



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: DEWITT CLINTON HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X440

PRINCIPAL: GERALDINE AMBROSIO

EMAIL: GAMBROS@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. ELAINE LINDSEY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Geraldine Ambrosio	*Principal or Designee	
Nema Roman	*UFT Chapter Leader or Designee	
Isaura Valentin	*PA/PTA President or Designated Co-President	
Carmen Rodriguez	DC 37 Representative, if applicable	
Natanya Buddy David Thomas (Co-Chairs)	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Sandy DelDuca	Member/Teacher	
Patricia Burruano	Member/Teacher	
Adelaida Robles	Member/Parent	
Tammy Truesdale	Member/Parent	

Deokie Persaud	Member/Parent	
Lorna McBean	Member/Parent	

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

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

- There is no systematic plan to meet the differentiated PD needs of individual teachers, as identified through lesson observations and data analysis (JIT p. 10).
- PD was neither on-going nor sustained, and consisted largely of single sessions. As a result, the impact on the quality of teaching and learning across the school has been insufficient (JIT p. 10)
- Strengthen feedback to teachers to accurately capture strengths and next instructional steps to effectively manage staff development (Quality Review page 5) and create a PD plan that is based on student needs (JIT page 12).
- In most classes, instructional resources were in short supply (JIT page 2).
- The Principal should consider reallocating existing funds or to ensure that there are adequate learning resources in every class. These resources should be aligned to State Standards and the school curriculum (JIT page 3).
- There is a shortage of technology in the classrooms. Only a few classrooms had computers and/or SMART Boards (JIT page 3).

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 2.2 School leader's vision

 X 2.4 School leader's use of resources

 X 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, there will be a 5% increase in student performance as measured by credit accumulation, through improved pedagogy by strategically implemented PD and an increase in classroom instructional resources.

Instructional strategies/activities

1. Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.
- Identify areas for improvement by reviewing student data and teacher observations. (Principal, Assistant Principals) (Fall 2012)
 - Review formal and informal assessment data to identify learning needs of students. This will be done continuously throughout the year during Faculty Conferences, Subject Area Conferences, Cabinet Meetings, Common Planning Time, Small Learning Community Meetings and individual meetings. (Principal, Assistant Principals, Teachers, Guidance Counselors)
 - Starting in September 2012, the instructional cabinet will collaborate with teachers on how to effectively use Charlotte Danielson's *Framework for Learning*, focusing on the following competencies: 1e, Designing Coherent Instruction; 3b, Using Questioning and Discussion; and 3d, Using Assessment in

- Instruction. (Principal, Assistant Principals, Coaches)
- During the fall term, engage in Professional Develop by our CFN, for Principal and Assistant Principals to calibrate the observation process using Danielson's rubrics. (Network Consultants)
- Analyze feedback from informal observation cycles to prioritize teacher PD needs. (Principal, Assistant Principals)
- Survey teachers for additional professional needs. (Principal, Assistant Principals)
- Develop Professional Development Plan based on student and teacher data. (Principal and Assistant Principals) (Continuous throughout the year.)
- Provide group and individual professional development through: Faculty Conferences, Subject Area Conferences, Group Workshops, Small Learning Community Common Planning, Network Conferences/Workshops and outside Professional Development. (Principal, Assistant Principals, Coaches, SLC Coordinators)
- Aussie Consultants are being used to provide strategic professional development focusing on effective literacy strategies in the content areas.
- Workshops will be provided by Assistant Principals, Small Learning Community Coordinators, Literacy Coach, Mathematics Coach, Teacher Center Coach, Network Personnel and Aussie consultants.
- Tax Levy, Priority School Allocations and Title I funds will be used to support Professional Development.
- Teachers will immediately and continually employ information and strategies learned in workshops.
- Each semester, the instructional supervisors will engage in one cycle of short observations to assess each teacher's progress based on individualized PD plans.
- Assess and further develop an individualized plan for improvement with teachers that are rated below Effective using Charlotte Danielson's *Framework for Teaching* after 1 full observation cycle and attendance at recommended PD.
- Structure Small Learning Community weekly common planning time to review student work in order to assess student progress, measure teacher effectiveness in employing previously learned strategies and revise PD plans if necessary.
- Review student report cards in November 2012, January 2013, April 2013 and June 2013 to track student progress.
- Purchase additional instructional resources for identified areas during the fall, 2012 term and early spring, 2013 term.

P/F Funding:

- AUSSIE PD for Teachers in Mathematics and Science
 - # of Teachers: 30 Teachers
 - # of Sessions: 10 sessions for Teachers of Mathematics, 11 sessions for Teachers of Science
 - # of Hours for Each Session: Five hours per session
 - Total Number: 21 days
 - Beginning March, 2013 and continuing every Monday through May
- Training in Apex Computer Software
 - # Teachers: 16 Teachers for the Fall Term, 22 Teachers for the Spring Term
 - # of Sessions: 2
 - # of Hours for Each Session: 5 hours
 - Total Number of Substitute Teachers Needed to Cover Teachers: 20 teachers X 154.97 per diem
 - Sessions in September
- Training in Achieve 3000
 - Funding: Title I Priority Focus
 - # of Teachers: 15
 - # of Sessions: 2 sessions
 - # of Hours for Each Session: 4 hours
 - Total Number of Hours: 13 Substitute Teachers Hired x154.97
 - Sessions in March

- Additional Instructional Resources
 - TL Blueprint Assistance HS, Title I SWP, Title III LEP , **Title I Priority/Focus funding***
 - Supplies Purchased OTPS: 18 Desktop Computers for classroom instruction and library, 97 Laptops for classroom instruction, Mats for Gyms for classes in Physical Education, Textbooks, Books for English Classes, 50 Carts for Computer set ups for classroom instruction, 50 Screens for Computers in classrooms, Maps for Social Studies, Paper, Supplies for Science classes, Art supplies, Microscopes for Science classes, Books for Science Embedded Task

This is a multiple source purchase.

Budget and resource 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 IA
 Title IIA
 Title III
 Set Aside
 Grants
 Other-describe here: Title I SWP, TL Blueprint Assistance HS

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).
 - Assistant Principals, funded by Tax Levy and Title I SWP, provide PD.
 - Coaches, paid for by the Title 1 SWP, will also provide training for the observation process and revising curriculum based on student work.
 - Small Learning Community Coordinators, paid for by Tax Levy and Title 1 SWP, will support aligning the curriculum by assessing student work. They will be assisted by the Assistant Principals.
 - Aussies will be funded by Title I Priority/Focus funding. Instructional resources will be purchased using Title I Priority/Focus funding.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

- The Network should work with the school on the development of curriculum in all core areas and ensure that it is clearly aligned with the current New York State (NYS) Learning Standards. Curriculum should be aligned to the new NYS P-12 Common Core Learning Standards in English language arts and literacy and mathematics to prepare for implementation in school year 2012-2013. (JIT page 3).
- Use formative and summative data to establish differentiated learning goals for identified students to ensure that all students achieve success (Quality Review page 5).
- Teacher dominated the lessons and questioning were generic, undifferentiated and lacked cognitive demands. Lessons **do not have appropriate entry points for second language learners and students with disabilities** as academic discourse is not present in classrooms. The lack of academic discourse in the majority of classrooms prevents students from heightened engagement (Quality Review page 5).
- Extensions for higher performing students is not planned as they are paired with struggling students resulting in these learners not being consistently challenged (Quality Review page 5)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<u> </u> 3.2 Enacted curriculum	<u> X </u> 3.4 Teacher collaboration
<u> X </u> 3.3 Units and lesson plans	<u> X </u> 3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June, 2013, all students will engage in two CCLS aligned tasks, written by teacher teams during and after school, that include UDL supports for all students.

Instructional strategies/activities

2. Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.
- Teachers will be provided with weekly common planning time, by subject area, in order to engage in planning with a focus on Common Core aligned units of study.
 - Teachers will be provided with weekly common planning time, by subject area, in order to engage in unit and lesson planning with a focus on creating multiple entry points that address the needs of SWD, ELLS and Gifted and Talented students.
 - Curriculum writing teams will meet after school to continue writing CCLS based units and evaluate unit alignment with the CCLS standards.
 - Assistant Principals, Principal, Small Learning Community Coordinators and Coaches will conduct Professional Development sessions to revise existing Common Core aligned units and prepare new Common Core aligned units that will culminate in two Common Core embedded tasks.
 - Subject area departments will create a common rubric, based on Common Core Learning Standards, for each task.
 - Professional Development will be provided by the Network and building staff in how to scaffold instruction for ELLs and SWD so they can meet the

challenges of CCLS aligned tasks.

- Teachers in SLCs will participate in bi-weekly cycles of inquiry, looking closely at student work, to determine necessary teaching adjustments and address the needs of all students.
- Teachers will track and assess the performance of ELLs and SWD after the first performance task to enhance UDL planning and implementation. Teachers will work cooperatively with other SLCs by subject area to participate in monthly cycles of inquiry and look closely at student work to share best practices and make adjustments during the spring 2013 term.
- Tasks will be reviewed monthly by the Assistant Principals to ensure UDL implementation.
- Purchase additional instructional resources for UDL implementation during the fall, 2012 term and early spring, 2013 term.

P/F Funding

- Program: Curriculum Development
 - # of Teachers: 35 Teachers 5 Supervisors at teacher rate
 - # of Sessions: 10 sessions
 - # of Hours Per Session: 2 hours per session
 - Total Number of Hours: 800 hours x 50.19
 - Activity will run from September 2012, through June, 2013
- Program: Professional Development Implementation After School Hours on Infusing Technology in Lessons
 - # of Teachers: 12 Teachers 3 Supervisors at Teacher rate
 - # of Sessions: 10 Sessions
 - # of Hours Per Session: 2 hours per session
 - Total Number of Hours: 300 hours x 50.19
 - Activity will run from September 2012, through June, 2013
- Program: Professional Development Implementation After School Hours on Combining the CCLS with Danielson's *Framework for Teaching*
 - # of Teachers: 12 Teachers, 3 Supervisors at Teacher rate
 - # of Sessions: 10 Sessions
 - # of Hours Per Session: 2 hours per session
 - Total Number of Hours: 300 hours x 50.19
 - Activity will run from September 2012, through June, 2013

Title I Focus/Priority Textbooks RTI

Teach Like a Champion – 49 Techniques That Put Students on the Path to College – 23 books x \$17.05 = \$545.60

Budget and resource 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 IA Title IIA Title III Set Aside Grants

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).
- Principal and Assistant Principals, funded by Tax Levy and Title I SWP, provide PD.
- Coaches, paid for by the Title 1 SWP, will also provide training for the observation process and revising curriculum based on student work.
- Small Learning Community Coordinators, paid for by Tax Levy and Title 1 SWP, will support aligning the curriculum by assessing student work. They will be assisted by the Assistant Principals.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

- There was little evidence that teachers and administrators engage in systematic data analysis to inform instruction and make educational decisions (JIT page 9).
- Develop a system to regularly evaluate teacher assessment policies and analyze non-academic data to ensure appropriate adjustments to instruction and interventions are implemented (Quality Review page 6).
- School leaders do not have any structures in place to evaluate teachers' assessment practices to ensure school-wide coherence and to accurately determine teacher and student needs (Quality Review page 6).

Tenet #4 TEACHER PRACTICES AND DECISIONS

Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June, 2013, 75% of teachers in all grades will be active members of an Inquiry Team, and/or Small Learning Community Team that uses protocols to examine student work in order to enhance curriculum and instruction.

Instructional strategies/activities

3. Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation
- Common planning/Inquiry time will be built into teacher programs at the start of each semester
 - Protocols will be established for evaluating student work.
 - Network Achievement Coaches and the Network Data Specialist will provide instructional leaders with data analysis PD.
 - Principal will receive individualized data analysis training at the Principal's conference in December.
 - SLC and Inquiry teams will document their weekly activities for review by supervisors.
 - Inquiry Team Leaders will meet monthly to share out observations/conclusions/best practices
 - Achievement Coaches will provide PD in the Spring Semester to evaluate inquiry work, protocols, and revise process as needed.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: Title I SWP

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).

The above Professional Development and activities will be supported through Tax Levy Funds, Title 1 SWP.

- Assistant Principals, funded by Tax Levy and Title I SWP, provide PD.
- Coaches, paid for by the Title 1 SWP, will also provide training for the observation process and revising curriculum based on student work.
- Small Learning Community Coordinators, paid for by Tax Levy and Title 1 SWP, will support aligning the curriculum by assessing student work. They will be assisted by the Assistant Principals.
- Network Consultants will provide PD for Principal and Assistant Principals through TL Network Support Fees.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

- Increase internal and external partnerships to provide students and families with targeted support services to accelerate the personal growth of students (Quality Review page 3).
- There is no transitional linkage coordinator to assist students with disabilities in creating and executing post-secondary academic plans (JIT page 6).
- Provide a safe environment for students ((NYC School Survey 2011-2012 Report page 10-11).

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

➤ **By June 2013 there will be a 10% increase in positive student responses for School Engagement and Safety and Respect, as evidenced by the 2012-2013 NYC School Survey.**

Instructional strategies/activities

4. Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.
- The Assistant Principal Pupil Personnel will review and develop new partnerships during the fall term to provide students and families with targeted support services to accelerate the personal growth of students and prepare them for post-secondary education.
 - Counselors will meet with students for individualized and group counseling increasing guidance services.
 - Two counselors will be programmed to provide service for Students With Disabilities and Limited English Proficient Students.
 - A Wellness Center will be created in the fall semester and continued into the spring semester to assist at risk 9th graders in developing the appropriate behaviors that will result in credit accumulation.
 - The Governors' Program will be continued to provide support for at risk 9th graders.
 - The Parent Coordinator will provide support to families in helping students maintain credit accumulation.
 - In the spring, 2013 semester, a Graduation Academy will be created to assist Almost Graduates to graduate by June 2013.
 - The Graduation Now Academy will continue to support students who did not graduate with their Cohort.
 - The Assistant Principal Special Education will monitor the Transition Linkage Coordinator throughout the year in providing the planning and implementation

of post-secondary academic plans for students with disabilities who are in attendance by June 2013.

- The Assistant Principal Administration Security and the Principal will continue to monitor staff and outside personnel, such as SSAs and the NYPD Uniformed Task Force, to provide coverage and sweep teams, providing a safe learning environment for our students.
- Small Group Instruction and tutoring will be provided for all students including General Education Students, English Language Learners and SWD.
- Increased opportunities will be provided for students in need of improved health and conditioning.
- To cultivate positive College and Career Ready academic and personal behaviors, the school will provide additional support to AP students in need of assistance.

P/F Funding:

- Program: Graduation Now Academy – Credit Accumulation and Graduation Requirements
Funding: **Title I Priority/Focus SWP***, TL Achieve Now
of Teachers: 7 Teachers, 1 Supervisor
of Sessions: 160 Sessions
of Hours Per Session: 3 hours per session
Total Number of Hours: 3,840 hours@ 50.14
Every day from late September 2012, to early June, 2013

- Program: PM School in Physical Education
of Teachers: 1 and 1 supervisor at teacher rate
of Sessions: 60 sessions
of Hours Per Session: 2 hours
Total Number of Hours: 240 hours@ 50.14
3 days a week x 20 weeks each of 2 semesters, 2012, 2013

- Program: Wellness Center for Ninth Graders
of Teachers: 1
of Sessions: 75
of Hours Per Session: 5
Total Number of Hours: 375 hours@ 50.14
Program runs from October, 2012 through May, 2013

- Program: Saturday Tutoring and Small Group Instruction
Funding: Title III Immigrant, Title III LEP, **Title I Priority/Focus SWP***
of Teachers: 14 Teachers and 1 Supervisor
of Sessions: 20 Sessions
of Hours Per Session: 3 hours per session
Total Number of Hours: 900 hours@ 50.14
10 Sessions from October 2012, through January 2013, 10 sessions from February 2013 through June 2013

- Program: After School Enrichment to Promote College and Career Academic and Personal Behaviors
Funding: Priority/ Focus Advanced Placement, PF Academic Intervention
of Teachers: 14 Teachers 1 Supervisor at teacher rate
of Sessions: 14
of Hours per session: 2
Total # of Hours: 420 @ 50.19
Program runs from December, 2012 through May, 2013

Title I Focus/Priority Textbooks RTI

World History Reading and Notetaking Study Guide – 250 books x \$8.53 = \$2132.50

U.S. History Reading and Notetaking Study Guide – 250 books x \$9.60 = \$2400.00

Prentice Hall Brief Review: Physics – 150 books x \$10.97 = \$1645.50

Prentice Hall Brief Review: The Living Environment – 1257 books x \$10.97 = \$13,789.29

Prentice Hall Brief Review: Chemistry – 500 books x \$10.97 = \$5485.00

Prentice Hall Brief Review: Earth Science – 550 books x \$10.97 = \$6033.50

Cuentos Del Mundo Hispanico – 38 books x \$72.86 = \$2768.68

Realidades Level 1: Student Edition – 90 books x \$77.01 = \$6930.90

Paso a Paso: Student Edition – 90 books x \$70.59 = \$6353.10

Multiple funding sources. *

Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Title I SWP, TL
 Achieve Now, TL Blueprint Assistance HS

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).

Tutoring and small group instruction will be provided through Tax Levy, Title 1 SWP, Title III Immigrant, Title III LEP, TL Blueprint Assistance Title 1 Priority/ Focus funds. The Transitional Linkage Coordinator will be paid through Tax Levy Fair Funding. Graduation Now and the Achieve programs will be funded through TL Blueprint Assistance and TL Achieve Now.

○ Program: Small Group Instruction for English Language Learners

○ Funding: Title III LEP

○ # of Teachers: 6 Teachers 1 Supervisor

○ # of Sessions: 50 Sessions

○ # of Hours Per Session: 1.5 hours per session

○ Total Number of Hours: 525 hours

○ Program: Provide Counseling for SWD and ELLs

○ Funding: TL Blueprint Assistance HS

○ # of Counselors: 2 Counselors/Bilingual

○ # of Sessions: Full Time



GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

- The Parent Coordinator should schedule meetings with Parent Coordinators from other schools to explore ways to increase parental involvement in the school. Strategies learned should be introduced, and the Principal and Parent Coordinator should work together to assess their impact and effectiveness (JIT 8).
- Increase Parent involvement in the school (NYC School Survey 2011-2012 Report page 5 - 6).

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Increase communication and parent involvement by creating a welcoming environment and providing information to parents about their child's academic progress.

By June 2013, there will be a 10% increase in Parent Involvement as evidenced by sign in sheets at meetings and workshops.

Strategies to increase parental involvement and engagement

5. Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Hire a Parent Coordinator in the fall 2012 term. (Principal and PA Executive Board, and Parent Members of the SLT.)
 - Provide the Parent Coordinator with Professional Development during the fall and spring terms. (Network, Principal)
 - Work with the Parent Coordinator and the Parents Association to set up a welcoming center for parents. (Principal, Assistant Principal Guidance, Assistant Principal Administration, PA Executive Board, Parent Coordinator.)
 - Invite Parents to workshops, programs, performances and honor assemblies at school throughout the year. (Parent Coordinator, Principal, (Assistant Principals, SLC Coordinators.)
 - Provide information about meeting through mailings and phone messaging. (Parent, Assistant Principals, PA Executive Board, Parent Coordinator.)
 - Provide two workshops about FASFA for parents of graduating seniors during the spring 2013. (Sports and Arts, Principal, PA Executive Board, Parent Coordinator.)
 - Invite parents to school tours for their input in school improvements. (Parent Coordinator, PA Executive Board.)
 - Set up Parent Committees to engage themselves and other parents within their neighborhoods to become involved in their child's education. (PA Executive Board.)
 - Encourage parents to attend DOE and Chancellor meetings by publishing a list of dates to parents, distributing it in targeted languages, and updating it

- throughout the year. (PA Executive Board, Parent Coordinator)
- Empower parents to become Parent Leaders (PA Executive Board, Parent Coordinator)
- Work with parents to complete Parent Surveys for the Progress Report in the spring. (PA Executive Board, Parent Coordinator).
- Workshops for Parents in ESL, GED and Using the Internet.
- Provide two college visits for Parents and their Child.

P/F Funding Parent Engagement:

- Program: Welcome Center for Parents
Material Purchased: \$ Desktop Computers, 1 Color Printer, 1 Cart for Projector, 1 Desk, 3 File Cabinets, 1 Chair, 1 Air Conditioner

- Program: College Trips for Parents and Students
Provided by: Sports and Arts Afterschool Program @ 8,016.00
Two trips planned to colleges in Boston, MA and Philadelphia, PA.
Plan is for 30 parents and 20 students for each trip so that both parents can go with child.
Trips are scheduled for April.

- Program: Two FAFSA Workshops for parents
Provided by: Sports and Arts Afterschool Program @2,000.00
of Sessions: 2 sessions
of Hours Per Session: 4 hours
Total Number of Hours: 8 hours
Two Sessions in October.
Two Sessions in January

Title I Focus/Priority Textbooks RTI
Hefred's Piano Course Lesson Book – Level One – 100 books x \$9.10 = \$910.00
Latin Books – 35 books x \$26.42 = \$924.70

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: Title I SWP Parent Involvement

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). Parent activities will be funded by Title 1 SWP 1% Parent Involvement and Title 1 Priority/Focus Parent Engagement. TL Parent Coordinator will support the hiring of a Parent Coordinator

- Program: Workshops in ESL, GED and Computers
 - Funding: Title I Parent Involvement
 - # of Teachers: 3 Teachers
 - # of Sessions: 80 sessions during the week and 16 sessions on Saturdays

- # of Hours Per Session: 2 hours per session during the week, 4 hours on Saturday
- Total Number of Hours: 224 hours

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: Extended Day for ELL students and SWD, Achieve 3000, Wilson Reading, Tutoring, Castle Learning, Apex Learning. Other at risk students will receive tutoring and opportunities for credit accumulation through the Achieve Now Program and Graduation Now Academy.	Extended Day for ELL students and SWD (Wilson reading, Achieve 3000) Tutoring for Regents and RCTs, Castle Learning and Apex on-line programs.	Small group instruction and one-to one instruction is utilized for the Extended Day Program. Students are monitored in a one-to-one model for on line learning. Tutoring is in small group instruction.	Extended day is after school. Tutoring is after school and on Saturdays. Both the Achieve Now Program and Graduation Now Academy is during the school day.
Mathematics: Extended Day for ELL students and SWD, Achieve 3000, Wilson Reading, Tutoring, Castle Learning, Apex Learning. Other at risk students will receive tutoring and opportunities for credit accumulation through the Achieve Now Program and Graduation Now Academy.	Extended Day for ELL students and SWD (Wilson reading, Achieve 3000) Tutoring for Regents and RCTs, Castle Learning and Apex on-line programs.	Small group instruction and one-to one instruction is utilized for the Extended Day Program. Students are monitored in a one-to-one model for on line learning. Tutoring is in small group instruction.	Extended day is after school. Tutoring is after school and on Saturdays. Both the Achieve Now Program and Graduation Now Academy is during the school day.
Science: Extended Day for ELL students and SWD, Achieve 3000, Wilson Reading, Tutoring, Castle Learning, Apex Learning. Other at risk students will receive tutoring and opportunities for credit accumulation through the Achieve Now Program and Graduation Now Academy.	Extended Day for ELL students and SWD (Wilson reading, Achieve 3000) Tutoring for Regents and RCTs, Castle Learning and Apex on-line programs.	Small group instruction and one-to one instruction is utilized for the Extended Day Program. Students are monitored in a one-to-one model for on line learning. Tutoring is in small group instruction.	Extended day is after school. Tutoring is after school and on Saturdays. Both the Achieve Now Program and Graduation Now Academy is during the school day.

Social Studies: Extended Day for ELL students and SWD, Achieve 3000, Wilson Reading, Tutoring, Castle Learning, Apex Learning. Other at risk students will receive tutoring and opportunities for credit accumulation through the Achieve Now Program and Graduation Now Academy.	Extended Day for ELL students and SWD (Wilson reading, Achieve 3000) Tutoring for Regents and RCTs, Castle Learning and Apex on-line programs.	Small group instruction and one-to one instruction is utilized for the Extended Day Program. Students are monitored in a one-to-one model for on line learning. Tutoring is in small group instruction.	Extended day is after school. Tutoring is after school and on Saturdays. Both the Achieve Now Program and Graduation Now Academy is during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.): Counseling, Group Encounter Meetings, Wellness Center	Group and Individual counseling, Mentoring	Small group and one-to-one	Before and during the school day.

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

We have partnerships with Lehman College and Manhattan College where students from these colleges, student teach at our school. We are able to hire many of their graduates, who are highly qualified, at our school. In addition, we host Teaching Fellows at our school during Summer School, allowing us to work with teachers who have been chosen by the city, become new hires for us. We support our new hires through mentoring, professional development and team teaching situations. In addition, we hire from Open Market and the New Teacher Finder program, developed by the Department of Education. We use Title 1 SWP funds to help teachers become highly qualified through tuition assistance.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amundson	District 10	Borough Bronx	School Number 440
School Name Dewitt Clinton High School High School			

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

Principal Geraldine Ambrosio	Assistant Principal Gilbany Suárez-Estrella
Coach Laura Payano	Coach Raquel García
ESL Teacher Ms. Magda Luniewski	Guidance Counselor Mrs. Sara Arias
Teacher/Subject Area Louis Morales-Spanish	Parent Nelly de León
Teacher/Subject Area Janeth Wynter-Bell-Spanish	Parent Coordinator Ms. Aura Hernández
Related Service Provider Lidia Galarza	Other Marlena Palacios - AP Sp Ed
Network Leader Vivian Selenikas	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	13	Number of certified bilingual teachers	10	Number of certified NLA/foreign language teachers	20
Number of content area teachers with bilingual extensions	5	Number of special education teachers with bilingual extensions	11	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	3		

D. School Demographics

Total number of students in school	4219	Total Number of ELLs	815	ELLs as share of total student population (%)	19.32%
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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. 

Once students are admitted in our school, Maryann Mola-AP Guidance who is a licensed pedagogue (Math) administers the Home Language. If there is any evidence that the student might be an ELL, they are sent to Louis Morales, a licensed pedagogue (Spanish) who is also the LAB-BESIS Coordinator. His office is located in room 4W. Mr. Morales does the informal interview with the family and the student to determine the Home Language Survey.

If the student has a Home Language other than English, than Mr. Morales, licensed pedagogue, administers and hand scores the LAB-R. If the student speaks Spanish, he administers and hand scores the Spanish LAB. The parents are given the opportunity to view the parent choice video or meet with the counselor (Sarah Arias, Chris González and Doris Díaz in room 357B) to be informed about the programs available (TBE, Dual Language, Free Standing ESL). The counselors speak in English and in Spanish if necessary. If a parent comes and needs the information in their native language other Spanish, the information is provided through the video and the parental brochure in their native language. During this time, we explained to the parents the importance of paying close attention to the information provided in the video and the programs available for their students. Each parent also receives a copy of the parental brochure in their native language as well. We explained to the parents the options they have and once they choose the program they desire for their children, we explained to them the programs we offer in our school. We clearly explained to the parents that currently our school offers: TBE program and Freestanding ESL based on the number of students currently enrolled in each language and in each grade. If based on their selection, we see that the parents have chosen a program not currently offered in the school, we explained to the parent we will keep their names on record as a family requesting this option and if enough students with that language and preference enroll, we will offer them the program. Secondly, we provide them with information where to find programs available for their child in other locations. If the parents do not make a selection once the options have been explained, the automatic program selection or default program will be TBE.

After reviewing the parent survey and program selection form for the past few years, the trend of program choices is TBE. Currently we have 81 students in ESL only and 734 in TBE.

Gilbany Suárez-Estrella, A.P. FL/ESL. licensed pedague, compiled a list of parent choice programming and provides this information to counselors and all staff involved in programming such as LAB-BESIS Coordinator, Program Chair, AP Guidance, etc. We make every effort to align the parent choice to the student program. The LAB-BESIS Coordinator monitors compliance to the program choice at several points through the year.

Every year we administer the NYSESLAT to our ELLs. In order to have accuracy when administering this exam, the following reports are printed from ATS: the RLER to see the NYSESLAT eligibility roster. We also print the RLAB, RLAT and the RMSR. These reports helps us to analyze the data in detail and to make sure that all entitled students are tested. This information is analyzed by the Assistant Principals of the Foreign Language and ESL department, Gilbany Suárez-Estrella and Marlene Palacios, Special Ed Education. They analyzed the reports together with Mr. Morales, LAB-BESIS Coordinator.

Every year when the NYSESLAT scores are received, once again the RLAT report is printed from ATS and the list is sorted by scores. The counselors receive this information (Sarah Arias, Chris González and Doris Díaz) as well as Maryann Mola, AP. Guidance, Marlene Palcios, AP Special Education and Mr, George Joseph, Program chair. The ESL/Spanish teachers also receive this information for better planning and to best meet the needs of the ELLs in the classrooms.

Parents are contacted immediately about the scores. Continuations of Entitlement Letters are sent out in the preferred language of contact of the parent.

Once the initial interview has been completed, the students are sent to the Foreign Language and ESL office (Room 357A) for further testing. Students and parents are introduced to Magda Luniewski, licensed ESL Teachers and SLC Coordinator, for placement testing in ESL and Spanish classes using the information from the LAB-R exam and the parent choice survey. Immediately, the students and the parents are sent to their assigned counselor (Sarah Arias, Chris González or Doris Díaz-Room 357B). The assigned counselor programs the student based on the data and information obtained during the initial interview (Home Language Survey, Parental choice, LAB-R and Spanish LAB scores and further assessments in Spanish and in English). The counselor takes this information to the program office and there they create and distribute the programs to the students. We program all entitled ELLs within the 10 days period.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										21	17	14	6	58
Dual Language <small>(50%:50%)</small>										0	0	0	0	0
Freestanding ESL														
Self-Contained										30	27	17	12	86
Push-In										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	51	44	31	18	144

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	815	Newcomers (ELLs receiving service 0-3 years)	376	Special Education	167
SIFE	0	ELLs receiving service 4-6 years	121	Long-Term (completed 6 years)	151

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	347	0	16	144	0	43	244	0	101	735
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	46	0	6	22	0	3	12	0	3	80
Total	393	0	22	166	0	46	256	0	104	815

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										226	182	186	141	735
Chinese										0	0	1	0	1
Russian										0	0	0	0	0
Bengali										3	8	11	4	26
Urdu										3	1	1	2	7
Arabic										3	1	1	0	5
Haitian										0	0	0	0	0
French										3	4	6	2	15
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										4	0	0	3	7
Yiddish										0	0	0	0	0
Other										5	9	5	0	19
TOTAL	0	247	205	211	152	815								

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____ Number of third language speakers: _____

Ethnic breakdown of EPs (Number):
 African-American: _____ Asian: _____ Hispanic/Latino: _____
 Native American: _____ White (Non-Hispanic/Latino): _____ Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										0	0	0	0	0
Chinese										0	0	1	0	1
Russian										0	0	0	0	0
Bengali										3	8	11	4	26
Urdu										3	1	1	2	7
Arabic										3	1	1	0	5
Haitian										0	0	0	0	0
French										3	4	6	2	15
Korean										0	0	0	0	0
Punjabi										0	0	0	0	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
Polish										0	0	0	0	0
Albanian										4	0	0	3	7
Other										5	9	5	0	19
TOTAL	0	21	23	25	11	80								

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?

Teachers in our school teach self contained classes. Depending on the needs of the students some teachers work as co-teachers to assist the students in bilingual classes. Our students are programmed based on their NYSESLAT proficiency levels. For instance:

- students who score I in the NYSESLAT are placed in our Intermediate level classes – two units of ESL (360 minutes a week).
- Students who score B on the NYSESLAT are placed in our Beginner level classes. They received 3 units of ESL 540 minutes a week)
- Students who scores advanced are placed in advanced ESL classes. They receive I unit of ESL class (180 minute per week)
- Every Spanish speaker entitled ELL student receives NLA instruction for every year that they are entitled. Many of our students take AP Spanish (Language and Literature)

We have bilingual teachers who teach our ELLs in the following content area courses: Living Environment, History, Math. Instruction transitions over the years in the bilingual content classes (60%-40%). In the ESL only bilingual classes, we use sheltered instruction.

We assess our students' Spanish abilities through the use of uninformal mid-term and final exams. We use these exams to measure progress and to make adjustments in the instruction.

Our SIFE and Newcomers students are placed in our Newcomers classes. These classes have been created to better serve the needs of these

A. Programming and Scheduling Information

students. In the classroom teachers strategize their lessons focusing on the following:

- Intensive English language development instruction teaching social and academic language.
- Concentration on essential knowledge and skills only.
- We are in the process of revising once again the curriculum thematically organized connected to the CCLS
- We teach the students study skills.

We have students from our ELL Big Brother Big Sister Program (mentoring program) to help us mentor and assist our SIFE students.

We are currently serving our ELLs in our Intermediate level ESL classes through the use of our Achieve 3000 program. Achieve 3000 is the leader in differentiated instruction. This program increases reading comprehension, vocabulary, and writing proficiency. We have students who are registered in these classes as an after school program. Our ELL students who have been receiving ESL services between 4-6 years are currently enrolled in our Achieve 3000 program. They receive the help that they need in regards to their poor literacy skills. In these classes students also have the opportunity to learn individual sounds to help them read. Students can take advantage of the vocabulary enrichment that will be offered in these classes.

We are also currently serving our ELL, specially our Long-Term ELLs in our TITLE III after school tutoring program. This is a program that provides our ELLs with the opportunity of engaging in content - non-fiction articles of current interest. It also provides our ELLs with immediate online analysis of assessments and student skill-levels, cross-referenced and correlated New York State standard-based lessons and the Common Core Learning standards, story-driven writing, online student portfolios and a learning approach that blends technology with teacher-guided instruction. It also has a Math component providing our ELLs with the following: self-adjusting content linked to student skill-acquisition, differentiated and individualized learning curriculum that ensures appropriateness of activities to maximize student potential. It provides inter-active interface leaning modalities. It also focused print media with teacher-guided lessons to address critical performance-standard deficiencies. During the after school tutoring we have about 18 licensed teachers who work with our students in the following areas: Math, Science, History, ESL (advanced, intermediate, beginners and newcomers), Spanish AP class test preparation and more. We also have an inquiry focused group of ELLs of about 98 students who also come after school in the library on Tuesday and on Thursdays from 2:50 until 5:40 pm. These students are currently registered in our Achieve 3000 technological reading program. We have two teachers currently working with them: Mrs. Magda Luniewski -SLC Coordinator/ESL Teacher and Mrs. Mercy Romero - NLA Teacher. With the support and assistant of the Assistant Principal, Mrs. G. Suárez-Estrella, these students were selected to attend our TITLE III tutoring program because they are either off track from graduating or almost on track. The data is carefully analyzed and shared with the teachers. Through our inquiry focus we are trying to provide support for these students so that they can graduate on time. We also offer our ELLs extra support in our Title III Saturday program. We are offering tutoring in all subjects. Students attending tutoring on Saturdays are identified by their teachers. Once the teachers identify the students in need of extra support, they are sent to the FL/ESL department or to their counselors' office in room 357B to obtain a copy of the schedule for tutoring and assigned to a tutor.

Long term ELLs: We are currently working with a group of about 256 Long Term ELLs to help them succeed in their classes. We are in the process of having a bilingual teacher work with an ESL teacher in some of the bilingual classes. We believe that implementing this new strategy will help these students to understand the class and improve. Our goal is to help these students to make it to the next level.

Additional Support: The implementation of the small learning communities created an atmosphere of collaboration in which teachers were able to share their concerns about what students were lacking. These discussions resulted in the formation of many new clubs and programs that focus on support student achievement in various ways. The following is a list of the supports that were created and are run, in large part, by teachers for students:

ACHIEVE 3000 READING PROGRAM: We serve ELLs in our Achieve 3000 program. This program increases reading comprehension, vocabulary, and writing proficiency. All our students currently programmed in the Intermediate ESL classes as per the NYSESLAT, are also registered in our Achieve 3000 reading program. This has been included into our curriculum. The students are required to use the program in class twice a week. The data is carefully analyzed, shared and discussed with our teachers currently teaching these intermediate courses. Mrs. Luniewski, SLC Coordinator is the coordinator of our Achieve 3000 program. She review the data with Mrs. G. Suárez-Estrella, AP and the data is shared with the teachers. We have noticed that a lot of our ELLs have improved in reading and some in writing. Other have been able to pass the ELA Regents due to this program. Achieve 300 has been a tremendous tool and great support to our ELLs. This year, we also included another tutoring program called One to One. This program offers help for all our students not only during school, but also during at home. The Parent Coordinator has been very involved with this tutoring program.

A. Programming and Scheduling Information

In The Social Studies Department takes a proactive approach when preparing students for the Regents. Teachers utilize informal and formal assessments to guide them with lesson preparation and differentiated activities. Vocabulary is incorporated into every lesson along with skill building techniques for writing and test taking. Students are taught in English and Spanish and are administered exams in both to assist them with becoming familiar with the Regents. The native language support delivered in the TBE program is 60% - 40%.

THE ELL BIG BROTHER/BIG SISTER PROGRAM – This program was created under the supervision of the Assistant Principal, Mrs. G. Suarez-Estrella to provide the immediate and continued support English language learner newcomers need academically, socially and emotionally in a new country, in a new city, in a new school and learning a new language. The students enrolled in this program work as mentors to assist those newly arrived bilingual students. The students are assigned into all the lower level ESL classes by Mrs. Suarez-Estrella to assist the teachers and to assist students in need. Each student involved in the ELL Big Brother/Big Sister program is required to write in their daily journal and explain what they did in their assigned class, how they helped and it was productive. They also have to share how this experience in the classroom is helping them to become a better person. The students working in this program, are ELLs and students from other departments. Through this program, we want the students to learn the value of unity and culture. Currently we have about 23 students enrolled in the program 2011-2012.

LEP students with disabilities whose IEP recommends ESL or bilingual instruction:

SE ELL students received modified instruction based on their individual learning needs. Identified students attend State mandated ESL classes. The CCSS English/ESL curriculum is adapted to support overall learning and meet their diverse language needs. Special bilingual Wilson Reading classes –four semesters- are offered to students with severe language deficits. Visual tools and hands-on activities are regularly used by teachers to facilitate comprehension and ensure content retention. Bilingual students attend a 40 minutes NLA Spanish class which supports academic language acquisition and literacy enhancement enabling students to transfer knowledge from L1 to L2. Alternate Bilingual Educational Paraprofessionals support classroom instruction and provide individualized assistance to students.

The following are our instructional strategies and materials:

- Freshman students attend double period daily ESL Ramp Up classes (1 hour 20 minutes). This is a scripted program designed to build up language skills, independent reading, and writing skills. The lesson begins with an independent reading session which is followed up by a written reader's response. Guided group reading, sharing out sessions and writing exercises also take place throughout these lessons. A variety of graphic organizers, daily journal writings, scaffolding essays, oral reports, etc., are some of the activities conducted in this program. The four elements of the ELA Curriculum are addressed on a daily basis.
- Sophomore students attend daily 2 40 minute classes in ESL Reading and Writing. An interdisciplinary approach to teaching is used in these classes to infuse content learning by association and to facilitate comprehension. To enhance the application of newly acquired vocabulary, students respond to various writing tasks such as expository compositions and thematic essays. Pre-writing activities using graphic organizers or brainstorming exercises are commonly used. Students learn the skill of comparing and contrasting as well as organizing and evaluating information. To develop reading and writing methodologies, teachers continue to use Teaching Reading in Social Studies, Science, and Math by Laura Robb, and other related literature.
- Junior and Senior students attend a 40 minute or 2 40 minutes bridge ESL classes daily. A variety of Reading and Writing approaches are used in these classes to meet the NYC common Core Standards. Teachers follow the English and ESL Curriculum to ensure that all our students are exposed to the writings of persuasive, expository, and descriptive essay writings. They continue to use the textbook Writing Source by Kemper, Sebraneck, and Meyer for grammar exercises, rubrics, idioms, and dictionary resources. Read Aloud guided sessions are conducted by teachers to develop listening skills, auditory memory, and encourage students to speak aloud. These sessions are followed up by post-reading assessments such as guiding questions, group assignments, individual writings, etc.

Students who test out of ESL continue receiving the support for two more years. Our school has created classes (EWCR-LTAD7& 8 codes) taught by licensed ESL teachers. In these classes the students receive extra support. They are allowed to use glossaries. They have testing modifications and they are enrolled in our Achieve 3000 program to help them advance more in the language (English). They also received support from the students enrolled in our ELL Big Brother/ Big Sister program.

Our school invites our ELLs to fully participate in the programs that the school offers. Our ELLs are represented in all programs such as in the Macys program, Einstein program, Title III program, Sports and Arts, One to One tutoring program, Achieve 3000 program, ROTC, etc. Our ELLs have equal access to all the programs offered in our school.

A. Programming and Scheduling Information

In regards to the classroom instruction, the students receive language support through the books they use in class. We have glossaries available in the classrooms in all languages. Since we have incorporated the use of the technological reading program – Achieve 3000, the program also has native language support to better meet the needs of our students. Every entitled Spanish speaking student is scheduled into a Spanish class. The students who do not speak Spanish have the option of taking a Spanish class or taking Latin which is one of the other languages offered in our school besides Spanish.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

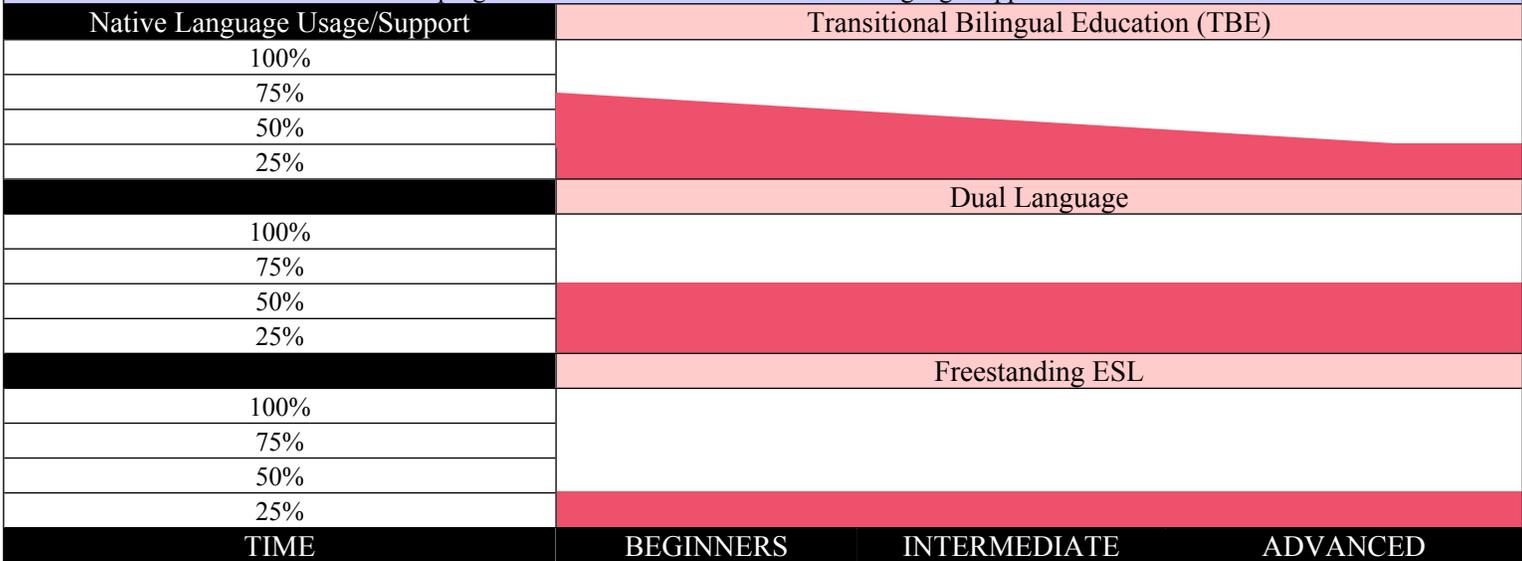
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

We are currently working with our a group of ELLs who are in need of passing their Math and ELA regents exams. These students are required to attend our Achieve 3000 Title III program. Through these program the students are required to read, write and obtain the skills that they need in order to pass the ELA Regents. Here is our plan for the year:

These students are also required to attend tutoring after school in all subject areas to help them pass their regents exams. These after school tutoring sessions are offered in Spanish and in English with language support for all those other students whose language is not Spanish or English. We have also have teachers who speaks other languages who meet up in our after school program to provide support for our ELLs. For those students who have reached proficiency on the NYSESLAT, we still provide them with the opportunity to participate in our Title III program, Achieve 3000, ELL Big Brother/Big Sister program and Interns/Monitorf's programs. These students are still entitled to receive any support material in their classes to help them master the language and pass their classes. These students are still receiving all the support all the ELLs are entitled to receive when needed. Teachers are informed about all the support that these students are able to receive in order to help them succeed academically. We have also created english classed within our ESL program to better assist those students who have already achieved proficiency on the NYSESLAT exam. These classes are taught by ESL teachers and many times they work in conjunction with an English teacher so that the students start understanding the transition and feel comfortable with the change and still feel supported.

Based on the anlysis of the data from our Achieve 3000 program, all the Intermediate level classes will continue doing it in class and next year we will also include this program into all our advanced and transitional ESL classes. We will discontinue the use of Education Link because the program wasn't successful and the teachers were not as enthusiastic as well as students due to the inconsistencies of the agency in charged. Our ELLs have equal access to all the programs. They are constantly reminded by their counselors, AP and teachers. Parents are also informed about the programs available in our school through letters and through our International Newsletter.

We support our ELLs through the use of laptops in the classrooms, dictionaries, visual materials and any other materials available for the teachers to use during their time of instruction. Another form of support is through the native classes. Being that we have a transitional bilingual program in Spanish, every single ESL students must have a Spanish class in their schedule. Mrs. Suarez-Estrella, AP and Mr. Morales, LAB Basis Coordinator monitor that process. Students programs are checked on a constatct basis and counselors and the program office are informed immediately and the necessary changes have to be made. The required services support and resources correspond to the ELLs' ages and grade levels. All our newly arrived students are introduced into the monitors' program because through this program, Mrs. Suarez-Estrella is able to provide immediate support with the rest of the staff and students are assigned as mentors to these students for support upon arrival to the school.

The Social Studies Department takes a proactive approach when preparing students for the Regents. Teachers utilize informal and formal assessments to guide them with lesson preparation and differentiated activities. Vocabulary is incorporated into every lesson along with skill building techniques for writing and test taking. Students are taught in English and Spanish and are administered exams in both to assist them with becoming familiar with the Regents. In the Math department the use of vocabulary words are used in all the classes in English and in Spanish. Every day the use of these words are reinforced throught their writing and oral explanations. They are focusing on the pronounciations and meaning. The Science Department is working on tier three vocabulary, reading informational texts, and writing using informational texts. Instruction is both in English and Spanish in order to improve competency and increase academic rigor. All the

work being done in the classrooms are all aligned to the ELA standards.

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)?

The percentage used in the target language used for EPs and ELLs in each grade is 60%-40%. Instruction is modified to meet their individual learning needs. Visual tools to facilitate comprehension and enhance learning are continuously used in class. Individual and group oral drills for weekly vocabulary lists are frequently used by teachers to improve pronunciation and phonics. A special bilingual Wilson Reading Program class is also offered to students with severe language deficits. Teachers use the English/ESL curriculum and adapt it as needed to meet our students learning needs. Students also attend a 40 minutes Native Language Spanish class which supports academic language acquisition and sustain transferring knowledge from L1 to L2. Bilingual Alternate Educational Paraprofessionals support teachers' instruction and individually scaffolding for students.

Our description of instructional strategies and materials are as follows:

- Freshman students attend a double period ESL Ramp Up class daily (1 hour 20 minutes) which is a scripted program designed to build up overall language skills with a strong component in writing. Teachers use a variety of graphic organizers, daily journal writing, reader's written responses, scaffolded essays, etc. In addition, students have 24:7 access to the individualized computer program, Achieve 3000.
- Sophomore students attend a 40 minutes ESL class daily. Students are engaged in cross-content reading and writing practices. To develop active vocabulary skills, students respond to various writing tasks with the objective of writing expository compositions and thematic essays. Each writing task is preceded by a pre-writing step using graphic organizers, brainstorming activities, etc. Students learn how to actively employ the strategies of comparing and contrasting, as well as evaluating and organizing information. As a resource and to develop reading and writing methodologies, teacher uses recent literature; specifically, Teaching Reading in Social Studies, Science, and Math by Laura Robb.
- Junior and Senior students attend a 40 minutes bridge ESL class daily. A variety of writing tasks, including persuasive, descriptive, and expository essay writings are infused in accordance to the NYS Common Core Standards. The textbook, Writing Source by Kemper, Sebrancek, and Meyer, is used for grammar exercises, rubrics, idioms and dictionary resources. To develop students' listening skills, teacher conduct Read Aloud sessions of books such as Bodega Dreams, by Ernesto Quinonez, and Of Mice and Men by John Steinback. Read Aloud sessions are followed up by several post-reading assessments: guiding questions, group work, individual writing, etc.

D. Professional Development and Support for School Staff

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

Professional Development:

From September 2011 to June 2012, our teachers work in their assigned Teachers' Study Groups every Monday during periods 9 & 10 in order to build capacity in meeting the needs of our SIFE/LTE students. They focus on the lesson planning using differentiated instruction techniques and goal setting. These meetings, provided by the Assistant Principal and SLC Coordinator are based on the techniques that promote language acquisition and content mastery through differentiated instruction and student involvement. The sessions address the need to improve the integration of academic vocabulary and increased use of higher order thinking skills in math and other content areas. Work is done through an Inquiry Process to align the ESL curriculum to the Common Core State Standards. In these students students' work is analyzed and shared and teachers provide feedback to each other for a better academic outcome and better lesson planning. Teachers are also working together on curriculum mapping, pacing calendars and selection of textbooks appropriate for the needs of the students who are currently receiving in our school.

The ESL Professional Development Plan includes the following: The Preparation of Lessons (Include content and language objectives, Provide supplementary materials, Adapt content, Plan meaningful activities); Instruction (Building background knowledge, Comprehensible input, Strategies, Interaction, Practice/Application, Lesson Delivery), Review and Evaluation (Review of key vocabulary, Review of key content concepts, Feedback) and Assessments of comprehension and learning. Teachers also center their work on Standard 1 of the Common Core State Standards for ELA in Reading, Writing, Listening, Speaking and Language. Teams include not only the ESL teachers, but also our NLA/FL teachers as well. Teachers participate in the Professional Development provided by the Office of ELL Professional Development. They also attend Professional Development on the Spanish and English Academic Language and Literacy Diagnostic (ALLD) to identify SIFE with a home language of Spanish or English. Another Professional Development workshops are offered by CFN 2.02 with Vivian Selenikas and Diana Scalera in which teachers are required to develop lesson plans related to: Expectations for Language, Rigor, Differentiation in Classroom Teaching and the Danielson's rubric. Professional development is not funded through Title III.

Last year we did a lot work for Staff Development. Many of the teachers attended different trainings and meetings with the Office of ELLs. For instance, just last week Gilbany Suárez-Estrella and Mrs. Romero, licensed Spanish teachers attended a workshop sponsored by the Office of ELLs - Integrating the Common Core Standards into NLA classes. This was a two day workshop for a total of 12 hours. This information will be shared with the bilingual teachers, paraprofessionals, ESL and NLA/FL Teachers, counselors, Special Education teachers, Therapists, Parents Coordinators, etc. The information received in these meetings covered strategies for the classrooms but other areas that will benefit our students.

We will continue our work with the staff in the school during our PD meetings with the assistance of our Network ELL Specialist, Mrs. Diana Scalera. She has been working with the staff for the past four years. She has worked and will continue to work with the following staff members:

- Bilingual Teachers
- ESL/NLA/FL Teachers
- Paraprofessionals

Psychologists, therapists, guidance counselors, are constantly attending workshops related to the needs of our ELLs and Special Education students. They are required to attend our in house Staff Development meetings every week as well to discuss information about the ELLs and data useful for teachers to plan their lessons and meet the needs of the students.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parental and Community Participation:

Classes and parental training are offered on Saturdays by the Parent Coordinator, Mrs. Aurora Hernández, on Saturdays and weekdays. For example, one of the programs focuses on introducing parents to the basic use of computers in conjunction with the Parents Association. They learn how to log on and how to use their passwords to use the ARIS program in finding out information about the progress of their children. Title I monies is used to pay for workshops in which parents receive information on guidance issues and information about the school. The Parents' Association also offers classes in Computers (Basic and Advanced) and GED (in English and Spanish). Parents are invited to school meetings by mail and Phone Messaging. At the first two meetings during the year, parents are given the opportunity to fill out a questionnaire as to the workshops that they want. These workshops are then provided by the Parents Association. For example, the first meeting was an orientation to the requirements for graduation. The second meeting was devoted to the college process. The third meeting was devoted to student attendance. The fourth meeting was devoted to Financial Aid to College. Future meetings will be focused on communication with teenagers, gang issues, how to diffuse issues within the family, getting ready for college, how to communicate with your child when the culture of the family clashes with the culture of the United States.

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)										43	44	53	28	168
Intermediate(I)										73	64	76	49	262
Advanced (A)										40	33	28	22	123
Total	0	0	0	0	0	0	0	0	0	156	141	157	99	553

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										15	25	44	18
	I										20	39	62	39
	A										45	31	30	25
	P										57	38	21	23
READING/ WRITING	B										37	38	132	127
	I										66	59	261	259
	A										29	35	109	108
	P										5	1	3	5

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	372	0	90	0
Integrated Algebra	168	71	80	50
Geometry	45		17	
Algebra 2/Trigonometry	3		1	
Math				
Biology	154	68	78	32
Chemistry				
Earth Science				
Living Environment	15		2	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics				
Global History and Geography	184	109	18	42
US History and Government	120	114	2	29
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	350	187	192	86				
Chinese Reading Test								

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

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

The assessment used to determine the literacy level and skills of our ELLs is the LAB-R when administered for the first time, also the in house assessments provided by the school to better determine the level the students is going to be placed upon arriving to the school. This data is used a guide to inform us about the following: the class level the student should be placed in, the materials the student should be exposed to, the strategies that the teacher should use and the amount of time the student to be exposed to in order to obtain the skills necessary for academic movement and improvement. In analyzing the data on the LAB-R and the NYSESLAT, we have noticed that a lot of our ELLs

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.

need help with reading and writing. This is the common issue in the classes as well. Also, in analyzing the NYSESLAT modalities, the ESL /NLA/FL and Bilingual teachers meet to discuss this data. In the discussions we review each area and we discuss trends and issues that might be hindering students from moving forward. Teachers discuss the trends, the challenges and plan strategically by creating lesson plans with targeted goals and strategies to help the students move forward. This data is also used as a measurement tool for our Inquiry work. Every week, the NLA/FL/Bilingual teachers meet to discuss their students' progress by sharing best practices, strategies and analyzing their students' work. A review of our data shows that part our ELL and Bilingual students are in need of intensive tutoring. Qualitative Data shows that students need assistance in retelling, summarizing, sequencing and writing a persuasive essay with a controlling idea in order to pass the English Regents and NYSESLAT. Students also need tutoring to support credit accumulation and skill building. Through the amazing job of our teachers, last year our ELL students were able to meet Adequate Yearly Progress (APY). We also received additional credit for English Language Learners. We also had an increase in every single area including the graduation rate. This was possible through the work the teachers accomplished last year in the classrooms and in our Title III tutoring program.

Based on the analysis from the NYSESLAT and LAB-R data the Principal, Mrs. Geraldine Ambrosio, Mrs. Gilbany Suárez-Estrella, Assistant Principal of the Foreign Language/ESL department and Mrs. Marlene Palacios, Assistant Principal of the Special Ed department made the decision of establishing a well organized tutoring program to assist the ELLs and meet their immediate needs. The students who are identified as SIFE (if needed) and Beginners (NYSESLAT and teachers assessments results) will review the language acquisition skills that they need in order to succeed in their classes. These students are selected because their literacy level is low, in their native language (in most cases Spanish) as well as English. They will be serviced by a collaborative team of teachers: NLA teacher, bilingual social studies teacher, bilingual math teacher and a bilingual science teacher. We are also providing services for the Intermediate students who exhibit good oral skills in English. Although these students are fluent in English, they demonstrate weakness in their writing skills. These students will receive support by licensed ESL, Bilingual Content Area teachers and Spanish Native Language Arts teachers. In these tutoring classes the students strengthen their language arts skills through a series of Academic Intervention Activities that focus on the gaps in language acquisition. This will help them to pass the English regents, as well as to understand and apply the learning strategies to their other required exams. The acquisition of these strategies will enable them to be successful in all of their classes.

Our Advanced group has diverse needs. This group needs intervention that is focused on their identified language acquisition gaps in preparation for the English regents, the NYSESLAT exam and other content area Regents examinations. These students will study and analyze varying literature in depth in English and Spanish to strengthen both languages. When students are academically proficient in their first language, they are able to transfer the skills and perform equally as well in their second language. Our licensed ESL teachers provide instructional strategies that will help them to enhance their reading, writing, listening and speaking skills.

Part VI: LAP Assurances

School Name:

Dewitt Clinton High School

School DBN: 440 BX

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Geraldine Ambrosio	Principal		11/18/11
Gilbany Suárez-Estrella	Assistant Principal		11/18/11
Aurora Hernández	Parent Coordinator		11/18/11
Magda Luniewski	ESL Teacher		11/18/11
Nelly de León	Parent		11/18/11
Janeth Wynter-Bell	Teacher/Subject Area		11/18/11

School Name:**Dewitt Clinton High School****School DBN: 440 BX**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia Chacón	Teacher/Subject Area		11/18/11
Raquel García	Coach		11/18/11
Laura Payano-Ortiz	Coach		11/18/11
Sarah Arias	Guidance Counselor		11/18/11
Vivian Selenikas	Network Leader		11/18/11
Marlena Palacios -AP Spe Ed	Other <u>Assistant Principal</u>		11/18/11
Louis Morales	Other <u>LAB BASIS</u> <u>Coordinato</u>		11/18/11
Lidia Galarza	Other <u>Related Services</u>		11/18/11
	Other		11/18/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10x440 **School Name:** DeWitt Clinton High School

Cluster: CFN 2 **Network:** 2

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.

We review the LAP to determine the different languages that are spoken in the home. The material that is sent to parents is translated into these languages. In addition, we utilize the materials available on the NYC Website to provide parents with information. At PA Meetings and Open Houses we survey the parents as to the languages they need. We also use the data from the Home Language Survey to determine the translation needs of our students. We are constantly printing and reviewing reports from ATS to make sure that the information that is sent to all parents is sent in their language of preference of the parent. Based on our analysis of the languages that many of our parents speak, we have noticed that the main language spoken is Spanish. Currently we have about 735 students whose Home Language Survey states that the language spoken at home is Spanish, therefore, we inform the parents, communities about this need, through letters, meetings and even our website. We also have other languages in our school: 1 Chinese, 26 Bengali, 5 Arabic, 15 French, 7 Albanian and 19 speak other languages. We provide all the translation that is necessary for the parents based on their preference.

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.

At the Faculty Conference, the staff was notified as to the different languages that the parents speak. Since the majority of the languages spoken by our parents are English and Spanish, all material is immediately translated into Spanish. The material is sent to the Translation and Interpretation for languages other than Spanish. The staff is apprised of the families where the language is not English or Spanish. Our Parent Coordinator works with the Translation and Interpretation Unit to have materials translated into languages other than English or Spanish.

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.

School policies, health matters, safety and legal or disciplinary matters in addition to entitlement to public education or placement in an Special Education, English Language Learner or non-standard education are translated into the language of the parent. We do the translations for Spanish. Materials are sent to the Translation and Interpretation Unit to be translated into other languages. We utilize Centrally Produced Critical Communications for registration, application, selection, conduct, safety, discipline, special education and related services and transfers and discharges as provided by the Department of Education.

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.

At Parent Association Meetings and Open School, the school provides translation in Spanish. In regard to other languages, the school will ask for a translator for the PA Meetings when requested by a parent for languages other than Spanish. For Open School, we will utilize the Translation Unit through the phone.

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>.

The school will fulfill Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by always translating material into Spanish and providing interpreters for PA Meetings and Open House. Materials will be translated into languages other than Spanish through the translation unit. Interpreters will be provided for languages other than Spanish when requested. Our welcome to DeWitt Clinton High School that is mailed in August to all parents will include a copy of the Bill of Parent Rights and Responsibilities, in their language, which includes their rights regarding translation and interpretation services. We will also post in our entrance a sign indicating the availability of interpretation services in the different languages.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: DeWitt Clinton High School	DBN: 10X440
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 250
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: 5
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: We are currently working with a group of 271 Long-Term ELLs to help them succeed in their classes. The implementation of the small learning communities has created an atmosphere of collaboration in which teachers are able to share their concerns about what students are lacking. These discussions have resulted in the formation of many new clubs and programs that focus on supporting student achievement in various ways.

A review of our data shows that part of the Title III funds should support intensive small group instruction for our Bilingual/ELL students. Last year our Limited English Proficient Students did not meet Adequate Yearly Progress (AYP) in English, Math and Graduation Rate. Our Progress Report for the 2011-2012 school year shows that we did not get additional credit for English Language Learners. We received a score of 59.5% this is a decrease of 21.5% from last year's score of 81.0%. Qualitative Data shows that students need assistance in Common Core Learning Standards (CCLS) in order to pass the English Regents and NYSESLAT. We are working in the area of strengthening students' skills by completing six Common Core aligned units of study (two in ELA, two in social studies and two in science) with embedded tasks which will require students to ground reading, writing and discussion in evidence form texts. In addition, all students will complete two Common Core aligned units of study in mathematics with embedded tasks which require students to reason with equations and inequalities, model with Mathematics and/or construct viable arguments and critique the reasoning of others. Knowing that this is a difficult task because of the academic vocabulary involved, small group instruction will be provided through Title III money to support individual learning needs of students which will support credit accumulation and skill building.

Supplementary Title III Program to be offered:

Our school offers instructional services for all our English Language Learners on Saturdays and during the week after school. In the ELL Academy Saturday Supplementary Program and the After School ELL Academy Supplementary Program students receive supplemental small group support to help them pass their classes. In the Fall we will have 7 classes of 20 students each meeting for 10 sessions in the fall and 24 sessions in the spring, on Tuesdays and Thursdays from 3:00 to 4:30. The seven teachers involved have the following licenses: ESL (3), Bilingual Math (1), Bilingual Social Studies (2), and Bilingual Biology (1). On the Saturday Supplementary Program, there are 11 classes meeting for 10 sessions on Saturdays in the fall and 15 classes meeting for 13 sessions in the spring. There will be 11 groups of 20 students per group in the fall and 15 groups of 20 students in the spring. The teachers involved have the following certifications: Biology (2), Math (4), English (1), Science (4), ESL (1) Social Studies (3). The Saturday Supplementary Program takes place on Saturdays from 9:00 to 12:00 pm. Students that are involved in the small group instruction supplementary program will be identified by

Part B: Direct Instruction Supplemental Program Information

their teachers and guidance counselors. In both the Saturday and after school programs, students receive one-on-one instruction, small group instruction and computer assisted instruction using Achieve 3000 and Apex. Teachers analyze the data that is provided to them through Regents exams, analysis by the computer assisted programs and data shared in our SLC/Departmental meetings.

In both of our supplementary programs students will be grouped according to their needs. The students who are identified as SIFE (if needed) and Beginners (NYSESLAT and teachers assessments results) will review the language acquisition skills that they need in order to succeed in their classes. These students are selected because their literacy level is low, in their native language (in most cases Spanish) as well as English. We are also providing services for the Intermediate students who exhibit good oral skills in English. Although these students are fluent in English, they demonstrate weakness in their writing skills. These students will receive support by licensed ESL, Bilingual Content Area teachers and Spanish Native Language Arts teachers. In these classes the students strengthen their language arts skills through a series of Academic Intervention Activities that focus on the gaps in language acquisition. This will help them to pass the English regents, as well as to understand and apply the learning strategies to their other required exams. The acquisition of these strategies will enable them to be successful in all of their classes.

Our Advanced group has diverse needs. This group needs intervention that is focused on their identified language acquisition gaps in preparation for the English regents, the NYSESLAT exam and other content area Regents examinations. These students will study and analyze varying literature in depth in English and Spanish to strengthen both languages. When students are academically proficient in their first language, they are able to transfer the skills and perform equally as well in their second language. They will utilize literature read during the school day as "Of Mice and Men" to further discussion and understanding for the essay portion of the Regents examination. Our licensed ESL teachers provide instructional strategies that will help them to enhance their reading, writing, listening and speaking skills. Bilingual content area teachers support small group instruction in Social Studies, Science and Mathematics in the weekly after school program on Tuesdays and Thursdays. (See above description for details of the numbers.)

Small group instruction, during the week, beginning the week of December 3, 2012, on Tuesday and Thursday afternoons from 3 to 4:30 and Saturdays will begin December 1, 2012. Both programs will run until June 2013. Small group instruction not tutoring will consist of Regents support for the all the groups in identified areas in preparation to pass the English Regents, Global History Regents, United States History Regents, Intermediate Algebra and the Living Environment Regents. There will be approximately 140 students for the weekly program and 220 - 300 students for the Saturday program for a total of 440 students. We will also purchase 46 Dell Laptop computers so that Achieve 3000 can be utilized. The breakdown for classes are 110, 12th graders; 110, 11th graders; 110, 10th graders and 110, 9th graders.

For Newcomers and SIFE students we have developed two after school classes with 20 students each, that will utilize Achieve 3000 to aid in language acquisition. These classes will also meet on Tuesday and Thursdays from 3 to 4:30 pm, weekly until June 2013. Two ESL are teaching the classes. This is part of

Part B: Direct Instruction Supplemental Program Information

the after school small instruction supplementary instruction program.

In response to the socio-instructional needs of our ELL students, we have created the ELL Big Brother/Big Sister Program. This program is supervised by the Assistant Principal of the Foreign Language and ESL Department, Mrs. Gilbany Suárez-Estrella. This program was created to provide immediate and continued support English Language Learner Newcomers need academically, socially and emotionally in a new country, in a new city, in a new school while learning a new language. The instructional focus of this program is to help our newly arrived Newcomer ELL students to learn English. A component of this program is a mentoring class for students who serve as tutors(*Support) and mentors during and after school. The aim of this program is to develop through both English and their native language, the language skills through the use of the social skills that they need in order to be successful in this country and in their college careers. The students in this program meet daily in different settings and is a scheduled course in the lunch or free period of participating students' programs. It utilizes the media of music, art, history, first and second language of the diverse ethnic backgrounds of the students to motivate students' participation and learning outcomes. The ELL mentees interact and learn from their ELL Student Mentors, who have also come from different countries, and who are achieving success in their academic and social lives. Our newly arrived students show improvement in their classes because of the instructional support they receive from their mentor. They receive service credit for participation in the program. These students who work as mentors improve their oral skills because they are consistently communicating with the teachers, the students, and the Assistant Principal. This program is voluntary and is lead by the Assistant Principal Supervision Foreign Language at no cost.

In addition, we have incorporated into our curriculum a supplemental class utilizing the Achieve 3000 technology program to meet the instructional needs of our Long-Term ELLs. This research based instructional program, conducted by an appropriately licensed ESL teacher, increases reading comprehension, vocabulary, and writing proficiency. In this class, students receive the help that they need in order to improve their literacy skills in reading and writing. Also, they have the opportunity to practice decoding individual sounds in complex English vocabulary to help them read and be able to take advantage of the offered enrichment to their academic English language skills. Also our Intermediate level students use this program twice a week in their ESL classes. Teachers are trained to use Achieve 3000 and the corresponding materials which they incorporate into their lessons. Teachers have the accessibility of posting assignments and projects for their students to complete in school and at home. The data based on the performance and reading level of these students, is used to determine instructional goals in the ESL classes. Teachers analyze the data together with the Assistant Principal and develop differentiated lessons to better serve the students and help them to improve their reading levels. These selected Intermediate level classes work on Achieve 3000 every Tuesday and Thursday. Tax Levy funds will support this supplementary class that meets every day and is taught by a licensed ESL teacher after school. The teacher, Magda Luniewski's regular schedule is 7:55-2:45.

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: From September 2012 to June 2013, our teachers work in their assigned Teachers' Study Groups every Monday in order to build capacity in meeting the needs of our SIFE/LTE students. This activity began on October 1, 2012 and will continue until June 10, 2013. They focus on the lesson planning using differentiated instruction techniques, goal setting and analyzing students work following the CCLS. These meetings, provided by CFN 2.02, the Assistant Principal and SLC Coordinator are based on the techniques that promote language acquisition and content mastery through differentiated instruction and student involvement. The sessions address the need to improve the integration of academic vocabulary and increased use of higher order thinking skills in math and other content areas. Work is done through an Inquiry Process to align the ESL curriculum to the Common Core Learning Standards. Our teachers continually work on designing coherent instruction for our student. This is a weekly activity during the Professional Period. Meetings take place each Thursday and Friday during periods 4, 5 or 6.

The ESL Professional Development Plan includes the following: the preparation of lessons, including content and language objectives, providing supplementary materials, adapting content, planning meaningful activities, building background knowledge, review and evaluation of comprehension and learning. Teachers continue deepening their work this year on Standard 1 (Argument and Opinion and also Reading Text for Information) of the Common Core Learning Standards for ELA in Reading, Writing, Listening, Speaking and Language. Teams include not only the ESL and Foreign Language teachers, but also our bilingual content area teachers. Teachers participate in the Professional Development provided by the Office of ELL Professional Development (SIFE/LTE Symposium and SIFE/LTE Grant Demonstration Site Visit). They also attend Professional Development on the Spanish and English Academic Language and Literacy Diagnostic (ALLD) to identify SIFE with a home language of Spanish or English. We continue our work using Danielson's Framework for Teaching, concentrating on using questioning and discussion techniques and using assessment in instruction. We are strengthening the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of Charlotte Danielson's Framework for Teaching. Work is completed during the Professional Period or Common Planning Time on Mondays beginning on October 1, 2012 and ending on June 10, 2013 from 2 until 3:30.

Part D: Parental Engagement Activities

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: It is our goal to engage parents of English Language Learners in their child's education. To that end, in partnership with the Parents Association monthly meetings are conducted to support parents in raising their children. To that end, each meeting contains a workshop portion which will discuss the college process, how to talk with teenagers, how to recognize the signs of depression in teenagers, how to help teenagers navigate peer influence, bullying, gangs, sex and drugs. Guidance Counselors from the school, Social Workers from Good Shepherd and invited experts conduct these workshops. In addition to the monthly Saturday meetings, the Parent Coordinator conducts meetings on how to use Aris so that parents can keep track of their child's scholastic progress. The Parents Association also offers three courses during the week and on Saturdays. One is Basic and Advanced Computer Literacy, the second is preparing for the GED in English and in Spanish and the third is an ESL class. The Parents Association also buys dictionaries and glossaries for parents who do not speak English. The Parents Association also purchases Literature Books and gives them to parents so that they can read them with their children. Parents take two trips in the Spring. As of this year they are planning a trip to two historic sites in New York State as Sunnyside, home of Washington Irving and Van Courtlandt Manor. Parents are notified of these activities through PA meetings, mailings and phone messaging.

Part E: Budget

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

Allocation Amount: \$97504

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 		

Part E: Budget

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

Allocation Amount: \$97504

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		