



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HIGH SCHOOL OF LANGUAGE AND INNOVATION

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11x509

PRINCIPAL: JULIE NARIMAN **EMAIL:** JNARIMAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: **CARRON STAPLE**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Julie Nariman	*Principal or Designee	
Mikyong Cho	*UFT Chapter Leader or Designee	
Shirley Sanchez	*PA/PTA President or Designated Co-President	
Ami Rivera	DC 37 Representative, if applicable	
Benjamin Solis	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative, if applicable	
Maisha Hamari	Member/ student	
Aida Sarr	Member/ student	
Johan Ferreras	Member/ student	
Michael Nti	Member/ student	
Denise Ninia	Member/parent	
Segundo Angamarca	Member/parent	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By March 15, 2013, half of 1:1 student-teacher conference goals in Literature and Writing will be aligned to a Common Core Learning Standard. For example, rather than a student goal of “Improve my persuasive piece on a smoking ban,” a goal would be “Develop claim(s) and counterclaims fairly on my smoking ban essay, supplying data and evidence for each while pointing out the strengths and limitations of both claim.”

Comprehensive needs assessment

- This year, 7 out of 17 teachers are first-year teachers in the school, and 11 out of 17 are new to the school, given that it is in its second year. Therefore, a large number of teachers are new to both the school’s 1:1 conferencing model, as well as to the CCLS themselves, which are a Citywide Instructional Expectations. This goal focuses on the professional development needs of the teachers to familiarize and use the CCLS purposefully to guide student achievement.
- The school’s Quality Review revealed that the school needs to “emphasize rigorous habits.” Tying conferencing goals to the CCLS will immediately address this need by driving up the rigor of goals set.

Instructional strategies/activities

- All subject areas, including Literature and Writing, will create standards-based learning outcomes aligned to CCLS. Two common planning days per month, minimum, will be used to give teachers practice in aligning student conference goals to CCLS. Professional development and coaching sessions with Cynthia McCallister will focus on leveraging standards to produce high quality conferences. Teachers will be evaluated and coached on the quality of their conferences using the Danielson-aligned Learning Cultures Learning Conference Rubric.
- The ESL and humanities department will craft the use of their common planning time to develop increasing familiarity with the CCLS.
- Curriculum-based-measures in writing will be given at least twice every semester in order to track student progress, coordinated by the ESL/ humanities department.
- Timeline: Fall semester PD on Common Core Learning Standards and coaching on conducting effective conferences. Spring semester in classroom coaching and evaluation based on conference standards and use of CCLS.

Strategies to increase parental involvement

- Parents will receive workshops explaining the school’s model, as well as a booklet that helps them support their child in meeting their conferencing responsibilities.

Budget and resources alignment

- Indicate your school’s Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

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

If other is selected describe here:

Service and program coordination

- Title I money is used to pay for professional development by Cynthia McCallister, the creator of Learning Cultures.
- SIG money is used to hire an extra ESL teacher in order to provide all students with three separate periods of writing per week, in addition to their regular reading-focused ELA period.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Teachers in all subjects will align at least 2 projects or writing tasks to the Common Core Learning Standards by April 19, 2013.

Comprehensive needs assessment

The school's quality review stated that the school needs to improve in the following area: "Ensure that curriculum consistently emphasizes rigorous habits and higher order skills and academic tasks are planned and refined using student work." This focus on the CCLS is a deliberate way to address this need.

Instructional strategies/activities

- All students are programmed for 3 periods of writing per week of 70 minutes each to provide more time to draft, edit, and revise writing tasks across content areas. Coaching by Cynthia McCallister will be used to create CCLS-aligned projects.
- The Citywide Expectations team will each lead the development of tasks in their respective departments.
- Teachers will use common planning time to analyze and familiarize themselves with the CCLS for writing and craft ways in which students can address them. Teachers will share assessment data and conference data during common planning in order to measure student progress towards CCLS Writing Standard 1. Teachers will bring student writing products to common planning once a month and follow a protocol to look at them together and evaluate the rigor and quality of task and writing.

Strategies to increase parental involvement

- Parents will view students' writing in periodic showcase and parent-involvement nights in which students present their writing.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Tax levy money is used to fund partnerships with teaching artists from the CBOs Bronx Arts Ensemble and Korea Taekwondo. The time that these teaching artists spend with the staff is used to create two hours of common planning time every Friday.
- Title I money is used to pay for professional development by Cynthia McCallister, the creator of Learning Cultures.
- SIG money is used to hire an extra ESL teacher in order to provide all students with three separate periods of writing per week, in addition to their regular reading-focused ELA period.
- Citywide Expectations funding is used to provide the PD for the lead teachers.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By March 15, 2013, all teachers will set at least 1-2 goals and measure their progress related to 3b of Danielson, Using questioning and discussion techniques, which aligns with the school's Cooperative Unison Reading goals and instructional rubrics.

Comprehensive needs assessment

- The school's Quality Review stated that the school needs to further emphasize "rigorous habits and higher-order skills" (1.1 QR indicator) in its practice of Cooperative Unison Reading. This is a practice used in all content area classes for 15 minutes a day, resulting in one hour of Cooperative Unison Reading every day with every child. If teachers improve their performance in this area of Danielson, the practice will become much higher-leverage and result in higher-order thinking skills.
- Over 70% of the school's population is ELL, making a school-wide focus on discussion a high leverage area to promote language acquisition.

Instructional strategies/activities

- All teachers received extensive professional development over the summer on Cooperative Unison Reading. All classes are 70 minutes long in order to accommodate 15 minutes of Cooperative Unison Reading in every class every day. The principal has shared the schoolwide focus of Cooperative Unison Reading with staff and all staff have and continue to receive specific feedback on their classroom practice in relation to these goals.
- Lead teachers in humanities, math, and science are on the school's Citywide Expectations Committee as well as an outside Learning Cultures Professional Learning Community. In both roles, the three lead teachers receive extensive professional development in inquiry-based work in Cooperative Unison Reading which they turn towards the staff.
- Teachers decided to use two days of common planning per week to present Cooperative Unison Reading records and give collegial feedback to strengthen this process.
- Timeline: August-September: Initial PD on Cooperative Unison Reading. September-October: Formation of committees described above and coaching PD. October-June: continued staff development on Cooperative Unison Reading.

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- Tax levy money is used to fund partnerships with teaching artists from the CBOs Bronx Arts Ensemble and Korea Taekwondo. The time that these teaching artists spend with the staff is used to create two hours of common planning time every Friday.
- Title I money is used to pay for professional development by Cynthia McCallister, the creator of Learning Cultures.
- Citywide Expectations funding is used to provide the PD for the lead teachers.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- By December 2013, all teachers will utilize a standards-based grading system which is reported transparently on a student and parent-friendly online system.

Comprehensive needs assessment

- In the school's Quality Review last year, an area of improvement cited was 2.2b. The school needed to "enhance the use of assessments aligned to the school's curriculum to ensure teachers have an ongoing understanding of student learning outcomes to support targeted instruction."
- 80.6% of students earned 10+ credits in their first year according to the school's progress report. More students could have earned more credits had they been more aware of the specific outcomes they needed to improve.

Instructional strategies/activities

- Students will be trained on goal-setting through 1:1 conferencing, a minimum of once a month, and twice a month for those who are struggling in the subject area based on their outcomes. Students
- The school's programmer/data specialist and two of the school's lead teachers researched a number of transparent, student-friendly online standards-based grade reporting systems and chose one to best suit the needs of the school, called Jumprope. These teachers will assume responsibility for professional development in Jumprope and continued coaching and follow-up with teachers on this as well as standards-based grading.
- Timeline: June 2011-August 2012—Research of online grading systems; September –December 2012—Ongoing teacher training on Jumprope with coaching; January 2013—Teacher calibration on assessments and standards used on Jumprope; February-June 2013—coaching students to actively use Jumprope to create learning goals.

Strategies to increase parental involvement

- Parent coordinator and assessment team coach parents on how to use Jumprope to be involved in their children's progress during parent workshops and Parent-teacher night.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

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

If other is selected describe here:

Service and program coordination

- The city's Data Specialist allocation will be used for the data specialist to plan PD around Jumprope and align it to the school's standards-based grading system.
- Tax Levy money was used to purchase Jumprope and train teachers on how to use it.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- By June 2013, the school will increase the number students who are at college-ready threshold for Integrated Algebra by 5%.

Comprehensive needs assessment

- Based on the school's Progress Report, only 11% of students at the end of the 2011-2012 school year were at the college-ready threshold in Integrated Algebra. This is a crucial area to target to ensure students' further academic success.
- The school is developing partnerships to increase college-readiness opportunities like College Now. Programs like this require that students meet the college-readiness threshold in order to participate in them. Therefore, it is necessary to push students to this level to allow them access to these opportunities.

Instructional strategies/activities

- All math classes will follow the Learning Cultures model of teaching in which students are given large amounts of highly-differentiated independent work to help them target their needs and also develop their ability to independently problem-solve. In this model, students are not "tracked" or separated in any way; students who are struggling with basic math learn alongside students who are on grade-level, guaranteeing the struggling students opportunities to collaborate with their peers, as well as giving them access to the same resources and learning opportunities as all of their peers.
- A highly-qualified math teacher is leading the math department in implementing Learning Cultures; her support includes a Professional Learning Community outside of the school that is doing inquiry work around Learning Cultures; training in professional development in coaching from Cynthia McCallister, the developer of Learning Cultures; training in effective mentoring through the school and network; and a role on the school's Citywide Expectations Implementation team, in which she collaborates with two other highly-qualified lead teachers and the principal to develop rich CCLS-aligned learning tasks across subject areas and receiving professional development on the CCLS through the school's support network. Also, several math teachers will be given a modified program in order to create a push-in schedule to provide small-group instruction for struggling students.
- Teachers in the math department have common planning every day, including two hours on Friday, in which a significant amount of time is spent sharing best practices, analyzing student work, and getting critical feedback from colleagues.
- The math department has collaborated to decide on the appropriate Curriculum Based Measures and classroom assessments to best track students' progress, resulting in a highly-transparent system that is informative for both teachers and students. These assessments are used in common planning to evaluate the strengths and areas for growth in the teachers' use of Learning Cultures.
- Timeline: August 2012-September 2012—Intensive teacher training in Learning Cultures Model; October-November 2012—Development and refining of assessments and independent work time activities to target students' needs during common planning and through departmental collaboration, as well as beginning of critiques of practice in common planning; December-January 2012-2013—Begin push-in schedule for small group instruction that targets struggling students; February –June 2013—Based on January Regents results, continue and refine Learning Cultures practices.

Strategies to increase parental involvement

- 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 help them to be involved in their child's progress in math so that they can support the supplementary work the school is doing in this area.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- Monies from the school's Title I SIG grant will be used to hire one extra teacher to create a flexible program with 70-minute periods in which push-in small-group instruction is provided.
- The Title I SIG grant will also be used to purchase technology like laptops that students use for specific, targeted practice in standards they are not meeting.
- The school's Citywide Expectations funding will fund the after-school coaching professional development.

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	After-school reading for students who did not test out of oral reading comprehension test.	Small group and 1:1.	After school two times a week.
Mathematics	Targeted small-group instruction in standards that are repeated areas of difficulty.	Small group instruction via teacher push-in.	During the day.
Science	Unison Reading coaching.	Small group instruction in reading via teacher push-in.	During the day.
Social Studies	Unison Reading coaching.	Small group instruction in reading via teacher push-in.	During the day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Interventions and behavior coaching through Responsibility-Based Cognitive Discipline.	One-to-one.	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.

In order to recruit the most highly-qualified teachers possible, our school has developed partnerships and relationships with Teach for America, Math for America, New York City Teaching Fellows, Fordham University, Columbia Teacher's College, and Hunter College. These organizations regularly involve our school in recruitment events and also communicate regularly about potential candidates who are both highly qualified and a good fit for our school's mission.

In addition, we have placed advertisements for our positions in places like Gotham Schools and the TFA website, and attended every recruitment fair that we learn about, so that our efforts are wide-ranging beyond the use of the New Teacher Finder and Open Market.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Debra Maldonado/ Marge Struk	District 11	Borough Bronx	School Number 509
School Name High School of Language and Innovation			

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

Principal Julie Nariman	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher Shira Wrightman	Guidance Counselor type here
Teacher/Subject Area Katie Walraven/Earth Science	Parent Andrew Huston
Teacher/Subject Area Kristin Donnelly/Social Studi	Parent Coordinator Rosa Cordero
Related Service Provider type here	Other type here
Network Leader Marge Struk	Other type here

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	4
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	80	Total Number of ELLs	65	ELLs as share of total student population (%)	81.25%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. As parents or guardians of newly enrolled students enter the school, they are greeted and guided through the registration process by the Parent Coordinator and the ELL Coordinator. Parents complete registration forms with the assistance office staff, including a Home Language Identification Survey (HLIS). The Home Language Identification Survey is filled out by the parent with the help of the ELL Coordinator or another available pedagogue. A student is considered to have a home language other than English when one question from Part 1 (questions 1-4) and two questions from Part 1 (questions 5-8) indicate that the student uses a language other than English. As they complete the form, the parent and student are interviewed by the pedagogue administering the survey. If the student does not respond to questions asked in English, all efforts are made to have the student interviewed in his or her native language. If the interview and HLIS indicate that the student is coming from a language background other than English, he or she is administered the Language Assessment Battery-Revised (LAB-R). The LAB-R is administered to students within the first ten days of enrollment. It is administered once in a child's educational career-only upon initial enrollment. Based on the student's performance on the test, his or her entitlement to English language development support services is determined. All new entrants whose HLIS responses indicate a home language of Spanish and score at or below LAB-R cut scores must be administered the Spanish LAB at the time of initial enrollment. The HLIS, LAB-R and Spanish LAB are all administered by a licensed pedagogues: the ESL team and the dean of our school. If students are classified as ELLs according to these documents and assessments, parents are sent an entitlement letter and invited to a parent orientation so that they can choose the ELL program that they would their child to participate in. Each Spring students will be evaluated through the administration of the NYSESLAT until they score receive a score of "Proficient". Data from the NYSESLAT will be analyzed so that trends can be determined with regard to listening, speaking, reading and writing. Said trends will inform programming and planning decisions for the following school year. NYSESLAT testing is administered over the course of a week, in one week, and the regular class schedule is changed to accommodate this. Speaking is administered individually by the ESL team.

2. Our school invites parents of ELL students to participate in orientations or one on one meetings in order to increase involvement and awareness regarding the academic activities of their children. ELL Parent Orientations are facilitated by the ESL team and the parent coordinator. After the ELL identification and assessment process takes place (within the first 10 days of enrollment), we notify parents and inform them of their child's eligibility for ELL services. Our school provides parents of newly enrolled ELLs with information about all three of the different ELL programs that are available in New York City public schools. We provide group orientations at the beginning of the school year so that parents receive all of the information that they need in order to make the right program choice for their children. One on one meetings with parents are scheduled on an ongoing basis, as needed. We show the DOE DVD which describes Dual Language, Transitional Bilingual and Freestanding ESL programs and provide time for question and answer sessions. We are sure to emphasize the specific differences between all three programs so that parents can make an informed choice. Question and answer sessions ensure that parents have a clear understanding of what Dual Language, TBE and ESL programs entail. Because parents of ELLs often speak a language other than English, we use translated DVDs, brochures, and when needed, interpreter services. Bilingual staff and translated materials are also used for phone conversations or informational packets that are sent home by mail along with invitations to one on one meetings. Parents are always encouraged to come into the school for a one on one meeting with the ELL coordinator and Parent Coordinator in order to receive more information about ELL programs.

3. Entitlement letters are sent home by the ELL Coordinator to inform parents of decisions made based on the LAB-R testing results. Parent Survey and Selection forms are sent home with entitlement letters and the date of the orientation or meeting is indicated on the form. Parent Survey and Selection forms are also distributed at orientations and one on one meetings so that they can be filled out on the spot. Follow-up phone calls are made to encourage those unable to attend orientations to return their Program Selection Forms. A file of Parent Survey and Program Selection forms is stored in an ELL Compliance binder. These forms are continuously reviewed when there are newly admitted students in order to ensure that our school is providing adequate program options to parents based on parent choice and the mandated 15 students in two consecutive grades in order to create bilingual programs.

4. Once ELLs are identified, LAB-R scores and Spanish LAB scores (if applicable) are shared with and explained to the parents so that parents are able to make an educated decision as to whether they would prefer a bilingual or ESL program for their child. Parents view and read informational materials and are given the opportunity to engage in a dialogue with the ESL team and with school administration in order to choose the program that they see fit. Dual language, Transitional Bilingual and ESL programs are all discussed and explained to parents at the orientation or one on one meeting where parents fill out the Parent Survey and Program Selection form. When new Parent Survey and Program Selection forms are filled out, our school staff reviews the compiled forms in order to ensure that we are providing adequate programming. Our school has Spanish speaking staff members, so many parents are able to engage in meaningful communication at the school. Translation services into other languages are pursued if necessary.

5. Being that our school is in its first year, parent choice data is only available for our current class of freshmen. The trend that has emerged so far this year, is that parents in our school tend to choose English as a Second Language more frequently than the other two program options. Of the 29 Program Selection Letters completed by our students' parents this year, 3 parents (2 Spanish speaking, 1 Arabic speaking) have chosen a Dual Language program, 4 parents (Spanish speaking) have chosen a TBE program, and 22 parents have chosen an ESL program. Of the 22 parents that elected to place their children in ESL, 13 are Spanish speakers, 5 are Bengali speakers, 2 are Arabic Speakers, and 2 are French speakers. (Last Updated 11/7/11)

6. The program offerings at our school are aligned with parent interests, since the vast majority of parents have chosen ESL programs for their children. We are constantly reviewing parent choice letters as new students come in, with special attention to the group of 4 Spanish speaking parents that have chosen the TBE program. While all parents who initially chose TBE elected to keep their children in our school's ESL program instead of pursuing a transfer upon further discussion of the supports that would be available, it was made clear to them that if the time comes when we have a sufficient number of students to open a bilingual program our school will respond to that need. Additionally, as our school grows, we are hoping to offer an increasing number of Native Language courses that match our students' linguistic backgrounds. This is one of the many ways that we intend to continuously adapt to and support our students' needs.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes,

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	65	Newcomers (ELLs receiving service 0-3 years)	60	Special Education	1
SIFE	8	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	60	5	1	5	3	0	0	0	0	65
Total	60	5	1	5	3	0	0	0	0	65

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

C. Home Language Breakdown and ELL Programs

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

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ___	Asian: ___
Native American: ___	White (Non-Hispanic/Latino): ___
	Hispanic/Latino: ___
	Other: ___

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										43				43
Chinese														0
Russian														0
Bengali										9				9
Urdu										2				2
Arabic										4				4
Haitian										1				1
French										2				2
Korean														0
Punjabi														0
Polish														0
Albanian										3				3
Other										1				1
TOTAL	0	65	0	0	0	65								

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?

1. a. ESL instruction is delivered in four self-contained ESL classes. Each class receives ELA and Social Studies instruction from ESL teachers.

1. b. Our 9th grade students are split into 4 class groups and students travel as a block to all of their content classes. All classes are grouped heterogeneously. Students of all language levels are in each of our classes.

2. We have three licensed ESL Teachers on our staff. All reading, writing and social studies classes are taught by licensed ESL teachers using ESL strategies. Additionally, two ESL electives are offered. We constructed our school's program of instruction knowing that beginner ELLs require 540 minutes of ESL instruction per week, Intermediate ELLs require 360 minutes of ESL instruction per week, and

A. Programming and Scheduling Information

Advanced ELLs require 180 minutes of ESL instruction per week. All ELLs at our school receive 284 minutes of ESL Reading instruction, 210 minutes of ESL writing instruction, and 284 minutes of Global History and Geography taught by an ESL teacher. This means that every ELL receives a minimum of 784 minutes of ESL instruction per week. Our ELLs also have the opportunity to register for our ESL Electives: Mass Media or Sports Journalism. ELLs enrolled in these two electives are receiving an additional 204 minutes per week with an ESL teacher. With this programming, our students exceed the mandated number of instructional minutes with an ESL teacher. We have created a program that will support students' language development both in their ESL classes and in the content areas and believe that by exceeding the required minutes of ESL we are best meeting students' needs.

3. All instruction is delivered in English to the whole class. Native language supports are used in the following ways in all classes. During conferencing, teachers use online translation tools to communicate with students who are stronger in their native language. Also, students have access to bilingual dictionaries in each classroom as well as the appropriate bilingual content area glossaries produced by New York State. During independent work and group work, students are encouraged to collaborate with each other in their native languages in order to make content comprehensible. Also, each class follows a strict format. After a mini-lesson, students engage in independent or group work for the largest portion of class, allowing them to work at their own pace and utilize various resources. This time also allows them to produce language through writing, speaking and collaboration. Each class also has 15 minutes of Unison Reading, a research-based method in which 4-5 students read a text chosen by a student leader, in unison. Students stop or "breach" the group whenever they encounter a challenge. This forces students to identify and verbalize their metacognition. Additionally, during mini-lessons which introduce new concepts, teachers are sure to include explicit vocabulary instruction and linguistic scaffolds that prepare students to engage in academic discourse in each area of study.

4. Students from Spanish-speaking backgrounds are administered the Spanish LAB upon initial enrollment. This allows staff to assess their language level across the four modalities as well as ensure appropriate program placement. Also, our school administers the Math Periodic Assessment in both English and Spanish so that students are able to demonstrate math knowledge in the language that they are most dominant.

5. Students in all of our classes are grouped heterogeneously so that they benefit from exposure to other students at various linguistic levels and so that all students are challenged to reach the highest levels of academic success. The Unison Reading format, which is practiced in all classes, ensures that all students are exposed to a variety of texts on different reading levels. Students gain experience interacting with readings and navigating texts using peer groups.

a, b SIFE and newcomers have the option of choosing an elective class that promotes literacy and language acquisition. These classes are specifically tailored to support the English language development of these subgroups.

c. ELLs receiving services between 4-6 years are pushed to act as peer leaders in Unison Reading groups. Through conferencing, they are guided to choose increasingly complex texts that elevate both their reading level and content knowledge. Independent work in all classes is differentiated, with these students completing assignments tailored to their language needs.

d. The school has 0% Long-term ELLs. However, if the school were to receive an LTELL, we would use the same formats of Unison Reading, but use conferences to coach this population into increasingly higher levels of text and writing.

6. The following instructional strategies are used: Unison Reading, sentence frames, and all Learning Cultures formats. These are used across content areas to teach ELLs-SWDs responsibility for their own learning as well as expose them to rigorous content and academic language. Each classroom has a rich library with content-related materials at various English levels so that all students can access content. In addition, numerous online resources are used to give students varying levels of English while accessing the same content.

7. All classes, except for P.E., are 70 minutes. The school has a rotating schedule, so that students experience the classes at different times each day. Students also remain in the same classroom for the morning, and then switch to a different classroom in the afternoon in order to minimize transition time. Students also have an extended school day in which they are able to choose between four electives: Mass Media, Sports Journalism, Engineering and Korean. In addition to an extended school day Monday-Thursday, students also have an enrichment/arts block every Friday afternoon in which they can choose from Tae Kwon Do, dance, art and theater. Both the elective and the enrichment/arts block allow them to be exposed to a rich global curriculum while also having the core subjects during the regular school day. SWDs are programmed throughout their day with non-disabled peers. There are no classes in which SWD are separated from their non-disabled peers.

Courses Taught in Languages Other than English ⓘ

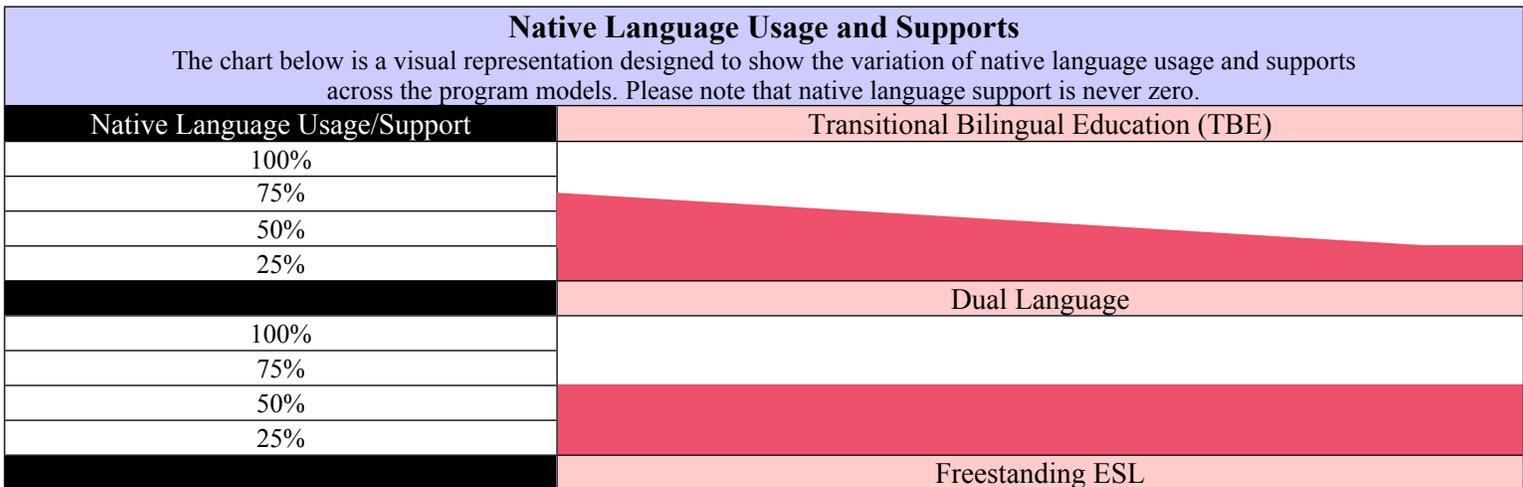
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language

<ul style="list-style-type: none"> • heritage classes • foreign language (LOTE) classes 			
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	0	0	0
Social Studies:	0	0	0
Math:	0	0	0
Science:	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0

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



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8. Our school offers two ESL electives that provide extra opportunities for ELLs to receive language development support from ESL teachers outside of the mandated instructional minutes which are provided during the school day. The Mass Media ESL elective targets beginner ELLs specifically, and provides strategies for students to acquire basic vocabulary and gain experience with speaking and listening activities which will support their achievement in their core content classes. Our sports journalism elective focuses especially on developing the reading and writing skills of our ELL students. Additionally, we offer a morning tutoring hour where students are invited to come before school and complete work assigned by their teachers which is intended to target areas of weakness. Students also have opportunities before and after school to engage in a math intervention program called Learning Upgrade which targets specific math skills. Our math teachers supervise this process in order to ensure that students' needs are met. Also, the instructional program that we have implemented school-wide is deeply differentiated and accounts for many intervention opportunities within the regular school day. Learning cultures (our instructional program) provides many opportunities for students to engage with different texts on a wide variety of reading levels. Small groups meet with a teacher on a regular basis, and opportunities for small group instruction are built into every class throughout the course of our instructional day. This ensures that our ELLs are receiving the linguistic support and the content support that they require. Also, a large amount of individual conference time is built into the program and teachers have the flexibility to schedule additional conferences with students who need this one on one attention the most. We also have a special education teacher who pushes into many classes in order to provide additional conference time for our special education students and other students who need it most.

9. Our transitional support for students who have reached proficiency on the NYSESLAT includes the continued provision of testing modifications for 2 years. Also, these students are still enrolled in reading, writing and social studies classes that are taught by ESL teachers. This means that they benefit from ongoing language development support even after they have achieved proficiency on the NYSESLAT.

10. Our school will continue to create engaging elective opportunities that are relevant to our students' academic success as well as their language development. We are also considering opening more foreign language and native language classes for our students.

11. Not applicable as our school is in its first year.

12. ELLs are afforded equal access to any and all school programs. They are members of our school's sports teams, and have the freedom to choose elective courses and enrichment courses that are appealing to them, regardless of linguistic abilities. Enrichment opportunities available to our students include art, dance, Tae Kwon Do and drama. In terms of instructional programming, all class groups and student groups for small group instruction are created heterogeneously. Grouping students in this way ensures that students of all language levels and backgrounds have equal access to opportunities at our school.

13. The technology being used to support ELLs includes several software programs including Castle Learning and Learning Upgrade. Students have individual accounts to these programs so that they and their teachers can track progress and use the software in order to support class work. These programs are used both as interventions and supplements to classwork so that students are able to engage in differentiated work outside of class time. Our teachers also have access to document cameras, interactive whiteboards and laptops in order to provide visual support for lessons and create engaging lessons and project opportunities for students. Our school has also purchased ipads to be used during student group work for translation, research, and visual support purposes in order to ensure efficient completion of

high level work. One of our goals for our students is for them to become literate in many different forms of technology and through teacher use of different mediums to present lessons as well as student access to various forms of technology, our students are being exposed to many different kinds of and uses for technology in the classroom.

Other instructional materials being used to support our students are born out of the learning cultures instructional program. Our humanities classrooms have extensive classroom libraries and all of our teachers are engaged in developing instructional materials that support our students in their group work and independent work. Students have access to reading materials that span many different reading levels and genres. This includes subscriptions to many different magazines such as Sports Illustrated, Upfront, ESPN HS, Junior Scholastic, and several other Scholastic magazines.

14. Native language support is delivered through the availability of bilingual glossaries, bilingual dictionaries and translated lesson materials and study guides. Our classroom libraries also include native language sections so that students are able to maintain their reading in the native language and students are encouraged to visit both the campus library and the public library for greater text availability in languages other than English.

15. Our currently school serves an entirely 9th grade population and required support and resources correspond to ELLs' ages and grade levels.

16. Our school has an orientation evening which is intended to assist newly enrolled ELL students and families in having a smooth transition into the school year. Information about our school's programming and course options is provided, and students and families have the opportunity to ask questions and learn more about our school and the schooling process in the United States. In the future, we anticipate facilitating a summer bridge program which will further support ELL students through their transition into high school.

17. Our school currently offers one language elective: Korean.

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)?

Not Applicable.

D. Professional Development and Support for School Staff

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

1. Professional development is built into the school's schedule. Teachers have common planning Monday through Thursday for 45 minutes, in which two days are used for content-area collaboration, and two days are used for professional development on Learning Cultures, the school-wide instructional model. Fridays, the school has two hours of professional development time in which teachers collaborate or received targeted PD on Learning Cultures. In addition to this, staff had three weeks of PD during the month of August, in which all staff members were trained in using ESL and literacy methodology such as sentence frames (Kate Kinsella) and Unison Reading. The school has hired Cynthia McCallister to do on-site Learning Cultures PD bi-monthly, and sometimes once per-week, in which she provides classroom coaching and follow-up conferences with both the teachers and principal. All staff, including paraprofessionals, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators receive professional development on ELLs.

Outside PD: Almost the entire staff attended the Unison Reading conference for four days in August. Science teachers attended the annual Science Teachers Association of New York State conference, Social Studies teachers are attending the National Council for the Social Studies.

2. Through the Learning Cultures formats, staff engage in regular conferences with students. This conferencing helps to target social process issues, organization issues, and the transitions issues inherent in coming to high school. In addition, the first two days of school were used as an orientation to the academic, behavioral, and process expectations for high school. Through common planning, staff discusses how students are transitioning and create school-wide processes and routines to help students adapt.

3. The majority of the school's PD is ELL training. The school has exceeded its hours. In the summer alone, in August, staff had over 60 hours of ELL training. Agendas, minutes, and sign-in sheets are maintained in the main office by the secretary.

E. Parental Involvement

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

1. In order to enrich the experience of the parents of the English Language Learners at our school, HSLI delivers monthly parents workshops. We have chosen a theme per month based on the content areas of Literacy, Science, Social Studies, and Math. The first session of the workshop is informative and the second part involves an interactive, hand-on activity for parents. During our monthly PA meetings we incorporate an instructional focus, in which parents are informed of the teaching curriculum for each month. In addition, the following activities are offered to our parents:

- ESL and Technology classes for parents/ primary caregivers
- Field trips to align with students classroom experiences and subject/ topics

2. Community Based Organizations such as Neighborhood Initiatives Development Corporation provide adult ESL classes and parent workshops are also offered during after school hours.

3 and 4. In evaluating the needs of our parents the parent coordinator sends home surveys to inquire about our parents interests in order to determine the ways we can support their interests. Also, the parent coordinator is accessible daily to assist parents with any concerns.

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)										21				21
Intermediate(I)										26				26
Advanced (A)										18				18
Total	0	0	0	0	0	0	0	0	0	65	0	0	0	65

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										12			
	I										10			
	A										7			
	P										2			
READING/ WRITING	B										19			
	I										10			
	A										1			
	P										1			

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	11	8	0	0	19
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	12	0	18	0	5	0	2	0	37
NYSAA Bilingual Spe Ed									0

NYS Science														
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	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	13	0	13	0	10	0	0	0	36
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

1. One assessment tool that our school utilizes in order to assess the early literacy skills of our ELLs is the DRP. Data from the first benchmark administration of this exam showed that our students occupy a wide variety of language levels. Our decision to program our students heterogeneously is one way of ensuring that all students are provided with equal opportunities [insert quantitative data and analysis]

2. Data patterns in NYSESLAT and LAB-R data show that our school serves 18 advanced ELLs, 26 intermediate ELLs and 21 beginner ELLs. Of the 31 ELLs that took the NYSESLAT last year, 2 scored advanced, 19 scored beginner, and 10 scored intermediate. Of the 19 ELLs that scored beginner last year, 12 of them scored beginning in both the listening/speaking and reading/writing breakdowns. This indicates an extensive amount of work to be done in all four modalities of English with a significant percentage of our students. Speaking was the most polarizing modality. For 15 of our students this was the modality in which they scored the highest, yet for 10 of our students this was the lowest scoring modality, with 9 of those 10 receiving a score of 0 for the speaking portion of this exam. This data is particularly revealing because it shows that for about half of our ELLs who took the exam last year, speaking is their greatest strength, while for 15% of our ELLs this was their area of weakness. Behind the speaking subtest, writing was the modality that provided the most difficulty for our students with 9/31 receiving their lowest score on this modality. Having this data was one reason that we separated our ELA instruction into two reading and writing classes—in order to ensure that our instructional program provides sufficient opportunities for ELLs to engage in the writing process and gain practice with the conventions of English and gain experience expressing themselves and conveying content using English. Analyzing NYSESLAT data has allowed our school to form a better understanding of ways that we can support our students. While this data formed a starting point though, we will continue to adjust our instruction based on ongoing assessments and conferences.

3. Patterns across NYSESLAT modalities indicate that reading and writing are an area of weakness as compared to listening and speaking. In order to address this our school has separated the ELA block into two courses: reading and writing. This ensures that students have ample time during the week for small group reading instruction as well as an in depth writing experience. We have also chosen to utilize the Learning Cultures program of instruction which ensures that literacy is a focus of every content classroom.

4. a. Overall, students scored highest in 8th grade science with the most level 3's. Math was their next best subject, with ELA 3rd. All students with 8th grade scores fell into level 1's or 2's on ELA.

b. Our school has not yet administered an ELL Periodic Assessment as we are in our first year.

c. Not applicable.

5. Not applicable.

6. We evaluate the success of our ELL programs using several measures. We use the DRP standardized reading assessment as well as graded writing pieces, projects and assessments. Also, teachers keep records of individual conferences with students which occur on a daily basis in addition to Unison Reading records which provide information on small group reading sessions. These records are reviewed and analyzed in order to determine strengths and weaknesses of individuals and groups. The process of frequent conferences between teachers and students means that informal assessment is occurring on a regular basis, which ensures that teachers are conscious of student needs.

Conferences also allow teachers to develop a much deeper understanding of students' strengths and needs than many other forms of assessment.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: HSLI

School DBN: 11X509

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Julie Nariman	Principal		12/19/11
NA	Assistant Principal		12/19/11
Rosa Cordero	Parent Coordinator		12/19/11
Shira Wrightman	ESL Teacher		12/19/11
Andrew Huston	Parent		12/19/11
Katie Walraven	Teacher/Subject Area		12/19/11
Kristin Donnelly	Teacher/Subject Area		12/19/11
	Coach		
	Coach		1/1/01
	Guidance Counselor		1/1/01
Marge Struk	Network Leader		12/19/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11x509 **School Name:** High School of Language and Innovat

Cluster: 5 **Network:** 551

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 use ARIS and ATS to sort our students' home language needs into an Excel file, which we use as a go-to document before all parent communication. We use the Home Language Survey for recent arrivals.

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.

We found that 96% of our population speaks a language other than English at home. 50% are Spanish-speaking, 14% Bengali, 6% Albanian, 6% Arabic, 5% French, and the remaining percents between Italian, Urdu, Vietnamese, and Wolof. We disseminated this information during professional development as well as in attendance meetings so that outreach and community staff understood the language needs of parents.

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.

The parent coordinator uses the above-mentioned information, which is in an excel spreadsheet, to determine the languages needed for translation of all school documents. For Albanian, an outside translation service is used, and for almost all others, the NYCDOE Office of Translation is used.

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

The parent coordinator is bilingual and provides all Spanish interpretation. Lower-incidence languages are interpreted through phone calls to the Office of Translation and Interpretation. For lower-incidence languages not provided by the office, parent volunteers are used.

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>.

All documents and information and promotional materials sent to students homes are fully translated into students' native languages, and when this is not possible, an interpreter is found.

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: HS of Language and Innovation	DBN: 11x509
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 35
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 type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 6
of content area teachers: 1

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:

Rationale: All students, regardless of language proficiency and reading levels, are given access to the same classes and resources as their advanced or proficient peers. Classes are not tracked, allowing high levels of collaboration and rigor to occur in our instructional program for all students. The school follows the Learning Cultures model of instruction in all content and ESL classes, which includes Unison Reading, as well as a focus on building literacy, independence and college-readiness skills in all classes. Heterogeneous groupings lead to high levels of differentiation in each class.

Due to a high percentage of newcomers and SIFE students, we have discovered the need to provide not only rich resources for beginner and SIFE ELLs during their regular program, but also to provide supplementary direct instruction for these two subgroups. Therefore, our supplemental program will be small group instruction in phonics, decoding, and reading strategies using the Wilson Program that will build their capacity to meet the standards in their regular classes, eliminating the need for tracking.

Subgroups and grade levels: newcomer beginner ELLs, SIFE ELLs, in 9th and 10th grade.

Schedule and duration: 3 days a week (Monday, Wednesday, Thursday) after school for 1 hour from November 2012-May 2013. Total, including initial teacher training for all ESL and literacy teachers in November, a first-month launch with 2 teachers, and all of the following months led by 1 teacher, and excluding holidays: 102 hours.

Language of instruction: English with native language supports provided.

#s and types of certified teachers: 6 ESL teachers, 1 Special Education/ Literacy teacher.

Types of materials: Wilson starter set, Heinle Phonics Intervention kit.

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:

Rationale: The school already does the following as part of its regular professional development:

Part C: Professional Development

common planning daily, with 2 hours on Fridays; intervisitations; bi-monthly coaching on Learning Cultures targeted for supporting ELLs led by Cynthia McCallister, the author of "Unison Reading" and developer of Learning Cultures; weekly after-school professional development on CCLS, coaching strategies, and data analysis for instructional leads and mentors.

While much of common planning and daily PD centers around practical application of ELL methodologies, our Quality Review and Learning Environment Survey revealed that teachers needed stronger grounding in the theory behind the school's ELL methodologies in order to implement them with fidelity and reach "Effective" and "Highly Effective" standards in teaching. Last year, supplementary PD in the theories behind the school's writing program of Genre Practice yielded an improvement in students' performance in writing classes. Teachers found that in-class coaching was far more useful when they had time to grasp the theories behind practice. Therefore, staff will engage in monthly after-school literature circles designed to ground practitioners in the theory behind effective ELL pedagogy. The Instructional Leads designing the PD will use protocols to help teachers link these theories to practice.

Teachers to receive training: 6 ESL teachers, 2 Special Education teachers, and 8 content area teachers, as all teachers in our school teach our ELL population.

Schedule and duration: 1 hour per month after school from November 2012 to June 2013.

Topics to be covered: Usage-based language (Tomasello & McCallister) theory, a cornerstone of the school's Learning Cultures pedagogy; using CCLS standards to leverage effective conferences with ELLs; Danielson & Learning Cultures rubrics' implications for ELLs when put into practice; making content accessible for ELLs.

Name of Provider: the PD will be planned by the principal, the school's instructional leads, Cynthia McCallister, and the school's network ELL and instructional specialists, but will be implemented by the school.

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:

Rationale: Despite being under 200 students, the school has funded a dedicated, bilingual parent coordinator who regularly communicates and plans activities that involve parents.

Because of the school's unique instructional model, though, we have discovered a need to involve parents in understanding ways in which their children are acquiring language, gaining college-readiness

Part D: Parental Engagement Activities

skills, reading and writing in a variety of genres, etc. Parents want to be able to see the work their students are producing and understand how to support their children at home. While our Learning Environment Survey showed parents were satisfied with the safety, communication, and engagement of the school, a number of them expressed confusion about the academic work and expectations.

Therefore, we would like to address it in 2 ways:

1. Two student-work showcase afternoons/evenings, not related to parent-teacher conference night. This will be an opportunity for every child in the school to exhibit a project or piece of writing in a gallery that parents and family members can visit. The showcase will also include video of great classroom moments, as well as multi-lingual stations in which parents can ask specific questions in their own language to students and staff members about how learning happens at our school.
2. We would also like to produce a multi-lingual parent booklet that explains the history, methodologies, benefits, and student responsibilities inherent in the school's instruction, as well as concrete ways that parents can support their children in school. We will also include quotes from parents, students and teachers, as well as illustrations, photos, and student work in order to paint a vivid picture of the work happening and empower parents be a part of the process.

Schedule and duration: 1 afternoon/evening in January, 1 afternoon/evening in May for nights; Parent booklet will be written, translated, laid out, and printed by December in time for the January showcase.

Topics to be covered: What kind of writing and projects is my child producing and what does it show about his/her progress? What are Learning Cultures formats? What does college-readiness look like in high school? How is a usage-based theory of language different from traditional methods and how is it helping my child acquire English?

Parents will be notified of these activities through several means: Multilingual letters home and fliers, personal phone calls inviting them, use of School Messenger reminders, multi-lingual notices on JumpRope and Schoolwires, the school's online systems and website.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		