Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: ALL CITY LEADERSHIP SECONDARY SCHOOL

DBN (*i.e. 01M001*): 32K554

Principal: ELVIS ESTEVEZ

Principal Email: EESTEVE@SCHOOLS.NYC.GOV

Superintendent: TAMIKA MATHESON

Network Leader: MALIKA BIBBS

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
Elvis Estevez	*Principal or Designee	
Hassan EchChaouy	*UFT Chapter Leader or Designee	
Liza Febo	*PA/PTA President or Designated Co-President	
Mirtha Franco	DC 37 Representative, if applicable	
Starasia Perez	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Aracelis Abreu	Member/ Parent	
Viviana Ferreira	Member/ Parent	
Suzette Simpson	Member/ Parent	
Arisleyda Penalo	Member/ Parent	
Raymond Basilotta	Member/ CSA	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

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

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

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

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

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
x	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
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.
By June 2014, a minimum of 80% of our 12th grade class will graduate with a HS Regents Diploma.

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.
In an effort to continue to surpass the city and state's average of high school graduation rates and maximize the amount of students eligible to attend colleges and universities after having obtained a high school diploma in four years, our school is continually assessing ways in order to achieve (or better) the rate mentioned in the goal; therefore we have set a minimum target of 80% of this cohort of students to achieve the goal for the current school year.

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
Internally, we have used the formula of providing direct guidance to students in their attempt to graduate school by meeting with each student and their family at least twice a year in the upper grades to inform, evaluate, and guide each student and their parents regarding the current status of their journey toward a 4 year graduation timeline and develop an individual program for students within that timeframe.
B. Key personnel and other resources used to implement each strategy/activity
Our guidance counselor and 12th grade staff, coordinate with the Principal regarding the academic progression of each 12th grade student each marking period throughout the year. In addition, we evaluate end-term results of students in need of taking regents and credit accumulation. We therefore, create individualized programs that are customized for each student to ensure high school graduation.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
At the end of each marking period, and at the end of each term, we calculate a projected graduation rate.
D. Timeline for implementation and completion including start and end dates
1. Timeline: October, December, January, March, May and June.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. The guidance department utilizes transcripts from the STARS system, in addition to report cards generated from marking periods, to speak with 12th graders on a one-on-one basis to assess their graduation status.

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).
Our guidance staff will schedule an appointment with each family to assess each student's transcript and progress toward graduation from spring term of their Junior year to the end of 12th grade.

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.											
NO COST											

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.
Teacher Inquiry teams will engage in analyzing key artifacts such as assessment data and student work to make adjustments in their teaching practice resulting in 50% of teachers being rated 'Effective' by June 2014.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
School Quality Reviews (QR) require time for teachers to meet. In addressing the need for teachers and administrators to understand the Common Core State Standards and meeting the aforementioned component within the QR, we believe that looking at student work (specifically as it relates to the argumentative essay for the Humanities Department and problem solving techniques in the STEM Department.

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. Teachers will meet each Tuesday to participate in the process of analyzing and evaluating student work involving argumentative essay and problem solving techniques.
B. Key personnel and other resources used to implement each strategy/activity
1. Teachers from the Humanities & STEM departments, administrators, and Network Instructional Specialist.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. By January 2014, teachers will present initial student work products. Continual review of artifacts will be conducted throughout the second term.
D. Timeline for implementation and completion including start and end dates
1. Sept 2013 to June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Teachers will meet each Tuesday during the first period. 2. Administrators will observe teachers in the implementation of the work in meetings and in lessons. 3. The Instructional Specialist will facilitate the professional development teachers will need in accomplishing this work. For example: identifying specific work to be completed by students, which students to target, teacher inter-visitation, post-observation feedback, and design of a rubric to evaluate student work.

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 in PA meetings and in the Principal/Parent Newsletters regarding the rationale for and target due dates of student work.

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**	**x**	**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
NO COST											

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.
By June 2014, all teachers will receive a minimum of four observations accompanied by actionable feedback and next steps based on the Danielson Framework for teaching. 75% of teachers will show at least one level of growth in one of the component areas. These component areas will be addressed through monthly professional development and individualized support.

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.
New York State Law requires that such observations be conducted. In addition, as a school community, we value the feedback given to teachers in order to continually move the bar to higher standards of teaching for our faculty and learning for our students.

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. Teachers will be the targeted group.
B. Key personnel and other resources used to implement each strategy/activity
1. Licensed supervisors will be responsible in observing teachers.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. All observations will be completed by June 2, 2013. Specific feedback for improvement will be given to teachers after each observation.
D. Timeline for implementation and completion including start and end dates
1. September 2013 to June 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Each administrator will be responsible for a given number of teachers. Each observation and rated component will be entered on a chart which will be located in the principal's office. This chart will be used to monitor observations and to ensure that all 22 components are being observed.

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 have been informed of the new State law and its requirements.

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.											
NO COST											

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014 a minimum of 75% of the June 2014 cohort will have passed the ELA Regents with a 65% or higher score. (Included in this goal is the expectation that a minimum of 50% of these students will earn a 75% or higher by June 2014 to be considered College Ready).

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.
In reviewing our Progress Report for the past two years, we observed that we need to improve the yields in the college readiness metrics and the graduation rate. By attempting to address these conditions before students graduate in June of their senior year, we will begin to assure both graduation rates and college readiness for students.

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. Provide an additional 50 minutes a week of instruction above the required 180 minutes for all students in this cohort in ELA with their ELA teacher. We have observed that more time with their teachers in focused topics related to the Regents has allowed for past success. We expect to implement this same strategy in the current school year.
B. Key personnel and other resources used to implement each strategy/activity
Provide an SAT prep course on Saturdays (From January 2014 to May 2014) to assist in strategies regarding grammar, vocabulary and writing mechanics.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. We will utilize results from the various Regents administered sessions to evaluate student progress.
D. Timeline for implementation and completion including start and end dates
1. August-January-June
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Students will be given additional time above State mandated instructional hours to ensure mastery of performance tasks. We will utilize licensed ELA teachers to achieve this goal. In addition, we will also utilize Saturdays to provide supplemental support via tutoring time with teachers.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The services described above will be mentioned to parents during PA meetings and in various mail outs to parents from our Principal's Monthly Newsletters.

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.

NO COST

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

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

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	Grades 6 to 9: Reading and writing strategies from the Continental Press Program. HS: SAT Prep and Saturday tutorial in ELA Regents Prep.	Small Group and tutoring	Afterschool 2x per week & Saturdays
Mathematics	Math Skills Help from either Continental Press (grades 6 to 8) or Algebra (HS)	Small Group	Afterschool 2x per week & Saturdays
Science	Living Environment Regents Prep (HS)	Small group	Afterschool 2x per week & Saturdays
Social Studies	Weekday & Saturday US History and Global History Regents Prep	Small group and tutoring	Afterschool 2x per week & Saturdays
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Counselors meet with students as an 'as needed' basis.	Small group and one-on-one	As needed during the school day

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 *TA 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.
Recruitment: When staff positions become available, we utilize the NYCDOE's Open Market system or contacts within education programs of Colleges to fill positions. Our retention rate: our retention rate for the past 3 years is 100%. The administration celebrates staff accomplishments during professional development at least twice a year. Assignments: staff members are assigned regarding their state certification. Professional development: including our weekly common planning time, weekly departmental meetings, and activities designed by Central DOE on their website, we encourage teachers to seek opportunities to develop practice or content with professional development opportunities. In addition, we utilize a Professional Development Coach from our Network to facilitate meetings during our Inquiry Team meetings.

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).
Via our Instructional Coach from our Network Support, available DOE webinars, and turn-key professional development from our staff, we are utilizing various venues of staff development for faculty members and the administration to become well versed in the CCSS. For example: in the Humanities Department, they are utilizing student work in argumentative essays to address CCSS. In the STEM Departments, they are using the design of questions and the process of solving problems to address CCSS.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We coordinate the use of said funds within our budget to ensure the wellbeing of each child under this program. Specifically, we intend to ensure that the emotional and social needs of our students are met so that they can be prepared to perform at school each day.

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.).
N/A

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.
Each spring supervisors conduct a needs assessment of our school community regarding assessments. Teachers have input with regard to the exam they will administer which include unit-ending exams or periodic assessments from the DOE. In addition, faculty members receive professional development on evaluating assessments via item skill analysis training to support instruction and remediation of student performance skills.

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)

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; and
- Our guidance staff will schedule an appointment with each family to assess each student's transcript and progress toward graduation from spring term of their Junior until the time of graduation.

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 32	Borough Brooklyn	School Number 554
School Name All City Leadership Secondary School		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Elvis Estevez	Assistant Principal Daphne Rivera
Coach N/A	Coach N/a
ESL Teacher Ms. Arlene Martinez	Guidance Counselor Michael Quinones
Teacher/Subject Area Ms. Jessica Schrank, ELA	Parent Ms. Febo
Teacher/Subject Area Ms. Stacey Murray, SETTS	Parent Coordinator Yasmin Rosa
Related Service Provider Ms. Stacey Murray	Other
Network Leader(Only if working with the LAP team) Malika Bibbs	Other

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 not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	332	Total number of ELLs	5	ELLs as share of total student population (%)	1.51%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☐ 1☐ 2☐ 3☐ 4☐ 5☐ 6☐ 7☐ 8☐ 9☒ 10☒ 11☒ 12☐

This school offers (check all that apply):

Transitional bilingual education program	Yes☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										1	1	1	0	3
Push-In											0		0	0
Total	0	0	0	0	0	0	0	0	0	1	1	1	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	**Newcomers (ELLs receiving service 0-3 years)**	0	**ELL Students with Disabilities**	4
SIFE	0	**ELLs receiving service 4-6 years**	5	**Long-Term (completed 6+ years)**	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	0	0	0	5	0	4	0	0	0	5
Total	**0**	**0**	**0**	**5**	**0**	**4**	**0**	**0**	**0**	5
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**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	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										2	1	2	0	5
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	2	1	2	0	5

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)										0	0	0	0	0

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	1	1	0	3
Advanced (A)										1	0	1	0	2
Total	0	0	0	0	0	0	0	0	0	2	1	2	0	5

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2	0	0	0
Integrated Algebra	3	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	1	0	0	0
Living Environment	3	0	0	0
Physics	0	0	0	0
Global History and	1	0	0	0
Geography				
US History and	1	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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.
   We regularly administer acuity exams to monitor student progress throughout the year. Teachers use data from acuity administrations to inform their instruction. In addition, we utilize Continental Press' NY ELLs for our HS students to gather data on literacy skills and to modify instruction.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   The data patterns particularly from the NYSESLAT exam reveal that of the three students (two in last year's 10th grade class and one in last year's 9th grade class) that one of the students improved in his score, while the other two students regressed. The data from the incoming 9th grade students this year suggest a significant decrease in score from their previous middle school's 8th grade performance in ESL.
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)
   As we have noticed a drop in some of our students within the afoermentioned modalities, we have purchased Continental Press's "New York Ells" program to significantly aide in addressing an increase of performance within these modailities in this year's exam; hence affecting our instructional decision to modify current practice.
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?

4a. Students in ESL classes demonstrate that they are more proficient in speaking and listening with each passing year while they show less growth in reading and writing. We notice that students are having difficulty in the Regents examination. They prefer NOT to take the exam in their native language and instead desire the English version. While some students come very close to achieving passing scores, others are performing at lower levels. The ESL teachers use the results of the NYSESLAT to implement flexible grouping in classes and the data is made available to teachers school-wide so that they can use it to differentiate instruction.

4b. At the beginning of the year, school leadership and ESL teachers use the NYSESLAT results as the first benchmark for student progress. Throughout the year, students are administered the ESL acuity exams and student progress is measured against their initial exam results from the end of last year or, in the case of newcomers, the beginning of this year. Teachers and administrators access the acuity website to analyze student results. Teachers use the information to inform students of their progress throughout the year, as well as to inform their instruction. In addition, we are using the baseline assessments in other subjects to facilitate growth within the respective core subjects.

4c. The periodic assessments reinforce what the other data shows; students progress faster in listening than in reading and writing. This analysis is used continuously to inform our instruction. As mentioned above, our students prefer to take the exam in English. Regarding their native language: each of our students is more than proficient in speaking English; however, some find themselves refering to dictionaries when writing essays.

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?
   We refer to the state assessment yields and the students' actual speaking ability in class. Individual students-teacher conferences also dictate if the student will need access to texts in his/her home language. Again, our experience indicates a reluctance on the part of the student to revert to their home language and a preference to the English language even though such students have teachers and administrators who can speak their language.
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.).
At the end of each marking period, the principal meets with the ESL teacher, SETTS provider, and guidance to receive an update regarding the pass/fail rate of ESL students in core classes. In addition, we review transcripts twice a year to ensure immediate remediation if needed. In addition, classroom observations are conducted to ensure a quality program of instuction is maintained. For example: in addition to credits earned in class and with assessments provided, students are categorized as "at risk," proficient, or meeting standards. Currently, all of our ELL students are passing their classes. With regard to assessments, we have targeted writing as a significant skill for our students. We are using Common Core aligned rubrics to bridge what is required to what they are producing. As there needs to be further evaluation to analyze the total success of the program, early indicators are showing that through text-to-self and argumentative writing, the students are developing the schema by which to effectively communicate in English.

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.)
1.When spanish speaking students come for first-time enrollment at ACLA, the parents are given an informal oral interview, as well as the Home Language Identification Survey in their native language by a pedagogue (usally Ms. Martinez, Certified ESL teacher). Once this is filled out, if the student is determined to be eligible for LAB-R testing, the student is administered the LAB-R, within 10 days of admittance. The LAB-R and LABR Spanish are given by certified ESL teachers. Eligibility is also checked in ATS before administering the LAB-R. If the student passes the LAB-R, the parent is informed that the student is not entitled to ESL services. If the student does not pass the LAB-R, the student is administered the LAB-R in Spanish in which is determined if student's fluency in his/her native language. After this procedure, the parent is asked to come in for a parent orientation. When possible, we conduct parent orientations with more than one parent; if this is not possible, they are given individual meetings. At the parent orientation, parents and students are given the Academic Language and Literacy Diagnostic(ALLD) this is to determine whether or not the incoming students are SIFE. The parents are also shown the NYC Department of Education's Parent Orientation Video and are given the opportunity to ask questions to an ESL pedagogue about the various programs. When finished, parents are given the Parent Option Letter; the letter is read and discussed and the parents are asked to indicate their program preferences and sign the letter. All information and documents are available in the native language. At this point, students are in an ELL program and will be administered the NYSESLAT in the spring. To determine NYSESLAT eligability, we use a variety of reports, including the RLER and class lists from ATS. The NYSESLAT is administered by Ms. Eccardi (an F-status and former NYCDOE ESL administrator).. Attendance sheets are given for each component of the exam to insure that all students are tested on all four parts. These results are then used to determine their levels of English for the following year; they are placed in the required classes according to New York State mandates. They are also offered additional support and extended time for class exams and New York State Regents Exams. Additionally to the formal meetings with parents we offer informal oral interviews when they come in for the intake interview. This informal interview is to determine how long student has been in an English speaking country, the grade the student has finished from his/her former school and other pertaining information that can help us to better assist the student and parents. This interview is done by pedagogues (an Assistant Principal, Guidance and a certified ESL teacher), and with the parent coordinator to ensure that parents are provided with all resources that the family may need. We have parent orientations by grades, this is usually done at the end month of August and/or beginning of September where we invite parents and students by grade level and these orientaion is done in English to the English speaking parents and students and in Spanish for the Spanish speaking parents. When we receive a parent that speaks another language other than English/Spanish we get material that has been translated by the Office of English Language Learners and give to them in their native language; such as the Home Language Survey, elegibility letters, letters of continuation,and etc. are given to the parents in

their native language.Paste response to question here:

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.
   To insure that parents are fully aware of their program choices, they are shown the Parent Orientation Video and given an explanation of program choices; the certified ESL teacher, Ms. Martinez, and the our principal, Mr. Estevez, hold meetings individually or in small groups and show the video and explain the programs available in the NYC DOE video. These videos are available in the native language. They are also (in their native language) given information as to what is required of the school if their program of choice is not currently available and what they can do to change schools if there is not a sufficient number of students to implement their program of choice at our school. When such meetings occur, agendas, attendance and copies of all letters given to parents are compiled in the ESL office and Assistant Principal office. Timeline: September- parent outreach and viewing of video (also as needed for new incoming students from Oct to May), September: Title I/ESL/Special Needs Principal-Parent meeting discussing the available school-wide programs at our school. June: incoming students and their parents meet with the Principal and arrangements are made for the video to be shown either at the end of that Juen orienatation or in September.
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].)
   When such initial meetings occur, each parent is given the Entitlement Letter and the Program Selection Form, in their native language. After watching the parent orientation video, parents are given the opportunity to ask a pedagogue questions in English or their native language regarding the programs. Once all questions have been answered, the parent has the opportunity to make the selection for the Program. The Program Selection Forms are issued, signed by the parent , and are retuned to Ms. Salazar to be kept on file at the school. If a form is not returned Ms. Salazar will reach out via phone calls home, and attempt to reach the student's parents. If the form is still not returned, the student is placed in the current ESL program offered by the school, while the school's PPT committee will designate or conduct a home visit to collect form. (Note that we utilize RLAT (from ATS) to obtain NYSESLAT information from assessments to determine eligibility for ELL programs.)
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.
   Once a student has been identified as an ELL student, he/she is immediately put into the class for the mandated number of minutes per week. In addition, we utilize the RLAT function in ATS which provides the performance level of each ELL student. Depending on their exam yields they are provided 180, 360 or 540 minutes if ESL instruction in ESL. Again, the letter is isued to the parent and collected by Ms. Salazar. In addition, ATS screen ELPC is updated within the timeframe for entering information. A copy of the letter is maintained in the student's permanent record.
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.
   Following the guildelines for the testing calendar, the testing coordinator assigns the students who are taking the exam to a room where a proctor will administer the test. An ESL teacher will administer each part of the exam where required.
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.
   All students and their families have selected the free standing ELL program that our schools offer. Monitoring "trends" is quite simple since 100% of the parent choose the option we offer.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

    1a. Instruction is delivered primarily via the free-standing (pull-in) model. Students are scheduled as mandated by New York State for the appropriate number of classes per day.

    1b. Students are grouped in heterogeneous groups by grade level and by ungraded, homogenous groups by proficiency level. This grouping allows teachers to concentrate on needs that are specific to a grade level and needs that are specific to a proficiency level (e.g. subject-verb agreement).

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)?

    Once a student has been identified as an ELL student, he/she is immediately put into the class for the mandated number of minutes per week. Depending on their exam yields they are provided 180, 360 or 540 minutes if ESL instruction in ESL. All ESL classes are taught by our certified ESL teacher, Ms. Martinez.

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.

    Content area instruction is delivered to ESL students in English with ESL supports. Our students our heterogenously grouped by grade within the content area. Staff members differentiate their lessons based on the performance levels of our students. The language of instruction in English. Each of our teachers uses a "scaffold" approach in connecting all students from their current performance level to what is required by the common core standards.

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

    Spanish-speaking students who are newly enrolled are given the LAB-R in Spanish by a pedagogue who is fluent in Spanish. Students who can read and write in Spanish are offered Native Language Arts classes, taught by a certified Spanish teacher who continuously evaluates their native language using various assessments. There have not been any new students who do not speak Spanish to this point, but if the case should arise, we plan on evaluating their transcripts, administering the ALLD, and if possible, having someone give them an assessment in their native language.

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

    Our ESL teacher ensures that we provide and assess students using the ESL periodic assessments. In addition, Ms. Martinez frequently assesses the four modalities using Continental Press's "New York ELL" program with direct instruction and 'quick checks' of student performance on said modalities.

6. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.
b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
c. Describe your plan for ELLs receiving service 4 to 6 years.
d. Describe your plan for long-term ELLs (completed 6+ years).
e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a) We currently do not have any SIFE students.

6b) We currently do not have any students in this category.

6c)ELLs receiving service for 4-6 years are given different options, depending on how their language skills have progressed. Students who have moved up to the advanced level are given 180 minutes of ESL instruction. Students who have not progressed to the advanced level are given 360 minutes of ESL instruction and those who are in the beginner cateogry receive 540 minutes of ESL instruction. In addition, they are also provided with small group tutoring services both after school and on Saturdays.

6d) Long-term ELLs are also given the number of minutes per week according to their proficiency levels. Again, after-school support and weekend tutorial programs are available.

6e) Former ELLs are still eligible for testing accomodations and are also given the opportunity to meet with the ESL teacher during any study hall periods.

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?

To better support ELLs and SWDs, there are a variety of materials available to aid in language development. Our ESL teacher is expected to use the ESL methodologies learned during their certification preparation. In addition to visuals, PowerPoints, content/language objectives, supports in L1, multiple modalities, graphic organizers, writing prompts, and word walls our ESL teacher employs her skills necessary to provide direct instruction in building skills for students to successfully navigate the four modalities of the exam . Additionally, and as mentioned above, we utilize Continental Press's "New York ELLs".

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?

As with all of our Special Education students, Special Education ELLs are given options that allow them the least restrictive environment. They are offered flexible scheduling and can be placed in general education classes in certain subject areas, as per their IEPs. They are given additional accomodations as per page 9 of their IEPs.

Courses Taught in Languages Other than English

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

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

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

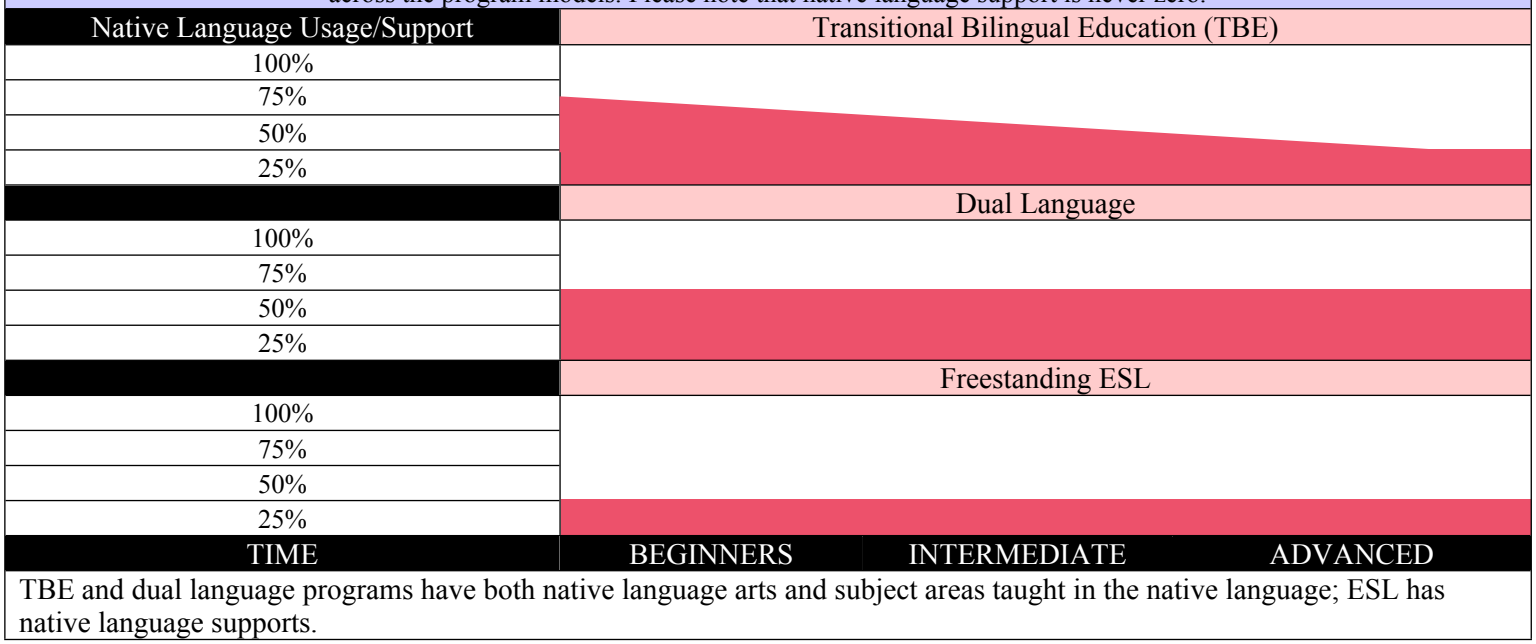
Courses Taught in Languages Other than English ⓘ				
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes				

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

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

Native Language Usage and Supports

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



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.
   A variety of targeted intervention programs are used for ELLs in all content areas.
   -Continental Press's New York ELLs program
   -After-school tutoring in Social Studies, Science, and Math (Spanish-speaking teachers present to assist content teachers)
   -Visual Learning web-based program for Science (Spanish and English)
   -Bilingual glossaries and dictionaries available in all subject areas
   -Attendance program
   -Ridgewood/Bushwick Social Services
   - 21st Century Programs
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    In the past, al of our ELLs have graduated with a Regents diploma. Currently, we expect to remedy the scores achieved by our current ELLs not only in their NYSESLAT but also in Regents exam with our new program of "New York ELLs."
11. What new programs or improvements will be considered for the upcoming school year?
    Our partnership with Ridgewood/Bushwick provides both social as well as academic access both in school and after school for students and their families
12. What programs/services for ELLs will be discontinued and why?
    N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    All ELLs are included in all aspects of our program. They are NOT referred to as ELLs in any assembly as we look at every student in this community with full membership to all programs. Currently, we have tutorial programs after-school and Saturday mornings. In addition, we provide social services via Ridgewood/Bushwick Youth Center both during and after school.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    Ms. Martinez makes full use of the SmartBoard in her classroom. In addition, students have easy access to the computers to her room. Each student has his/her own materials that is new and up to date with the latest research-based instructional methodologies. It enhances their experience in that the attention is individulaized to their needs across the Communication Arts.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    In all content areas, there are measures taken to give native language support to ELLs. Though not all teachers speak other languages, bilingual glossaries are available in the subject areas, as well as bilingual dictionaries. Moreover, teachers meet with ESL teachers to find materials in the native language when possible. Flexible grouping is also used in the classes so that students can get be paired with classmates who can assist our ESL students when needed.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    ELLs are provided with additional support during 8th period class. During this period students are engaged in learning activities based on their current grade and English proficiency levels. The program incorporates the "New York ELLs" program from Continental Press and reinforces daily instructional classwork.
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.
    Each August or early in September, Mr. Estevez and the ELL team meet with families to provide an overall orientation of our school. This also occurs for any new student whether he or she is an ELL or not. During the orientation, we provide a tour of our school, explain our school culture, expectations and a chance to meet the administration, guidance counselor, and teachers the new student would meet.
18. What language electives are offered to ELLs?
    Electives offered are: Spanish for native speakers and AP Spanish.
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)?

N/A

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. All personnel at the school that services ESL students are provided with professional development from our Network. Ms. MArtinez attends meetings provided by our Network support speacialist in ESL.

2. In an effort to assist teachers, administrators, and support staff in addressing the needs of ELLs, the following professional development opportunities have been provided and will continue to be provided from September of 2013 through June of 2014. These are available to teachers, guidance counselors, and other school staff.

- Encourage staff to register for graduate courses in differentiated instruction and ESL methodology
- Continue to train teachers, administrators, and guidance counselors in technology and web-based programs for ELLs
- Continue to train teachers and administrators in Common Core Standards and how they apply to ELLs

3. As we are a 6th to 12th grade small school, we provide staff opportunities for professional development from our Youth Service component from our Netwrok as a gateway to address any transition of ELL students in any level.

4. Throughout the year, the entire staff is trained in ELL strategies, as it is one of the central focuses of our school and our professional development programs. This is done in department meetings, grade-team meetings, after school, and on DOE-designated professional development days.

D. Parental Involvement

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

1. Our school has an active parent coordintor who assist the executive members of the PTA to hold monthly PTA meetings. ELL parent participation is high in these meetings and they are conducted in English and in Spanish. The PTA meeting have great paricipation of teachers as well. Additionally, we hold meet and greet nights by grade level and offer ESL classes for parents via Ridgewood Bushwick Youth Center. The school invites bilingual staff members to translate to Spanish speaking parents during these confrences.

2. Through Ridgewood Bushwick Youth Center, they provide ESL, GED and immigration classes which are all open to our parents and many of whom are registered in their programs.

3. We evaluate the needs of the parents through feedback at PTA meetings and one-on-one conferences. We also use the school surveys to evaluate parents' needs. All correspondance is sent home in English and Spanish and the school phone messenger calls and speaks in the parents' preffered languages. Additionally, teachers are given the option of using a translation hotline during parent-teacher conferences.

4. Our parental involvement activities address the two most pressing needs indicated by parents: language and employment. We work with them to help them learn English and we teach them computer skills, such as Microsoft Office, resume-making, and other skills to help them find employment or better their employment situations. Meet and greet nights are done in English and Spanish; especially via PA meetings: 9/3; 9/17, 10/22, 11/19, 12/17; 1/7, 1/14, 2/25, 3/25, 4/29, and 5/20.

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: _____		**School DBN:**	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 32K554 **School Name:** All City Leadership Secondary

Cluster: 404 **Network:** Bibbs

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.

Home language survery and emergency blue cards are used to assess our school's written translation and oral interpretation needs. Parents of new students and entering 9th grade students are interviewed in their native language or through translation if the native language. All of our incoming students this year have indicated English or Spanish as their preferred language. This has been entered on the BIOS screen at admission and communication is done in the preferred language. The school population as a whole consists of 42% Spanish, 55% English, and less than four percent of Arabic or Chinese. All of the parents of these students speak English fluently, as indicated in the parent interviews done at admission. However, correspondance with these parents is also available in their native languages as we utilize Google translate to assist in automatic translations of any document.

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.

All stakeholders of our school community are informed of our needs for translation or interpretation during interviews, meetings, parent-teacher conferences, PTA meetings, and other school activities. Additionally, school staff is made aware via e-mail and through announcements, of the phone number to call to have translation done during parent conferences. The vast majority of students and parents who need translation are Spanish-speaking. Translation is normally done in house by teachers, parent coordinator, guidance counselor or our principal. However, the translation phone number is available as well.

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.

a. Written translation of all documents mailed or backpacked to the home.
b. Written translation of all documents for admission
c. Create school letters, forms, and documents that are in Spanish and are easily accessible to all school personnel.
d. Translation service can be readily provided by in-house staff.

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.

a. Oral translation at all school-related functions and at open school through teachers, parent coordinator, guidance counselor or our principal.
b. Bilingual staff members present at PTA meetings and conferences for the purpose of translation.
c. Auto-dialer is set up in English and Spanish; soon will be available in more languages.

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.

a. Information regarding parents in need or translation and oral interpretation assistance is maintained in ATS and on the student emergency cards. All attempts to provide a translator (either by staff or another parent volunteer) is standard at our school.
b. All monolingual (English-speaking) school staff are required to have a translator for interactions with parents whose dominant language is not English; this can be done in-house or via the translation phone number.
c. Written translation for documents in mailed and/or backpacked home.
d. Oral translation at all school-related functions and at Open School night and afternoon.