th graders are solidly at a beginning English language level, with the rest having achieved an intermediate level. By the end of their second year at Ellis, the majority of students are at an intermediate level, with a few achieving the advanced level and a few showing English language proficiency. As we have just begun our third year in existence, we do not yet have NYSESLAT data for our third-year students. NYSESLAT modality analysis shows evidence of improvement in all four modalities, with a somewhat greater percentage of students showing improvement in listening and speaking than in reading and writing.

3. NYSESLAT modality analysis—showing slightly greater improvement in listening/speaking than in reading/writing—prompted us to add an additional period to our schedule in order to program each student in a targeted reading group (independent reading, guided reading, or SIFE-oriented literacy instruction). We also conducted in-school summer professional development, and have designed our bi-weekly series of school-wide professional development for this school year, to focus on reading—analyzing text complexity, choosing multi-layered texts for classroom use, and teaching reading comprehension strategies. We have joined the NYCDOE/AUSSIE-directed literacy pilot to enhance our professional development in this area, and are building up school-wide and classroom-based library resources.

4. a. 65% of our ELL population has passed the Integrated Algebra I Regents by the end of their 3rd year. 67% have passed the

Global exam, 78% passed the US History exam, and 58% have passed the English Regents exam within their first 3 years at ELLIS (and in the country, for the most part). 49% have passed a Science Regents exam. ELLIS's science curriculum for this cohort focused mostly on chemistry, such that 2/3 of those with a passing score passed the Chemistry Regents exam, the only science regents these students attempted. It must be noted that the Chemistry Regents is a significantly more demanding exam (in terms of conceptual difficulty, passing mark, and being offered only in English) than the biology and earth science exams typically taken to satisfy the science regents requirement at many other schools. 25% of our ELL population has passed the Integrated Algebra I Regents by the end of their 2nd year. 19% of the population passed the Global regents by the end of the 2nd year. While our students have the opportunity to take these exams in their native language (except for the Chemistry exam, which is only available in English), they opt to use the native language version as a reference point only and prefer to take the exams in English. This state assessment data shows us that use of the collaborative, project-based Internationals Approach to integrating language development and content instruction is successful for the majority of our ELL population. Current second- through fourth-year Ellis students will have further opportunities to take these exams. In addition to these state-mandated examinations, all students at Ellis participate in oral presentations of learning before a panel of peers and adults four times a year. These presentations (Defenses of Learning and Portfolios) are assessed using a teacher-developed rubric, and show regular progress in both language development and content understanding among all ELLs.

b. School leadership uses the results of our DYO Periodic Assessments to make structural and programmatic changes as well as to guide the design of professional development. We have added an additional period to our schedule in order to program each student in a targeted reading group (independent reading, guided reading, or SIFE-oriented literacy instruction). We also conducted in-school summer professional development, and have designed our bi-weekly series of school-wide professional development for this school year, to focus on reading—analyzing text complexity, choosing multi-layered texts for classroom use, and teaching reading comprehension strategies. Teachers use the results of our DYO Periodic Assessments to refine their differentiated and multi-layered curricula, implement changes in instructional methodologies, and program students into targeted reading groups as well as both heterogeneous and homogeneous working groups within core classes.

c. Periodic Assessments show that use of the collaborative, project-based Internationals Approach to integrating language development and content instruction is successful for the majority of our ELL population, although an increased focus on reading complex text is demanded across all curricular areas. While the Periodic Assessment in writing is designed to assess literacy in English, students have the option of taking the math Periodic Assessment in their native language. Rubrics for the math assessment allow teachers to determine a student's achievement in mathematical thinking in either English or native language.

5. We have no dual language programs.

6. Success of our program for ELLs is determined through a variety of data sources, including:

- Assessment analysis as described in responses to questions 1, 2, and 4, above;
- Classroom-based assessments in all four modalities;
- Students' oral presentations of learning, conducted four times a year;
- Course pass rate
- Regents pass rate
- Attendance rates
- Learning Environment Survey – student results
- Learning Environment Survey – parent results
- Learning Environment Survey – teacher results

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.

n/a

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Norma A. Vega	Principal		1/1/01
Renee Ehle	Assistant Principal		1/1/01
Annel Tineo	Parent Coordinator		1/1/01
Jeremy Heyman	ESL Teacher		1/1/01
Yahaira Merced	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10x397 **School Name:** ELLIS Preparatory Academy

Cluster: anselmi **Network:** cfn/106

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

Part A: Needs Assessment Findings

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

Upon acceptance into Ellis Preparatory Academy, each student is interviewed orally and in writing about his/her first language as well as the language with which the parents are most comfortable. This information is recorded in each student's emergency card, on ATS, and on an in-house master spreadsheet of Ellis students.

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 master spreadsheet—with each student's first language as well as the language parents prefer for school communication—is given to each staff member, including school secretaries, classroom teachers, and advisors.

Part B: Strategies and Activities

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

Parents will receive in a timely manner all pertinent school materials in their native language. The office of language and translation along with school staff who are multilingual will support the translation of any written material sent to parents.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Parents will be able to understand in their language any conversation that takes place that involves their child or school issues

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>.

ACTION STEPS (What needs to be done to accomplish goals?):

1. Have all pertinent school forms translated in appropriate languages
2. Have interpreters available to translate any pertinent conversations
3. Ensure that all materials are reflective of the languages that parents speak and readily available

WHEN:

2011-2012

BY WHOM:

- Pupil Personnel Faculty
- Instructional Faculty
- Community Associate
- Parent Coordinator
- Principal

SUPPORT:

- We will receive support from our Network team, other International high schools and The Office of Translation and Interpretation

INDICATORS OF SUCCESS AND/OR ACCOMPLISHMENTS (How will we know our strategies are working?):

- Increased participation in school-wide and family events

Parent-teacher conferences

Curriculum night and celebrations

PTA meetings

- Increased participation in decision-making at the school
- Greater clarity about the mission and vision of the school

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: ELLIS Preparatory Academy	DBN: 10X397
Cluster Leader: anselmi	Network Leader: Cyndi Kerr
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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 130
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: 15
of certified ESL/Bilingual teachers: 6
of content area teachers: 10

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: ELLIS Preparatory Academy we utilize a content-based ESL program for our recent immigrant students. Our 21 teachers and 3 discipline coaches work in the context of 4 interdisciplinary teams to design and implement standards-based, interdisciplinary, project-based curricula for the 299 students they mutually share. Teachers in all content areas infuse their curricula with ESL methodologies and strategies for language development. Most course work in the classroom is completed in cooperative learning groups; groups are alternately and purposefully homogeneous or heterogeneous (by ability, gender, and first language, where possible), so as to optimize opportunities for language development.

As effective as these school-wide strategies are, the unique student population at ELLIS--older than the typical high school student, and new to the country and to learning English--means that many students need supplemental support in order to pass the courses and Regents exams in a timely manner.

Title III supplemental services for Living Environment will serve 40 ELLs in grades 9-12. These students were chosen among all ELLs at ELLIS because of one or more factors: SIFE status; low literacy in their native language and/or in English; persistent low achievement in the content class.

Title III supplemental services for Integrated Algebra will serve 30 ELLs in grades 10-12. These students were chosen among all ELLs at ELLIS because of one or more factors: SIFE status; low literacy in their native language and/or in English; persistent low achievement in the content class. Additionally, supplemental services are provided to a small number of stronger students in 10th grade to accelerate their progress towards success on the Regents exam.

Title III supplemental services for the humanities (history and English, including a particular focus on writing skills) will serve 60 ELLs in grades 9-12. These students were chosen among all ELLs at ELLIS because of one or more factors: SIFE status; low literacy in their native language and/or in English; persistent low achievement in content classes; skills in advance of the majority of students in their peer group and needing accelerated support.

Throughout the ELLIS program, including after-school supplemental services, English is the language of instruction; however, purposeful heterogeneous grouping as well as collaborative instructional strategies support students in maintaining their native language, which is essential to their ability to develop their academic, intellectual, and social abilities.

Rationale for the selection of program/activities

- Title III after-school and before-school programs were chosen because we wanted to ensure that students who were experiencing academic difficulties were provided with intensive individual and small

Part B: Direct Instruction Supplemental Program Information

group support in order that they have the highest chance in acquiring course credit and passing the exams. In addition, we wanted to provide opportunities for acceleration for a smaller number of students with more advanced skills in mathematics and English literacy.

Times per day/week

- Classes in Humanities and Writing Skills meet on Mondays, Tuesdays, and Thursdays, 3:30-5:30, and are taught by the following teachers: On Mondays, Elizabeth Lopez Nibberich (ESL-certified), Pamela Gordon (English-certified), and Vanessa Sequeira (Social Studies-certified); on Tuesdays, Krisy Lawlor (ESL-certified) and Ed Liu (Social Studies-certified); on Thursdays, Nancy Heacock (ESL-certified) and Ed Liu (Social Studies-certified). They use Regents textbooks in English, Global Studies, and U.S. History, Regents prep books, and materials created and/or adapted by the teachers themselves. Co-planning occurs on Wednesdays, 12:00-1:00, and focuses on integrating language development strategies with content instruction.
- Classes in Living Environment meet on Mondays, Tuesdays, and Thursdays, 3:30-5:30, and are taught by the following biology-certified teachers: Meredith Levine (Mondays), Andrew Wallace (Tuesdays), and Elizabeth Levy (Thursdays). These teachers co-plan and co-teach lessons with ESL-certified teachers Sam Saltz and Nancy Heacock. Co-planning occurs on Wednesdays, 1:15-2:15, and focuses on integrating language development strategies with content instruction.
- Classes in Integrated Algebra meet on Tuesdays and Wednesdays before school (7:30-8:30) and after school on Mondays, Tuesdays, and Thursdays, 3:30-5:30. Before-school Regents prep classes are taught by Shyyam Khan (mathematics-certified) and Jane Kang (ESL-certified). After-school support classes are taught on Mondays by Sonila Cela and Julie Arcement (both mathematics-certified), on Tuesdays by Shyyam Khan (mathematics-certified) and Jane Kang (ESL-certified), and on Thursdays by Raul Gracia (mathematics-certified). These teachers co-plan and co-teach lessons with ESL-certified teachers Jane Kang and Krisy Lawlor. Co-planning occurs on Mondays, 2:20-3:20, and focuses on integrating language development strategies with content instruction.

Program duration

- History, English, and Writing Skills will run from October 2012 through May 2013
- Living Environment support will run from October 2012 through May 2013
- Integrated Algebra support will run from October 2012 through May 2013

Part C: Professional Development

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 the 15 teachers (listed above) providing supplemental support in the humanities, Living Environment, and Algebra is designed specifically to build their capacity towards improving both language development and academic achievement of the ELLs receiving the supplemental support. Professional development occurs in a variety of ways throughout each week, September through June, including:

a. Title III program teachers meet weekly on Mondays for 60 minutes (1:15-2:15) with teachers from their Interdisciplinary teams (teachers who teach the same students throughout the regular school program) as well as with the ESL-certified teachers listed above, to examine student work and design interventions;

b. Title III program teachers meet weekly on Fridays for an additional 60 minutes (1:15-2:15) with teachers from their interdisciplinary teams to examine social-emotional progress of students to improve instruction and design interventions, both classroom- and home-based;

c. Title III program teachers meet with other teachers of their discipline several times a week. While the exact days and times may vary, discipline groups share 5 hours of common planning time each week in which they design benchmarks for assessing the progress of students receiving supplemental services and hone curricula and intervention strategies for the supplemental services. In addition, these discipline groups receive targeted professional development from coaches from the Institute for Student Achievement (Jonathan Katz for math, every other Monday, and Mardi Tuminaro for science, one Wednesday per month) and the New York City Writing Project (Ed Osterman, every Monday). The focus of these coach-based professional development sessions vary according to the specific needs of Title III teachers and students. For example, our disciplines are presently refining curriculum aligned to the common core standards with a focus on ELL strategies. In addition, Title III students are enrolled in reading classes (both independent reading and guided instruction) to further support English language fluency and the development of content-specific reading skills.

e. School-wide professional development occurs every other Wednesday (2:20-3:20) and is facilitated by ESL-certified teachers and coaches. These PDs target points of intervention and strategies for improving the academic achievement and language development of ELLs. Title III teachers apply their learning in both their regular classes and their supplemental before-school and after-school programs. This year, school-wide professional development continues to focus on reading, including the use of multi-layered texts and examining text complexity in core classes as well as in independent and guided reading groups, reading conferences to determine students' reading levels and progress, and the teaching of reading comprehension strategies across the content areas. Title III teachers are

Part C: Professional Development

incorporating these reading strategies within their Title III supplemental services before and after school. Additional professional development will be focused on writing across the curriculum and incorporating specific language-development objectives into content classes.

In addition to these weekly and bi-weekly activities, Title III teachers develop their capacity to improve ELL academic achievement and language development through professional development such as workshops provided through the Internationals Network for Public Schools. Teachers new to ELLIS attended a 2-day INPS conference in August 2012 introducing them to principles and practices of teaching ELLs in an INPS school. All teachers attend a one-day conference on the second Tuesday of November, at which they meet with their peers from our sister schools and attend workshops facilitated by ELL-certified teachers; recent topics include: layered curriculum, integrating language development and content instruction, web-based applications for the ELL classroom, incorporating Regents preparation into project-based math for ELLs, comprehensive college readiness for ELLs, ESL methodologies applied to various content-based high-level study such as Shakespeare, government/economics, and research skills, and meeting the academic and language needs of SIFE students; other workshops apply ESL methodologies to proven best practices curricula such as Reading Horizons and Facing History.

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: The majority of our students are ELLs (and all newly enrolled students are ELLs). Parental involvement at Ellis is difficult for several reasons: Many families fall below the federal poverty level, so parents often work two or more jobs; parents themselves experience difficulty making cultural transitions to a U.S. school system and are unaccustomed to being involved in their child's school; as our entire ELL population is 16-21 years old, a great number of them live with siblings or other more distant relatives or friends who do not acknowledge a responsibility to support our students academically, and many of our students live independently. Nevertheless, parent involvement at Ellis has been steadily increasing. At PTA meetings last year, an average of 25% of our ELL students had family representation, an increase from an average of 5-10% PTA involvement in the previous year. At the first meeting for new parents in September 2012, nearly 100% of new students had family representation.

Workshop topics for parents will include Using ARIS; Speaking to Your Adolescent; and Health and Nutrition (Diabetes). Additional topics include College Orientation, College Choice and Application Process, and College Financial Aid. The workshops also incorporate the use of Rosetta Stone for parents, held on Mondays, Wednesdays, and Fridays from 9:00-11:00 and 2:30-4:00. These workshops

Part D: Parental Engagement Activities

are led by Annel Tineo, Parent Coordinator. Our college advisor meets with nearly all parents of graduating seniors, both individually and at college orientation meetings. A few parents are regularly involved in volunteering at Ellis, supporting the Parent Coordinator and other staff, and several parents provide translation and interpretation services during PTA meetings and parent workshops.

Parents of ELLIS students meet on the last Thursday of each month, September through June, in two 2-hour sessions: 9:00-11:00 in the morning, and 5:00-7:00 in the evening.

Workshops are led by Annel Tineo, Parent Coordinator; Hedin Bernard, Guidance Counselor; and Jeremy Heyman, College Advisor.

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"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

