Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: NEW UTRECHT HIGH SCHOOL

DBN (*i.e. 01M001*): 20K445

Principal: MAUREEN A. GOLDFARB

Principal Email: MGOLDFA3@SCHOOLS.NYC.GOV

Superintendent: AIMEE HOROWITZ

Network Leader: MICHAEL MEHMET. JR.

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Maureen Goldfarb	*Principal or Designee	
Catena Daskalakis	*UFT Chapter Leader or Designee	
Margaret Kelly	*PA/PTA President or Designated Co-President	
Rosemary Perez	DC 37 Representative, if applicable	
Joseph Criscola Andrew Windsor	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Loretta Bravata	Member/ Parent	
Terry Cusmano	Member/ Parent	
Antonella Fatta	Member/ Parent	
Nancy Galbo	Member/ Parent	
Linda Walters	Member/ Parent	
Laurie Windsor	Member/ Parent	
Mitch Kubiak	Member/ CSA	
Marisa Martinelli	Member/ CSA	
Domenico Zambito	Member/ UFT	
Christine Imbemba	Member/ UFT	
	Member/	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014 Students will demonstrate progress on the ELA Regents as measured by a 5% increase on the State Exam. During the 2012-2013 school 63% of students who sat for the exam passed. It is our goal to increase the passing rate to 68%.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Last year's passing rate for the ELA exam was below 70%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.We will analyze and utilize data from multiple sources and individual student performance on classroom literacy tasks as a means to plan short and long term goals. Teachers and students will set instructional goals and plan for success. Baseline data that will be used is last year's regents passing rate of 63%. Progress towards meeting these goals will be measured with interim assessments and a summative assessment in June. We will use various sources to analyze data to inform and plan instruction. 2. Title III after school program will have an ELA Regents component. The teachers will identify students who need to attend for extra intensive instruction for the ELA Regents Exam. ELL teachers will use assessments that are being used in class to reinforce the parts of the ELA Regents Exam that need intervention. The Student with Interrupted Formal Education after school program will focus on the ELA Regents Exam for students with interrupted formal education and long term ELL's. This will be part of the academic intervention service used with the students. 3. In addition, our Community Based Organizations, Chinese Planning Council, Brooklyn College for Tutoring and AIS services to our students. 4. Individual conferences with guidance counselors beginning with the freshman class reinforcing throughout the students four years ensuring that they earn the credits needed to be promoted from year to year. Counselors also conference with their students to review graduation requirements and to help students to read their transcripts. Hold assemblies for each grade level to discuss graduation requirements. 5. Parent Association meetings to guide families on the graduation requirements for their child. Graduation requirements given in several different languages other than English.
B. Key personnel and other resources used to implement each strategy/activity
Assistant Principal ELL and PPS, strategy 2, 4 and 5. Teachers – strategies - 1 & 4 Guidance Counselors – strategy 4 Title 1 and Tile III funds - strategy 2 Community Based Organizations - strategy 3
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
Monitor and evaluate lesson plans, analyze and utilize data from assessments (PSAT, Regents Results) individual student performance specific instructional goals, strategy 1 Utilize Datacation / Skedula/ Pupilpath for increased communication with staff and students and families regarding student progress – strategies 1 & 4

Continue to offer ELA classes that focus on regents preparation – strategy 1
Identify and monitor students in at risk sub groups to attend tutoring – strategies 1 & 4
Include Regents questions on all classroom exams – strategy 1
ELL teachers will use classroom assessments to reinforce ELA regents strategies – strategy 2

D. Timeline for implementation and completion including start and end dates

All strategies will be ongoing from September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Students are programmed strategically based on strengths and prior regents data – strategies 1 & 2
Achieve 3000 literacy program – strategy 1
Summer and after school Title III program – strategy 2
AIS – Saturday and after school tutoring – strategy 4
SBO for common planning – strategies 1 & 4
Double period freshman English classes for students scoring 1 and 2's on middle school ELA exams – strategies1 & 4
Assistant Principal English as well as other Assistant Principals Supervision – strategy 1
Assistant Principal Guidance/Programming – strategies 1,4,5
Teachers – strategies 1 & 4
Teacher teams – strategy 1
Professional development – strategy 1
EngageNY.org - strategy 1
CFN Workshops on Common Core – strategy 1

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).

Parents are invited to attend regular meetings with school personnel to plan academic programs, information about programs offered, graduation requirements, postsecondary education and courses that will prepare their child for college. The College office hosts a series of college information sessions to inform parents of the college process. Arrange phone calls home through our phone master to provide families with information regarding parent teacher conferences and any other important information. Hold Leadership and PTA meetings in which parents participate informing them about how to monitor student progress. IEP meetings and parent teacher meetings that support parent and student participation. Parents can access our school based web-site through E-Chalk informing parents about the Common Core Learning Standards and College Career Readiness. This year we have purchased Dataction/ Skedula/Pupil Path to increase communication with parents.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	**Tax Levy**	**x**	**Title IA**		**Title IIA**	**x**	**Title III**		**Set Aside**	**x**	**Grants**

List any additional fund sources your school is using to support the instructional goal below.

If other is selected describe here:

Tax Levy funding to provide academic intervention services during the day (AIS).

Fair Student Funding

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014 students will demonstrate progress on the Algebra regents as measured by a 3% increase on the state exam. Last year we had a 70% passing rate for the

regent exam.

Comprehensive Needs Assessment

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

Results of the 2012-2013 Integrated Algebra Regents shows a 70% passing rate. Based on the item analysis of the results students have been struggling with making sense of problems, perseverance in solving them, constructing viable arguments and critique reasoning of others. With the implementation of the new Common Core Algebra exam, we are anticipating a more ambitious version of the exam. According to the State Accountability Data from 2011-2012 the following subgroups, Asians, Black and SWD's have not met Effective Annual Measurable Objective (EAMO).

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.Align curriculum with New York State Common Core Learning Standards and City Wide Instructional Expectations by providing time for common planning and teacher teams.
2.Implement instruction strategies (multiple entry points) to assist in solving problems.
3.Provide students with tutoring and AIS opportunities
4.Opportunities for Professional Development, intervisitation, differentiation of instruction, integration of technology and sharing of best instructional practice among colleagues.
5.Monitor student progress via Datacation and HSST at the end of each marking period
6.Include Regents type questions on all exams
7.Reflect on data and student performance to plan instruction objectives via teacher teams
8.Set Instructional goals and plan for achievement of individual objectives
9.Modify curriculum as needed
10.Benchmark assessments to monitor student progress
11.Programming

B. Key personnel and other resources used to implement each strategy/activity

Assistant Principal Mathematics - strategies 1 - 9
Assistant Principal Guidance/Programming – strategies 5 & 10
Teachers – strategies 1 - 9
Teacher teams – strategies -1 - 9
Professional development – strategies 3 - 8
Engage NY.org – strategies 1 - 8
CFN Workshops on Common Core – strategies 1 & 2
Title III funding – Strategies 1-4

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Classroom observations – strategies 1 -8
Teacher created assessments – strategies 2,6,9
Ongoing monitoring of student work in teacher teams – strategy 5
Benchmark assessments followed by data analysis and "check in" points

D. Timeline for implementation and completion including start and end dates

All strategies will be ongoing from September 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Strategic programming of teachers – strategies 1-5
Common planning time – strategies 1-5
Teacher teams – strategies 1-5

Access to technology – strategies 1,2,4
Academic Intervention Services (AIS) strategies 2,3,4
Data analysis (Datacation, HSST) – strategies 1-5
Item analysis of common teacher created exams – strategies 1-5

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).

Share with parents at PTA and Leadership team meetings on how we use a research based approach to evaluate teacher's lessons here at New Utrecht High School.

Professional Development for teachers so they can effectively communicate their daily practice in the classroom.

Data / Skedula / Pupilpath used by parents to view grades

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	**Tax Levy**	**x**	**Title IA**		**Title IIA**	**x**	**Title III**		**Set Aside**	**x**	**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Fair Student Funding

Goal and Action Plan #3

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

Annual Goal #3

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

To increase New Utrecht High School graduation rate by 3%. During the school year 2012-2013 the graduation rate was 68.1%.It is our goal to achieve a 71% graduation rate for the school year 2013-2014.

Comprehensive Needs Assessment

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

Last year the graduation percentage rate for the following sub groups was, Blacks 70%, Hispanics 56% and Students with Disabilities (SWD) 44%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.Ensure that these students attend school on a regular basis.
2.Outreach and home visits for these students whose attendance is problematic is conducted on a regular basis.
3.Students will receive counseling on a regular basis individually and in groups to review graduation requirements.
4.Funds are set aside for AIS during and after the school day.
5.Parents have access to their Child's Report Card, transcripts and attendance through Pupilpath.

B. Key personnel and other resources used to implement each strategy/activity

Guidance Counselors – strategies 1,2,3 Teachers – strategies 1,2,3, Assistant Principal Guidance - strategies 1 - 5, Assistant Principal Supervision - strategies 1-5, Attendance Teacher-strategies- 1-2 Assistant Principal Organization – strategy 4.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Credit Accumulation- strategy 5
AIS for students who require support - strategy 3

Scholarship Reports –strategy 3
Monitoring of transcripts-strategy 3
ATS Attendance Reports – strategies 1 & 2

D. Timeline for implementation and completion including start and end dates

All strategies will be ongoing from September 2013-June/August 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Guidance Counselors will ensure that all students are properly programmed so that they are given the classes to require to meet graduation requirements- strategies 1,2,3
AIS is scheduled during and after the school day to support struggling students – strategy 4
Title III after school program to support our ESL population – strategy 4

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).

Parent Teacher Conferences, Datacation, Mailings, E-Chalk Website, Workshops, Guidance Meetings.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	**Tax Levy**	**x**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**x**	**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Fair Student Funding

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, we will increase student attendance by 5% moving from 80.7% attendance to a minimum of 86%.

Comprehensive Needs Assessment

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

Last year New Utrecht High School had an average attendance rate of 80%. The Chancellor's goal is to improve attendance and achieve a rate of 90% or better.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.Monitor attendance on a daily basis, track students whose attendance is poor.
2.Conduct home visits, provide counseling for students who are at risk to explore options for success.
3.Celebrate improved attendance for students who have made progress.
4.Dedicated guidance counselors for at risk students.
5.Assistant Principals routinely collect contact logs from teachers to monitor teacher outreach.

B. Key personnel and other resources used to implement each strategy/activity

Attendance Teachers – strategies- 1,2
Guidance Counselors – strategies 1 - 4
Family Workers –strategies 1- 4
Teachers - strategies1,3
Parent Coordinator – strategy 1
Attendance Coordinator –strategies 1-3

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
Attendance meetings to discuss progress – strategies 1-5 Monitor daily and monthly attendance rates – strategies 1-5 Collection of teacher logs documenting outreach- strategies 3,4,5
D. Timeline for implementation and completion including start and end dates
All strategies will be ongoing from September 2013 – June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
Programs students who are at risk to meet their needs – strategies 1-5

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).
Conduct parent workshops on the use of Skedula / Pupil path so that families can view their child's daily attendance. Connect families to our Community Based Organizations to bring information to immigrant families.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	**Tax Levy**	**x**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**x**	**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
Fair Student Funding											

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014 we will make outreach to 100% of our students families in order to develop a positive parent school relationship demonstrated by an increase in the parents involvement in the Parent Teacher Association.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Due to the small percentage of parents and families who attend the monthly PTA Meetings there is a need to increase parent involvement so as to create a community that welcomes our student's families.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.Reach out to all parents by developing themed PTA meetings every month. Effectively communicate with all parents through newsletters, phone calls, phone bank messages and eChalk, our web-based school site, eChalk connects administrators, teachers, students and parents within the school, district, or state in a secure online environment that is designed to streamline instruction, communication and professional development. eChalk's resources include websites, email systems, intranets and Web 2.0 technologies as well as web based translation services. 2.Continually update information on eChalk. 3.Provide translated copies of all notices in multiple languages 4.Provide translation services for parents during Parent-Teacher Conferences and PTA meetings. 5.Hold school events that encourage parental participation including: The International Show, The Talent Show, Chinese New Year Show and Fashion Show 6.Parents will be informed of curriculum goals and grading policies

7.Parents will be informed of their child's learning needs, assessment results and attendance data through midpoint progress reports on a quarterly basis through Skedula / Pupilpath

B. Key personnel and other resources used to implement each strategy/activity

Parent Coordinator – strategies 1 – 7
Title III funds – Strategies 3,4,6

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

As a school-wide program school, New Utrecht High School parents will be involved in decision making through active participation in the School Leadership Team and PTA. A parent member of the School Leadership Team has been identified as the Title I representative and will report to the Team all Title I updates. Strategies 1, 6 & 7

Continuous opportunities 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 will be provided for parental involvement and education through outside residencies and guest speakers at PTA Meetings, Special Education, ELL orientation/update meetings, etc.- Strategies 1,6,7

The Parent Coordinator and Principal will ensure the timely communication of pertinent information through the school website, newsletters, phone master system, the collection of a parent email database and letters home. Strategies 1 – 7

D. Timeline for implementation and completion including start and end dates

All strategies will be ongoing from September 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Per session will be made available to attendance teachers and guidance staff. -Strategies 1- 7

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).

Workshops
Thematic PTA meetings
School events
eChalk
Datacation/Skedula/Pupilpath
Mailings
Phonemaster

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA	X	Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

Fair Student Funding

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, 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	Reading Interactive Writings	Small Group, one to one, group tutoring	Both during the school day and after school
Mathematics	Reading Interactive Writings	Small Group, one to one, group tutoring	Both during the school day and after school
Science	Reading Interactive Writings	Small Group, one to one, group tutoring	Both during the school day and after school
Social Studies	Reading Interactive Writings	Small Group, one to one, group tutoring	Both during the school day and after school
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Workshops for students CBO's providing additional support to our at risks students	Small Group, one to one group tutoring	During the school day and after school

Title I Information Page (TIP)

For Schools Receiving Title I Funding

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.					
x	**School Wide Program (SWP)**		**Targeted Assistance (TA) Schools**		**Non-Title I**

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Create and maintain a recruitment strategic planning team, develop marketing and outreach strategies, form partnerships with traditional teacher education institutions and alternative licensure programs, evaluate current hiring processes, provide financial incentives, and grow our own; develop New Utrecht High School Academy. We staff only licensed content specific teachers . There is very little teacher turnover due to the support from the UFT Teacher Center and the school's administration. Highly skilled teachers are given assignments to support our lower performing students. Professional Development is planned for the year both school wide and individually by department to support teacher growth and to improve student outcomes.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
New Utrecht High School will continue to participate in professional development for all staff with an emphasis on low achieving areas. School staff will continue to attend academic and administrative Network meetings on a monthly basis. New Utrecht High School will continue to staff a UFT Teacher Center, and create a School Wide Professional Development Program that addresses, the CCSS, City Wide Instructional Expectations and the Danielson Framework for teaching.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds are set aside for academic students in temporary housing. Title I funds are also spent on educational materials such as software and textbooks and to fund AIS programs.

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Staff Surveys Teacher Team Consultation with UFT Teacher Center, Town Hall Meetings with teachers in the teachers cafeteria, School Leadership Team in conjunction with Administration UFT and all school staff will participate in conversation selection and implementation of academic programs

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high–quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Directions and Guidance for Developing and Updating the Parent Involvement Policy (PIP) *(Required 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, New Utrecht High 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. New Utrecht High 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. New Utrecht High School will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);

2. 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;

3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

4. providing assistance to parents in understanding City, State and Federal standards and assessments;

5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

6. 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;

This template was designed by the Office of School Improvement in collaboration with the New York State Education Department, Office of School Improvement and Community Services (NYC) and the Office for Family Engagement and Advocacy. This template is aligned to fully comply with the parent involvement requirements as outlined in Title I, Part A, Section 1118 of the No Child Left Behind (NCLB) Act.

New Utrecht High 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 **New Utrecht High School** 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, **New Utrecht High 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 Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

maintain a Parent Coordinator (or a [2]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 for Family Engagement and Advocacy (OFEA);

2 Please note that only New York City Public schools that have attained a student population of two - hundred (200) or more will receive funding to hire a Parent Coordinator.

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 Title I Parent Annual 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; and

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.

New Utrecht High School will further encourage school-level parental involvement by:

holding an annual Title I Parent Curriculum Conference;

hosting educational family events/activities during Open School Week and throughout the school year;

encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;

supporting or hosting OFEA District Family Day events;

establishing a Parent Resource Center 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; and

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;

Section II: School-Parent Compact

New Utrecht High 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. PS/MS/HS XX staff and the 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.

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 State Standards;

offering high quality instruction in all content areas; and

providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

New Utrecht High School will:
post the state standards for academic subjects electronically;

post the academic and discipline standards of New Utrecht High School electronically;

post and advertise the requirements of Title 1 electronically;
post procedures on how to rectify incorrect absences, lateness, and grades electronically;

post and advertise the Parent Involvement Policy and School-Parent Compact electronically;

enable parents to monitor academic progress through the Skedula/Pupil Path program;

establish and maintain a tutoring program in English and Mathematics;

encourage parental involvement in school activities;

refer students to counseling resources;

have an annual meeting concerning Title 1 resources and activities;

educate teachers, administrators and staff about the Title 1 program; and

ensure that information related to the school and parent programs, meetings and other activities is sent to the parent in an understandable and uniform format.

Support home-school relationships and improve communication by:

conduct parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

convening a Title I Parent Annual 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, child care or home visits 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; and

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:

Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.

notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

planning activities for parents during the school year (e.g., Open School Week);

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; and

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;

Parent/Guardian Responsibilities:

monitor online using Skedula/Pupil Path 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;

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. I will also:

- 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., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and

share responsibility for the improved academic achievement of my child;

set guidelines and clear expectations of good behavior and academic performances;

ensure that their children have a quiet place and time to read, study, and complete homework;

discuss daily work assignments, progress reports, and grade reports with their children and review online via Skedula/Pupil Path;

ensure that their children attend school on time every day;

communicate with the school through written and electronic messages, telephone or conferences;

ensure that their children have the materials necessary to complete class work and home learning;

keep their children healthy by ensuring that they get enough sleep, appropriate nutrition, and medical care;

help their children to develop a good self-image by providing care, discipline, support, interest and concern;

provide the school with current and accurate home, work, and

emergency contact information;

foster in their children a positive attitude toward school and learning.

Student Responsibilities:

show respect for myself, other people and property;

try to resolve disagreements or conflicts peacefully; and

Attend school every day and arrive on time to all classes

Follow all school and classroom rules

Put their best effort forward at all times

Complete all homework and class work on time

Ask for assistance when it is needed

Use the tutoring program to increase academic achievement

Make informed decisions, set goals, and take action to meet requirements for graduation

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by **NUHS Title 1 Parent Committee** on **October 28, 2013**.

This Parent Involvement Policy was updated on **November 12, 2013**.

The final version of this document will be distributed to the school community on **December 3, 2013** and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY 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.

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2013-14 to 2014-15 School Years

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 20	Borough Brooklyn	School Number 445
School Name New Utrecht High School		

B. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Maureen a. Goldfarb	Assistant Principal Giacomo Rutigliano
Coach type here	Coach type here
ESL Teacher John Pearson	Guidance Counselor Diana Murillo
Teacher/Subject Area Dr. Chie Soong/Science	Parent type here
Teacher/Subject Area Clement Tian/NLA	Parent Coordinator Anna Mineo
Related Service Provider Frank DiGiovanni	Other AP Pupil Pers, Lisa Gretano
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	11	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	4	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	3450	Total number of ELLs	772	ELLs as share of total student population (%)	22.38%

Part II: 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☒	No☐	If yes, indicate language(s): Chinese
Dual language program	Yes☒	No☐	If yes, indicate language(s): Chinese

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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										13	11	6	1	**31**
Dual Language (50%:50%)										3				**3**
Freestanding ESL														
self-contained										16	16	13	8	**53**
SELECT ONE														**0**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**32**	**27**	**19**	**9**	**87**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	772	**Newcomers (ELLs receiving service 0-3 years)**	404	**ELL Students with Disabilities**	117
SIFE	166	**ELLs receiving service 4-6 years**	205	**Long-Term (completed 6+ years)**	145

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 SWD. ⓘ

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	231	89	8	115	29	17	23		22	369
Dual Language	34	9		7			4			45
ESL	161	30	20	81	9	15	41		50	283
Total	**426**	**128**	**28**	**203**	**38**	**32**	**68**	**0**	**72**	697
Number of ELLs who have an alternate placement paraprofessional: 11										

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**
Chinese										67	112	87	96	**362**
SELECT ONE														**0**
SELECT ONE														**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**67**	**112**	**87**	**96**	**362**

*EP=English proficient student

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**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Chinese																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Chinese	45	0							45	0
SELECT ONE									0	0
SELECT ONE									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	45	0	0	0	0	0	0	0	45	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): 45	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: 45 Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										29	48	25	53	**155**
Chinese										8	4	1	7	**20**
Russian										7	4	8	8	**27**
Bengali										2	1	0	2	**5**
Urdu										5	3	3	12	**23**
Arabic										7	7	8	13	**35**
Haitian										2	0	0	0	**2**
French										0	0	0	0	**0**
Korean										0	0	1	0	**1**
Punjabi										1	0	0	0	**1**
Polish										2	1	0	1	**4**
Albanian										1	0	3	2	**6**
Other										8	6	5	7	**26**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**72**	**74**	**54**	**105**	**305**

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										47	38	3	16	**104**

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										65	50	29	30	**174**
Advanced (A)										61	52	45	73	**231**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**173**	**140**	**77**	**119**	**509**

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening /Speaking	B													
	I													
	A													
	P													
Reading/ Writing	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	173		56	
Integrated Algebra	437		345	
Geometry	150		122	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry		58		35
Earth Science		63		9
Living Environment		341		227
Physics	2		1	
Global History and		278		161
Geography				
US History and		175		119
Foreign Language		100		100
Government				
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	82	111	81	93				

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
   The early literacy assessment tools available are the NYSESLAT/LAB-R/Spanish LAB. When the student is admitted, the student is interviewed by the A.P. ESL. This is where initial placement happens, and the student is tested within 2-7 school days. The ESL teachers monitor them in class and examine if the student needs literacy intervention. In addition, we utilize our Title 3 funds for literacy intervention.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   . After receiving the proficiency levels and grades, we see that our ELLs are performing at an Intermediate/Advanced levels on the NYSESLAT. Our newcomers on the LAB-R are performing on a (B/I) levels. Many students in the (B) level are newcomers and SIFE ELLs. These students may need two years of intensive English instruction before they advance. ELLs on the (I) level to (A) level have the abilities to test out within two years. The (A) level for 10th, 11th and 12th grades are low since students have difficulty attaining English proficiency. This school year 163 ELLs attained English proficiency according to the 2013 NYSESLAT. Our 9th and 10th grade currently have the most intermediate students.
   Many newcomers are scoring intermediate and advance on the LAB-R. Those who score beginner level on the LAB-R show low skills in reading writing, listening, and speaking. This year we tested 42 newcomers: 8 tested out and 34 became ELL entitled. All entitled ELLs need academic intervention in reading and writing.
   3. All ELLs struggle on the reading and writing on the NYSESLAT and LAB-R. To deal with these deficiencies: instruction and PD is focused primarily on reading, writing, and basic literacy skills. ELL Teachers, AP of ESL and ELA and Content Area Teachers participate during CPT and collaborate to create activities that are interdisciplinary. The aggregate performance results from the NYSESLAT indicate reading and writing scores together. The reading and writing scores on the NYSESLAT demonstrate the urgency to implement instructional strategies in reading comprehension so that reading and writing skills can improve. This is also a main component on the ELA Regents. All grades and levels show deficiencies in reading and writing. Literary elements need to be introduced in the (B) level, and expanded on as the students progress through levels and into the ELA Regents Prep.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   Paste response to question here: N/A
4. For each program, answer the following:
   a. 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?

A. Students do well on native language exams. The ELA Regents poses the greatest difficulty since it involves a reading and writing component based on ELA standards. ELLs generally score high on math and foreign language exams. With the common core being aligned with the ELA Regents

B. ELLs are placed in their levels and selected programs. They are placed according to NYSESLAT or LAB-R exam. The assessments are evaluated by their reading and writing scores. This also determines in which ESL level to be placed. The assessments show that ELLs reading and writing skills need to improve. Although, they are signs of improvement. This is even greater when students arrive in the upper grades with very low literacy skills. Native Language is used in their mandated NLA classes and in their bilingual classes according to the LAP.

C. No Periodic Assessment will be administered this year. This trend is also noted in the NYSESLAT Exam. Native Langauge is used for the NLA teachers to introduce informational literarture and literary elements. This support will help the ELLs transition into English at a faster pace when they will take the ELA Regents prep. The school leadership meets during cabinet meeting to discuss progress and academic intervention for the ELLs. The school's leadership and teachers are involved in encouraging students to attend after

school programs. Plus to have non- ELL teachers visit ELL teachers' classroom to observe a lesson on scaffolding language and learning. Teachers need to learn strategies on how to break up something complex into something meaningful.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)
   Paste response to question here: N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
   The students receive more instructional time in their daily schedule for ESL-ELA-NLA classes than required. Our after school Title 3 and SIFE programs offers the students the opportunity to improve their English skills and make up any lost time. The AP of ESL informs the staff on ELL issues and data. Every ELL teacher receives data on all their students.
7. 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?

   a. The EPs are assessed in their English classes, ELA and all State Regents exams.
   b. The level for EPs is (P) since they tested out with the NYSESLAT.
   c. N/A first year of program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
   We evaluate success through the NYSESLAT. We monitor their progress. Furthermore, we monitor ELA Regents exam and yearly graduation rate. In addition to instructional changes, we recommend students to attend after school regents tutorials.

Part IV: 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 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. (Refer to *ELL Policy Brief* and EPIC.)
   When completing the HLIS, the guidance counselor, parent coordinator, and AP of ESL, along with the appropriate language translator (English, Spanish, Chinese), work as an informational team to help the parents understand what ELL programs and options are offered at the school. During the intake process, the parents are given the HLIS by the Guidance Counselor in their native language, and then the student has an oral interview with the Guidance Counselor to see their academic language , and then with the ESL Assistant Principal for placement until the LAB-R is administered. While the parents are present, we ask questions regarding schooling and familiarty with the English Langauge. This will determine the initial placement into regular ESL or ESL Literacy classes. The program selection form is also given to the parents since many parents never return. This informs the school staff where their child should be placed before the LAB-R. After the LAB-R all parents are informed via mail, regarding their child's entitlement and placement. Currently, our school offers two programs for ELLs as follows: ESL Freestanding and Chinese-Bilingual. If the parent doesn't select any program, after the informational session, then the parent has the option of requesting a transfer to a school that offers the desired program. Students new to the NYC system are administered the LAB-R for entitlement and placement. This is done within the first 10 days of school. The Assistant Principal of ESL administers the LAB-R and the a certified Spanish teacher administers the Spanish LAB once a week either on Tuesday or Thursday. The LAB-R consists of speaking, listening, reading ,and writing. For each grade level, there is a cut score which determines ELL eligibility. For Hispanic students who do not meet the cut score on the LAB-R, they are given the Spanish LAB to determine proficiency in their native langauge. Parents are informed about the state's annual NYSESLAT Exam for which data is collected regarding progress with scores and modality breakdown. This helps the school determine and prepare on how to improve and inform instruction for every ELL. The school uses ATS reports to determine continuation of eligibility. This is the only exam an ELL can be removed from

ESL/Bilingual services. Every Spring all ELLs are administered the NYSESLAT. They are tested in the four components. The speaking is administered individually, and the other three components are administered in their ESL classes. By earlier August, the scores are released to the school.

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.
After viewing the video on program selection in their native language, the parents fill-out the forms. The forms are returned to the guidance counselor, and then the ESL AP evaluates the forms and adjusts student programs to satisfy their needs with proper placement. We have three programs available. They are: Chinese Transitional Bilingual Program, ESL Freestanding Program and Dual Language Program. During this process the student is interviewed by the ESL AP for placement and LAB-R results. Parents are informed by mail in their native language and the Parent Coordinator will call parents for special events or for academic intervention services. Between 1-8 school days, a student is placed in a program selected by the parents. The staff involved in this process are the: Guidance Counselors, AP of ESL, AP of Math, and an ESL Paraprofessional.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
All entitlement letters are mailed with contact information so that parents may call for clarification. A copy of letters are kept in Room 434 which has a para who is supervised by the ESL AP. The ESL AP is responsible for informing parents on their child's entitlement and for the Parent Survey and Program Selection forms. This happens in the beginning of the year for those students who took the NYSESLAT. LAB-R testing for new admits happens all year round; therefore parents are informed via mail regarding the LAB-R results and entitlement. All parental forms are completed the same day since many parents work. All entitlement letters are maintained in one office. All ELL forms have copies on file in room 434, including entitlement letters by grade and language.

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.
Please read # 1. An entitled ELLs will continue receiving services. The guidance counselor examines the student's profile and checks on ATS under the exam history. The AP of ESL examines the student's test history with an interview. This determines the student's ESL level. In the student's cumulative folder, we check for HLIS and program placement letters to determine which program was chosen by the parents. We offer Chinese TBE, ESL Freestanding, and Fall 2013 the Dual Langauge Program. On site we have three bilingual guidance counselors for Chinese and Spanish. Plus, we utilize the Foreign Language Department to assist us in communicating in the following native languages to parents: Arabic, Urdu, Polish, Italian, and Russian.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Once all students are identified in ATS (RLER) and check their classes, then we begin to organize the administration of the exam. ELLs take the speaking part in the auditorium with the class. Other teachers administrator the speaking part to the students. Since our classes are self contained, the reading, listening and writing are administered in their classes. Usually the listening will take 45(1 period) minutes, and the reading and writing up to 90 minutes(2 periods). After the official administration, there is a make-up period for the students that were absent.

6. 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.) 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.
Parental requests in our school lean towards the ESL Freestanding and Bilingual programs. We receive many newcomers with the home language as Chinese throughout the year. Furthermore, many ELL's are transfer students who arrive with the HLIS status already completed from the regional office or their JHS. The last two years has marked a decrease in the area of Chinese-Bilingual students, currently at 369 students. The ESL Freestanding at 305 students which has been decreasing. This is due to an increase in graduation rate and students testing out of the NYSESLAT. This demographic shift has been considered and programs have been modified as described elsewhere in this narrative. The trend for Chinese TBE is growing and we forsee this trend growing. We monitor parent choice when the parents submit the forms after viewing the video on the three choices. These forms are kept by grade level, native language , and program selected. Each year we store the forms in the proper folder. The folders show Chinese

Bilingual program with an increase each year. Therfore, the Chinese TBE is expanding since parents feel the importance of having their child in a TBE program. Non-Chinese natives choose ESL Freestanding since many come with some knowledge of English and want to continue with English. All records and returned forms are kept in Room 434 with the assigned para under the AP of ESL's supervision.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    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])?

.A. The organizational model is self-contained. ELLs are placed according to NYSESLAT and LAB-R scores. We have an ESL Department that services all ELLs as per the LAP mandates. We also have started ELL Regents Preparation classes with Certified ESL teachers. We have completed the process of curriculum mapping with extensive exposure to ELA.

B. We have un-graded Beginner's Literacy 1 and 2, and beginners level 1and 2 classes that have a double period block with the same proficiency level. The other levels (Intermediate and Advanced) are un-graded with the same proficiency levels as well. The Literacy program is for newcomers who demonstrate deficencies in their first language which transitioning to a second language becomes difficult. We currently have a Milestones program that is rich in academic vocabulary with reading, writing, and comprehension strategies. Plus, we have after school literacy support funded by Title 3.

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)?

The Assistant Principal with the guidance staff carefully evaluate NYSESLAT and LAB-R scores to determine the instructional minutes. Our instructional time per week for ELLs go beyond the required time under CR Part 154. This includes ESL, ELA, and ELA instruction.

A.Each class period is 48 minutes. The Beginning level receives 645 minutes of services per week; the Intermediate level receives 435 minutes of services per week, and the Advanced levels receive 225 minutes of ESL and 225 minutes of ELA per week. Instructional time is calculated per amount of period per day times 5 days. In addition, bilingual and dual language students receive 225 minutes of NLA instruction per week.Paste response to questions.

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 foster language development and meet the demands of the Common Core Learning Standards.

The content area classes are transitional bilingual and dual language to mostly English and ESL freestanding using ESL methodology (mainly through scaffolding). The instruction has to be planned, and also how to deliver instruction for every ELL must also be planned and practiced. This happens during our school-wide PD sessions, inquiry teams, and common planning time. The instruction has to be rich in literacy and content. The language development must be scaffold; therefore, tapping into their prior knowledge and making connections to their daily lives with meaningful activities that they can utilize in the outside world. Teachers are using informational and complex text to their daily planning. Also teachers are infusing pursasive and argumentative writing. In many bilingual content classes, teachers are using academic vocabulary and infusing English which is align with the LAP. The NLA teachers in class are beginning to incorporate literary elements which are aligned with their ELA classes and ELA Regents. The teachers enrich and reinforce academic vocabulary that is essential in comprehending content knowledge. All ESL teachers will integrate comprehension strategies in their daily planning.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The NLA classes are by grade level. The NLA teachers evaluate the students with an entrance exam to see their literacy level in their first language. The teachers will use this to differentiate their instruction. At the end of the year, the Chinese Bilingual students are given the CRT and a Chinese Regents. The other native languages, who are in an ESL Freestanding program, take the language regents as well. ESL and NLA teachers meet to discuss student proformance and ways to introduce content knowledge in their daily instruction.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELL teachers use LAB-R and NYSESLAT data which has a three year trend to determine which modalities they are not succeeding. Teachers daily instruction have the four modalities embedded in their lessons. The Milestones texts has a test preparation section that integrates all the modalities.

6. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

c. Describe your plan for ELLs receiving service 4 to 6 years.
d. Describe your plan for long-term ELLs (completed 6+ years).
e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

A. We have SIFE/LTE in our after school program. We identify ELLs that have had an interrupted formal education. They are placed in a self-contained/block program, 5 times-per-week for 96 minutes. This class is an ESL Literacy class which focus phonemic awareness, academic vocabulary and comprehension strategies. All ESL levels 1-4 will have a double period block in which teachers will be able to implement the readers and writer's workshop and some components of the RU Models. Students will explore and develop literacy skills. The students also have one ELA class where they are exposed to literature and literary elements in anticipation of the ELA Regents. Classes are in the process of being equipped with leveled libraries. There is also an after school program for daily academic work. We applied for a SIFE Grant which will involve an online reading program with academic vocabulary. The grant will involve a CBO who will help us with career and college readiness. Also they will be involved with community organizations and parental outreach.

B. All newcomers and/or those who score below cut score (B) on the NYSESLAT are placed in a double period language development class (S) daily along with a daily ELA class on the same level that is literature-based (L). Students in every ESL class will have a leveled library with high interest fiction and non-fiction books for independent reading. Furthermore, classes will have class sets of novels for guided reading and read alouds. ELLs will have exposure to text and ELA. The annual NYSESLAT will determine if the ELLs are progressing. Moreover, we have an on-going after-school program funded by Title III. All ESL teachers will have training on comprehension strategies with a focus on academic vocabulary, the use of leveled classroom books, and literary elements. This is also aligned and reinforced in NLA and ELA classes. Instruction is differentiated by usings leveled text and Dept of Knowledge Levels. DOK has four levels which range from recall to extended thinking. Some activities may be: describe the features of a place or people, describe cause/effect of a particular event, support ideas with details examples, and describe how common themes are found across texts from different cultures.

C. ELLs receiving 4 to 6 years of service have difficulty in reading and writing skills. Therefore, our efforts have been to strengthen their comprehension and to expose them to texts. Students have daily reading with a guided activity that the teacher models. Usually, the activities reflex activating prior knowledge and making connections to their daily lives. All ESL teachers will have training on comprehension strategies with a focus on vocabulary, leveled classroom books, and literary elements. This is also aligned and reinforced in NLA and ELA classes.

D. Long-Term ELLs who are six years or more in an ESL /Bilingual program demonstrate that they are taking more than the prescribed amount of time to gain proficiency in English. These students continue with services until they test out with the NYSESLAT. These ELLs are also recommended to attend the after-school instructional program and the Saturday program. This year, we are tracking students by using available data to see if they are passing classes and making progress by using NYSESLAT scores. These students receive Academic Intervention Services from Title III Instructional programs that range from ESL Literacy to Regents Prep. All ESL teachers will have training on comprehension strategies with a focus on vocabulary, leveled classroom books and literary elements. Along with texts we have integrated ELL instructional strategies that will strenghten their knowledge of English. some strategies are: vocabulary and language development, guided interaction, explicit instruction, universal themes, modeling, graphic organizers and visuals.

E. The English Proficent students still receive support from the school. Their testing accommadations still remain intact. The guidance counselor monitors their progress. These students usually graduate with their cohort. Many EPs still continue with a foreign or native language.

7. 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?
The ELL teachers are using comprehension strategies from their PD book "Mosaic of Thought". Some of the strategies incorporated so far are: visualizing, inferencing, making connections to texts, and determing importance. We are strenghtening reading strategies for classroom instruction which are predicting, sequencing, modelling, summarizing and questioning. Moreover, we have included also writing strategies which are: semantic webs, information grid, modeling the text, dialogue journals, double entry journal, novel ideas, and reading with a focus. We are integrating independent and shared reading time into the classrooms. Plus, we are beginning the process of having leveled classroom libraries with multilingual dictionaries in every ELL classroom. All of these, provide access to academic content areas and accelerate English language development. We have ungraded classes since students are placed according to level and not grade level. The strategies incorporated in the content areas were already mentioned. They are: vocabulary and language development, guided interaction, explicit instruction, universal themes, modeling, graphic organizers and visuals.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP

goals and attain English proficiency within the least restrictive environment?

We have developed curriculum maps for all ELL classes with texts, standards, and strategies that reach out to all learners. Our ELL inquiry teams focus on ELLs who are not performing well in class and are at risk for graduation. The diverse strategies mentioned in #7 are effective in all content classes. The strategies that are taught and used in ELL classes should follow the students in their content classes. This year we have placed all our intermediate students in a double period ESL class. This would allow more time for students to engage in meaningful activities with the least interruptions. Plus, there is more time for reading and vocabulary practice. All our literacy, beginners, and intermediate ELLs have a double period block of ESL instruction in their daily programs.. Paste response to questions.

Courses Taught in Languages Other than English

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

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

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

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

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

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

	Beginning	Intermediate	Advanced

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

9. 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.

   The targeted intervention programs for ESL Freestanding and Chinese Bilingual students are: Regent Prep. during and after school for all content classes, credit recovery for credit accumulation and Regents Prep. Title 3 funds and SIFE Grant are utilized for after school instructional activities and support. The instruction is offered in English and Chinese. We first target cohort ELLs who need to pass regent(s) in order to graduate in June. Our Regents Prep. include: ELA, Living Enviornment/Biology, Integrated Math, Global History and U.S. History. Literacy is also included in the after school for newcomers and SIFE. This is an extra support to get the students up to speed in English acquisition. Our guidance staff assists us to seek students for the after school. On staff we have Chinese and Spanish speaking teachers to assist other teachers and students.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

    Our current programs satisfy the need and demand of our ELL population. We have an Asian population; therefore, they have more choices. They are ESL, TBE, and this year we began DL. All students receive instruction in English, and in their content area the language of instruction ranges from all English to their native language. Students in a TBE and DL programs have a NLA component in their schedule. All students are recommended to attend after school programs to strenghten their content and language development.

11. What new programs or improvements will be considered for the upcoming school year?

    This year we started an Asian Dual Language program for incoming 9th graders only. In addition, we will increase our Title 3 student participation for ELA Regents Prep. This is the area that many ELLs have difficulty in since it's not taken in their native language. Teachers will receive NYSESLAT and modality scores for common core planning so that they can differentiate instruction as they plan lessons. There is a school-wide PD and departmental PD that will focus on improving instruction and raise ELLs' reading and writing levels.

12. What programs/services for ELLs will be discontinued and why?

    Currently, there are no plans to discontinue any programs/services.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

    All ELLs are included in after school and supplemental services. We have credit recovery after school programs for which they participate in. Our year round Title 3 instructional programs are structured for ELLs to make gains in attaining proficiency in English. The program gives ELLs access to Regents prep. with literacy support. NLA support is in Regents prep for those who are taking the regents in their native language.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

    Instructional materials used to support the learning of ELLs in content areas and language development are with: meaningful and real world literary and academic texts, technology used for gathering research information and to develop writing skills, print-rich and visual aides with overheads and charts (T-charts, diagrams, graphic organizers, collaborative activities that involve group projects). Thematic approaches for the whole class, magazines, and newspapers to create stories, cooperative learning/social interaction. The instruction must be modeled with real world materials. There should be read aloud and silent reading involved in the lesson development. Teachers focus on building reading comprehension skills by having a readers and writers workshop with academic vocabulary and complex text in all ESL classes. ELL teachers utilize leveled libraries for reading and writing in the classroom and after school. In addition, some ELL teachers are beginning to utilize SmartBoards in their instruction.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

    NLA support is delivered through literature in their native language which is aligned with the common core learning standards. Teachers focus on modeling literacy skills in students' native language with thematic readings in an academic context. Teachers use visual and print rich materials to help support learning in their native language. Students are involved an accountable talk and

lively discussions in their native language. As NLA levels go up; there is more of a focus on literary elements and tasks 1-4 which support the ELA Regents.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
All ESL classes have mixed grades with mixed ages. Our ELLs are all leveled according to their reading and writing scores on the NYSESLAT and LAB-R. Therefore, teachers differentiate by examining data and informing instruction to their needs. The teacher can group students according to weaknesses and strengths and form work stations where parts of the lesson can focus on their needs.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Students are encouraged to visit the school during the open house. The newly enrolled we meet once they arrive from the enrollment center.

18. What language electives are offered to ELLs?
We offer 14 Advanced Placement Courses. The language electives are college writing or taking a Foreign Language. We have placed AP Chinese.

19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

A. We started the 9th grade. 50% is the target language. Some classes may be higher depending on the literacy level.

B. EPs and ELLs are in NLA classes together. Subject to programming for content classes some may be in a bilingual class.

C. They all have English ESL together. We don't yet have EPs. Their art, health, music and physical education classes my be separated with mainstream students.

D. We use a self-contained model for all our classes.

E. The emergent literacy occurs in NLA classes and after school programs. In ESL classes teacher uses English as language of instruction. We do encourage students to use their native language in literacy and beginners ESL classes.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. and 2.This PD plan will also include Subject area teachers, Paraprofessionals, and the Parent coordinator since they are involved and/or participate in delivering instruction to ELLs.

1. PD Plan

Literacy Learning and Language Development

- How much reading is enough? (read aloud, silent reading)
- Leveled Readers in class
- Cooperative Learning Activity: Reading, Think-Pair-Share, Sequencing

Reading and writing content towards ELA Regents

- Infusing CCLS in lesson planning with comprehension standards
- Literary Elements in all ESL levels
- Integrating word finds and visuals in daily lessons

Teaching Language through Content

- Why teach language through content?
- New ESL Approaches-English language Development (thematic units)
- Specially Designed Academic Instruction in English (focus is on academic Content)
- Content based Instruction – teaching both language and content with Thematic inquiry (making content meaningful and functional)

Scaffolding Language

- Making meaning Explicit wth acadenic vocabulary
- Learning in group settings
- Engaging students in authentic work
- Leveled libraries with literacy support

Reading and writing in a second language

- Planning for Reading – Developing activities for before, during, and after reading that are meaningful
- Selecting books with universal themes
- Familiarity with genres and complex text– writing for a purpose and to have a particular organizational structure
- How to build knowledge of a topic (scaffolding)
- How to model texts (for group work and independent writing and reading)

Integrating Language and subject learning

- Planning curriculum mapping with thematic units
- Developing essential questions
- UBD – Understanding By Design (backward planning)

The teaching staff has ongoing PD. The school-wide PD will focus inquiry teams and multiple entry points. Teachers in their Common Planning Time will meet once a day.

PD Materials will be developed around the following 2 texts:

1. Scaffolding Language, Scaffolding Learning by Pauline Gibbons

2. ESL/EFL Teaching by Yvonne and David Freeman

Activities: Interdisciplinary Teacher Teams: ELL teachers turnkey ELL strategies to content area teachers. They focus on vocabulary strategies.

School-wide and departmental Pd focus on the CCLS ELA/Literacy instructional shifts.

ELL teachers turnkey Reading Comprehension Strategies to staff members.

3. The support the staff has is informive and instructional. All teachers receive the latest scores on ATS or the hand scores of the LAB-R for students that were in middle school and newcommers. The staff has all the latest texts on ELL strategies. This year we are expanding more into vocabulary and complex text. The staff has Common Planning Time and teacher Teams where teachers are informed and have discussions on ELLs. We have assemblies with teachers and students. Title 3 programs involve9th graders to get involved in social and academic activities.

4. All staff during their monthly PD sessions include some ELL training. On school-wide PD days the school does focus part of the day on ELL training. Staff is also encouraged to attend outside PD sessions for ELLs. The training includes instructional strategies and materials to assist former ELLs and ELLs in class. This is also part of their CPT where teachers plan lessons together and create curriculum for all students. The schools PD team maintains record of meetings. Records will be kept with time and an agenda for which teachers sign in and participate in the training. Special Education teachers participate in the ELL Pd sessons. This year's focus are in vocabulary and text complexity in the ELL classroom.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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.Our Parent Coordinator informs and invites parents to school activities and functions. She is the first person they meet when parents enter the school. PC informs parents on District-wide events. Parents do get involved if called to come and discuss about their child's progress in school. The school is equipped with staff that can assist in translating for parents in any language. When parents admit their child to school, the school staff meets them and offers the support available at our school.

2. The partnerships provide workshops for all parents throughout the year. The workshops range from neighborhood - home - school support and issues that impact academic achievement. The CBOs are: Sunset Park Alliance, Chinese Planning Counsel, and Neighborhood Improvement Association. CBO activities are involved in after school activities. The activities are: trips to museums and cultural institutions, tutoring, community service, career planning, career and college readiness, resume writing, and interview skills. Our CBOs offer translation services to the community in Chinese and Spanish. Many of their written communication is in dual language for the families to understand and discuss. When parents come to school, they are accommodated in their native. Our staff is multilingual. Therefore, communication is not a problem.

3. The parents have language and academic needs. On site, we always have Chinese bilingual staff members and other languages are available as well to serve all the needs of the parents. During the school year, information is mailed and given to students in English, Chinese, and Spanish. The information is on testing, after school programs, and progress reports. The parents want to see their child succeed academically and socially. Some forms that are sent out in their home language are department progress reports and parent-teacher conferences, for compliance home language forms, DOE ELL program description, parent surveys and selection forms, continuation and placement forms and etc. Parent coordinator works with the staff to reach out to parents regarding special events. Our multilingual guidance counselors help the parent coordinator when it comes to attendance and academic intervention for our ELLs. Our school represents many languages of our city. Finding translators in our school is not a problem.

4. All information and activities are distributed in parents' native language. Our bilingual staff supports all parents during school events or when parents visit the school. We have been granted a SIFE Grant which involves parents to attend on Saturday with their child. Their participated will help improve our efforts for ELLs to gain English proficiency and academic success. The activity will be with ESL teachers and a Bilingual Guidance Counselor. Parents will learn English with their child. We hope this becomes a habit to do at home where parents, students, and teachers become partners in language acquisition and social development.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: New Utrecht		School DBN: 20K445	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maureen A. Goldfarb	Principal		10/1/13
Giacomo Rutigliano	Assistant Principal		10/1/13
Anna Mineo	Parent Coordinator		10/1/13
John Pearson	ESL Teacher		10/1/13
	Parent		1/1/01
Chie Soong/Science	Teacher/Subject Area		10/1/13
Clement Tian/NLA	Teacher/Subject Area		10/1/03
	Coach		1/1/01
	Coach		1/1/01
Diana Murillo	Guidance Counselor		10/1/13
	Network Leader		1/1/01
Lisa Gretano	Other AP Pupil Pers.		10/1/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 20K445 **School Name:** New Utrecht High School

Cluster: 4 **Network:** 405

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.

All parents that need documents translated and oral interpretation are referred to school staff. We have our guidance counselors and NLA teachers available for written translations and oral interpretation for all parents. The languages are : Chinese, Spanish, Russian, Polish, and Arabic. Many oral interpretations are done on site when parents admit their children to our school, and occasionally written translations are done with Foreign Transcripts and Documents on site. Parental Notification for school activities and events are done in three languages. ELL eligibility forms and information for the 13 languages are on the DOE website for the AP of ESL to utilize and inform parents.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The major findings were: to utilize staff for more parental outreach for after-school activities, tutoring, Saturday Academy, and parental conferences. The staff makes parental contact by phone in the students' native language, and in return, translated documents are sent home. The school community's translated documents at times never reach the home of students. We believe phone contact works since one is speaking to the parent in their native language and informing the parent about their child.

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.

Principal, Assistant Principals, Parent Coordinator and Guidance Staff may ask for student documentation to be translated so that proper programming and placement may be expedited. The designated staff of Guidance and NLA teachers will be notified immediately for written translations. Our in-house school staff will do all the Spanish, Chinese, Russian, Polish and Arabic written translations. Currently, we have three guidance counselors, five NLA teachers, and one Special Education teacher whose native language is Arabic.

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.

School staff may ask for assistance for oral interpretation during the school day and/or before and after school. The designated staff for oral interpretations will be immediately notified. Our in-house staff will do all of the oral interpretations. Currently, we have three guidance counselors, five NLA teachers, and one Special Education teacher whose native language is Arabic to provide the services throughout the school day.

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 LEP students and parents will be notified by mail regarding the Translation Services available in our building with a location. All information regarding the services will be posted in the school building. Staff is aware of the services available to assist students and parents during the school day.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: New Utrecht High School	DBN: 20K445
Cluster Leader: Christopher Groll	Network Leader: William Bonner
This school is (check one): ☐conceptually consolidated (skip part E below) ☒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): ☐Before school ☒After school ☐Saturday academy ☐Other:
Total # of ELLs to be served: 125 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☒9 ☒10 ☒11 ☒12
Total # of teachers in this program: 9 # of certified ESL/Bilingual teachers: 5 # of content area teachers: 4

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: TITLE III After School Supervisor: 1 Assistant Principal

SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #1:

After School ESL Literacy with a readers and writers workshop: The After School instructional program is designed for ELL newcomers and students who have scored (B) on the NYSESLAT for two or more years. This session will have 20-30 ELLs . The program will assess students' abilities via NYSESLAT and LAB-R data. It's a program that helps build literacy skills in all content areas. The program has a leveled library for teachers to utilize and to promote literacy where reading becomes a habit. The students are assessed four times a year for progress. All cohorts are involved since students are given an assessment at the beginning. The instructional focus is to raise literacy skills in all content classes and to increase the chance for students to begin attaining proficiency in English. ELLs will be provided with books to read that are aligned with their daily instruction. The projected start date is October 2012 and end in June 2013. The group will meet four times a week on M/T/TH/F from 3:15 -5:15 PM. It will be 8 hours a week. The service providers will be 2 certified ESL teachers with computer skills since Achieve 3000 will be utilized. The language of instruction will be English and all students will access to bilingual dictionaries. The teachers will distribute and maintain workbooks, paper, markers, composition notebooks, and chart paper. The Bilingual Guidance counselors will provide outreach to students and parents. Also, monitor students who are not attending and at risk. The instructional materials are leveled reading books from Cengage National Geographic for students to read and comprehend. The materials are leveled library books with high interest non-fiction books. The anticipated measurable outcomes are that ELLs should make progress in all content classes, and in addition, move up an ESL level and reading level. The success will be measured on a monthly basis by the reading logs and the teachers.

SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #2:

After School Math for Integrated Algebra & Geometry Regents Prep.- The instructional program will involve ELLs who will benefit with supplemental activities as they reach proficiency in English. It will serve 20-30 ELLs in the ESL/Bilingual Programs. The program will involve one certified Math teacher and a floating Certified ESL Teacher to assist the content teacher. Students will work in groups and work individually with the teachers. The cohort O students or 2013 graduates will have priority, and then it will be open to the other cohorts. The instructional focus will be on Math literacy and building

instructional strategies for the regents. This will allow ELLs to improve English and Math skills. The focus will always be to help ELLs reach English proficiency that will help and support students in all content areas. The instructional program will begin in October 2012 and end in June 2013. The group will meet four times a week for 8 hours on M/T/TH/F from 3:15 to 5:15 PM. The service providers will be 1 certified Math teacher and a floating ESL teacher. The language of instruction will be English and all students will have access to bilingual dictionaries. The students will receive a Regents Barron's book along with their Integrated Algebra and Geometry textbooks. Teachers will have paper, markers, composition notebiooks, and chart paper. The Bilingual Guidance Counselors will provide outreach to students and parents for those students who are at risk and not attending. The anticipated measurable outcomes will be progress in English and passing the Math Regents. The expectation is to produce quality activities that allow students to perform and achieve at high levels.

SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #3:

ESL Living Environment/Earth Science Regents Prep: The instructional program will involve ELLs in Cohort O who have not passed or taken the regents. It will serve 20-30 students in the cohort. The instructional focus will be to build literacy skills and develop strategies to pass the regents. The group will meet twice a week for 4 hours on Tuesdays and Fridays from 3:15 – 5:15 PM. The program will begin October 2012 and end June 2013. The service providers will be one (1) certified Science teacher, (1) certified Chinese NLA teacher, and a floating Certified ESL teacher to assist the content teacher. The language of instruction will be English and Chinese. The teachers will assess students and give differentiated instruction since students will be on different levels. The teachers will have paper, markers, composition notebooks, and chart paper. The Bilingual Guidance Counselor will recommend students who are struggling in science. They will also monitor attendance and have parental outreach. The anticipated measurable outcome should be progress in literacy skills and passing the science regents.

SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #4:

ELA Regents Prep. After School: This program is designed for ELLs taking the ELA Regents in January/June. There will be 20-30 students who have failed the regents, repeating the class, and for students who need to graduate. This is for cohort O, class of 2013, who have failed or not taken the ELA Regents. The students are 11th and 12th graders or repeaters. The instructional focus will be on the ELA Regents Tasks I-IV. Teacher will integrate ESL and ELA standards that will support their daily ESL and ELA instruction. The instructional program will begin October 2012 and end in June 2013. The group will meet four times a week for 8 hours on M/T/TH/F from 3:15 -5:15 PM. The service providers will be 2 certified ESL teachers who teach Regents prep during the day. The language of instruction will be English and all students will have access to bilingual dictionaries. The Bilingual Guidance Counselor will provide parent and student outreach. They will monitor students at risk since the students need the ELA

Regents to graduate. The teachers will have paper, chart paper, and composition notebooks. The instructional materials will be past Regents exams with Barron's ELA, "The New Comprehensive English Examination." In addition, books that student read during the year, "Outsiders", "Tuesdays With Morrie ", and "House on Mango Street." The measurable outcomes are that students practice and work in improving their chances in passing the ELA Regents. Students will be responsible for supplemental assignments and class presentations.

SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #5:

ESL Global and U.S. History Regents Prep.: This program is designed for ELLs taking the Regents in January/June. There will be 20-30 students who have failed the regents, repeating the class, and for students who need to graduate. This is for cohort O, class of 2013, who have failed or not taken the any History Regents. The students are 11th and 12th graders or repeaters. Teacher will integrate ESL methodologies and strategies to support class work and regents preparation. The instructional program will begin October 2012 and end in June 2013. The group will meet four times a week for 8 hours on M/T/TH//F from 3:15 -5:15 PM. The service provider will be 2 certified History teachers who teach Regents prep during the day with a floating ESL teacher to assist the content teachers. The language of instruction will be English and all students will have access to bilingual dictionaries. The Bilingual Guidance Counselors will provide student and parent outreach. They will also monitor their attendance. Students will practice with past regents exams. Teachers will have paper, chart paper, composition notebooks and markers for the class.The measurable outcomes are that students practice and work in improving their chances in passing the History Regents. Students will be responsible for supplemental assignments and class presentations.

SUPERVISOR'S ROLE & RESPONSIBILITIES:

The after school supervisor is responsible for the academic success, safety, and instruction of the staff and students. The supervisor creates and structures a program based on ELL data, and then organizes the program by finding highly qualified teachers to offer supplemental activities. The supervisor has a meeting with teachers and guidance staff to organize classrooms, materials, and translating Title 3 Parental Consent Form letters into Chinese and Spanish once the dates have been established. The whole school is made aware of the program. Then a snack program is secured for all ELL after school students from the Office of Food Services. Once the information is provided to parents and parental consent forms are collected, the supervisor begins the after school program. While the program is in session, the supervisor visits every class daily and makes sure every class has the necessary instructional materials. Students interested in joining the program is ongoing during school and after school. The supervisor also collects and monitors attendance and data (ATS,STARS, HSST), and also meets with guidance to target students at risk. Books and supplies are also ordered for every activity. The supervisor develops a PD plan and delivers PD to Title 3 staff members. School security is in constant contact with the supervisor since it is a large program on the 5th floor. We monitor students entering and exiting the program. This is where all the ELL resources can be found. There is no supervisor who is able to supervise with administrative and instructional leadership an ELL Title 3 program in the school.

Part B: Direct Instruction Supplemental Program Information

Currently, there is no other program running in the school. Therefore, an Assistant Principal with ESL experience is needed for the successs of the program.

GUIDANCE ACADEMIC INTERVENTION & COLLEGE READINESS:

Guidance Counselors will conference with students to inform them on career and college readiness. They will also play a role in informing parents in their native language about the importance of Title 3 programs and education. Furthermore, they will have conversations on credit accumulation, study habits, and student transcripts. Guidance will meet twice a week for two hours from October 2012 and end in June 2013. The service providers will be 2 certified bilingual guidance counselors. The measurable outcome will be that more ELLs will take and pass NYS Regents Exams.

Part C: Professional Development

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

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

Begin description here: Professional Development Program

INTRODUCTION OF PROFESSIONAL DEVELOPMENT

The Professional Development will be ongoing book studies by all Title III Teachers and Administrators. This will be a way to improve instruction and develop new strategies so that we can improve students' outcomes. During PD teachers will model learning and instructional strategies. Then the teachers will discuss and make adjustments before utilizing the PD experience in the classrooms. Our 2012-2013 PD will have a focus on literacy with elements of comprehension strategies and differentiation. Also, the PD will involve the school's focus on questioning and discussion techniques. The school supervisors will oversee and monitor the PD on all levels.

SUPPLEMENTAL PROFESSIONAL DEVELOPMENT ACTIVITIES #1-5

All teachers will work as a group in book studies where there will be time to discuss and present. The instructional activities will support teachers so that teachers can utilize their PD activities in class. This will be a process where we will see better student outcomes and progress for our ELL population. The providers will be 9 Certified Teachers of ESL, Math, Science, and History. The book study will involve teachers presenting, modeling, writing, planning lesson plans and units, and summarizing what was read and then have an open discussion to develop ideas. Teachers will be monitored by the ESL Assistant Principal. It will be per session for 2 hours a month during the week or after school. The professional materials will be books that practice instructional strategies for ELLs. They are: "Mosaic of Thought",

Part C: Professional Development
and "Scaffolding Language Scaffolding Learning." All these books will be purchased with our Title III funds. Extra materials to purchase will be loose-leaf and chart paper. The measurable outcome will be: Improving instruction that is meaningful to all students and improve Regent scores by 5%. ??????

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: ESL and Computer Technology for ELLs and their parents. Parents will be invited to come once a week and spend time with the Bilingual Guidance Counselors and teachers with Achieve 3000 offered by the English Department and MyAccess offered by the ESL Department. This is a two hour instructional program during after school for parents and students. Parents and students need to work as partners in attaining proficiency in English. They will be involved with (1) hour of ESL Instruction, and (1) hour of computer technology. The common goal will be for all to achieve English proficiency. The providers will be 2 teachers; 2 certified ESL teachers, 1 certified bilingual guidance counselor. This process should continue in the home where NLA is transitioning into English. Materials will be ESL Books, computers, English and NLA materials for parents. The measurable outcome is to increase English language skills at home and school, and also to make parents aware of ESL methodologies. Our NLA teachers are involved in translating information for our ELL parents; whenever necessary. Passing rate should increase by 5% for ELLs that do attend with parents. Quarterly presentations and festivities will also be included in the program. There will be a site supervisor for Saturday to oversee the instructional activities from 10:00 to 12:00 PM.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $99012		
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) • Per session • Per diem	$85, 657.00	Teacher P.S.: 1,300hrs= $65, 249.00 Bil.Guid.Coun. P.S.:130hrs=$7.015.00 Supervisor P.S.: 255hrs= $13,393.00
Purchased services		

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $99012		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
• High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	$ 13, 355.00	Leveled books, PD Books, Workbooks, Paper, Markers, Bilingual Dictionaries, Regents Prep. Texts, Composition notebooks, Chart paper.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	$99,012	