



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: LANDMARK HIGH SCHOOL
DBN (i.e. 01M001): 02M419
Principal: CARON PINKUS
Principal Email: CPINKUS@SCHOOLS.NYC.GOV
Superintendent: MARISOL BRADBURY
Network Leader: ALISON SHEEHAN

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
Caron Pinkus	*Principal or Designee	
Eric Adisa	*UFT Chapter Leader or Designee	
Tabitha Raimundi	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Skylar Lawrence Gabriella Bramos Ortiz	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Sandy Omar Guzman	Member/ Parent coordinator	
Karen Low	Member/ Assistant Principal	
Samantha Cruz	Member/ Parent	
Evelyn Lawrence	Member/ Parent	
Nichole Perez	Member/ Parent	
	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

School Information Sheet for 02M419

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	396	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	25
Types and Number of Special Classes (2013-14)					
# Visual Arts	14	# Music	8	# Drama	1
# Foreign Language	46	# Dance	4	# CTE	N/A
School Composition (2012-13)					
% Title I Population		79.3%	% Attendance Rate		79.5%
% Free Lunch		86.6%	% Reduced Lunch		5.1%
% Limited English Proficient		19.2%	% Students with Disabilities		22.7%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native		N/A	% Black or African American		20.5%
% Hispanic or Latino		72.2%	% Asian or Native Hawaiian/Pacific Islander		5.1%
% White		2.3%	% Multi-Racial		N/A
Personnel (2012-13)					
Years Principal Assigned to School		0.34	# of Assistant Principals		2
# of Deans		N/A	# of Counselors/Social Workers		2
% of Teachers with No Valid Teaching Certificate		3.2%	% Teaching Out of Certification		36.8%
% Teaching with Fewer Than 3 Years of Experience		25.8%	Average Teacher Absences		4.3
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4		55.8%	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		50.0%
6 Year Graduation Rate		59.4%			
Overall NYSED Accountability Status (2012-13)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native		N/A	Black or African American		No
Hispanic or Latino		No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		No			

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The 2012-13 SCEP was an accurate depiction of the school wide goals and objectives. The instructional strategies and activities were detailed and aligned to the goals.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Last year, we received feedback that we needed to improve the budget alignment for certain goals.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
As a first year principal, it was difficult implement several new objectives and initiatives simultaneously.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
The SCEP was successfully implemented as we were able to achieve all five goals.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
The challenge will be to continue our work from last year, while also adding new initiatives and objectives based on recent feedback.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
We will improve credit accumulation, Regents passing rates, and the graduation rate for the identified sub-group. Specifically, the graduation rate for the African American sub-group will increase by 5%.			
Describe how the school leader(s) will communicate with school staff and the community.			
We will share a draft of the SCEP with the school leadership team and the teacher leaders.			
Describe your theory of action at the core of your school's SCEP.			
We believe that we can improve student outcomes by providing teachers with strong professional development, and by attending to students' individual academic and social-emotional needs.			
Describe the strategy for executing your theory of action in your school's SCEP.			
Our strategy for executing this theory of action is to work towards our five goals listed below through implementing the action plans and strategies listed below. We will monitor progress towards these goals on an ongoing basis throughout the school year.			
List the key elements and other unique characteristics of your school's SCEP.			
The key elements and distinguishing characteristics are as follows:			
<ul style="list-style-type: none"> • Increasing student engagement through the creation of rigorous tasks and intellectually stimulating classroom discourse • Improving teacher practice through frequent formal and informal observations • Improving student performance through targeted inquiry team work • Increasing student attendance • Increasing parent participation and involvement 			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
As the principal, I will oversee the progress towards all five goals. I also have certain key players who will manage certain parts of the improvement plan, including my two assistant principals, my department team leaders, and my parent coordinator.			

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“However, in this and other classrooms there was little evidence of students probing their peers and challenging their findings, resulting in missed opportunities to promote high levels of student thinking, and participation.”

Review Type:	Quality Review	Year:	2012-13	Page Number:	6	HEDI Rating:	E
---------------------	----------------	--------------	---------	---------------------	---	---------------------	---

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	2.2 School leader’s vision	X	2.3 Systems and structures for school development
X	2.4 School leader’s use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

65% of teachers will improve by one level on the Danielson rubric for component 3b (Questioning and Discussion Techniques) or 3c (Student Engagement).

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Administrators will facilitate a PD series on Student Engagement, with particular focus on raising the level of questioning and discussion, as well as increasing the level of rigor and critical thinking in all classes. 2.2, 2.3
2. The literacy coach will work with particular teachers on improving their instructional practices in these two components. 2.2, 2.3, 2.4
3. Administrators will hold mid-year and end of year reviews with all teachers to evaluate their progress 2.2, 2.3
4. Administrators will meet with the department leaders twice per month to share feedback on PD sessions and collaboratively plan future PD sessions. 2.2, 2.3, 2.4

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

1. Administrative team
2. Literacy coach
3. Admin team
4. Admin team, department leaders

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

1. Informal and formal observations will show teacher progress on Danielson rubric for 3b and 3c
2. Literacy coach logs will show teacher progress based on Danielson rubric
3. Administrators will hold mid-year and end of year conferences with each teacher to review observation data and to monitor progress.
4. Administrators also meet with department leaders twice per month to receive feedback on the PD series and to collaboratively plan future PD sessions.

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

1. We will begin the PD series in mid-October and it will run throughout the school year on an every other week basis during our staff PD time.
2. Literacy coach will work with specific teachers from February through June
3. Mid-year meetings with teachers will take place in January/February and end of year meetings will take place in June.
4. Admin meetings with department leaders will take place twice per month from October through June

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

1. We have early dismissal for students every Wednesday for our full staff meetings. These meetings will be the forum for the professional development sessions focused on 3b and 3c.
2. The literacy coach works with teachers during the school day to observe classes, and meets with teachers during their prep periods to give feedback and plan curriculum.
3. Admin will hold mid-year and end of year reviews with teachers either during prep periods, before school, or after school, depending on teacher schedules.
4. Admin will pay per session to the department leaders to attend two cabinet meetings per month during lunch or after school

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		X	PF Supporting Great Teachers & Leaders		

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
"Strengthen teaching strategies to consistently provide multiple entry points into the curricula so that all students demonstrate high levels of thinking."									
Review Type:	Quality Review	Year:	2012-13	Page Number:	5	HEDI Rating:	E		

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
X	3.2 Enact curriculum	X	3.3 Units and lesson plans						
X	3.4 Teacher collaboration	X	3.5 Use of data and action planning						

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
All teachers will receive at least one formal or informal observation per month, followed by actionable, timely feedback from an administrator. New and developing teachers will receive at least two observations per month, followed by timely feedback. Informal and formal observation reports will show how teachers' practices improve over time, specifically related to the level of rigor in the classroom.									

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. All teachers will participate in curriculum mapping and unit planning professional development facilitated by administrators, and receive feedback on their curriculum maps and unit plans from an administrator and at least one member of the department team. 3.3, 3.4									
2. Administrators will observe all teachers frequently on a formal and informal basis and will provide timely feedback. 3.2									
3. We will hire an Instructional Consultant to work with the English department to increase the level of rigor in the classrooms by examining lesson plans, the implementation of lesson plans, and student work. 3.5									
4. We will hire a literacy coach to work with science and social studies teachers on literacy practices across the curriculum as well as increasing the level of rigor in the classroom									
B. Key personnel and other resources used to implement each strategy/activity									
1. Administrative team, all teachers									
2. Admin team and all teachers									
3. Instructional consultant will be hired using Title 1 Priority/Focus SWP funds									
4. Literacy coach									
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity									
1. We will collect curriculum map and unit plans throughout the school year, and we will see that teachers' revisions show a higher quality of essential questions, enduring understandings, and more rigorous performance tasks.									
2. Monthly review of observation notes for each teacher will show growth based on Danielson rubric; Weekly administrative meeting to discuss formal and informal									

- observation notes and next steps for developing and ineffective teachers
- Weekly meetings with instructional consultant to discuss growth/concerns for specific teachers
 - Weekly meetings with literacy coach to discuss growth/concerns for specific teachers
- D. Timeline for implementation and completion including start and end dates**
- Unit planning and curriculum mapping PD took place during the summer PD institute in August. Administrators will meet with each teacher three times per year to review curriculum map and revised unit plans
 - Formal and informal observations are ongoing from September through June
 - Instructional consultant will work with teachers two days per week from January through May.
 - Literacy coach will work with teachers 2.5 days per week from February through June
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Teachers received per session pay for attending the August PD sessions on unit planning and curriculum mapping (26 teachers/13 hrs, 3 sessions, 337 total hrs)
 - Administrators will observe teachers and provide feedback during the school day, meeting with teachers either on prep periods or during lunch.
 - The instructional consultant will be hired on an Educational Consultant, funded through Title 1 Priority/Focus SWP money. She will work with our teachers two full days per week from January through May.
 - Literacy coach will be F-status, working 2.5 days per week from February through June.

Budget and Resource Alignment

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

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

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

Title 1 Focus SWP

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs	PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"Expand current assessment practices so that instructional decisions capture the extent of students' learning"

Review Type:	Quality Review	Year:	2012-13	Page Number:	6	HEDI Rating:	E
---------------------	----------------	--------------	---------	---------------------	---	---------------------	---

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	4.2 Instructional practices and strategies	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X
		4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

100% of core subject area teachers will engage in departmental inquiry team work. 80% of the target students will make one level of progress based on the inquiry team rubric.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

- All teachers will participate in a professional development series on the stages of the inquiry process in order to improve student achievement in a fundamental skill. As part of this PD series, teachers will create a department-wide rubric to measure the progress of the target population on their particular area of focus; teachers will measure and track student progress at regular intervals throughout the school year. 4.2, 4.5

2. Admin will meet with department leaders twice per month to provide additional support, build leadership capacity, and check progress of the inquiry team work. 4.5
 3. Teachers will participate in three rounds of inter-visitation within their departments to share best practices and refine instructional strategies. 4.2
 4. Three teachers will participate in the Teacher Leadership Program, gaining knowledge of protocols and strategies for inquiry team leadership. 4.5
- B. Key personnel and other resources used to implement each strategy/activity**
1. Administrative team and all core subject teachers.
 2. Admin team and department leaders; we will pay the department leaders per session for these leadership meetings
 3. We will use ATRs or coverages to enable the departmental inter-visitations to take place.
 4. Three teacher leaders participate in TLP; they receive per session directly from the program
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Baseline assessments will be conducted in September/October for all target students, interim assessments will be conducted at regular intervals throughout the school year to continuously check student progress, and end of year assessments will be conducted in June
 2. Department leaders will share the ongoing progress of their target students based on the evaluated assessments
 3. Teams will use a looking at student work protocol to evaluate student work after each round of inter-visitation; we will see progress in the student work from one round to the next according to the rubric
 4. Teachers will create a binder of all inquiry team work, including rubrics, baseline assessments, interim assessments, and end of year assessments. They will include a tracker to show how students are making progress on the target skill throughout the year.
- D. Timeline for implementation and completion including start and end dates**
1. Inquiry teams will meet from October through June at least twice per month; each inquiry team will share their progress as a team as well as their target students' progress on the identified skill in January and then June with the full staff.
 2. Admin meets with department leaders twice per month from October through June
 3. All team members will engage in three rounds of inter-visitation between January and May.
 4. Teacher Leadership Program takes place approximately once per month from October through June
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Full staff PD on the inquiry process will take place during Wednesday PD meetings, which take place during teachers' contractual time. Inquiry team meetings take place during department-wide common preps.
 2. We will pay per session to the department leaders for the two meeting per month with administration
 3. We will provide coverages for teachers for their inter-visitations.
 4. TLP meetings take place after the school day; teachers receive per session funding from the program itself

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).										
The average attendance rate for the 2012-13 school year was 80%										
Review Type:	School Progress Report	Year:	2013	Page Number:	4	HEDI Rating:	D			

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities

selected to address the goal.			
X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 We will increase our yearly attendance to 81% for the 2013-2014 school year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Through the United Way GPS grant, we will continue to partner with the Chinese American Planning Council to raise student attendance and provide counseling services to targeted students. 5.2, 5.3, 5.5
2. Guidance counselors will conference with students and families on a regular basis regarding their academic performance and their attendance. Counselors will work with students on facing obstacles, coping strategies, and social emotional needs. 5.3
3. The attendance improvement team will meet twice per month to analyze attendance data and to create a continually revised action plan for addressing student needs. The attendance improvement team will create monthly incentives for students with perfect attendance and improved attendance. 5.5
4. We will hire a youth development consultant to facilitate the Young Men's Initiative program, targeting fifteen struggling male students to help them improve their attendance, academic performance, and social choices. 5.3, 5.5

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

1. Our GPS grant with United Way allows for two social workers from the Chinese American Planning Council to be in the building full time to work on improving attendance for 50 targeted students.
2. Guidance counselors hold student conferences and conduct parent outreach throughout the course of the week.
3. Attendance improvement team consists of admin, guidance counselors, parent coordinator, and GPS social workers. These meetings take place during the school day.
4. Our youth development consultant will be funded through the Educational Consultant line 685 using Title 1 Priority/Focus SWP funds.

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

1. We will review monthly reports from United Way to monitor the progress of the 50 targeted students in terms of both attendance, credit accumulation, and participation in GPS events and services.
2. We will compare our month by month attendance rate with our monthly attendance rates last year. We will also compare passing rates after each trimester.
3. We will compare our month by month attendance rate with our monthly attendance rates last year. We will monitor the number of students who qualify for attendance incentives on a monthly basis.
4. We will look at targeted students attendance rates and class grades on a monthly basis.

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

1. All full time personnel listed above including counselors, GPS social workers, parent coordinator, and administrators will meet with students, parents, and the attendance team regularly from September through June.
2. All full time personnel listed above including counselors, GPS social workers, parent coordinator, and administrators will meet with students, parents, and the attendance team regularly from September through June.
3. All full time personnel listed above including counselors, GPS social workers, parent coordinator, and administrators will meet with students, parents, and the attendance team regularly from September through June.
4. The youth development consultant will work two full days per week from December through June.

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

1. GPS social workers hold counseling sessions and academic advising sessions with students during the school day. The grant from United Way funds this program.
2. Guidance counselors provide all counseling during the school day. Any additional after school sessions or evening parent meetings will be funded with per session.
3. The attendance team, consisting of guidance, admin, and parent coordinator will meet twice per month on Thursday mornings during the school day.
4. Youth development consultant will work with group of students during their regularly scheduled advisory periods. He will also push into their classes to observe their performance, and he will collaborate with teachers during prep periods. He will facilitate staff development during our regularly scheduled weekly staff meetings.

Budget and Resource Alignment

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

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .											
X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

24% of parents said they have never "been invited to an event at your child's school."

Review Type:	Learning Environment Survey	Year:	2012-13	Page Number:	6	HEDI Rating:	I
---------------------	-----------------------------	--------------	---------	---------------------	---	---------------------	---

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

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

We will improve parent ratings on the Learning Environment Survey in the category of engagement from 7.6 to 7.8.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- A. Strategies/activities that encompass the needs of identified subgroups**
- We will host special events, activities, and workshops during Parent-Teacher Conferences and throughout the school year 6.2, 6.3
 - We will encourage meaningful parent participation on School Leadership Team and Parent Association 6.2, 6.3
 - We will provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress 6.3
- B. Key personnel and other resources used to implement each strategy/activity**
- The parent coordinator and assistant principal will plan special events, activities, and workshops for parents. They will also bring in free guest speakers and performers, including NYPD, and our own partners, including musicians from the Midori Foundation and social workers from the Chinese American Planning Council.
 - Parent coordinator will use mailings and phone calls to communicate with parents about SLT and PA meetings.
 - Parent coordinator and advisors will communicate progress with parents both through mailings and phone calls.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- We will measure progress based on parent attendance at parent teacher conferences, parent workshops, and special events. We will compare attendance numbers to last year's events, as well as over the course of this school year.
 - We will measure progress based on attendance at SLT meetings and PA meetings throughout the course of the year, and compare this data to last year's data.
 - We will look at credit accumulation throughout the course of the year, and compare it to last year's data.
- D. Timeline for implementation and completion including start and end dates**
- We will host special events, including honor roll celebrations, a holiday concert, and student-teacher talent show, among others, every other month from September through June. We will hold parent teacher conferences four times throughout the school year, including the two citywide conferences in October and March, one in late December, and one in early May. The parent coordinator will create invitations and make personal phone calls from September through June to keep parents informed about conferences and other school-wide events.
 - We will hold PTA meetings and SLT meetings every month from September through June. The parent coordinator will create invitations and make personal phone calls from September through June to keep parents informed about PTA and SLT meetings.

3. Advisors will reach out to the parents of their advisees regularly from September through June to inform parents of student progress. We will send progress reports in the mail four times per year. Parent coordinator will additionally reach out to parents of failing students to arrange conference with parent, advisor, and administrator.

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

1. Special events and parent teacher conferences will take place after school hours. Teachers will be paid per session for the contractual conference dates. The additional conference dates at our school will be voluntary for teachers, and we will pay per session if the budget permits.
2. School Leadership Team and PA meetings will take place after school hours. Parents and staff involved will be paid a stipend for their time and commitment.
3. Phone calls will be made during or after school hours by teachers and parent coordinator. They will not be paid for this work as it is part of their professional responsibilities.

Budget and Resource Alignment

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

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
----------	---------------------	----------	-----------------	----------	-----------------	--	------------------	--	------------------	--	---------------

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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	Small group targeted reading intervention classes English Regents prep classes College essay writing workshop Credit recovery	Small group Small group Small group Small group	During school During school and after school After school After school
Mathematics	Math PBAT support workshop Credit recovery	Small group Small group	During school and after school After school
Science	Science PBAT support workshop Credit recovery	Small group Small group	During school After school
Social Studies	Social Studies PBAT support workshop Credit recovery	Small group Small group	During school During school and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Academic advising	Small group	During school

**Title I Information Page (TIP)
For School 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.

To ensure that staff is highly qualified, we follow a number of steps. In terms of recruitment, the hiring committee, which is made up of administrators and highly qualified teachers, reviews resumes and interviews teaching candidates together. We then ask the candidates with the highest scores on the interview process to come in for a demonstration lesson. Again, the hiring committee meets to review our notes on the demo lessons, and we then check references from former supervisors. At that point, we make collaborative decisions on hiring.

We also do several things in order to retain highly qualified teachers. We foster team structures to ensure that our staff is collaborative and part of a professional community focused on improving instructional practices and student achievement. To retain staff, we also help foster leadership capacity in our teachers so that they can develop a variety of professional skills. We make it a priority to conduct frequent formal and informal observations in order to give ongoing feedback to teachers and ensure that they feel successful with their professional growth.

To maximize teacher effectiveness, we also make strategic decisions around teacher assignments. Teachers are paired up so that all have a collaborative partner with whom to plan and refine curriculum. Integrated co-teaching pairs remain the same so that teachers can build an ongoing professional relationship with their co-teacher. Lastly, some teachers are selected to "loop" with their students; that is, they teach the same students for two years in a row. In that way, they get to know their students' strengths and weaknesses extremely well, and are better able to hone in on support structures.

The principal and assistant principals work in collaboration with the network team to ensure high quality professional development for the teachers. We facilitate professional development at the school weekly, specifically focusing on areas of need based on the previous quality review, progress report, and learning environment survey. For the 2013-2014 school year, our professional development plan includes a focus on three strands: curriculum planning and development, departmental inquiry team work, and increasing student engagement and rigor in the classroom. In addition to the professional development that we facilitate at the school, we also send teachers to participate in PD outside the school, including Consortium conferences and workshops, Teachers College workshops, and PBAT committees at other schools, among other opportunities that arise.

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).

As mentioned above, the principal and assistant principals work in collaboration with the network team to ensure high quality professional development for the teachers. We facilitate professional development at the school weekly with the full staff, and department teams also meet at least once a week. We also send teachers from each department to outside PD on a regular basis, including the Coalition of Essential School national forum, the Consortium teacher moderation study, citywide Common Core PD, and NCTE, just to name a few.

Additionally, we hired a literacy coach and a literacy consultant to work with teachers to improve their curriculum planning, instructional practices, and level of rigor in the classroom. They work weekly with a select group of teachers, to observe their practice, give feedback, and conduct model lessons. The assistant principal and I provide individualize professional

development to teachers through our system of frequent informal observations and feedback cycles.

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.).

The coordination and integration of federal, state, and local funds are used to service students in temporary housing by providing school supplies and other personal items, and academic intervention services after school hours including tutoring, homework help, and credit recovery classes. We will also provide social emotional support through our guidance department.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

All teachers meet once or twice per week in department teams. During these meetings, teachers create assessments for their inquiry project and evaluate student work according to the rubric. Team leaders meet twice per month with administrators to review assessments and student progress, and engage in a professional dialogue regarding next steps for the team. Department teams also use their meeting times to revise and refine performance based assessment tasks, including the gateway PBATs as well as the graduation requirements. Through these department team meetings, all teachers make collaborative decisions regarding inquiry assessments and PBAT revisions.

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).

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

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	Borough Manhattan	School Number 419
School Name Landmark High School		

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

Principal Caron Pinkus	Assistant Principal Karen Low
Coach Stephanie Grasso	Coach type here
ESL Teacher Julieta Sasuman	Guidance Counselor type here
Teacher/Subject Area Nancy Garzon/Spanish	Parent type here
Teacher/Subject Area type here	Parent Coordinator Sandy Omar Guzman
Related Service Provider Danielle Stevens	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> 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	0
Number of certified ESL teachers <u>not</u> 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)	397	Total number of ELLs	68	ELLs as share of total student population (%)	17.13%
--	------------	----------------------	-----------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE										25	18	18	7	68
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	25	18	18	7	68

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	27
SIFE	3	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	50

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	7		2	11	2	3	50	1	22	68
Total	7	0	2	11	2	3	50	1	22	68

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										22	17	15	6	60
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1		2		3
Haitian														0
French										1	1		1	3
Korean														0
Punjabi														0
Polish														0
Albanian										1				1
Other												1		1
TOTAL	0	0	0	0	0	0	0	0	0	25	18	18	7	68

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)										3	2	1	0	6

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)										11	6	5	0	22
Advanced (A)										11	10	12	7	40
Total	0	0	0	0	0	0	0	0	0	25	18	18	7	68

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	0	0	0
	I										0	3	1	0
	A										10	5	3	2
	P										15	10	14	5
READING/ WRITING	B										3	3	1	0
	I										13	7	8	4
	A										9	8	9	3
	P										0	0	0	0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	16		4	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.

1. We used the NYC Performance-Based Assessments Consortism tasks for reading and writing, Slosson, DRA or running records, Gates-MacGinities, as well as teacher observations notes and teacher created informal assessments to assess our students literacy skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. After reviewing the NYSESLAT data, we found that the overall trend for our ELL data have been similar for the last two years. We start off with the largest number of ELLs in the 9th grade in the free standing program and we have the fewest number ELLs in grade 12th. The patterns we notice in the Modality Analysis has been similar these last two years. The ELLs have scored strengths and weakness are as follows: Summary of ELLs strength and weakness based on NYSESLAT scores

Grade	Strengths	Weakness
9th	Listening /Speaking	Reading /Writing
10th	Listening /Speaking	Reading/Writing
11th	Listening /Speaking	Reading /Writing
12th	Listening /Speaking	Reading /Writing

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](#))

3. Looking at the pattern across the four modalities, the school made gains overall in speaking/listening subtest. We will continue to implement the goals of the school to improve students reading and writing instruction. We will focus on improving their reading/writing modalities for the advance ELLs and focus on listening and speaking modalities for our beginner and intermediate ELLs. The school needs to provide additional professional development focusing on the strategies to help foster the reading and listening skills in the lower grades. For example: Guided Reading, Shared Reading and Writing, Interactive Reading and Writing, Think-Pair-Share and additional small group instruction. The classroom teachers and the ESL teachers will continue to plan together and focus on reading and writing strategies for the ELLs. ESL teachers will continue to participate in the school wide Common Core Standards alignment and training and will continue collaborating with classroom teachers and plan their curriculum and focus on the language needs of the students. Classroom teachers can use various ESL methodologies, and ESL teachers can infuse more literacy strategies in language instruction. Through the collaboration between classroom teachers and ESL teachers, they will have the opportunity to share observation and assessments of ELLs as well as best practices. We will continue the work of our Inquiry Team which focused on looking at student work and differentiation. Student work is studied each week in which a different focus was chosen. This will help produce the support our ELLs needed while teachers can focus on different diverse student needs. Since we noticed our work in supporting the students performance in the expressive domains have shown positive results, we will continue to link literacy with the Arts: Drama and playwriting, and I Readers Theater. This year we will work on forging a greater connection between Listening, Speaking, Reading and Writing. Our Balanced Literacy program will focus on “To, With and BY” with students in reading and writing workshop.

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?

ELL services need to be further strengthened in the school and we are seeking additional funding to fund supplemental ELL services. There are currently 68 ELLs (68/397) enrolled at Landmark within which there are 3 SIFE students. 50 of our ELL students are Long Term ELLs and 22% of our ELL students have requested BESIS extension of services at least once. Most do not read and write in their primary language. In fact, all their schooling may have been in English. Their conversational ability in English is similar to that of a native speaker. Nevertheless, they have not developed academic English, and their school performance is well below average. They are below grade level in reading and writing, usually in math as well, and have little academic content-area knowledge. When these students try to pass the Regents exams or when they take standardized tests, their scores are low. Most scored a failing score far below the passing score on the Regents and a Level 1 or Level 2 on their 8th grade ELA, Math, Science, and Social Studies standardized exams. The NYSESLAT score also indicates that across all grade levels, many of our students demonstrated a greater proficiency in the speaking and listening

domains. Scores were much lower on the reading and writing components across all grade levels.

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](#).)

Clearly, our students need academic support from teachers who are knowledgeable about second-language issues, but they do not need the kind of support designed for special education students. Instructional decisions need to be made with the goal of increasing student's abilities in deficit area. In the case of our population, more emphasis need be placed on the areas of reading and writing and content area knowledge so that students may acquire proficiency. Although they may have developed conversational language, long-term ELLs face the task of developing academic language. They do not know how to speak, read, and write about school subjects in their first language or in English. There is a significant gap between their academic knowledge and skills and the knowledge and skills of many of their native speaker counterparts. They must develop content knowledge and learn the academic registers of English needed to discuss concepts. School success depends on the development of the academic language. We must make the development of academic language a priority.

Our Academic Intervention Team has been providing additional Tier II support for the 9th grade and 10th grade. In an effort to engage the entire staff in differentiated instruction, align learning activities for at-risk students with the core curriculum, and provide rigorous professional development for teachers, we hired a F-status literacy coach and contracted consultant to provide the necessary staff development. Furthermore, we will continue to facilitate regular in-school professional development to support classroom teachers in the design of curricula that address skills which are important for language learners and use in differentiated classrooms such as curriculum-based assessment as well as individualized and adaptive learning approaches.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Some of the instructional strategies employed for our ELL population are as follows: Students are pre-exposed to text that will be used for classroom instruction. Typed text from books are sent home the evening before for pre-reading. We identify Tier II words (or Tier III) for content area) prior to reading. Vocabulary words with an accompanying picture are displayed and practiced. Words that are both a noun and a verb are depicted both ways. Another strategy is to pair ELLs with English speakers during talk points throughout the lesson. Beginning or Preproduction ELLs are grouped with a native language speaker and an English speaker so that conversation is flowing in both languages. We employ many routines-enhancers around the room like color coding all books red for science or using pictures with the identifying word for 'what you need for reading workshop'. Teachers implement the 'I do, you do, we do' teaching method for modeling what we expect. Once the teacher demos, the student tries it out before being expected to act independently. We listen for words they know and structure sentences around those words. For example, a child that would like to use the bathroom might simply say, "Bathroom". The teacher will respond, "Would you like to use the bathroom?" Students are partnered with same-language 'check-in' students when they have a question to clarify expectations. Teachers also use a great many gestures and acting-it-out strategies throughout the day to demonstrate vocabulary, storylines, or expectations. Pre-assessments prior to units are implemented so that teachers have an entry point into where this child currently is as a learner. We strategies from *Connecting Content and Academic Language for English Language Learners* by Swinney, *Learning to Learn* by Gibbons, and *Balancing Reading and Language Learning: A Resource for Teaching ELLs* by Cappellini. Our special education teachers have also received literacy instruction training and use the literacy strategies and techniques with those children who need them which includes our ELL-SWD group. Our ESL teacher also push-in ELLs-SWD in our ICT ans classes. To ensure that ELL-SWDs receive all services mandated on their IEP's, we have weekly special education meetings as well as monthly PPT meetings to discuss their concerns and progress. Their teachers receive professional development from Goldmanshur and Rutherford & Associate.

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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We have earning additional credit on our school's progress report due the our high-need students meeting the success criteria. Our current school progress report is an indication of our work with ELLs is on a positive trijectory because we earned 8.1 out of 16 point in closing the achievement gap. We earned full 2 points in preparing our students in the lowest third citywide to be college and career ready - ELLs in our school are counted in many of the subgroup in that matrix, e.g. ELL, SWD, Black/Hispanic male in lowest third, etc.

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](#).)
 - I. A number of structures are in place to ensure that the parent of our ELLs understand all of our school's program choices, options and rights they are entitled to. At registration parents of all new students must complete a HLIS to see if their child is eligible for LAB-R testing. A licensed pedagogue, Nancy Garzon - Spanish teacher, who speaks Spanish (our predominant home language) will administer the the HLIS which includes the informal interview in the student's native language to determine if the child is eligible for LAB-R testing. After the completion of the HLIS form with the parent, she will ensure that our pupil personnel secretaty will enter of this information is in the designated ATS screen and that completed HLIS forms be placed in the student's cumulative file and remain a part of the student's permanent record.

If the child speaks a language other than English a licensed pedagogues (Karen Low – ESL Coordinator/Assistant Principal) will administer the LABR for the child within the first 10 days of school. If the child has been identified as ELL because he/she scored below the LAB- R cut scores then these parents will be invited to attend a Parent Orientation. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. Students with a home language of Spanish will be administered the Spanish LAB by Nancy Garzon - Spanish teacher within 10 days. As required by law to notify parents of their child's eligibility for services, we will inform parents' of their children's service entitlement via entitlement letter, continued entitlement letter, or non-entitlement letter and provide information and service options via parent survey. Also, we will inform parents of their child's placement via a placement letter. All of the aforementioned correspondence will be communicated in the parents' preferred language.

New ELLs parents are all invited to attend an ELL Parent Orientations early in the school year to: view a multi-language DVD that describes the various instructional models offered by the City of New York, examine and complete the Parent Survey / Selection forms and have their questions answered (There is a meeting in the morning and one in the evening). All materials given to parents are in the parents' preferred languages. Translators are provided at the orientations and meetings to answer questions and help to complete Parent Selection form. Parents are also informed to go on the parent section of the DOE website to view all videos and material in their native language. We will have ongoing updates for parents of new ELLs with the Assistant Principal/ESL Coordinator, Pupil Personal secretay and the Parent Coordinator. If a parent does not return the Parent Selection form, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 and the parents are informed of their rights to transfer to a school within the district that provides such as program. The NYSESLAT is administered every spring with the same testing condition as all other State examinations.

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.
 2. New ELLs parents are all invited to attend an ELL Parent Orientations hosted by Parent Coordinanator, Sandy Omar Guzman (Spanish bilingual) and ESL Coordinator, Karen Low (Chinese bilingual) early in the school year to: view a multi-language DVD that describes the various instructional models offered by the City of New York, examine and complete the Parent Survey / Selection forms and have their questions answered. (There is a meeting in the morning and one in the evening). Parents choices are made with the following information at hand: 1) ELL Parent Orientation meeting, 2) the multi-lingual DVD that clarification and explanation of the differences between Tranistional Bilingual program, Dual Lanugage program, and Free-Standing ESL, 3) Parent Survey/Selection form, 4) program choice brochure, and 5) the entitlement letter. All materials given to parents are in their preferred language. Translators are provided at the orientations and meetings to answer questions and help to complete Parent Selection form. Parents are informed about the goal of our Free Standing ESL program during the ELL Parent Orientation meeting in Spanish and English. Our Parent Coordinator, Sandy Omar Guzman, will translate for our Spanish speaking parents and Assistant Principal, Karen Low, will translate for Chinese speaking parents. Because ELL parents often apeak a language

other than English, we will use the translated Department materials (brochures, DVDs) and services offered by the Translation and Interpretation Unit, including document translation and interpretation services as needed.

Our school offers only a Freestanding ESL program and historically, we do not have the number of eligible pupils to offer a transitional bilingual program. Parents are informed of the program we offer to ELLs at the orientation. Historically, our parents have selected the Freestanding ESL program as their choice. According to Section 154.3(k) (2) of CR Part 154, gives parents the option to “withdraw their children only from participation in a bilingual education program”. Section 154.3(k) (3) further states that, “In a school building where the number of eligible pupils does not require the offering of a bilingual education program, parents or other persons in parental relation to a pupil identified as limited English proficient shall have the option of transferring their child to a school within the district provided such program is available at such other school. A parent who chooses not to exercise the transfer option shall be informed that his or her child shall participate in freestanding English as a second language program.” Consequently, our parents choose not to withdraw their children from freestanding ESL programs. We have information for parents of new ELLs at the meetings with the Assistant Principal/ESL Coordinator Karen Low (Chinese bilingual), Pupil Personal secretary Lourdes Rivera (Spanish bilingual) and the Parent Coordinator Sandy Omar Guzman (Spanish bilingual) within the first ten days of school.

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 [\[see tool kit\]](#).)
 3. After the initial Parent Orientation, the Parent Coordinator, Sandy Omar Guzman, will follow up with classroom teachers to collect the outstanding Parent Selection forms. The Assistant Principal/ESL Coordinator, Karen Low, will be responsible to maintain a master list and update it regularly, to ensure that all correspondence with ELLs' parents and compliance concerns for them are distributed and collected in a timely manner. All letters to parents are sent out in English and parents' preferred language on school letterhead. Files, list and reports are kept by the Assistant Principal/ESL Coordinator, Karen Low. Early on in the school year, ELLs' parents all receive a letter from the ESL Coordinator informing them of their child's ELL status for the new school year. The first batch of letters is sent to the newly identified ELLs and to those students who are not entitled to ESL service. The next batch of letters is sent to parents of continuing ELLs and those who no longer are entitled for service because they passed the NYSELSAT in the Spring. A week before the school's Parent-Teacher conferences in November and March, the Parent Coordinator will reach out again to all ELLs' parents who did not return selection forms. These parents will be invited to attend another ELL Parent Orientation during Parent-Teacher Conferences to help them get information and to complete the necessary forms. A copy of all related student information and forms (e.g. the selection form) are file in the student's cumulative folder. All meetings are usually conducted in both English and Spanish and a Chinese translator is available when needed. The ESL teacher - Julieta Sasaman, Assistant Principal/ESL Coordinator - Karen Low, and our Parent Coordinator - Sandy Omar Guzman are always part of the Orientation Meetings and can help with Spanish and Chinese translations. All materials and DVDs are presented in parents' preferred language.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 4. After the initial Parent Orientation, the Parent Coordinator will follow up with classroom teachers to collect the outstanding Parent Selection forms. The Coordinator will be responsible to maintain a master list and update it regularly, to ensure that all correspondence with ELLs' parents and compliance concerns for them are distributed and collected in a timely manner. All letters to parents are sent out in English and parents' preferred language on school letterhead. Files, list and reports are kept by the Parent Coordinator and copies are given to the Assistant Principal each year. Early on in the school year, ELLs' parents all receive a letter from the school informing them of their child's ELL status for the new school year. The first batch of letters is sent to the newly identified ELLs and to those students who are not entitled to ESL service. The next batch of letters is sent to parents of continuing ELLs and those who no longer are entitled for service because they passed the NYSELSAT in the Spring. A week before the school's Parent-Teacher conferences in November and March, the Parent Coordinator will reach out again to all ELLs' parents who did not return selection forms. These parents will be invited to attend another ELL Parent Orientation during Parent-Teacher Conferences to help them get information and to complete the necessary forms. All related student information and forms (e.g. the selection form) are file in the student's cumulative folder. All meetings are usually conducted in both English and Spanish and a Chinese translator is available when needed. The ESL team and our Parent Coordinator are always part of the Orientation Meetings and can help with Spanish and Chinese translations. All materials and DVDs are presented in parents' preferred language. The number of ESL units the students receive is determined by his/her English proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT) scores. For beginner level students, 540 minutes per week of ESL are required. For intermediate level students, 360 minutes per week of ESL are required, and for advanced level

students, 180 minutes per week of ESL are required.

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.

The Assistant Principal/ESL Coordinator is responsible to set up the testing schedule for the NYSESLAT. The four subtests will be administered as per instruction and guideline provided by the New York State NYSESLAT Administration Manual. We also follow the NYS Testing Memo to ensure that we are adhering to proper testing procedures. All the teachers involved in the testing will receive NYSESLAT training prior to the tests. All testing materials are stored and secured in the Assistant Principal's office before and after testing. On the testing day of each subtest, the Assistant Principal distributes and collects the tests. After each subtest, all testing materials are collected and placed in a secured location inside the Assistant Principal's office until time for pick up. The ESL teacher and the Assistant Principal/ESL Coordinator are responsible for the administration of the individual Speaking subtest.

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. 

6. Based on recent data and Parent Surveys and Program Selection, 100% of our parents chose the programs we offer at our school are aligned with what the parents' request. All of ELL parents' have selected to have ESL services. We also have in both the 9th and 10th grades two Academic Intervention push-in/pull-out teachers as well as two paraprofessionals who provide small group instruction for our ELLs in our general educational classes that meet parents' request. We will have on-going review of the data, assess the needs, bring them before the SLT and then make the necessary reorganization needed.

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])?
1. At Landmark High School, 02M419, our English Language Learners are served in a Free Standing Pull-Out ESL program. We service our students through ESL in alignment with parental choice, New York State ESL Standards, and mandates. ESL instruction is provided based on standardized and on-going assessments of students work. ELLs are grouped in Beginner, Intermediate and Advanced Levels as determined by the LAB-R and/or NYSESLAT. Landmark High School implements a block schedule.

In Landmark High School, the students are grouped heterogeneously into general education classes and ESL classes as determined by NYSESLAT and LAB-R tests. We also have Integrated Co-Teaching (ICT) classes serving students in grades 9th through 12th. In addition, to support the social, emotional, and academic needs of our students, we provide the following: Academic Intervention & Support Services - Push-In and Pull-Out instruction, ESL Title III support, Speech/Language Therapy, Hearing Therapy, Guidance, Attendance Intervention and Drop-Out Prevention services, after-school tutorial and Enrichment classes as well as SPARKS Counseling. These services are provided to mandated students as well as those who are deemed at-risk of not meeting standards. The SPI Team, along with the guidance counselor, staff and administration serve closely together to intervene as early as possible through the channels of dialogue, referral and treatment implementation. Our school's Pupil Personnel Team together with the teachers and our principal have been instrumental in matching the available services with the at-risk students' needs.

We implement the Reading and Writing Workshop model to teach reading and writing. Teachers use the Reading Workshop to instruct students and they also incorporate components of the balanced literacy approach, which include independent reading, guided reading, shared reading and read aloud to teach reading. Every child is challenged to work to his or her individual potential through whole class and small group assignments. Writing instruction is conducted using the Writing Process and Teachers College Reading/Writing Project methods. The teachers work on collecting writing ideas, drafting, revising, editing, and publishing. We believe in the constructivist approach to teaching math, in which students create meaning based experiences and investigations of math concepts. We feel the use of manipulatives and math games are crucial to mathematical reasoning. Children learn through problem solving. Analytical skills are honed through scientific inquiry that begins in the freshmen year and spirals up into the higher grades. Each class will have an end of the year project, which consists of answering big questions in the natural world. The ESL teacher who is a member of our English Curriculum Team participates in all Common Core Standards training on site and/or off site. We also participate in weekly grade team and curriculum team to discuss best practices and student progress. ESL and vocabulary strategies are also shared with members of the grade team and curriculum teams to support our ELLs.

There is one ESL teachers at Landmark High School, Ms. Julieta Sasuman, who serves students in the 9th to 12th grades. In addition, Ms. Sasuman pushes into a 10th grade social Studies class and a 11th grade science class to further support our ELLs. Ms. Sasuman is state-certified in English and will be certified in February 2014 in ESL. She has also completed her master's degree in special education. Ms. Nancy Garzon is a certified Spanish teacher and she assists in administration of the Spanish LAB as well as with HLIS interviews. Ms. Danielle Stevens, speech Therapist, also pushes into content subject classrooms to provide additional support for our ELLs. On the support level, Sandy Omar Guzman assists the LAP Team in terms of parental outreach and contact; Lourdes Rivera compiles and distributes the data specific to our ELL population; and Karen Low coordinates the testing for said students. In addition to these specifically designated teachers and professionals, there are six special education teachers – grades 9th to 12th who serve ELL special education students in addition to students with other special needs in all major content areas as required by these students' IEP's and their particular academic performance history at Landmark.

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)?

2. The school program is organized into six one-hour instructional blocks with a 45-minute lunch period. The teachers have the definitive blocks of time in which they implement instruction in Language Arts, Mathematics, Social Studies, and Science. In addition, the specialty teachers help enrich our students' academics with Advisory (4x a week), Art, Instrumental Music, Drama, Health and Physical Education.

We are committed to creating high quality and innovative instructional designs for all students. In creating an inclusive and supportive environment that educates SWD alongside general education students, we have ICT classes in major content subjects classes in grades 9th to 12th that are staffed with successful teams of general education and special education teachers. In creating a flexible and supportive environment that educates those students with an IEP together with those without an IEP, we have CTT classes in every subject in each grade, which are staffed with successful teams of general education and special education teachers. We are committed to creating high quality and innovative instructional designs for all students, those who are special education students and those who are general education students.

Our staff has made many considerations and adjustments in order to comply with the mandated service minutes required for each language proficiency level and the needs of our ELLs. In September, after reviewing the NYSESLAT data, the ESL team determines the number of required hours needed by our ELLs. We aim to meet the guidelines stated in the NYS CR Part 154 Mandated Number of Units of support for ELLs, grade 9th – 12th. Our ESL teachers strive to provide services to all eligible students. 540 minutes a week are provided to students at the beginning level, 360 minutes to students at the intermediate level, and 180 minutes a week to students at the advanced level of proficiency. Advanced level students are also programmed to receive a minimum of 180 minutes in ELA. We adhere to the guidelines to deliver mandated instructional minutes as per CR Part 154.

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.

3. The goals of our Free Standing ESL program is to provide instruction in English for our ELLs in the academic subject area using ESL methodology, to incorporate ESL strategic instruction, and to help our ELLs meet or exceed NYS, City, and Common Core standards. The number of English units the students receive is determined by his/her English proficiency level on the New York State English as a Second Language Achievement Test scores. For beginner ELLs, 540 minutes per week of ESL is required; for intermediate level students, 360 minutes of ESL instruction is provided; for advanced level students, 180 minutes per week is required. Since the objective of our ESL program is to serve as a transitional process to move our English Language Learners into general education classes, it is often a challenging task for the teachers. The key factor in creating an instructional program that meets the students' needs is to be aware of the fact that we have a diverse student population with diverse needs. While some of our students come with little or no formal educational background, the majority of our students are Long Term ELLs who need to develop their literacy and numeracy skills as well as academic language necessary for college and career readiness.

Our ESL program has been tailored to meet the specific needs of our ELLs. Our beginner and intermediate ELLs are encouraged to use their native language to scaffold their learning. They are encouraged to write in their native language and in English. They have many different partnerships with peers who are proficient in English in subject classes to help support language acquisition. Our ESL classroom has an array of texts to support all levels of readers. Books on tape and portable cassette players were also purchased for ESL classes. ESL instruction at Landmark High School is literature based. ESL instructors utilize the Reading and Writing Workshop model embedded with Sheltered Instruction methodologies, Total Physical Response approach, Cooperative Learning, and the Language Experience Approach, to provide multiple opportunities for listening, speaking, reading, writing and experiencing language. The ESL program at our school is designed to motivate and to fulfill the needs of our diverse student body. Currently, all grades (9-12) contain ELLs including general education, inclusion, and special education classes. ESL instructors meet with classroom teachers weekly to align curriculum and share teaching techniques. Classroom teachers are continuously encouraged and reminded to use ESL strategies in their daily instruction. Classroom libraries provide NLA materials and opportunities for students to support their learning are also offered through the use of Achieve 3000.

In the ESL program at Landmark, beginner students receive more than 540 minutes of instruction while intermediate students have a total of 360 plus minutes of ESL instruction weekly. Instruction is delivered through the reading/writing workshop model with added scaffolds and adaptations appropriate for ELLs to build comprehension and understanding in English literature. Classroom instruction focuses on developing literacy strategies so that ELL students may successfully engage in ever more

advanced reading material. Advanced ELL students receive 180 minutes of ESL instruction in addition to more than 180 minutes of ELA instruction weekly. ESL instruction is focused on supporting the students' work in the ELA classroom, especially in terms of expanding students' fluency and comfort with formal spoken English, an area identified specifically as essential for these students' success. Since all Landmark students are required to present 4 major portfolios and 2 exhibitions to a graduation committee over the course of their secondary education, we feel it is critical that we support our ELL students early on in the formation of strong presentation and elocution skills in order to succeed in this area.

The ESL classes, taught by an ESL instructor, are focused on providing ELL students with the reading and writing skills they will need in order to succeed in a mainstream 4-year college or university environment. Students receive intensive vocabulary, phonetic, morphological, syntactical, grammatical and rhetorical instruction based in the analysis of sophisticated non-fictional texts in content area subjects, as well as extensive development of written fluency in a variety of essay genres. Lastly, they are taught to speak and write about literature using the conventions of literary analysis and criticism in preparation for the presentation and defense of their Literature Portfolio, one of the major graduation portfolios at Landmark.

All speakers of the Spanish language (who comprise the largest subgroup of ELL students at Landmark) are required to take a year-long course entitled "Spanish for Spanish Speakers". This course promotes first language – or, as is the case with a few students, second language – development in a humanities-based class that focuses on developing phonetic and discursive fluency in Spanish, as well as the ability to recognize transference of linguistic elements from the Spanish to English languages and vice versa. This course is aimed at helping these specific students identify elements of linguistic dissonance that hinders greater literacy in either language, in order to create a greater level of familiarity with the underlying structure and syntax of each as distinct idioms. Native language and culture are honored and used throughout the school through various mechanisms. Parents of incoming freshmen were invited to Landmark prior to the school year for an orientation. The orientation was conducted in both English and Spanish in order to best meet the needs of our ELL population. Literature regarding parenting was also made available in several languages. Throughout the school year, translation monies have been utilized to translate any document that is mailed home to our families. To date, there have been two parent-teacher conferences, to which all ELL families have been invited. Staff speaking languages other than English was present to translate the conferences for Spanish and Chinese-speaking families.

The parent coordinator, who is bilingual, has been offering monthly workshops to the parents in conjunction with the PTA. Topics range from the college application process, to discipline and teens, to addressing new school policy and extended time. Recently, the parent coordinator and school social worker also met with parents to further explore our portfolio assessment system and regents requirements. Through this workshop, parents were better able to understand the literacy and math requirements. Implementation of academic support in the home was also discussed.

The largest ethnic group represented by Landmark's student body, including the ELL population, is Hispanic – a fact recognized in the essential role Spanish language and culture plays in the foreign language department. This includes a course specifically designed for prior speakers of Spanish and is taught as a humanities – rather than foreign language – course, in order to further promote exposure by these students to traditions in Spanish and Latin American Literature and Arts.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. One of the project-based inquiry project students at Landmark are asked to produce is a language/cultural exit project . Each student must come before their peers and defend their project, and although many choose to do so in a second language, all ELL students (as well as other students who are culturally familiar with languages other than English) are encouraged to develop their project around the language of their cultural and familial background. The process of putting together grammatical, historical and cultural elements specific to their home language is often a very validating and enlightening experience for these students, since it allows them to pursue on a more academic level linguistic knowledge that is already familiar to them but rarely acknowledged in formal school settings.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 5. In order to ensure that ELLs are appropriately evaluate in all four modalities of English acquisition throughtout the year, diagonstic, interim, and post-assessments of each domain are designed and administered.
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).

6. We differentiate our instruction for ELL subgroup as follows:

a- We currently have 3 SIFE students. SIFE student instructional approach will vary for these students depending on factors such as native language and the level of native language skills. In addition to small group academic intervention and after-school programs, we plan to include teaching grade level content with varied levels of scaffolding. These students will be partnered with English-speaking peers to provide motivation, support, and language acquisition opportunities. Although at present Landmark have only three SIFE students, however, in planning for these students, it is essential to recognize their additional need for support in both literacy and math. Students will be mandated for extended-day instruction time and will be met with as a group. Students and families will also be referred to the school social worker to address the transition to formal schooling and to assess for any specific needs of the family.

b- Newcomer students are served with the intention of giving them language skills they need to function successfully in their community and school. They will be placed with English-speaking peers in content subject classes in order to present them with language acquisition opportunities and extrinsic motivation as well as support from peers. Since many newcomers arrive with little to no English in any of the four language skill areas, they will receive ESL services that are intended to provide both content area and second language instruction with the intent of developing BICS [Basic Interpersonal Communication Skills] and CALP [Cognitive Academic Language Proficiency]. Literacy and language development will take place through student participation in the reading and writing workshop in class as well as more specialized instruction afterschool in Title III program where texts is made even more accessible to students through the employment of Sheltered English content instruction as well as scaffolding techniques. They will also participate in all after-school programs and clubs such as Regents or RCT prep, drama, poetry slam, book club, dance, sports, etc.

c- Our primary focus for 4-6 years ELLs will be to continue the development of CALP so they can achieve mastery in reading, writing skills for application in the academic content areas. We will focus on the Common Core Anchor Standard - Key Ideas and Details (1. Reading closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text) and Common Core Language Standard #5- distinguishing Shades of Meaning among verbs and closely related adjectives. Literacy and language development will take place through student participation in the reading and writing workshop in class as well as more specialized instruction afterschool in Title III program where texts is made even more accessible to students through the employment of Sheltered English content instruction as well as scaffolding techniques. Some ELLs may receive one-to-one instruction for academic support, specific for grade and content. Students in this subgroup as well as most of our ELLs who scored in the intermediate level in the reading and writing domain of the NYSESLAT will participate in an on-line Reading program called Achieve 3000 to help them with reading comprehension 3 times a week during extended day in the Title III program. Student will also be able to have access of this program at home as well. They will also participate in all after-school programs and clubs such as Regents or RCT prep, drama, poetry slam, book club, dance, sports, etc.

d- Our primary focus for our Long Term ELLs parallels our intent for the 4-6 year ELLs. We will continue to support their development of CALP so they can achieve mastery in reading, writing skills for application in the academic content areas. We will focus on the Common Core Anchor Standard - Key Ideas and Details (1. Reading closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text) and Common Core Language Standard #5- distinguishing Shades of Meaning among verbs and closely related adjectives. Literacy and language development will take place through student participation in the reading and writing workshop in class as well as more specialized instruction afterschool in Title III program where texts is made even more accessible to students through the employment of Sheltered English content instruction as well as scaffolding techniques. Some ELLs may receive one-to-one instruction for academic support, specific for grade and content. Other than their participation in the reading and writing workshop in ESL class to hone their literacy skills, students in this subgroup as well as most of our ELLs who scored in the intermediate level in the reading and writing domain of the NYSESLAT will participate in an on-line Reading program called Achieve 3000 to help them with reading comprehension 3 times a week during extended day in the Title III program. Student will also be able to have access of this program at home as well. They will also participate in all after-school programs and clubs such as Regents or RCT prep, drama, poetry slam, book club, dance, sports, etc.

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?

Some of the instructional strategies employed for our ELL population are as follows: Students are pre-exposed to text that will be

used for classroom instruction. Typed text from books are sent home the evening before for pre-reading. We identify Tier II words (or Tier III) for content area) prior to reading. Vocabulary words with an accompanying picture are displayed and practiced. Words that are both a noun and a verb are depicted both ways. Another strategy is to pair ELLs with English speakers during talk points throughout the lesson. Beginning or Preproduction ELLs are grouped with a native language speaker and an English speaker so that conversation is flowing in both languages. We employ many routines-enhancers around the room like color coding all books red for science or using pictures with the identifying word for 'what you need for reading workshop'. Teachers implement the 'I do, you do, we do' teaching method for modeling what we expect. Once the teacher demos, the student tries it out before being expected to act independently. We listen for words they know and structure sentences around those words. For example, a child that would like to use the bathroom might simply say, "Bathroom". The teacher will respond, "Would you like to use the bathroom?" Students are partnered with same-language 'check-in' students when they have a question to clarify expectations. Teachers also use a great many gestures and acting-it-out strategies throughout the day to demonstrate vocabulary, storylines, or expectations. Pre-assessments prior to units are implemented so that teachers have an entry point into where this child currently is as a learner. We strategies from Connecting Content and Academic Language for English Language Learners by Swinney, Learning to Learn by Gibbons, and Balancing Reading and Language Learning: A Resource for Teaching ELLs by Cappellini. Our special education teachers have also received literacy instruction training and use the literacy strategies and techniques with those children who need them which includes our ELL-SWD group. Our ESL teacher also push-in ELLs-SWD in our ICT ans classes. To ensure that ELL-SWDs receive all services mandated on their IEP's,we have weekly special education meetings as well as monthly PPT meetings to discuss their concerns and progress. Teachers also receive professional development from Goldmanshur and Rutherford & Associate.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL-SWD are placed in ICT in all major content subject classrooms including ESL. Daily common planning for teacher teams is scheduled to facilitate discussion around best practices and student progress. ESL teacher also pushes into history and science classrooms to provide further support for ELLs. Weekly special education meetings as well as monthly PPT meetings to discuss their concerns and progress. Teachers also receive professional development from Goldmanshur and Rutherford & Associate.

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:			
Social Studies:			
Math:			
Science:			

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

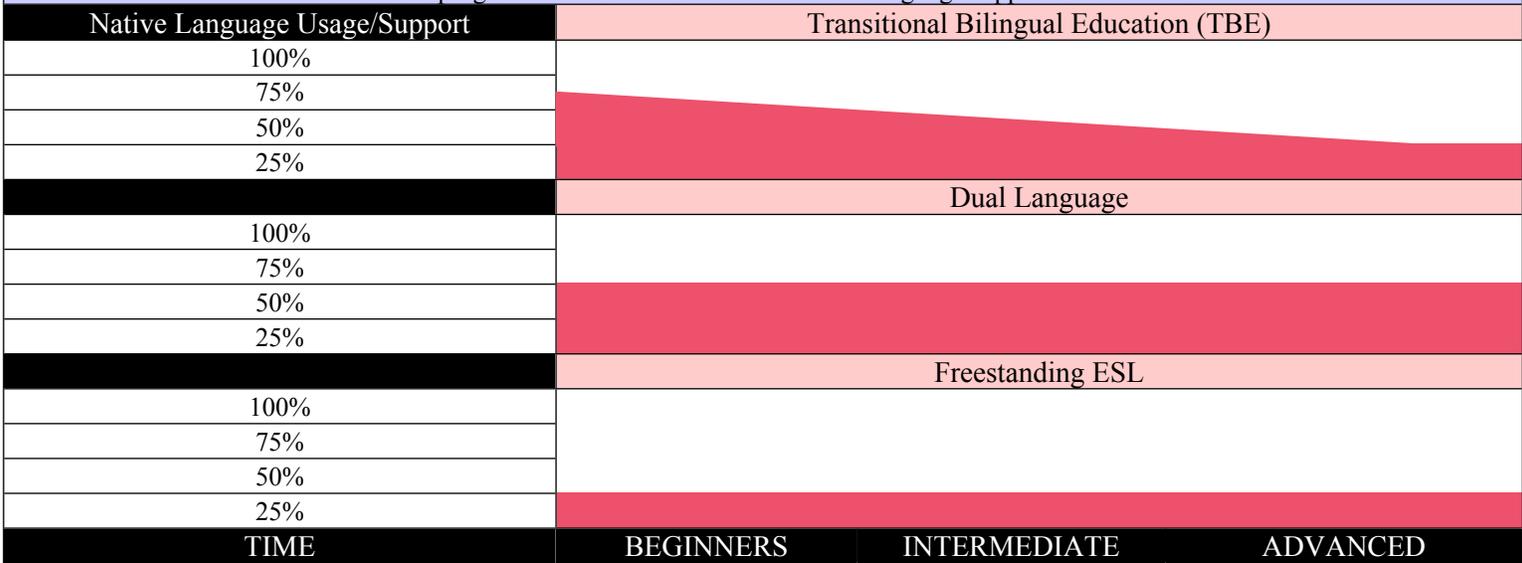
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

The school provides several intervention program for ELLs in ELA and Math: They participate in extended day three days a week for 50 minutes each session, Title III Enrichment activities, have AIS teachers pull them out for individual or small group work during the day.

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

We monitor student performance and progress data regularly - in the beginning of the school year, at the end of each trimester, and at the end of the school year. We examine not only Standardized exam scores, we also use running records, SLOSSAN, conference notes, teacher created formative assessments, student work, reports from HSST such as the scholarship report, and ATS reports such as the attendance and cumulative cut reports. We have earned additional credit on our school's progress report due to the fact that our high-need students were meeting the success criteria. Our current school progress report is an indication that our work with ELLs is on a positive trajectory because we earned 8.1 out of 16 point in closing the achievement gap. We earned full 2 points in preparing our students in the lowest third citywide to be college and career ready - ELLs in our school are counted in many of the subgroup in that matrix, e.g. ELL, SWD, Black/Hispanic male in lowest third, etc.

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

We would like to implement the use of Achieve 3000 web-based reading comprehension program for our ELLs in 9th - 10th grade as well those who scored in the Intermediate level in the reading and writing domain to be used after-school. We are hoping this differentiated reading program will help ELLs improve reading and comprehension.

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

We would not wish to discontinue our ELLs from any of the current available programs.

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

The school offers all ELLs equal access to all school programs during and afterschool. The school also offers the following supplemental service for the ELLs: . We provide the students with several after school programs throughout the year: Title III after-school program, Saturday and/or Evening School, "Graduate, Prepare, Succeed Program" - culinary art and video production, intramural sports, and drama clubs, etc.

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

We have an array of instructional materials in the ESL classrooms as well as the Instructional/Books Resource room for all our ELLs to use. Smartboards and laptops are accessible and employed regularly in content classrooms to provide visual and audio support.

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

We use native language to support understanding, to preview or review content lesson and as a scaffold to clarify topic. for our ELLs. and when we speak to the parent of our ELLs. We always use native language writing with all our correspondence with parents.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

We provide required service support and resources that match the grade level and needs of our ELLs. We ensure service delivery by adhering the Federal and State mandates and guidelines.

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.

We offer our new students and their parents an invitation to attend an Orientation in June to learn about Landmark High School. We review what are our expectation, graduation requirements, and how the parents can help them get ready for school. We review the process of identifying ELLs and share with them the types of programs offered at our school. Since they arrive with little/no English language skill, newcomers receive native language instruction to further develop literacy and language in their L1. Second language literacy development will take place through students' participation in reading and writing workshops. ESL teachers will work to make content area and second language instruction accessible to students by various ESL methodologies and scaffolding techniques. ELLs are invited to participate in our Extended School Day program, Title III Extended day, Saturday School that focus on reading, writing and language development.

18. What language electives are offered to ELLs?

We offer a Spanish minor for all our students including ELLs.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Research by Douglas Reeves (2004) and Linda Darling Hammonds (2001) have cited the importance of teacher collaboration in improving instruction and assessment. Teacher collaboration is a key component of our school. Our staff meets several times a week in collaborative groups to discuss classroom experiences, interdisciplinary planning, and innovative ideas focused on improving learning and engaging all children. During the course of this program, not only will the collaboration lead to the cross pollination of best practices between the ELA and ESL teachers partnership. Their collaborative classrooms can also serve as a lab site for other social studies teachers with ELL students to observe how content area literacy and language acquisition strategies can be accomplished. Regular on-site study group focusing on ESL strategies for Beginner/Intermediate ELLs will be facilitated by the assistant principal for the duration of this Title III program. Our study group will provide the research and theoretical framework to ground our practice. Between January '14 and June '14, a group of 4 teachers who have ELL students regularly in their classes, will meet in (6) 1.5 hour sessions where they will discuss and apply the ESL strategies and research of Peregoy and Boyle, Gibbons, Beers, and Lattimer. Our study group will use the book Reading, Writing, and Learning in ESL (to be purchased) by Peregoy and Boyle to study the relationship between language acquisition and literacy development. Teachers participating in the Title III program will implement strategies learned to serve the developmental needs of our students. We will continue to utilize the two recommended texts in the LAP box: Learning to Learn in a Second Language and Scaffolding Language, Scaffolding Learning by Paula Gibbons to study sections of the text and continue to use it as a reference. Professional writings such as When Kids Can't Read by Kyleen Beers (to be purchased) and Thinking Through Genre by Heather Lattimer will also be referenced in the course of study. All teachers participating will be paid at per session rate.

- Facilitated by Assistant Principal, ESL teacher and a cadre of classroom teachers will participate in after-school study group.
- Teachers will consider research/strategies discussed in the professional texts as they relate to teaching social studies.
- Teachers will adapt at least one social studies unit from their year long curriculum map.
- Teachers will select/create appropriate materials and lessons to support ELL students in learning social studies.
- At the end of the study group, the team will compile a list of ESL strategies that can be used in content area classes by monolingual teachers in order to scaffold instruction for ELL students within their classes.
- Professional books and support materials will be purchased to support this activity.

Our Spanish bilingual Parent Coordinator along with our counselors work together with teachers, students and parents to assist in our ELLs' transition into high school. Our Parent Coordinator and counselors facilitate a series of workshops for parents such as the social-emotional needs of adolescents, graduation requirements, our portfolio assessment system, the college application process and visits to the various colleges in the selection process. Our advisory system where advisors meet with no more than fifteen advisees 5 times a week also affords our ELLs a secure base and the support of a close-knit community. All correspondence to home are bilingual in Spanish/English.

Teacher are sent a memo in the beginning of the school year notifying them that they are required to complete 7.5 hours of ELL training. Once they have completed the hours, they must give the ESL coordinator the proof in writing and it is kept on file in the room. The school will have a few workshops during the school year address ELL concerns. that will count toward the required ESL hours

Tentative Professional Development Timeline

Month	Topic	Audience
September	Identifying ELLs/Intro. LAP	Entire staff
October	Review ELL Data	Entire staff
November- December	Differentiate ELL Instruction	Entire Staff
January- February	Differentiate ELL Instruction	Grades 9 - 12 History teachers
March	Differentiate ELL Instruction	Grades 9 - 12 Science teachers
April	Preparing for NYSESLAT	ELA/ESL team

May
June

Differentiate ELL Instruction
Preparing for Summer Enrichment/ Review LAP

Grades 9 - 12 Math teachers
Entire Staff

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. All notices distributed to parents are translated into English and Spanish. During meetings (PA, workshops), the parent coordinator, family worker, ESL teachers provide oral translation and written materials in the native language. The parent coordinator, ESL coordinator, guidance counselor have provided a series of parent workshops that are held throughout the 2012–2013 school year to teach parents about school resources, policies and programs, to explain the NYS standards and assessments and the school’s expectation regarding students’ attaining standards. Pending Parent Workshops (with translation) will include: Curriculum Night, ELL Parent Orientations, Family Math Night, Homework Help, NYS ELA, NYS Math and NYSESLAT information meetings.

We also have a lending library for all ELLs and their parents to borrow books on tape with portable cassette players. They are also invited to all performances. These performances incorporate music, visual arts and dance to enhance the students’ understanding and appreciation of their culture and heritage. These performances include band, chorus, drama and monthly assemblies.

2. To further enhance the creative, social and academic facets of our students, our school works collaboratively with many community-based organizations such as the Midori Foundation, Stage Doors, Art for Progress, Hudson River Sailing Project, Junior Achievement, New York University and United Ways (AIPD). Our partnership with Mount Sinai helps to provide health care at little or no cost to our students. Through Mount Sinai, a school nurse and assisting staff are available to provide screening and nursing services for our students. Chinese American Planning Council and Alianza de Dominicana provide our school with social services. Many of our partner CBOs have bilingual staff on site. The Parent Coordinator and/or the Assistant Principal will provide translation when needed.

3. We use surveys and general meeting to get feedback about activities that occur in school. When we reviewed the surveys collected by the SLT, it indicated that our parents wanted more information about the instructional program at the school. We created a monthly goals for reading, writing, social studies, math, and science to be distributed in both English and Spanish to help educate our parents and provide them with prompt to help their child at home.

4. Here is a clear example of how our parent activity effects the needs of our parents. Based on the school survey last year, parents wanted more social service and parenting education supports, we will outreach community-based organization to form further partnerships to provide workshops, seminars, and parenting classes.

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: Landmark High School

School DBN: 02m419

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Caron Pinkus	Principal		11/22/13
Karen Low	Assistant Principal		11/22/13
Sandy Omar Guzman	Parent Coordinator		11/22/13
Julieta Sasuman	ESL Teacher		11/22/13
	Parent		1/1/01
Nancy Garzon	Teacher/Subject Area		11/22/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Danielle Stevens	Other <u>Speech Therapist</u>		11/22/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02m419 School Name: Landmark High School

Cluster: 01 Network: 113

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.

Other than fifteen students whose family speaks Chinese, six students whose family speaks French and four students whose home language is Arabic, the predominant home language other than English that parents speak is Spanish. The data used to compile this information comes from our contact with parents, the information provided by parents in the Home Language Inventory Survey at the time of new registration, and the demographical data contained in ATS, emergency card, and the DOE Annual School Report Card. Since our school implements an Advisory system, each advisor is well aware of their advisee's home language needs. Teachers are scheduled to a common prep every day to facilitate regular grade and/or department meetings. Information pertaining to students needs is also a regular agenda item in these meetings.

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.

Given the information collected from the sources mentioned above, it was clearly determined that Spanish in the language we would provide written translation and oral interpretation for our parents. We (Spanish/English bilingual paraprofessional, Spanish teacher, and Chinese/English bilingual assistant principal) would provide written translation in Spanish and Chinese for school documents related to meetings that will include academic performance and approaches to increasing students' achievement and attendance. Curriculum, school policy, and instructional approaches will be translated to help parents help their children. (Assistant principal who speaks three dialects of Chinese will assist with parents who need Chinese translation). If particular needed documents are translated and provided on the Department of Education website, we will use the provided resources. Parents have also been provided with a translated Bill of Parents Rights and Responsibilities.

Part B: Strategies and Activities

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

The school will provide written translation services in Spanish. The written translation services will be provided by para-profession who is fluent in Spanish. Assistant principal will assist with Chinese translation. Parent volunteers and school staff will assist with Arabic and French translation. If particular needed documents are translated and provided on the Department of Education website, we will use the provided resources. Schools provided parents a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. School also posted in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Our school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

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

The school will provide oral interpretation services in Spanish. These services will be provided by the Parent Coordinator, guidance counselor, a school aide, and a bilingual paraprofessional. Assistant principal will assist with parents who need Chinese translation. Parent volunteers and school staff will assist with Arabic and French translation.

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

The school will make parents aware of the Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services by making copies and distributing the Regulation and providing an informational workshop about it.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Landmark High School	DBN: 02M419
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Pursuing a high school education in New York City limited by the walls of a building would be to lose sight of the vast learning experiences waiting outside of those walls. Therefore, it has been the effort of Landmark High School teachers to develop a Title III extended day school program that immerses students in an interdisciplinary study that will support the production of a photo-journal as well as a video project by students. This program will focus on various historical New York City landmarks, communities, and the contribution made by immigrants toward the growth of our City. This program will provide our students who may be new to the City and who might not have ventured out of their immediate community a New York experience that explores the meaningful and relevant learning opportunities the city has to offer. The goal of this program has been twofold: First, to foster a sense of trust and community within each other; and second, to develop an understanding and appreciation of the cultural and historical richness of this incredible city in which we live. It is both the enormous depth and breadth of this richness that we wish to explore New York City through our own lenses (our eyes and the camera). The program will be instructed in English. This program is academically meaningful, leading to the completion of a photo-journal as well as a video project by students, and relevant, reflecting the tremendous variety of experiences that coexist in New York City.

This instructional program will target approximately 30 ELLs in grades 9 – 12 who score at Beginner/Intermediate levels based on the NYSESLAT and will focus specifically on small group guided reading/writing strategies and research skills. Two classes will meet after school for 3hours/week (Tuesday, Wednesday, Thursday from 3:45 - 4:45) for 17 weeks between January '13 and June '13 to receive direct instruction from two licensed teachers (one ESL and the other ELA). Students will also participate in four Saturday (the third Saturdays in February to May from 9:00 - 3:00) trips to visit New York City landmarks and communities such as Ellis Island, Brooklyn Botanical Garden, various communities, etc.

☐ Students will read novels written by established authors from their communities (see attached list), research (using reference materials provided and from interviews of family and community members), and produce photo-journals, slideshows and video project focusing on social studies curriculum.

☐ Student will use computer technology, camcorders, and disposable cameras as tools for research and for creating projects.

☐ ESL strategies specially designed to expedite language learning – teacher guided reading/writing/reporting, listening activities, barrier “information gap” games, etc. – will be used to meet students’ language needs.

Part B: Direct Instruction Supplemental Program Information

☐ Small classes and Saturday excursions will give students opportunities to practice English in a non-threatening environment, provide experiential learning to build students' knowledge base of the content in context, and enhance cross-cultural understanding.

☐ Supplemental instructional materials, including non-fiction books such as photo essays of New York City will be used as research references (see attached list) and video/CDs will be provided.

☐ Qualitative assessments will include student produced projects – photo-journals and video project, teacher observations, classroom teacher feedback, and student surveys.

Instructional Materials for the Title III Program: Research References

New York City by Elizabeth Scholl

\$29.95 x 2 = \$59.90

ISBN: 1584158085

New York City: A Photographic Portrait by Twin Lights Publishers (Editor)

\$17.96 x 2 = \$35.92

ISBN: 1885435460

50 Greatest Photo Opportunities in New York City by Amadou Diallo

\$19.79 x 2 = \$39.58

ISBN: 1598637991

The Kid's Guide to New York City by Eileen Ogintz, Reggie Yemma

\$8.95 x 2 = \$17.90

ISBN: 0762730781

New York: City of Islands by Jake Rajs (Photographer), Pete Hamill

\$16.50 x 2 = \$33.00

ISBN: 1580931839

Ellis Island: Gateway to the American Dream by Pamela Reeves (Editor)

\$10.00 x 2 = \$20.00

ISBN: 1586637320

Tenement: Immigrant Life on the Lower East Side by Raymond Bial

\$14.53 x 2 = \$29.06

ISBN: 0618138498

Part B: Direct Instruction Supplemental Program Information

Life on the Lower East Side: Photographs by Rebecca Lepkoff, 1937-1950

$\$26.40 \times 2 = \52.80

ISBN: 1568986068

The Historical Atlas of New York City: A Visual Celebration of 400 Years of New York City's History
(Paperback)

$\$16.32 \times 2 = \32.64

ISBN-13: 978-0805078428

Brooklyn Storefronts by Paul Lacy

$\$15.34 \times 2 = \30.68

ISBN: 0393330028

Jamaican Americans by Heather A. Horst, Andrew Garner, Robert D. Johnston

$\$24.00 \times 2 = \48.00

ISBN: 0791087905

New York City's Chinese Community (Images of America: New York) (Paperback)

$\$15.59 \times 2 = \31.18

ISBN-13: 978-0738550183

Chinatown New York: Portraits, Recipes, and Memories (Hardcover)

$\$26.56 \times 2 = \53.12

ISBN-13: 978-0061188596

New York Then and Now (Then & Now Views) (Paperback)

$\$16.95 \times 2 = \33.90

ISBN-13: 978-0486233611

Total: $\$500.73 @$ one group of 15 students $\times 2 = \$1,001.46$

Videos

NEW YORK: First City of the World (1997)

$\$14.98 \times 1 = \14.98

ASIN: B0012OTVB2

Globe Trekker: New York

$\$19.95 \times 1 = \19.95

Part B: Direct Instruction Supplemental Program Information

ASIN: B0001WTVZ2

Sensational Cities - New York (2000)

\$14.98 X 1 = \$14.98

ASIN: B00005V1XF

American Experience: New York: The Center of the World (2003)

\$24.98 X 1 = \$24.98

ASIN: B000BITUIE

Total: \$74.89 X 1 = \$74.89

Literature Circle Readings

Just Ask Iris by Lucy Frank

\$9.39 x 6 = \$56.34

ISBN: 0689844549

Felita, Vol. 1 by Nicholasa Mohr

\$5.39 x 6 = \$32.34

ISBN: 0141306432

El Bronx Remembered: A Novella and Stories by Nicholasa Mohr

\$6.29 X 6 = \$37.74

ISBN: 0064471004

Call Me Maria by Judith Ortiz Cofer

\$6.29 x 6 = \$37.74

ISBN: 0439385784

The Air Down Here: True Tales from a South Bronx Boyhood by Gil C. Alicea

\$1.99 X 6 = \$11.9

ISBN: 0811810488

Soledad: A Novel by Angie Cruz

X 6 = \$86.94

\$14.49

ISBN-13: 978-0743212021

Drown by Junot Díaz

\$9.75 X 6 = \$58.50

ISBN-13: 978-1573226066

Part B: Direct Instruction Supplemental Program Information

Bodega Dreams: A Novel by Ernesto Quinonez

$$\$10.08 \times 6 = \$60.48$$

ISBN-13: 978-0375705892

Total: \$382.02 @ one group of 15 students X 2 = \$764.04

Grand Total:

Literature Circle Readings = \$ 764.04

Research References = \$ 1,001.46

$$= \$ 1,765.50$$

Part C: Professional Development

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

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

Begin description here: Research by Douglas Reeves (2004) and Linda Darling Hammonds (2001) have cited the importance of teacher collaboration in improving instruction and assessment. Teacher collaboration is a key component of our school. Our staff meets several times a week in collaborative groups to discuss classroom experiences, interdisciplinary planning, and innovative ideas focused on improving learning and engaging all children. During the course of this program, not only will the collaboration lead to the cross pollination of best practices between the ELA and ESL teachers partnership. Their collaborative classrooms can also serve as a lab site for other social studies teachers with ELL students to observe how content area literacy and language acquisition strategies can be accomplished. Regular on-site study group focusing on ESL strategies for Beginner/Intermediate ELLs will be facilitated by the assistant principal for the duration of this Title III program. Our study group will provide the research and theoretical framework to ground our practice. Between January '13 and June '13, a group of 4 teachers (ESL teacher, special education teacher, and 2 content area teachers) who have ELL students regularly in their classes, will meet in (6) 1.5 hour sessions (every other Mondays in February, March, and April) where they will discuss and apply the ESL strategies and research of Peregoy and Boyle, Gibbons, Beers, and Lattimer. Our study group will use the book Reading, Writing, and Learning in ESL (to be purchased) by Peregoy and Boyle to study the relationship between language acquisition and literacy development. Teachers participating in the Title III program will implement strategies learned to serve the developmental needs of our students. We will continue to utilize the two recommended texts in the LAP box: Learning to Learn in a Second Language and Scaffolding Language, Scaffolding Learning by Paula Gibbons to study sections of the text and continue to use it as a reference. Professional writings such as When Kids Can't Read by Kyleen Beers (to be purchased) and Thinking

Part C: Professional Development

Through Genre by Heather Lattimer will also be referenced in the course of study. The two Title III program teachers will be paid at per session rate and the other two teachers will participate voluntarily.

- ☐ Facilitated by Assistant Principal, ESL teacher and a cadre of classroom teachers will participate in after-school study group.
- ☐ Teachers will consider research/strategies discussed in the professional texts as they relate to teaching social studies.
- ☐ Teachers will adapt at least one social studies unit from their year long curriculum map.
- ☐ Teachers will select/create appropriate materials and lessons to support ELL students in learning social studies.
- ☐ At the end of the study group, the team will compile a list of ESL strategies that can be used in content area classes by monolingual teachers in order to scaffold instruction for ELL students within their classes.
- ☐ Professional books and support materials will be purchased to support this activity.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Since many of our students come from homes where English is not spoken, we encourage parent involvement with the following activities:

1) Four one-hour parenting workshops conducted by the parent coordinator to provide learning activities and strategies for helping students at home. Workshops will be conducted in the parents' preferred language. Workshops will begin prior to, during, and at the conclusion of the proposed program and will be geared toward assisting parents to support their children's literacy learning. All parenting workshops are from 5:30 - 6:30 p.m. and the schedule is:

January 30, 2013 - Orientation workshop where parents will get an overview of the program and its objectives (Facilitators - Assistant Principal, ESL teacher, and Parent Coordinator)

March 20, 2013 - Pre New York Botanical Garden visit activities and photography 101 (Facilitators - ESL teacher, ELA teacher, and Parent Coordinator)

May 8, 2013 - The role of oral history/family stories and literacy (Facilitators - ESL teacher, ELA teacher,

Part D: Parental Engagement Activities

and Parent Coordinator)

June 5, 2013 - Publishing celebration (Facilitators - ESL teacher, ELA teacher, and Parent Coordinator);

2) Parents will be invited to participate in all the Saturday excursions with their children. Parent participation in this activity will not only afford the parents a chance to learn with their children, the parents' participation will also provide an additional venue for parent and child dialogue and extend the learning further;

3) Parents will participate in the year end celebration of their children's photo essay and video production publication.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$8,409.63	Teachers per session - Direct instruction: 2 teachers x 3 hrs/wk x 17 weeks = 102 hrs @ \$50.19 = \$5,119.38 Teachers per session - 2 teachers x 5 hrs. x 4 trips = 40 hrs @ 50.19 = \$2,007.60 Teachers per session - Professional development: 2 teachers x 1.5 hrs x 5 sessions = 15 hrs @ \$50.19 = \$752.85 Teachers per session - Professional development: 2 teachers x 1 hr. x 1 session = 2 hrs. @ \$50.19 = \$100.38 Administrator per session - Professional development: 1 x 1 hrs x 1 session = 1 hr. x \$50.52 = \$50.52 Administrator per session – Professional development: 1 x 1.5 hrs x 5 sessions = 7.5 hours x \$50.52 = \$378.90
Purchased services <ul style="list-style-type: none"> • High quality staff 		

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$2,165.40	Books (see attached list) = \$1,765.50 Mead composition notebooks 12-pack (09918) from amazon @ \$15.99 x10 = \$159.90 Professional books - 10 books (2 titles x 5 copies) @ @24 = \$240.00
Educational Software (Object Code 199)		
Travel	\$921.00	Tickets to Ellis Island and Statue of Liberty: \$13.00 x 45 (students and adults) = \$585.00 New York Botanical Garden: \$6.00 x 30 (students) + \$12.00 x 13 (adults) = \$336.00
Other		
TOTAL	\$11,496.03	