



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: HIGH SCHOOL FOR SERVICE AND LEARNING
DBN (i.e. 01M001): 17K539
Principal: PETER FABIANSKI
Principal Email: PFABIANSKI@SCHOOLS.NYC.GOV
Superintendent: KAREN WATTS
Network Leader: ALEXIS PENZELL

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
Peter Fabianski	*Principal or Designee	
Erin Layne	*UFT Chapter Leader or Designee	
Karen Griffith	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Nicole Telfer	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Chequina Richardson	Member/ Parent	
Marcia Warner	Member/ Parent	
Janet Best	Member/ Parent	
Bridget Johnson	Member/ Parent	
Modupe Anuku	Member/ UFT	
Evan Farkas	Member/ UFT	
Denese James	Member/ UFT	
Kianna Romans	Member/ Student	
	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	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ 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)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	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.

To achieve an overall attendance rate of 87% for the 2013 – 2014 school year.

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.

Student success is only rendered through the most rudimentary structures, one being attendance. To begin to develop student achievement, student attendance needs to be high and consistent. Attendance is the first step to a developmental sequence whereby the school is addressing state academic content and student achievement standards. Last year, our attendance rate was 86.13% We also had a graduation rate of 70%. Given the direct correlation of these numbers, it was determined that such a goal would be necessary to continue our record of excellence. Our current attendance rate is 86.7%.

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. Weekly attendance team meetings comprised of administration, attendance teacher, guidance counselors, lead teachers and parent coordinator to: review RSAL, RCUA, discuss open cases, open new cases, close cases, arrange for home visits, share out critical information including information about 407s, home visits and determine next steps.
2. Weekly mandated parent outreach by teachers to contact parents of both sporadic or chronically absent students.
3. Employment of an attendance teacher to conduct outreach in the form of phone calls and home visits to investigate students who are identified as having patterns of absenteeism.
4. Employment of a full time Parent Coordinator to maintain contact with families about important dates of school events to deter chronic student absenteeism.
5. Celebrations for excellent attendance, including afterschool trips to the theater.

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

1. Administrators
2. Attendance Teacher
3. Guidance Counselors
4. Parent Coordinator
5. Lead Teachers
6. Classroom Teachers
7. Parent Teacher Association

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

1. Daily attendance rate between 84% and 90% per week. Overall percentage by the end of the year at 87%.
2. Direct correlation between parent contact and increase in overall attendance rate on a weekly basis.
3. Daily work log of attendance teacher.
4. Daily work log of parent coordinator.
5. Monthly celebrations for attendance with increased student participation.
6. At least 50% of open cases in Fall 2013 term are closed by the beginning of the Spring 2013 term.

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

1. 09/09/2012 – 06/06/2013

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

1. Teachers who sit on the attendance team will have a common period available to ensure they can sit on the team.
2. A common planning period on Mondays will be used as the time for teachers to meet in grade level inquiry teams.
3. Administrator will supervise attendance teacher.
4. Administrator will supervise parent coordinator.
5. Compensatory time for adults who assist in planning and supervising attendance celebrations.
6. Per session will be paid to support the work of all members of the attendance team for any work done with respect to attendance outside of the work day.

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).

During meetings of the Title I Parent Advisory Council, attendance policies and outreach along with a review of the parental involvement policy, will be presented and reviewed. Attendance related programs and activities that are funded with Title I funds will be presented by the school's administration. In conjunction with the Parent Advisory Council, the administration will review pertinent statistics (attendance, number of participants, relevancy of the program, goals of the program etc.). After the analysis, Title I programs will be evaluated. Those deemed successful will be continued and/or expanded. Programs whose value is questionable will be terminated and/or scaled down.

Parent involvement in the programs and activities is critical to the success of all attendance outreach programs. Parents will receive mailings and phone contact through school messenger informing them about all the programs and activities offered by the school. A school-wide phone message will be sent out a day before a program and/or activity is to commence to remind the parents about activities.

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

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.

To increase the number of students who earn 10+ credits in the 9th grade to 87%.

Comprehensive Needs Assessment

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

The goal of increasing the number of 9th graders that earned 10+ credits developed based on the effects of a similar goal created for the 2012 -2013 school year. Last year, our goal was for 84% of 9th grades to earn 10+ credits. This goal was surpassed, with 86% of 9th graders earning 10+ credits. Additionally, research indicates that earning at least 10+ credits is a key predictor of student retention and timely graduation. Our current statistics suggest that credit attainment at each grade level may continue to increase if we continue focusing on this goal with an expansive action plan.

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. Grade level inquiry teams that meet bi-monthly to review specific data from ARIS, SKEDULA and STARS to identify students who are in jeopardy of not accumulating 10+ credits for the school year.
2. Bi-Monthly Inquiry Team meetings will be held to discuss students' progress and goals. The teams will also use data to create a target population consisting of a group of students deemed "the lowest third" based on 8th grade New York State Exams. The team members will be assigned specific students in which they will monitor their academic progress.
3. Individualized student action plans with teacher interventions.
4. Afterschool tutoring.
5. Meetings between teachers and students will also take place to discuss their academic progress a minimum of twice a month.
6. Parent Teacher Association Meetings to disseminate information.

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

1. Grade level teacher teams, data specialist and common meeting time.
2. Administration to supervise grade level inquiry team work.
3. Teachers and guidance counselors.
4. Teachers and compensatory funds.

5. Teachers and guidance counselors.
6. Parent Coordinator and teachers.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Inquiry team minutes to be completed after each meeting.
2. Target population identified with at least 10 students.
3. Action plans with dates of interactions and outcomes.
4. Fully staffed afterschool program.
5. Teacher and student meetings at least twice a month.
6. Monthly Parent Teacher Meeting.
7. 87% or higher of 9 th graders earn 5+ credits in the Fall 2013 term.
8. 87% or higher of 9 th graders earn 5+ credits in the Spring 2013 term.
D. Timeline for implementation and completion including start and end dates
1. 09/09/2012 – 06/06/2013
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Data reports from ARIS, SKEDULA and STARS and common meeting time.
2. Common meeting time with facilitation, guidelines and expectations.
3. Compensation for teacher work time after designated school hours.
4. Teachers to be programmed to afterschool tutoring sessions along with compensatory funds.
5. Flexible faculty lunch periods to support meeting between teachers and students.
6. Pre-determined dates of meetings and physical meeting space.

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).

In conjunction with the Parent Advisory Council, the administration will review pertinent statistics (students' academic progress, number of participants, relevancy of the program, goals of the program, etc.). After the analysis, programs will be evaluated and assessed. Those successful in meeting this goal will be continued and/or expanded. Programs whose value is questionable in achieving the goals will be terminated and/or scaled down. Parent workshops will be held at least twice, once at the beginning of each term, to inform parents of the credit and graduation requirements at the High School Level. Outreach to parents will be made in regards to students' academic progress. Parents will receive letters and phone calls informing them of their child's academic progress. Parent conferences will also be scheduled as needed

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

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.

Every instructional unit will be fully aligned with the Common Core Learning Standards (CCSS) in English Language Arts and Mathematics. Each unit will culminate with a performance task.

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.

This year's New York City Instructional Expectations insist that all instructional units be fully aligned with the CCSS. Additionally, during the 2013 – 2014 school year, the New York State Regents Exams will be phased out as new CCSS aligned PARCC assessments are implemented, mainly in ELA and Mathematics. To ensure students are prepared to meet exam expectations, instruction must be designed to reflect the new standards. Realignment of the units also ensures students will become college and career ready.

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. Lead Teachers will develop Professional Development workshops to help guide teachers in understanding and implementing the CCSS, along with creating performance tasks.
2. Our school's CFN, New Visions, will provide Professional Development in CCSS Unit and Performance Task Design.
3. Administration and Lead Teachers will review curriculum resources to determine their usage capabilities.
4. Monthly Departmental Meetings will be used for teachers to conduct inquiry around both taught and perspective units.
5. Administration will arrange for external Professional Development through the school's CFN and the NYCDOE.
6. CCSS coaches (provided through the CFN) will work with teacher teams to execute CCSS aligned units.

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

1. Lead teachers
2. Children's First Network 563, New Visions for Public Schools.
3. Administration and teachers
4. Department teacher teams
5. Administration, New Visions and the NYCDOE Center for Teacher Effectiveness
6. New Visions instructional support coaches

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

1. At least one professional development workshop will be conducted and fully attended by staff during two staff development days.
2. New Visions will conduct two professional development sessions over the course of a year.
3. Curriculum reviews and decisions will be conducted once a month.
4. Units will have at least one cycle of revision after a cycle of inquiry.
5. Two teachers will attend at least 50% of professional development offered by New Visions and/or NYCDOE.
6. An instructional coach will work with a teacher team twice a month to create revised instructional units.

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

1. 09/09/2012 – 06/06/2013

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

1. Planning time for lead teachers.
2. Designated bi-monthly faculty conferences.
3. Common planning time for teacher department teams.
4. Common planning time for teacher inquiry.
5. Coverage for teachers who attend external professional development.
6. Compensatory funds for afterschool meetings.

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 will be informed through mailings, paper and electronic, about the CCSS and the Learning expectations issued by the New York City Department of Education. The implementation of full CCSS instruction will be reviewed at the first PTA meeting. Additionally, a workshop will be held by Lead Teachers to help parents understand the coming changes and how they can support their children. Parents will be able to monitor their children's progress with respect to the CCSS by regular conferencing with teachers and regular review of their children's progress via SKEDULA.

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

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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based 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.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 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).

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based 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.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
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).

Budget and Resource Alignment

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

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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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	<p>Both the Extended Day and Saturday School Programs are for students who need credit, assistance in passing the Regents exam and/or additional subject area tutoring. Students are programmed through STARS and are expected to attend the entire semester. Students earn a credit towards ELA if they successfully complete the program.</p> <p>During the school day, academic intervention takes the form of small group pull out model in instructional team teaching settings.</p> <p>The curriculum for all programs focuses on intensive literacy instruction.</p>	<p>Classes are kept small so as to keep an effective learning environment. Different types of instructional delivery are used, including Universal Design for Learning, collaborative learning groups, small-group instruction, and whole class instruction using the workshop model. Students are also given individualized support to complete assignments and build necessary skills to complete tasks relative to the Regents and Common Core Learning Standards</p>	<p>The Extended Day Program takes place every Tuesday and Thursday, from 3:45 to 5:45. The Saturday Program takes place every Saturday from 9:00am to 1:00pm.</p> <p>Small group instruction takes place during 6th and 9th period on a daily basis</p>
Mathematics	<p>Both the Extended Day and Saturday School Programs are for students who need credit, assistance in passing the Regents exam and/or additional subject area tutoring. Students are programmed through STARS and are expected to attend the entire semester. Students earn a credit towards Mathematics if they successfully complete the program.</p> <p>During the school day, academic intervention takes the form of small group pull out model in instructional team teaching settings.</p> <p>The curriculum for all programs focuses on the type of mathematics course the student is preparing for, including algebra, geometry and trigonometry.</p>	<p>Classes are kept small so as to keep an effective learning environment. Different types of instructional delivery are used, including Universal Design for Learning, collaborative learning groups, small-group instruction, and whole class instruction using the workshop model. Students are also given individualized support to complete assignments and build necessary skills to complete tasks relative to the Regents and Common Core Learning Standards.</p>	<p>The Extended Day Program takes place every Tuesday and Thursday, from 3:45 to 5:45. The Saturday Program takes place every Saturday from 9:00am to 1:00pm.</p> <p>Small group instruction takes place during 6th and 9th period on a daily basis.</p>

<p>Science</p>	<p>Both the Extended Day and Saturday School Programs are for students who need credit, assistance in passing the Regents exam and/or additional subject area tutoring. Students are programmed through STARS and are expected to attend the entire semester. Students earn a credit towards Science if they successfully complete the program.</p> <p>During the school day, academic intervention takes the form of small group pull out model in instructional team teaching settings.</p> <p>The curriculum for all programs focuses on the type of science course the student is preparing for, including Living Environment and Earth Science.</p>	<p>Classes are kept small so as to keep an effective learning environment. Different types of instructional delivery are used, including Universal Design for Learning, collaborative learning groups, small-group instruction, and whole class instruction using the workshop model. Students are also given individualized support to complete assignments and build necessary skills to complete tasks relative to the Regents and Common Core Learning Standards.</p>	<p>The Extended Day Program takes place every Tuesday and Thursday, from 3:45 to 5:45. The Saturday Program takes place every Saturday from 9:00am to 1:00pm.</p> <p>Small group instruction takes place during 6th and 9th period on a daily basis.</p>
<p>Social Studies</p>	<p>Both the Extended Day and Saturday School Programs are for students who need credit, assistance in passing the Regents exam and/or additional subject area tutoring. Students are programmed through STARS and are expected to attend the entire semester. Students earn a credit towards Social Studies if they successfully complete the program.</p> <p>During the school day, academic intervention takes the form of small group pull out model in instructional team teaching settings.</p> <p>The curriculum for all programs focuses on the type of Social Studies course the student is preparing for, either Global History and Geography and U.S. History.</p>	<p>Classes are kept small so as to keep an effective learning environment. Different types of instructional delivery are used, including Universal Design for Learning, collaborative learning groups, small-group instruction, and whole class instruction using the workshop model. Students are also given individualized support to complete assignments and build necessary skills to complete tasks relative to the Regents and Common Core Learning Standards.</p>	<p>The Extended Day Program takes place every Tuesday and Thursday, from 3:45 to 5:45. The Saturday Program takes place every Saturday from 9:00am to 1:00pm.</p> <p>Small group instruction takes place during 6th and 9th period on a daily basis.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Guidance counselors identify students in need of additional credits in all subject areas or in need of passing the Regents exam. Students receive new programs with Extended Day and Saturday School classes entered on their program cards. Likewise, Guidance counselors are</p>	<p>Guidance counselors meet with students by class each term to explain at-risk services available to them. They also meet with students individually and provide counseling services.</p> <p>Individual and small group counseling</p>	<p>Guidance counselors meet directly with students during the school day as scheduled or as often as needed.</p> <p>School psychologists will meet with students during the school day as scheduled or as often as needed.</p>

	<p>available during the day for support of students in crisis, as well as support in academic endeavors.</p> <p>The School Psychologist will use various strategies to address students in need of academic intervention. The school psychologist will meet with guidance counselors and teachers at least once a month to discuss identified students. She will collect bi-annual academic progress reports from teachers of identified students. Meetings will also occur between the school psychologist and students monthly to discuss progress, goals, and action plans. She will also meet with parents, teachers, and school staff to assist with developing academic strategies for learning and classroom management.</p> <p>Social workers use meetings, crisis intervention protocols and mediation between student-parent, student-teacher and student-student relationships. Social workers connect parents and students with recreational, educational, medical and self-empowering programs and services. Social workers also conduct parent outreach.</p>	<p>for academic empowerment and crisis intervention will be provided to students. She will also formulate behavior intervention plans for students experiencing behavioral challenges.</p> <p>The Social Worker provides counseling and support individually, in small peer groups and family groups.</p>	<p>Social Workers meet directly with students during the school day as scheduled or as often as needed.</p>
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**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.
Administration will attend career fairs through the Department of Education and School Network to recruit Highly Qualified Teachers.
Every teacher employed at the school, except for three (Mathematics and English) is a Highly Qualified Teacher. The school will continue the policy of hiring only teachers who meet the NCLB criteria for Highly Qualified Teachers.
To retain these teachers, teachers will be given extensive professional development opportunities to develop their content knowledge and teaching pedagogy. Professional development will be offered in the school, along with offering opportunities outside of school.
First year teachers will be assigned a mentor to provide guidance in their work.
Teachers will be afforded mentor services even if they are not in their first year.
The Advance Teacher Effectiveness System will be used as a tool to observe teachers, give feedback and inform their instruction for the purposes of development. Teachers will meet with Administration to review observations, share feedback and develop action plans leading to measurable goals.

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).
Our school's CFN, New Visions, will provide external Professional Development in CCSS Literacy Unit and Performance Task Design.
Administration will attend applicable professional development sessions relative to the CCSS.
Administration will arrange for Professional Development through the school's CFN.
CCSS experts (provided through the CFN) will provide on-going professional development to teachers on a bi-monthly basis. Lead Teachers will attend and turnkey NYCDOE Lead Teacher Professional Development sessions.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All funds are used to support necessary resources in ensuring academic success of all children. Based on a comprehensive needs assessment, the school found that while not all students are part of programs whose funds are consolidated, students would benefit from the goals set forth in this document.

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.

Teachers are able to design classroom based assessment in accordance with CCSS standards, However, NYS Exams are mandatory, and teachers cannot make decisions whether they agree to have their class culminate in a NYS exam or not. However, teachers do have professional development opportunities to ensure they know how to use Regents and other test data accurately to inform instruction. These opportunities include presentations by admonition, CFN coaches and lead teachers. Such professional development happens tri-annually.

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

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

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

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

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

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

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

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

- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
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 17	Borough Brooklyn	School Number 539
School Name High School for Service and Learning		

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 Peter Fabianski	Assistant Principal Izabella Paluch
Coach Evan Farkas	Coach Daniel Landberg
ESL Teacher Emily Donbeck	Guidance Counselor Radika Dorancy
Teacher/Subject Area Sara Ballute/Social Studies	Parent type here
Teacher/Subject Area Peter Clock/Mathematics	Parent Coordinator Pearl Cummings
Related Service Provider Woodrow Wilson	Other Alexandra Krayets
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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	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)	439	Total number of ELLs	25	ELLs as share of total student population (%)	5.69%
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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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										3	2	1		6
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	3	2	1	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	6
SIFE	18	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	8

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										0
Dual Language										0
ESL	25	7	2	9	4	2	8	7	2	42
Total	25	7	2	9	4	2	8	7	2	42

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*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	
	EL	EP	EL	EP																
SELECT ONE																			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
SELECT ONE									0	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	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										1	3	2	1	7
Chinese														0
Russian												1		1
Bengali														0
Urdu														0
Arabic											4	2		6
Haitian										4	3	11	7	25
French											1	1	1	3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	5	11	17	9	42

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)										5	1	4	2	12

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)										1	6	8	4	19
Advanced (A)										0	1	3	7	11
Total	0	0	0	0	0	0	0	0	0	6	8	15	13	42

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										3	1	4	1
	I										3	3	6	4
	A										0	3	4	6
	P										1	2	8	7
READING/ WRITING	B										5	1	5	5
	I										1	7	8	6
	A										0	0	2	2
	P										1	2	8	5

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (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	11		5	
Integrated Algebra	35	3	15	
Geometry	2			
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	14		4	
Living Environment	34		14	
Physics				
Global History and Geography	23	3	9	
US History and Government	14		6	
Foreign Language	3		3	
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								

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.
N/A.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Analyses of data patterns indicate that LEP students in the 11th and 12th grades are more likely to test at an intermediate or advanced level of English proficiency across all modalities. Otherwise, it is likely that the number of students tested at our school each year does not constitute a large enough sample to generate any other meaningful conclusions.
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](#))
Patterns across NYSESLAT modalities are analyzed by the ESL teacher each year and then communicated to the content area teachers in the form of an Individual Improvement Plan for each student. The plan identifies the child's weakest modality and offers suggestions as to how this particular modality can be emphasized and targeted in each of the content areas.
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. All ESL students are offered a glossary and/or a copy of the exam in their native language (if available). We do not have bilingual classes. Test result data suggests that students of lower English proficiency have greater success in passing Math Regents (i.e. Algebra) in their first years of English language learning than they do of passing more written text heavy exams, such as Global History, Living Environment and English. These exams are often passed once the student has been living in the country and receiving ESL instruction for at least one to two years. However, students whose NL is Haitian Creole and/or French are often successful in passing the French Regents on the first attempt. Beginning-level ELLs across all grade levels often successfully pass the Math Regents Exams in their native language on the first attempt. Science and History Regents are typically passed in ESL students' second year of attending classes across the grade levels, while incoming ELLs at the intermediate and advanced-levels of ESL (across all grade levels) are more likely to pass Science and History Regents Exams, as well as the math exams, during their first year with the assistance of referring to the exams in their native languages and their usage of bilingual word-word translations. Both the content area teachers and the ESL teacher are involved in the process of preparing students for the exams, as well as administering, grading and later examining the results. The results are examined at both the departmental levels and grade levels.
 - b. N/A.
 - c. N/A.
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](#).)
N/A.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Communication between content area teachers and the ESL teacher is consistent throughout the year. In addition to the students Individual Improvement Plans, the ESL teacher provides content area teachers with a list of all current ELLs and former ELLs, their native language, and options to consider for using the native language throughout instruction. These options include but are not limited to bilingual dictionaries, translated texts and materials, texts in the students' native languages, and native language tutors.
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?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our self-contained program for ELLs is evaluated on an ongoing basis through both formal and informal means of assessment. Formally, teachers and administration examine NYSESLAT results regarding both movement across levels and passing. In addition, Regents Exam scores are considered, as well as graduation rates when evaluating the success of our ESL program. Informally,

content area teachers and the ESL teacher communicate regularly through student inquiry meetings at both the grade and department levels in which the progress of target populations, such as ELLs, is tracked.

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](#).)
All ESL students are identified as such through the Home Language Survey, an informal interview conducted by a pedagogue (in the student's native language, if necessary) at the time of the new student's enrollment, and ultimately the LAB-R examination, which is administered to all immigrant children whose home language is not English, as determined by the Home Language Survey and the interview. The LAB-R is administered within the first ten days of the student's arrival. Students who score below minimum proficiency are targeted for ESL services, and their parents are contacted to attend an ELL parent orientation, if this was not done on the day of registration. Beginner level students are programmed for three 45 minutes periods of ESL instruction per day five times per week, intermediate level students receive two 45 minutes periods per day, and advanced level students receive one 45 minutes period of ESL per day in addition to an English Language Arts class. Each year, identified children are reassessed using the NYSESLAT examination. Because most of the ESL students are non-Spanish speaking ELLs, the Spanish LAB-R is rarely administered. In the case that a Spanish-speaking ELL is admitted to the school, the Spanish LAB-R is administered as a means of assessing the students' native language literacy for teachers' informational purposes. The results do not affect student placement as per the LAB-R results, especially since there are no bilingual classes offered. Every year, the ESL teacher and testing coordinator refer to the RLER and RLAT reports in order to ensure that all students who qualify for the NYSESLAT have been identified as needing tested. Then, the ESL teacher designs a schedule to individually administer the Speaking portion of the NYSESLAT to each eligible student once materials have been received and testing allowed to begin. The ESL teacher notifies each student and their teachers of this schedule through daily memos leading up to the testing date. School aides assist the ESL teacher on the testing days in tracking down students to be tested for the speaking portion. In case students are absent on the day for which they are scheduled, make-up dates are provided. The Reading, Writing and Listening portions of the NYSESLAT are given to whole groups of ESL students according to their ESL class schedules. In the case that students are absent for any portion of the test, several make-up dates are provided to ensure all students are tested.
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.
Normally, the ESL teacher is able to conduct the parent orientation and LAB-R on the first day of the student's arrival. However, if the parent is not available, the ESL teacher calls and writes a letter to invite the parent in for a parent orientation as soon as the LAB-R results are known. At the orientation, parents view the orientation video (in their preferred language) in which they learn about the programs offered to English language learners. At High School for Service and Learning, we only offer a free-standing ESL program. We cannot offer a bilingual or dual language program because we do not have enough requests to do so for students of one ethnicity; however, records of parent program requests are kept and monitored should the need to create these programs develop.
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 forms (with the exception of entitlement letters which are sent home by the ESL teacher) are administered and collected by the Guidance Counselor and an available pedagogue (preferably the ESL teacher) on the day of registration. After Entitlement/Non-entitlement/Continued Entitlement Letters/Parent Selection Forms have been distributed, the ESL teacher calls the student's parents to ensure the return the necessary forms as soon as possible. Usually, the forms are all returned at the ELL parent

orientation session, but sometimes phone calls must be made until the forms are finally returned. The parent coordinator sometimes assists in this process. Copies of all entitlement letters (non-, continued, etc.) and parent selection forms are securely kept on file in the ESL teacher's classroom.

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.

The only ESL program offered at High School for Service and Learning (HSSL) is the Self-Contained ESL model. If parents request dual language or transitional programs at the parent orientation the parent selection forms are kept on file to be monitored. The parent orientation is conducted in the parents' preferred spoken language and translation services are provided when necessary. Within the school, there are translators for Spanish, Russian, French and Haitian-Creole. Otherwise, the DOE translation services are requested. Our self-contained ESL program serving the 38 students is organized to maximize and challenge each child's linguistic strengths in an environment that is both encouraging and supportive. This type of environment is essential for ELLs, as the students have to know that they are "safe" to take risks in order to meet the rigorous standards, such as critical thinking, that our academic programs promote. In order to ensure that this is achieved we have insisted that the class size remain small so that each student receives personalized instruction that meets their individual needs. To facilitate the personalization of instruction our classes are also organized into learning environments that support and include whole-class, small group and individual work projects.

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.

Using the RLAT and RLER ATS reports, the ESL teacher and guidance counselors ensure that all students who qualify for the NYSESLAT are identified. Students are informed of their scheduled dates to take the NYSESLAT exam via notes from the ESL teacher, 3rd period content teachers, and phone calls home in English and their native languages. In addition to the scheduled appointments, several opportunities are given for make-ups of any part of the exam.

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.  With one exception, parents have chosen the free-standing ESL program offered by our school. Any different requests will continue to be filed should a dual or transitional bilingual program be in demand.

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. We use the self-contained ESL model.
 - b. In the ninth grade, students are block scheduled. In upper grades, each student carries an individual program designed specifically to meet the needs of the child. Students of similar English language proficiency levels are placed in the same class.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Students are programmed specifically to ensure that all required minutes are met, and ESL classes are designed in such a way that all mandates are met in full. Advanced ESL students are also programmed for an ELA class that specifically meets the needs of English Learners. NL instruction is not explicitly provided; however, supports such as bilingual glossaries, dictionaries, and exams are utilized. All self-contained ESL classes are scheduled as mandated, and by definition these classes guarantee that students' content area needs are met.

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.

Both the ESL teacher and content area teachers use a range of instructional methods to ensure that comprehension of content is achieved coupled with English language enrichment. These include, among others, scaffolding of lessons, use of visual aids, infusing art into the curriculum, drawing upon students personal interests and backgrounds, independent reading, journaling, vocabulary development, read-alouds, think alouds, access to native language materials, and direct literacy strategy instruction. Although all instruction (with the exception of FL instruction) is delivered in English, NL supports are provided and encouraged.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

All students who are ELLs are given the opportunity to complete NYS Regents Exams (with the exception of ELA) in their native languages. These exams are graded by a faculty member who is fluent in that language. Either the Spanish LAB-R or an informal assessment in another language (designed in-house by a native speaker of that language) is given to newly admitted students in addition to the LAB-R when there is reason to believe the student's native language literacy is minimal. Results of these assessments are communicated to all teachers, as well as possible strategies and scaffolds to implement in class.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Literacy is a focus for all content area teachers, including math. A writing, reading, listening and speaking component is part of every designed lesson.
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. Educational interventions are written and implemented for all SIFE at HS for Service and Learning based on the consistent communication between content area teachers, guidance counselors, and the ESL teacher in regards to the students' ongoing academic development. The students' strengths are drawn upon in planning curriculum and designing differentiated means

of

assessment in the students' classes so that the students are able to experience and exhibit significant amounts of success

throughout their academic careers. In addition, these students are given the resources of extra tutoring during and after school.

- b. Newcomers participate in our Balanced Literacy program at HSSL. Beginners have three periods of ESL every day; Intermediates have two periods of ESL; and Advanced Students have one period of ESL and an English Language Arts

class.

In ESL class, the teacher models reading strategies for 10 minutes at the beginning of each reading session. The students have to practice these reading strategies individually or in pairs to improve their reading comprehension skills. A library consisting of several genres for beginners, intermediates, and advanced students is easily accessible in the classroom. Students read these books in class and they take them home to read and complete story maps. Students also improve their writing skills by writing memoirs, science fiction, and realistic fiction pieces. Again, the teacher models for the students

before

they are asked to write. Whenever possible, art and music are included in the ESL curriculum. In addition, Saturday Academy courses are offered to students who would like to earn more credits and better prepare themselves for the standardized exams given in June and January, as well as after school tutoring and Regents prep classes. Many class activities and assignments are modeled after the ELA Regents tasks at the intermediate and advanced levels of ESL; however, the tasks are scaffolded in a way that allows for students to build both linguistic and academic proficiency simultaneously.

- c. In addition to using the Balanced Literacy Program, these students (4-6 years of ESL) are tracked academically by both the ESL and content area teachers in order to determine the student's overall achievement. In addition, both the student's ESL and ELA teachers identify the student's weakest linguistic modality--reading, writing, speaking or listening--via the NYSESLAT

results

and additional formal and informal class assessments. Once the area in need of development is identified, the teachers differentiate lessons and activities to specifically target that student's weakness.

- d. Programs have been created to help long-term ELLs achieve academic success. After-school classes are offered for the

content

area courses, such as history, English, and science. There is also an SAT class on Tuesday and Thursday afternoons. Students are informed in writing and orally about these important programs that will prepare them for Regents exams. They are encouraged to attend by their ESL and content area teachers. In addition, Saturday Academy classes are offered to students who need extra support in their core academic classes. These classes run from 9AM to 12PM on Saturdays.

- e. Former ELLs stay in regular contact with the ESL teacher and still benefit from the ESL testing accommodations. Furthermore, many of the former ELLs volunteer as tutors or mentors to newcomers in the third section of the beginner level ESL class.

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?

Both the ESL and content area teachers implement a variety of instructional strategies, resources and programs designed for this particular group of students. Within every lesson, delivery of instruction and the student product for assessment are differentiated as appropriate using visual aids, computer programs (such as Castle Learning), modeling, and student choice. The school ensures ELL-SWDs whose IEP mandates bilingual instruction receive an appropriate program through scheduled meetings with the ESL teacher, IEP distributions and notifications and regular communication on each student's progress.

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?

ELL-SWDs will receive a paraprofessional who will provide assistance if they are eligible. Scaffolding techniques are used to help them achieve academic excellence. Lessons that target their strengths as well as their weaknesses are utilized to help them become proficient in English. They are included in all aspects of our school as well as in our ESL classes.

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:			
Social Studies:			
Math:			
Science:			

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

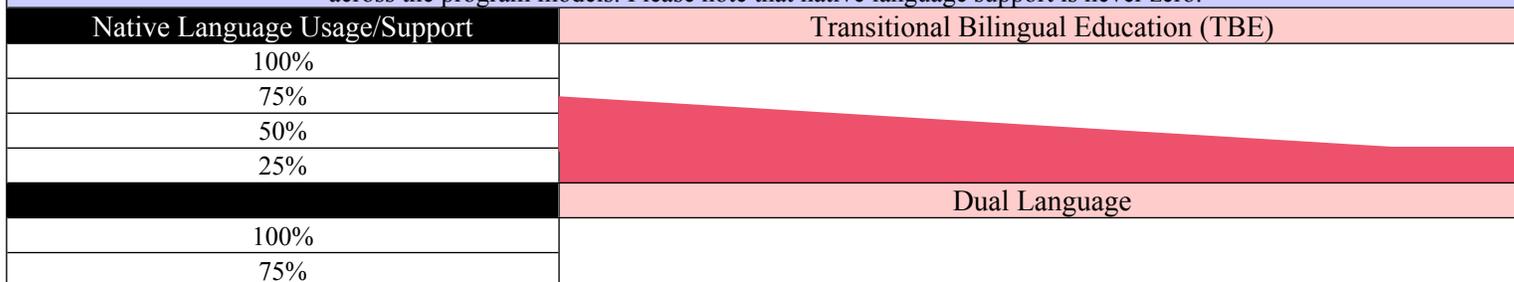
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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.



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.

We offer after school tutoring to all ELLs on top of the self-contained ESL classes. Students also have access to peer tutors in their native languages (e.g. Haitian Creole, French, Spanish, Arabic, etc.) throughout the day to aid in their acquisition of the necessary skills and language to be able to thrive in various content areas. In every class, bilingual dictionaries in the students' native languages are available for use and when possible, native language resources and references in the content areas are provided to aid in student understandings for projects, essays, etc. Student use of computers to access native language materials is highly encouraged. ESL students are given continual access to resource materials. In addition, students are provided pertinent data on their progress so as to self-monitor and self-motivate through the assistance of grade-level inquiry teams. One to two times a month, grade-level inquiry teams of teachers meet to discuss student grades, classwork, participation, attendance records, graduation/college readiness and Regents readiness. Outreach is done for the students identified as "in danger" of one of the aforementioned categories. Each teacher by grade level, including the ESL teacher, becomes responsible for a handfull of students with whom they communicate on a regular basis regarding a plan of action and development.

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

The current program continues to effectively move students up in both NYSESLAT and Regents Exam scores. Because the content area teachers and ESL teacher are in regular communication regarding ELLs and their needs, all teachers are aware that they are teachers of ELLs. Although the ESL teacher often assists ELLs in completing work for their content area classes during lunch and tutoring hours, this is only after the content area teachers have spent time scaffolding and instructing the student on the assignment.

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

There are currently no new programs being considered for the upcoming school year. As it is the current ESL teacher's fourth year of teaching at this school, she is still focusing on fine-tuning the programs currently in place.

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

There only specific change that was made this year was the discontinuation of using Achieve3000. In its place, teachers are utilizing the Castle Learning computer program with both ELL and non-ELL students.

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

All students are offered and afforded access to all available programs (including clubs, sporting teams, leadership committee, after school class and regents prep, etc.) at HSSL. The ESL teacher assists in the responsibility of communicating the activities and programs available at the school via an information posting board in her classroom to which all ELLs have daily access and she regularly calls attention to as part of her daily instruction. Many of the activities are offered campus-wide due to the fact that there are five schools on the Erasmus Campus. Therefore, the numerous activities are communicated to all students via flyers, letters home, and daily announcements. Announcements are broadcast during the third period for which the ESL teacher is with the beginning-level ESL students, so she regularly translates or asks a pedagogue fluent in the students' native language to translate the announcements for these students. The ESL teacher is highly supportive of students' participation in extra-curricular activities and serves as an advocate for these students to participate when talking to both parents and coaches. Many of the ELLs participate on the soccer and football teams, the after-school band and chorus, the leadership team, and in various academic activities.

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

We use a variety of materials to support the learning of ELLs. We have a leveled library consisting of the following genres: informational, realistic fiction, biography, autobiography and memoir, poetry, traditional literature, historical fiction, and careers. We also have audio-books that are used during reading workshop. Whenever possible, art, music and video are added to enrich reading and writing workshops. Books that come with software are also available for student use. We use power point presentations to facilitate ELL's learning. Students view short films from other cultures to increase their multicultural background knowledge. Likewise, SmartBoard technology is used across the curriculum. The materials required by the different subgroups often differ according to perceived need. For example, intermediate and advanced students often request bilingual dictionaries to aid their comprehension, while beginner students often require fully translated materials or abridged versions of texts.

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

Native language support is delivered in the self-contained ESL model through the strongly encouraged use of bilingual dictionaries and supplemental materials (e.g. textbooks or novels in the native languages) when necessary. Some students who are

struggling beginners are given the resource of a tutor in their native language. The tutors are often former ELLs and meet with the tutees during common lunch periods in the ESL classroom.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All required services, support and resources used are appropriate for high school students, from beginner to advanced levels of English language proficiency.
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.
Prior to the beginning of the school year, the ESL teacher contacts incoming ELLs and their parents/guardians, if the contact information is available. This initial contact is attempted in order to welcome new students and their families to the school; to introduce herself (the ESL teacher); to answer any questions they may have; to notify them of upcoming school events, such as new student orientation; and to inform them of available services, such as translation services.
18. What language electives are offered to ELLs?
Spanish is currently offerent to ELLs as a language elective.
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)?

Paste response to questions here:

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. The professional development programs are based on the belief that all teachers are teachers of language arts and that English as a Second Language is a natural extension of English language arts. All teachers who teach ELLs are offered to attend several professional development workshops in ESL methodology throughout the course of the year. Among these workshops have been: ELA Regents Support for ELLs, QTEL Workshops, Differentiated Instruction for ELLs, Strategies for the Success of Secondary ELLs, and Targeting and Identifying SIFE. The information acquired at these workshops is then shared with all other teachers at collaborative meetings where the new information and strategies are turn-keyed, discussed and then implemented. The majority of ELL professional development occurs more informally during Monday meetings and common planning time. The ESL teacher meets either one on one with a teacher who has requested assistance and training for ELLs or with one particular academic department, such as the social studies teachers. In these Monday meetings, teachers discuss the students specifically, the target material to be learned, and the various strategies that can be implemented to support the ESL students in achieving comprehension and academic ability.

2. The ESL teacher works closely with ELA teachers in common planning time to engage in current work with the Common Core Standards and align her ESL curriculum plans to the standards. The veteran guidance counselors are continually searching for available outside supports and opportunities of which they inform all ELLs, often through the ESL teacher. Many of our ELLs have attended free off-campus SAT preparation classes for ELLs and college-readiness workshops as a result.

3. All 9th grade teachers receive professional development at the beginning of the year on aiding incoming students from middle school with the transition process to high school. This is particularly important and effective for working with ELLs, as it suggests that more scaffolding, repetition, and modeling may be required for these students as they become acclimated to the high school environment.

4. All teachers who teach ELLs are trained in the Balanced Literacy workshop model. They teach the students reading and writing strategies in every lesson. Subject area teachers are introduced to textbooks that are at the reading levels of ELLs. Teachers learn effective methods of teaching ELLs new vocabulary words. Teachers of humanities work cooperatively to create an interdisciplinary curriculum for ELLs. Thus, the reading and writing strategies that students are learning in history, ESL, foreign language, and English classes are reinforced. Science and math teachers also work cooperatively to create an interdisciplinary curriculum. In addition, teachers learn about the students' cultures at professional development workshops. This knowledge is used by teachers to better communicate with newcomers, as well as to help students adapt to American culture. Records of staff professional development, including Monday meeting small groups PDs, are kept on file by both department and grade-level teams.

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. Parents/guardians of all students are invited to attend a PTA meeting approximately once a month. In addition to letters home, a phone messenger system is used to inform the parents of ESL students of upcoming meetings. The parent coordinator of sharing (ESL) school YCD, Ms. Desdunes (fluent in French and Haitian Creole), as well as Ms. Dufresne (Haitian Creole and Spanish), assist in parent communication both prior to and during the parent meetings for translation needs in these languages. When translations are needed in any other languages, a student or parent of a student who speaks the target language is called upon for assistance. Otherwise, the available DOE interpretation and translation services are utilized. All informative handouts for parents are available in English, Spanish, French, Haitian Creole, Bengali, Russian and Arabic. At the meetings, parents are informed about their children's workload, academic goals, and progress, as well as how they can assist the children in meeting their goals and/or in making the adjustment to an English speaking environment as easy as possible. This information is presented in both English and the representative native languages.
 2. Information for adult education classes is on hand at PTA meetings and at the initial parent orientation for new ELLs and for parents who are interested in pursuing their own education, particularly English and technology classes. In addition, the ELL instructor provides this information in English and parents' native languages at parent-teacher conferences throughout the year. The parent coordinator is actively involved in ensuring parents are both aware of and made to feel welcome in attending the PTA meetings by calling home to personally invite parents. If it is indicated that a language besides English is spoken by the parents at home, the parent coordinator utilizes our available translators as proxies to make the calls home to parents.
 3. The needs of the parent are often communicated within the context of PTA meetings or parent orientations. However, the ESL teacher (with the assistance of bilingual personnel) does extend an open line of communication to all parents through initial contact at the beginning of the year, as does the parent coordinator in her outreach to parents regarding PTA meetings.
 4. At the meetings, parents are informed about their children's workload, academic goals, and progress, as well as how they can assist the children in meeting their goals and/or in making the adjustment to an English speaking environment as easy as possible. Through having such open lines of communication between the ESL teacher, parent coordinator, and parents, the parents' need to understand the role they can play in their child's education is met. It has been experienced that the more active role the parent plays in their child's education, the more chances of success the child has in school academically, socially, and emotionally.

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: HS for Service and Learning

School DBN: 17K539

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Peter Fabianski	Principal		12/3/13
Izabela Paluch	Assistant Principal		12/3/13
Pearl Cummings	Parent Coordinator		12/3/13
Emily Donbeck	ESL Teacher		12/3/13
	Parent		
Sara Ballute	Teacher/Subject Area		12/3/13
Peter Clock	Teacher/Subject Area		12/3/13
Evan Farkas	Coach		12/3/13
	Coach		
Radika Dorancy	Guidance Counselor		12/3/13
Alexis Penzell	Network Leader		12/3/13
Alexandra Krayets	Other <u>Speech Teacher</u>		12/3/13
Woodrow Wilson	Other <u>RSS</u>		12/3/14
	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: 539 **School Name:** High School for Service & Learning

Cluster: 05 **Network:** New Visions

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.

There are two main types of translation needs at our school:

a. Written: Documents - birth certificates, transcripts, health records, court documents etc.

These documents are translated by school staff fluent in the language. In cases of transcripts where the amount of credits and subject area is often not clear, documents are faxed to approved NYCDOE Translation and Interpretation Unit for processing.

b. Oral: Spoken translation for non-English speaking adults and students.

Many of the parents and students arriving from non-English speaking countries speak only their native language. Upon entering the school, the guidance counselor identifies the language spoken by the family and enrolls the help of a translator. At present, we have native speakers of Haitian-Creole, French, Spanish, Russian and Urdu.

Another important aspect of our translation needs is the fact that we do not have a bilingual program (not enough students in any grade level). Students are taught in core subject areas in English and many times other students translate for newcomers.

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.

Every year there are some parents who are unable or uncomfortable to fully communicate in English. Their home languages are most often Spanish, French or Haitian Creole. Based on the current need, staff members and parents have been contacted prior to the beginning of the school year to volunteer as oral interpreters when needed. Usually, the translated materials provided by the Department of Education cover our need for written materials; however, should an unanticipated need arise, parents and staff members are again contacted to volunteer their services as writing translators to non-native English speakers.

Part B: Strategies and Activities

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

The materials provided by the Department of Education for vital information are most often sufficient tools in meeting the needs of non-native English speaking students and parents. Based on the data that informs us of our population's needs, the appropriate documents are prepared prior to the beginning of the school year and are kept on file. In addition, in-house staff members and volunteers have been identified as translators in Haitian Creole, French, Spanish, Urdu and Russian. In the rare case that an in-house staff member or volunteer cannot meet the student and parent needs, an outside vendor is requested.

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

At all times staff members (school aides, paraprofessionals, teachers, guidance counselors) are available to translate for parents/guardians visiting the school or bringing children to be registered. In emergency cases (accidents, safety violations, family emergencies), the same staff is asked to assist. In extreme situations (after regular school hours), other students may be used to translate or calls are made to homes of appropriate staff member interpreters who translate over the phone. The school provides each parent, whose primary language is a covered language and who requires language assistance services, with written notification of their rights regarding translation and interpretation services in the appropriate covered language and instructions on how to obtain such services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The ESL teacher and office staff provide each parent, whose primary language is a covered language and who requires language assistance services, with written notification of their rights regarding translation and interpretation services in the appropriate covered language, and instructions on how to obtain such services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <u>HS for Service and Learning</u>	DBN: <u>17K539</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</u>

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: The Title III Program this year will be functioning as a continuation of last year's Title III program design which was comprised of both after school tutoring sessions and the Saturday Academy for ELLs and former ELLs who would benefit from further support and instruction in the modalities of reading and writing. As annually indicated on the RNMR, the majority of our students score approximately one proficiency level lower on the NYSESLAT in reading and writing than they do on speaking and listening. In addition, our students have consistently expressed that both the ELA Regents and the US/Global History Regents (all substantial writing-focused assessments) provide the greatest challenge and concern for them as they make their way towards graduation status. Based on this data, we have created a reading and writing program that will be held two days a week after school, from 3:00pm to 5:00pm on Wednesday and Friday, and on Saturdays, from 9:00am to 1:00pm. The after school and Saturday programs will be offered the entire school year of 2012-2013. The program is open to all ELLs at the school, as well as former ELLs of up to two years since passing the NYSESLAT. The after-school program will consist of direct reading and writing instruction in English, reading and writing language activities, and the publication of two student-designed, edited and produced literary collaborations of the students' own writing throughout the year. Because student writing (and reading) is the major focus of the after-school program, we will continue partnering with various writing programs throughout the New York City area, including the NaNoWriMo Young Writers Program, the NYC National Writing Project, which our ESL instructor attended for the entire month of July 2011, and 826NYC in Brooklyn who hosts a tutoring center in partnership with the Brooklyn Public Library, offers field trips to their writing center, and sponsors one to four week school in-services in which students are given the opportunities to improve their writing and to work side by side with community volunteers. The Saturday program will be conducted in tandem with the Saturday Institute at HSSL, in which the ESL teacher will collaborate with the History, Math and Science teachers at the Institute by pushing-in to their classes and providing ESL support and strategies for teaching writing across the content areas. The materials required for both the after-school and Saturday programs include various literary texts, some new hardware and resources for creating student publications.

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: Beginning in November, high quality Professional Development related to the programs we have created for ELLs will be provided throughout the school year to all faculty and staff at HSSL. The professional development will be designed and conducted by the ESL teacher (although external professional development is currently being scouted for as well) and will be based on the

Part C: Professional Development

rationale for the Title III programs--that the reading and writing modalities continue to be the biggest struggle for ELLs and former ELLs in meeting high school-level academic standards and expectations in English and therefore that literacy should be a curriculum focus in every content area. Topics to be covered include: Scaffolding Instruction for ELLs, The Additive Approach (How to Incorporate Students' Native Languages in the Classroom), Engaging Newcomers, and How the Common Core State Standards Can Support the Success of ELLs. The goal is to have at least three two hour professional development sessions throughout the year.

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: In addition to the initial parent orientation during the ELL identification process and the two school-sponsored parent-teacher nights/afternoons throughout the year, parents of ELLs will be invited to participate in two "Evenings with the Authors" at which students will perform readings of their original writings created in the after-school program. The students will MC and host the event (with the guidance and support of the ESL teacher). In addition, refreshments will be served and copies of the students' publication distributed to celebrate the students' writing achievements. These events help to encourage ongoing communication between parents and teachers regarding their students' progress, and the students are given opportunities to celebrate their successes.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$8,200.00</u>	<u>In addition to the per session salaries for the teachers involved in After School Reading & Writing and the Saturday academy, per session will also be paid for professional development sessions that provide teachers with training on academic language instruction and research-based strategies to help improve instruction for ELLs. Teachers will attend the trainings where they will review student data (grades, Regents Scores, and NYSESLAT test scores)</u>

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>and share instructional strategies and/or lesson plans. Additional trainings will be provided based on teachers' feedback and needs.</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$3,000.00</u>	<u>After-school class sets of 4 novels plus teacher additions, field trips, and student publication resources.</u>
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	<u>\$11,200.00</u>	