



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name: HIGH SCHOOL FOR EXCELLENCE AND INNOVATION**

**DBN (i.e. 01M001): 06M423**

**Principal: TYONA WASHINGTON**

**Principal Email: TWASHINGTON@SCHOOLS.NYC.GOV**

**Superintendent: ANTHONY LODICO**

**Network Leader: LAWRENCE PENDERGAST**

**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
Tyona Washington	*Principal or Designee	
Charles Ivy	*UFT Chapter Leader or Designee	
Lourdes Quinones	*PA/PTA President or Designated Co-President	
Maria Espillat	DC 37 Representative, if applicable	
Angela Reyes	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Charles Sands	CBO Representative, if applicable	
Rosalba Acosta	Member/ PTA Vice-President	
Alma Peralta	Member/ Parent	
Nancy Mercedes	Member/ Teacher	
Daisy Aaron	Member/ Teacher	
Jacqueline Durant	Member/ Assistant Principal	
Linette Smith	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.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

**To increase the weighted Regents pass rate for Science Regents from 0.50 to .70 for the 2013-14 SY.**

### Comprehensive Needs Assessment

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

Based on school's progress report for the 2013 Regents Exam, 29 students sat for the Science Regents and a pass rate of 50 which falls at 12.7% of Peer Range and 12.3% of City Range.

### Instructional Strategies/Activities

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

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

During the 2013-2014 school year teachers in the science department are working to increase science literacy in deficient areas such as reading and writing skills by focusing on the argument standard so students will be college and career ready

1. Teachers will examine data as a way of identifying patterns from baseline assessments (MOSL) and student products from benchmark assessments aligned to Common Core Learning Standards.
2. Teacher Teams Focus- Data will be assessed at intervals to identify students' strengths and weaknesses. In addition, curricular will be revised to meet the needs of all students as teams examine student work against standards based rubrics
3. Formal and Informal Observations- Short classroom visits and frequent feedback to teachers.
4. Co-Development of Individual Teacher Pedagogical Action Plan- developed by Teacher and Administration
5. In order to address the learning standards the teachers are working to align labs not only to the regents but also to the CCLS writing and reading standards, which include comprehensive laboratory reports that focus on sitting evidence and argument.
6. Scaffolds will be added to daily lessons and units to accommodate all learners including Students with Special Needs and English Language Learners.
7. In-Class Support and Professional Development Workshops facilitated by Teachers, Coaches and Administrators
8. External Professional Development by Network 603, New York City & Peer Schools
9. School wide and differentiated Professional Development Activities
10. Tutoring- PM school and Saturday school will be offered for targeted students in need of extra support
11. Participation Rate will be increased as a result of close monitoring of students who are in need of making up labs in order to qualify to sit for the Regents exams-. Students need to have 1200 minutes of laboratory hours for Living Environment and Earth Science Regents courses
12. During the 2013-2014 school year Regents is being offered to 9<sup>th</sup> graders for the first time.
13. Student Advisors and Guidance Counselor meet with each student per Trimester to develop and assess Students' Individual Educational Achievement Action Plan.
14. PM school for English Language Learner students. Best Practices in English as a Second Language are implemented in free standing classes and across classrooms using the sheltered model components (SIOP) and scaffolds with accommodations as per No Child Left Behind Act. ESL and all content area classes
15. Positive Student Reinforcement Activities are provided by the CBO and School to recognize students who meet their individual goals

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

1. Coaches of ReDesign, and Teaching Matters to support our school wide instructional goals of inference and argument. Redesign coaches assist teacher's instructional practice, in particular, creating rigorous task and implementation of Common Core.
2. Collaboration with Transfer School Common Core Initiative Program
3. Administrators/ CBO Director
4. Teacher Teams- Vertical, Horizontal and Inquiry Teams
5. Fresh Prep- Urban Arts Education Teaching Artist
6. Parents
7. CBO- Student Advisors
8. Student Leaders as Peer Coaches

9. Network Instructional Personnel
10. Talent Coach

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

1. Progress Targets are set by Department *via.* *Scholarship Report, Baseline Assessment & Benchmark Assessments* and School Wide Attendance are examined at intervals to evaluate the effectiveness of the strategy/activity stated above.
2. Baseline Assessment Data results- November
3. School Report Card Data- November
4. Regents Scores- September
5. Summative Benchmark Assessments aligned to Common Core Learning Standards- Twice per Trimester
6. Daily Exit Tickets
7. Scholarship Report Data – Twice per Trimester
8. Teacher Formative Assessments

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

1. July – August,- Scholarship Report , Regents Scores & Post Baseline data; September- December – Scholarship Report Data, Pre-Baseline Assessment Data & Benchmark Assessments , December- March- Scholarship Report & Benchmark Assessment Data March- June.- Pre and Post Baseline Assessments results and goal setting for school year 2014-2015

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

1. The following programmatic details and resources that will be used to support strategies and activities listed above are-Flexible Scheduling, Teacher Common Planning Times (2x per week (Departmental team Meetings & Bi—monthly- Grade Team meetings. Set Testing Schedule to accommodate- Baseline Assessments, Benchmark Assessments & Periodic Assessments and Regents Exams- Professional Development Plan and Differentiated Professional Development Plan for Teachers

**Strategies to Increase Parental Involvement**

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

Parent Involvement Strategies include but are not limited to Parent based. Workshops, Student Exhibitions, Academic Classes, Art Classes, Assemblies, School Community gatherings to celebrate school wide themes. Daily Phones calls by Student Advisors, Home visits by Student Advisors and Attendance Teacher, Attendance Team meetings to identify students who need extra support attending school, Auto Dial, Mailings. Case conferences for “high needs” students and families in crisis

**Budget and Resource Alignment**

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

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

AIDP- GPS- Graduate, Prepare, Succeed

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

To increase the percentage of students who pass the U.S. History Regents by 5% for the 2013-14 SY and to increase the percentage of students who pass the Global History Regents by 5% for the 2013-14 SY.

**Comprehensive Needs Assessment**

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

Based on school's progress report for the 2013 Regents Exam, 61 students sat for the U.S. History Regents and a pass rate of 57 which falls at 41.8% of Peer Range and 35.2% of City range of.24%. In addition, based on school's progress report for 2013 Regents Exam, 35 students sat for the Global History Regents and a pass rate of 1.13 which falls at 89.2% of Peer Range and 84.0% of City Range.

## **Instructional Strategies/Activities**

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

### **1. Strategies/activities that encompass the needs of identified subgroups**

The department will refocus its strategies on helping the students better prepare to take the Regents exam by focusing on inferencing (DBQ) skills, argument (essays), citing evidence and test-taking skills. The students will also be immersed in the content, background knowledge and vocabulary of the Regents exam. Units and Lessons that involve the CCLS sub-skills of the argument standard, which allows students to engage in higher order thinking through performance-based tasks. Our lessons will focus on determining importance, summarizing text, close reading of texts, creating and identifying claims, using text-based evidence to support claims and making strong conclusions. The data has also indicated that students are successfully completing the tasks with the use of scaffolds such as sentence stems, graphic organizers and modeling by the teacher and ReDesign coach. The department will also make an effort to align each performance-based task to the NYS Regents examinations. We have started to implement these goals and will continue to do so throughout the 2013-2014 school year.

### **2. Key personnel and other resources used to implement each strategy/activity**

2. Coaches of ReDesign, and Teaching Matters to support our school wide instructional goals of inference and argument
3. Collaboration with New York Historical Society to bring historical artifacts and Primary Sources as resources in the development of argument
4. Administrators/ CBO Director
5. Teacher Teams- Vertical, Horizontal and Inquiry Teams
6. Fresh Prep- Urban Arts Education Teaching Artist
7. Parents
8. CBO- Student Advisors
9. Student Leaders as Peer Coaches
10. Network Instructional Personnel
11. Talent Coach

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

1. Progress Targets are set by Department *via.* *Scholarship Report, Baseline Assessment & Benchmark Assessments* and School Wide Attendance are examined at intervals to evaluate the effectiveness of the strategy/activity stated above.
2. Baseline Assessment Data results- November
3. School Report Card Data- November
4. Regents Scores- September
5. Summative Benchmark Assessments aligned to Common Core Learning Standards- Twice per Trimester
6. Daily Exit Tickets
7. Scholarship Report Data – Twice per Trimester
8. Teacher Formative Assessments

### **4. Timeline for implementation and completion including start and end dates**

5. July – August,- Scholarship Report , Regents Scores & Post Baseline data; September- December – Scholarship Report Data, Pre-Baseline Assessment Data & Benchmark Assessments , December- March- Scholarship Report & Benchmark Assessment Data March- June.- Pre and Post Baseline Assessments results and goal setting for school year 2014-2015.

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

1. The following programmatic details and resources that will be used to support strategies and activities listed above are-Flexible Scheduling, Teacher Common Planning Times (2x per week (Departmental team Meetings & Bi—monthly- Grade Team meetings. Set Testing Schedule to accommodate- Baseline Assessments, Benchmark Assessments & Periodic Assessments and Regents Exams- Professional Development Plan and Differentiated Professional Development Plan for Teachers

## **Strategies to Increase Parental Involvement**

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

Parent Involvement Strategies include but are not limited to Parent based. Workshops, Student Exhibitions, Academic Classes, Art Classes, Assemblies, School

Community gatherings to celebrate school wide themes. Daily Phones calls by Student Advisors, Home visits by Student Advisors and Attendance Teacher, Attendance Team meetings to identify students who need extra support attending school, Auto Dial, Mailings. Case conferences for “high needs” students and families in crisis

**Budget and Resource Alignment**

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

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

AIDP- GPS- Graduate, Prepare, Succeed

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

Our goal is to increase the Comprehensive English Regents test score by 5% for the 2013 – 2014 School Year

**Comprehensive Needs Assessment**

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

Based on school’s progress report for the 2013 Regents Exam, 45 students sat for the Comprehensive English Regents and a pass rate of 55 which falls at 31.4% of Peer Range and 27.9% of City Range

**Instructional Strategies/Activities**

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

**1. Strategies/activities that encompass the needs of identified subgroups**

instructional strategies as a result of patterns seen from various assessment data will be implemented in 2013-2014 to reach all learners---text based questioning (Thick Questions as opposed to Thin Questions) to have students make inferences based on contextual information, close reading to annotate text, and Paraphrase- Answer-Cite-Explain (PACE) Reading and Responding to Writing Prompts and the Bloom’s Depth of Knowledge (DOK) tier cognitive thinking application using verbs and nouns to trigger deep thought and critical understandings

Thorough analysis of the Students Regents responses concluded that students were unable to cite text that related appropriately to the critical lens, explain the critical lens and make a connection to the literary words. Therefore Bloom’s Depth of Knowledge and the NYS Common Core Standards, our 2013-2014 Curriculum Maps, Unit Maps and lessons are developed to prepare students to make inferences from what they read using close reading (annotating the text), state a claim and cite strong textual evidence to support their claims throughout the whole school year for the January 2014 and June 2014 Comprehensive English Regents

Each lesson is progressive so that the students are able to complete a performance task at the end of each unit where they demonstrate mastery of the skills and content taught within the units. We continually assess key argument writing skills and fundamental good reader habits so that our students have multiple opportunities to master the content. Since most of our students possess huge gaps in reading and writing as they are two years behind their peers., we provide students with extensive background knowledge, overarching questions with essential questions that that they apply real world concepts to, tiered (DOK Level 1 – Level 4)/task assignments, supplemental resources, prompts and sentence starters, graphic organizers, options, checklists, self- reflection opportunities, and pacing prompts.

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

1. Coaches of ReDesign, and Teaching Matters to support our school wide instructional goals of inference and argument. Redesign coaches assist teacher’s instructional practice, in particular, creating rigorous task and implementation of Common Core.
2. Collaboration with Transfer School Common Core Initiative Program
3. Administrators/ CBO Director
4. Teacher Teams- Vertical, Horizontal and Inquiry Teams

5. Fresh Prep- Urban Arts Education Teaching Artist
6. Parents
7. CBO- Student Advisors
8. Student Leaders as Peer Coaches
9. Network Instructional Personnel
10. Talent Coach
11. Eskolta organization education thought partners work with teachers to develop a common rubric aligned to Common Core Learning Standards that all teachers in the department use. Eskolta is assisting a core group of teachers in devising an online tracking tool in *teacher-ease* to track students' mastery of standards and to provide students with effective feedback.

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

1. Progress Targets are set by Department *via.. Scholarship Report, Baseline Assessment & Benchmark Assessments and School Wide Attendance* are examined at intervals to evaluate the effectiveness of the strategy/activity stated above.
2. Baseline Assessment Data results- November
3. School Report Card Data- November
4. Regents Scores- September
5. Summative Benchmark Assessments aligned to Common Core Learning Standards- Twice per Trimester
6. Daily Exit Tickets
7. Scholarship Report Data – Twice per Trimester
8. Teacher Formative Assessments

**4. Timeline for implementation and completion including start and end dates**

1. July – August,- Scholarship Report , Regents Scores & Post Baseline data; September- December – Scholarship Report Data, Pre-Baseline Assessment Data & Benchmark Assessments , December- March- Scholarship Report & Benchmark Assessment Data March- June.- Pre and Post Baseline Assessments results and goal setting for school year 2014-2015

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

1. The following programmatic details and resources that will be used to support strategies and activities listed above are-Flexible Scheduling, Teacher Common Planning Times (2x per week (Departmental team Meetings & Bi—monthly- Grade Team meetings. Set Testing Schedule to accommodate- Baseline Assessments, Benchmark Assessments & Periodic Assessments and Regents Exams- Professional Development Plan and Differentiated Professional Development Plan for Teachers

**Strategies to Increase Parental Involvement**

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

Parent Involvement Strategies include but are not limited to Parent based. Workshops, Student Exhibitions, Academic Classes, Art Classes, Assemblies, School Community gatherings to celebrate school wide themes. Daily Phones calls by Student Advisors, Home visits by Student Advisors and Attendance Teacher, Attendance Team meetings to identify students who need extra support attending school, Auto Dial, Mailings. Case conferences for “high needs” students and families in crisis

**Budget and Resource Alignment**

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

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

AIDP- GPS- Graduate, Prepare, Succeed

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

Our goal is to increase the Integrated Algebra Regents test score by 5% for the 2013 – 2014 SY.

**Comprehensive Needs Assessment**

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

Based on school's progress report for the 2013 Regents Exam, 67 students sat for the Mathematics Regents and a pass rate of .70 which falls at 48.4% of Peer Range and 41.4% of City Range

### ***Instructional Strategies/Activities***

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

#### **1. Strategies/activities that encompass the needs of identified subgroups**

- A successful strategy that worked will continue- Protocols for looking at lesson plans, student's work, unit maps and performance tasks to elicit actionable feedback from peers. In addition, emphasis on the CCLS standard for mathematical practice 3 and 4 as well as the school wide focus of inference and questioning. We believe that developing these skills will help students' achieve deeper conceptual understanding which will reflect especially on the critical thinking section of the exam.
- This year will be place a greater focus on 'discovery' in mathematics. The main way in which we will attempt to achieve this goal is to focus on higher order questions in particular inferential questions to tap into students metacognitive skills.

#### **2. Key personnel and other resources used to implement each strategy/activity**

1. Coaches of ReDesign, and Teaching Matters to support our school wide instructional goals of inference and argument. Redesign coaches assist teacher's instructional practice, in particular, creating rigorous task and implementation of Common Core.
2. Collaboration with Transfer School Common Core Initiative Program
3. Administrators/ CBO Director
4. Teacher Teams- Vertical, Horizontal and Inquiry Teams
5. Fresh Prep- Urban Arts Education Teaching Artist
6. Parents
7. CBO- Student Advisors
8. Student Leaders as Peer Coaches
9. Network Instructional Personnel
10. Talent Coach
11. Eskolta organization education thought partners work with teachers to develop a common rubric aligned to Common Core Learning Standards that all teachers in the department use. Eskolta is assisting a core group of teachers in devising an online tracking tool in *teacher-ease* to track students' mastery of standards and to provide students with effective feedback.

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

1. Progress Targets are set by Department *via.* *Scholarship Report, Baseline Assessment & Benchmark Assessments and School Wide Attendance* are examined at intervals to evaluate the effectiveness of the strategy/activity stated above.
2. Baseline Assessment Data results- November
3. School Report Card Data- November
4. Regents Scores- September
5. Summative Benchmark Assessments aligned to Common Core Learning Standards- Twice per Trimester
6. Daily Exit Tickets
7. Scholarship Report Data – Twice per Trimester
8. Teacher Formative Assessments

#### **4. Timeline for implementation and completion including start and end dates**

6. July – August,- Scholarship Report , Regents Scores & Post Baseline data; September- December – Scholarship Report Data, Pre-Baseline Assessment Data & Benchmark Assessments , December- March- Scholarship Report & Benchmark Assessment Data March- June.- Pre and Post Baseline Assessments results and goal setting for school year 2014-2015

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

1. The following programmatic details and resources that will be used to support strategies and activities listed above are-Flexible Scheduling, Teacher Common Planning Times (2x per week (Departmental team Meetings & Bi—monthly- Grade Team meetings. Set Testing Schedule to accommodate- Baseline Assessments, Benchmark Assessments & Periodic Assessments and Regents Exams- Professional Development Plan and Differentiated Professional Development Plan for Teachers

**Strategies to Increase Parental Involvement**

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

Parent Involvement Strategies include but are not limited to Parent based. Workshops, Student Exhibitions, Academic Classes, Art Classes, Assemblies, School Community gatherings to celebrate school wide themes. Daily Phones calls by Student Advisors, Home visits by Student Advisors and Attendance Teacher, Attendance Team meetings to identify students who need extra support attending school, Auto Dial, Mailings. Case conferences for “high needs” students and families in crisis

**Budget and Resource Alignment**

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

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

AIDP- GPS- Graduate, Prepare, Succeed

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

**11. Strategies/activities that encompass the needs of identified subgroups**

1.

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

1.

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

1.

**14. Timeline for implementation and completion including start and end dates**

6.

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

1.

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

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

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



### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)</b>	<b>Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)</b>	<b>When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)</b>
<b>ELA</b>	Saturday & after school tutoring sessions are offered to all students. Identified students receive Wilson and ACHIEVE 3000 reading support in pull out small groups during the day.	Small group tutoring	Afterschool and Saturday school
<b>Mathematics</b>	Saturday & PM school Math tutoring sessions are offered to all students including students with IEPs and ESL students. Every HSEI student will demonstrate mathematical competency in order to gain credit, move to the next grade level, and ultimately graduate. The competencies include <i>Automaticity/Fluency</i> of basic math skills essential for high school mathematics success, <i>Essential Learning</i> of the key concepts, skills and problem solving of each math course, <i>Writing</i> of mathematics thinking and reasoning, and <i>Oral Presentation</i> of mathematics thinking and reasoning. Our approach is to leverage the competency system for diagnosis, thereby capturing aligned pre- and post-assessment data	Small group tutoring	PM and Saturday School
<b>Science</b>	Targeted students will receive AIS after school in science content, skills and vocabulary.	Small group tutoring	PM and Saturday School
<b>Social Studies</b>	Targeted students will receive AIS after school in science content, skills and vocabulary	Small group tutoring	PM and Saturday School

<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p>Provide individual and group counseling on a daily or weekly basis for one period to address</p> <p>academic concerns, promotion-in-doubt, family issues which appear as impediments to academic success, academic needs through organizational skills, one-on-one counseling, parent meetings, teacher conferences, discussions of goals, transcripts, progress, college and post secondary goal setting, graduation-in-doubt issues. Support sessions provided to holdovers and students in danger of not passing courses. Every student receives guidance and small group support through advisory classes facilitated by their Student Advisors.</p> <p>Provide individual and group counseling on an as needed basis for one period to address individual and family social emotional concerns.</p> <p>Students are provided with one-to-one counseling, small group counseling, and study skills, time management training as needed. Most services are provided during the school day, but also after school, for students who are facing emotional difficulties which are interfering with their school work, students who are dealing with adjustment issues, both at home and at school, students in academic jeopardy are referred by teachers or students seek</p>	<p>Small group tutoring</p>	<p>During the day and Afterschool</p>
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	out counselors Speech Related Services Occupational Therapy Physical Therapy		
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

A. 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.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
Highly Qualified teachers will be attracted by posting job openings on the new teacher finder website as well as open hire.
Administrators attend job and teaching fairs for new teachers (Teaching Fellows) and experienced teachers (ATR's) and we review resumes submitted on the DOE online Open Market system to find highly qualified teachers.
New and untenured teachers are supported by state-required Mentoring, professional development to meet required new teacher PD hours for state licensing, and our connections and programs affiliated with local college and universities (so they can earn required credits for certification).
Veteran teachers are offered leadership opportunities and programs to support their continued growth within the school, and have a voice in school leadership through school-wide positions and as part of the SLT team.
All staff will participate in ongoing Professional Development activities both within and outside of the school building. Some of these professional development activities will be facilitated by our Network coaches. Current staff will receive on-going professional development to become Highly Qualified. Non tenured staff will receive monthly professional development in their content areas to improve both content knowledge and learn best practices.

**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).
High Quality and Meaningful Professional Development is at the heart of student mastery of high stakes exams and preparation for college and career.
Internal and External (NYC & Network) professional development opportunities are attended by all teachers, classroom personnel and administrators on an ongoing and differentiated basis. Strategies are introduced, implemented and assessed for its effectiveness as per student outcomes.SBO entitles teachers to increase professional development sessions. Teachers and Administrators turnkey the latest research based best practices.

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The integration of Federal, State, and//or local funds used to meet the intent and purposes whose funds are consolidated through the compensation of personnel to provide small group tutoring and provide targeted support services for identified students as per individual spending plan(s).

**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.).
Information will be shared such as "running records" to record students' progress such as Reading and Writing readiness skills. Ongoing professional development will be offered to parents to inform them of early intervention strategies.

**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.

The decision making process that teachers participate in regarding the use of multiple assessment measures occur in various venues such as teacher teams (vertical & horizontal), School Leadership Team, and Principals cabinet whereby teachers input is embraced. Protocols and norming grades of measures to support feedback from individual and team of teachers are implemented to finalize decisions through mostly consensus and majority rule. Data analysis has been decided upon as the basis for decision making. Teachers participate in finding patterns from global data (Lexile, Baseline, Scholarship, Gates McGinitie, ACUITY, PSAT data & etc.) to real-time data in “exit slips” and looking at Student Work processes.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#)

## Part I: School ELL Profile

### A. School Information [?](#)

District <b>06</b>	Borough <b>Manhattan</b>	School Number <b>423</b>
School Name <b>High School for Excellence and Innovatio</b>		

### 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 <b>Tyona Washington</b>	Assistant Principal <b>Jacqueline Durant-Felt</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Elena Clementina Caba</b>	Guidance Counselor <b>N/A</b>
Teacher/Subject Area <b>Nancy Mercedes/ Special Ed</b>	Parent <b>Lanette M. Smith</b>
Teacher/Subject Area <b>Juan Colon/ Spanish-ESL</b>	Parent Coordinator <b>Maria Espillat</b>
Related Service Provider <b>N/A</b>	Other <b>N/A</b>
Network Leader(Only if working with the LAP team) <b>N/A</b>	Other <b>N/A</b>

### 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.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>226</b>	Total number of ELLs	<b>39</b>	ELLs as share of total student population (%)	<b>17.26%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	21
SIFE	8	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	24

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	7	3	0	8	4	3	24	1	18	39
Total	7	3	0	8	4	3	24	1	18	39

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

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

\*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																		
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

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	0	0	0	0	0	0	0	0	0
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0
SELECT ONE 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
<b>TOTAL</b>	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): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

**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	0	0	0	0	0	0	0	0	0	16	13	3	3	35
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Haitian	0	0	0	0	0	0	0	0	0	0	0	1	0	1
French	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	1	0	0	0	1
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	18	14	4	3	39

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	0	0	0	2	1	0	0	3

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)	0	0	0	0	0	0	0	0	0	11	5	1	0	17
Advanced (A)	0	0	0	0	0	0	0	0	0	5	8	3	3	19
Total	0	0	0	0	0	0	0	0	0	18	14	4	3	39

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3	0	1	0
Integrated Algebra	12	0	5	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	6	0	4	0
Physics	0	0	0	0
Global History and	2	0	1	0
Geography	0	0	0	0
US History and	8	0	3	0
Foreign Language	0	1	0	1
Government	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

## 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.

Our ELLs are assessed on an ongoing basis with the help of teachers' assessments and observations data to drive teaching goals and instruction. This data provides us with a great amount of information about our ELLs who are making incremental gain by moving to the next level of proficiency level or test out. HSEI uses the TOSWRF/Gates MacGinnitie, which are designed to accurately identify students who are struggling with reading. We also administer the Achieve/Empower 3000 level set test by October 15<sup>th</sup> schoolwide. Additionally, the ESL teacher Elena Caba also uses an oral reading fluency diagnostic and decoding/encoding assessment for all our incoming ELLs every school year. The results are shared with the other teachers during PD and informed decisions are made regarding targetting skills that strugling students need to improve on. Based on the scores of ELLs students are teachers work collaborative to design lessons to meet their needs. Based on the 2013 NYSESLAT scores 5 of our ELLs tested out, 16 (41.02%) improved their proficiency by making progress to the next level, 2 (5%) students made progress within the same level, 8 students (21%) regressed within the same level, 2 (5%) students regressed from advanced to intermediate, and 1 (2.34%) stagnated. 10 students (25.64%) did not make any progress due to not taking the test, being long term absents.

Moreover, our assessments are aligned with our school wide goals that target college and career rediness and argumentative writing throughout all content areas .

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

After reviewing the NYSESLAT data, the following patterns were revealed:

As this was the year when some changes in the NYSESLAT occurred, the scores from Speaking which otherwise would have been higher seemed to have dropped slightly. We inferred it had to do with the fact that ELLs were required to use more academic vocabulary in addition to correct grammar. Thus, our focus is exposing students more to academic vocabulary and making them confident in using it.

Additionally, the writing scores seemed to have slightly dropped as well but overall, the students progressed from on level of proficiency to another or even tested out. Based on these results we will expose our students to more opportunities to exercise their fact-based and argumentative essay writing skills.

-most of our students scored intermediate in the reading/writing modalities, therefore the academic instruction is primarily focused on these skills.

-the listening/speaking modalities results show that the majority of our ELLs are intermediate and mostly advanced.

-the reports show that an English language learner's performance on the NYSESLAT is a strong predictor of whether he or she will meet standards on the State ELA exam.

-ELLs who are beginners are the newcomers at all grades levels.

After analyzing the New York State Regents Exam data, the following patterns were revealed:

- beginning ELLs did better on or even passed the Math Regents and their scores were higher than the Science scores. As a result, we concluded that our ELLs need work on their language skills as well as their reading comprehension, writing and test taking strategies.

- The advanced students that took the ELA regents were able to obtain a passing score while the intermediate students who took it did not but improved their previous scores.

Therefore, our ESL teacher is focusing on these areas in the classroom instruction. The performance on standardized test is taken into consideration when planning.

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, Teacher Assessments, and informal observations).

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](#))

RNMR is not available as of 10/17/13.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. Regarding patterns across proficiencies and grades, we noticed the following:

- ELL students tend to develop their academic skills better usually after beginning 10<sup>th</sup> grade. Once they become intermediate or advanced in English proficiency based on their NTSESLAT scores, there are high chances for them not only to pass their Math regents but also Science /History and even ELA regents exams. In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year and they include the following:

- Collaboration between content area and out ESL teacher to develop both content and language acquisition for ELLs.
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Implement a print rich environment, use of ESL dictionaries and glossaries in all subjects.
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs.

b. Additionally, our administration/leadership has taken some steps to better address the needs of our ELL population: Our ESL teacher is closely collaborating with a different content area teacher usually every trimester . In addition to this, and after analyzing the results of the LAB-r our administration gave their accord to buy materials necessary for our students. Thus, this year as we deal with some low beginners, we have procured Milestones Introductory program to help them improve their literacy skills.

These Periodic Assessments provide us with up-to-date information about what each student knows and can do so that teachers can target instruction to the learning needs of every student and predict students' performance on New York State Tests so that teachers can help every student meet or exceed State Learning Standards.

Our teachers look at the Periodic Assessments to measure student learning within a grade and from grade-to-grade to help keep students on track for success in high school and beyond.

c. School leadership and teachers are using the results of the ELL Periodic Assessment for the future planning in the instruction and to find the strength and weaknesses of the ELL students. Our students take Periodic Assessments several times throughout the school year to give teachers more information about what students have learned. Teachers use these assessments—along with other school work and what they see in class—to learn where students need more help and plan targeted instruction. The native language which is mostly Spanish, is used throughout all activities and additional supports offered to our ELL population. By using the native language support, our teachers focus on their acquisition of language proficiency and academic progress in both languages where/when possible. There is the focus on the improvement of the Reading and Writing skills especially trying to push the students on Advanced levels to test out this year.

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, Teacher Assessments, and informal observations).

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A for high school

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

Since research shows that second language development is crucial for an ELL's proficiency, when making instructional decisions, our teachers assist our students in both academic achievement and assessment. There is a variety of solutions that we are working with this year. They include the following:

- Collaboration between content area and ESL teachers to create an integrated curriculum in order to develop both content and language acquisition of ELLs
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions (Using Aris)
- Provide opportunities for students to be involved in purposeful conversations, to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall, incorporating writing as a component of the mathematics lesson, e.g. journals.
- Ensure that teachers analyze student's data to identify strengths and weaknesses and utilize the findings to drive and differentiate instruction.
- Implement a print rich environment, use of ESL dictionaries or Glossaries in all subjects.
- Provide opportunities to convey to others problem solving strategies and the justification of their answer.
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.

Additionally, we use the data from the baseline assessments to identify students who need support in reaching the Common Core Language Standards and we modify our instruction accordingly and ongoing.

We also make sure that a child's second language development is considered in instructional decisions by providing the students with dictionaries and glossaries, utilize a buddy system for our beginners, accept answers in their native language, modifying tests for them or giving them the opportunity to retake them, etc.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A for our high school

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

The HSEI's program for ELLs is successful because of the strong collaboration between content area teachers and the ESL teachers, and can be measured by our students' NYSESLAT results, their progress from one proficiency level to another and across language modalities. After looking at patterns in student scores and programs these students attended, we noticed that ELLs who participated in a self-contained class aside from receiving push-in services tested out and the vast majority went from intermediate to advanced levels. Thus, we concluded that the subgroup receiving both push-in and self-contained services, this being almost 60% of our population showed the most progress. By using our Title III tool estimator last year, we were pleasantly surprised to see that we met our AYPs and AMAOs.

## 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](#).)  
At enrollment an ESL Certified Teacher and a trained school staff member meet with parents to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS). The HLIS is provided in English and in the parents' preferred language and is administered by a certified ESL teacher. The LAB-R test is administered by the ESL teacher (Elena Caba) and trained staff (Nancy Mercedes-bilingual extension). If parents indicated a home language other than English, the ESL teacher conducts an informal oral interview. ESL coordinator administered the LAB-R and Spanish LAB as appropriate, and hand scores the students answer document. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. Students who score below proficiency on the LAB-R become eligible for state mandated service for ELLs. We then notify parents of their child's eligibility for service. The entire intake process (to include the HLIS, the informal interview and the LAB-R) is conducted by Elena Caba, the ESL coordinator who is certified in ESL and Nancy Mercedes, a trained pedagogue with a bilingual extension. Our coordinator prints out weekly reports like RNMR or RLAT /RLER from ATS in order to monitor the current numbers of ELLs and informs our programmer who the student is so they can receive an appropriate schedule based on their NYSESLAT score and in accordance with CR Part 154.
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.  
Parents of newly identified ELLs are invited to a New ELL Parent Orientation Meeting during which a NYCDOE video/DVD is shown in the parents' preferred language. The video describes and informs parents about the three different programs for ELLs available at the NYCDOE. The programs are Transitional Bilingual Education-TBE, Dual Language-DL, and Free Standing ESL. The ELL Parent Brochure and school related information are distributed to parents in the language that they prefer, to further inform them of the three program options. Parents are then given the Parent Survey and Program Selection Form to complete. Based on the Parents' Selection form, the LAB-R score the student is appropriately placed within 10 days of enrollment. The ESL Coordinator, parent coordinator, trained pedagogue, and a translator as needed, facilitate all parent meetings.
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 [\[see tool kit\]](#).)

The ESL teacher (Elena Caba) and the parent coordinator are assigned to mail Entitlement/Non-entitlement and Placement

letters in English and in the students' native language. They are sent to parents to inform them of their child's program eligibility and placement. Parents are invited to a parents' orientation at the start of the year and to ongoing parents meetings to provide them with ongoing support. All letters, forms, and agendas are maintained by the ESL coordinator. Copies of the entitlement letters and all communication with parents are kept in the personal file that each ELL has, which can be found in the main office, on the fifth floor, in room 521. These documents are locked and only the ESL coordinator and administration has access to them. The ESL coordinator, Parent Coordinator, and trained staff make follow up calls/visits in English and in the parents' preferred language, to ensure that the forms were received and will be returned-if necessary. For students whose program selection form is not returned, the default program selection is TBE. Parents who select TBE will be informed that their names will be added to a waiting list and their child is temporarily placed in an ESL program. When the list contains 20 names (of students with the same language) in any one grade(9-12) the school will create a bilingual program.

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.

All newly identified ELLs are placed within 10 days of enrollment. Placement is based on the students' LAB-R results and the parents' program selection forms. Notifications, in the form of Entitlement letters and placement letters, are mailed to the parents/guardian's home promptly. In addition, at the beginning of each school year, the Continuation of Entitlement letters are sent to parents of all current ELLs to advise them of the students' Spring NYSESLAT scores as well as their current program placement. The ESL coordinator annually evaluates ELLs progress and appropriate placement based on the students' NYSESLAT results. All notifications to parents are offered in English as well as in the parents' preferred language. Placement letters are also kept in the main office in the personal folder of each student. In addition to frequent parent communication, our high school, in partnership with East Side House, organizes ceremonies recognizing student progress. Parents/guardians are invited, refreshments are served and students receive awards and achievements.

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.

NYSESLAT is a test developed by the New York State Department of Education to measure English proficiency levels (beginning, intermediate and advanced of ELLs). It is administered once a year in spring. It is the only approved test for measuring LEP students' level of English proficiency. It determines whether or not the students continue to be eligible for ESL services. Students are being prepared throughout the school year to take the NYSESLAT. When we administer the NYSESLAT, we make sure that all students have taken all four components of the above-mentioned test (speaking, listening, reading and writing) by administering them in the following sequence within the mandate timeframe: speaking, listening, reading and writing, and by keeping track of their attendance and offering make-up sessions. Before administering the NYSESLAT and also throughout the school year, our ESL coordinator and teacher Elena Caba, runs the RLAT and RLER codes in the ATS and carefully reviews them to make sure that all entitled ELLs will be administered the test. In addition, our ESL teacher uses the same codes to make sure that all ELLs receive their mandated hours of ESL services. At the beginning of the school year, the parents of students who achieve proficiency are informed by being sent the Non Entitlement/ Transition letter home by the ESL teacher. Those who have not tested out of the NYSESLAT are sent Letters of Continued Entitlement. Copies of all these letters are also kept in an ESL compliance binder and/or every student's personal ESL file in the main office-Room 521.

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. 

After reviewing the Parent Survey and the Program Selection from the past years, we came to the conclusion that the majority of our parents (approximately 90%) chose the ESL program. Based on this selection, our program is aligned with parents' requests. The rest of the students were placed in the default program Transitional Bilingual Program-Spanish, probably for not returning the Program Selection on time. However the student is temporarily placed in our ESL program until we have 20 students in one grade speaking the same language. If the students program selection form is not in an entering student's cumulative records, the school will contact the ESL coordinator at the feeder school to obtain a copy. If that is not possible, then the source of information will be ATS or ARIS.

## **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])?

HSEI implements a Freestanding English as a Second Language (ESL) Program. The primary goal of this program is to assist students in achieving English Language proficiency within three years. Our ESL program is run by our certified ESL teacher, Elena Caba and its purpose is to amplify the literacy and academic skills of ELLs, to incorporate recognized and researched based ESL instructional strategies across content subject areas and to give students the skills to perform at city and state grade level in all subject areas.

In the Freestanding ESL component we have (as per the English Language Learner Identification results), 39 of our students who are ELLs., 7 students have received 0-3 years of service , 8 students have received 4-6 years of service and 24 students received over 6 years of service. 5 ELL students who have reached the proficient level will continue to receive transitional services for one or two years according to the year of eligibility. 21 ELL students are special education students. Spanish is the home language of 35 students. One student's home language is Haitian Creole , one has French as a native language, one has Arabic and another one's other-GA. These students receive both push-in services (for grades 10<sup>th</sup> -in Science during 2<sup>nd</sup> period and 11<sup>th</sup> -in ELA during 3<sup>rd</sup> period) and self contained for all 9<sup>th</sup> -12<sup>th</sup> graders, Monday through Friday, period 7 in addition to pull-out in order to meet mandates. Our 3 beginners and 2 low-intermediate 9<sup>th</sup> grade students meet with our ESL teacher twice per day for two periods, totaling 110 minutes of ESL per day.

Because we are a trimester model, our ESL program will fluctuate. Our second Spanish-ESL certified teacher, Juan Colon ,will provide ESL services starting second trimester as needed. Also,the extended bilingual teacher, Nancy Mercedes will be used to help out with students whose first language is Spanish and who need more frequent translation in content area classes.

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)?

High School for Excellence and Innovation has two teachers who are fully certified in ESL , but only one is teaching the ESL program , the other being needed for teaching foreign language –Spanish. 13 other teachers who serve ELL students are in the content areas. Every teacher incorporates high quality instructional strategies in their daily instructional practices. In addition, our administration is working towards providing all of our teachers with 30 hours of Quality Teaching for English Language Learners (QTEL) training from our Children's First Network (CFN). Teachers learn how to scaffold instruction for ELLs with grade-appropriate rigorous texts within a variety of genres with the help of our literacy coach Cathy from Re-Design . The ESL teacher provides the mandated units of study based on the students LAB-R/most current NYSESLAT scores. As per CR Part 154, during our ESL program , the administration is making sure that the students requiring mandated minutes are served according to their NYSESLAT proficiency results and needs as follows:

- 3 Beginning students receive 540 minutes (or more)of ELL instruction (HS)
- 17 Intermediate students receive 360 minutes of ELL instruction(HS)
- 19 Advanced students receive 180 minutes of ELL instruction &180 minutes of ELA(HS)

Native language support is also offered through Spanish language classes for the spanish speaking students and translations of the classwork, handouts, homework and tests for all ELLs. Getting support in their native language will help accelerate the literacy gains in both the native language and English. Our ELLs are given support in their native language by being allowed to use bilingual dictionaries, translations, option of writing their answers in their native language. We have bilingual staff that help the content area teachers to translate their students answers.

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.

As a helpful instructional approach for scaffolding, NL support-in Spanish- is available and offered in all content areas. The overall results of the NYSESLAT modality analysis revealed attention must be given in the areas of reading and writing. Therefore, our ESL support is provided in all content areas. Students receive push-in services in ELA and Sciences and for now, during the first trimester.This push-in setting modifies as the school moves to a different trimester and there is a change of

schedules. For example, during trimester two, push-in will be available for Math and ELA. All teachers are incorporating the key elements of the Sheltered Instruction Observation Protocol (SIOP) program. The SIOP model consists of eight interrelated component: Lesson Preparation, Building Background, Comprehensible Output, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. Other strategies our teachers emphasize in order to improve the language of ELLs are:

-Aligning the common core learning standards within the units of study

-Building background knowledge

-Integration of children's native language and cultural use of vocabulary as integrated into the content areas of literacy, mathematics, social studies, physical education, technology, etc.

-Use of manipulatives will facilitate concrete experiences

-Accountable Talk –support language development such as asking open-ended questions which require new or extended responses.

-The use of metacognitive strategies

-Every lesson addresses the academic and linguistic needs of English Language Learners through alignment to the new common core standards. In order to make content comprehensible teachers use resources from ENGAGENY and CCLS library.

Additionally, our high school is implementing the FEI model for lesson delivery, where students are first engaged into modeling followed by guided practice and independent work that usually revolves around group work. Students are grouped both heterogeneously and homogeneously and are asked to provide a written reflective piece at the end of each lesson as wrap-up.

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

We ensure that ELLs are appropriately evaluated in their native language by using the data from the Spanish LAB-R. In addition, ELLs are provided with the opportunity to sit in class assessments as well as the NYS Regents examination in their native language. The rationale behind this approach is that we believe that proficiency in the native language supports efficiency in the second language acquisition process .

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

Our ESL program contains lessons with strategies that allow students to process information through multiple modalities. Thus, for Speaking, we provide opportunities for our students to talk about their learning by using Think-Pair-Share, Save the Last Word for Me, Take a Stand or other structured discussion strategies. For Listening, we guide students through all types of media such as podcasts, videoclips etc. For Writing, we create time and space in our ESL/ELA classes so that students can use writing as a reflective, clarifying experience when reading. Additionally, we also engage them in quick writes, letters to selves, personal learning statements etc. For Reading, our students are provided with ample opportunities to tackle this modality as well by exposing them to different types of texts such as informational as well as narrative. Students are asked to compare and contrast, to describe, to identify the cause and the effect etc. We make daily use of Achieve 3000 and Castle Learning resources to support the individuality and potential of every student by reaching them where they are, to help them reach higher levels of reading and writing proficiency. By using these online tools we make sure that the key to improving literacy for our ELLs is differentiated instruction .

6. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

c. Describe your plan for ELLs receiving service 4 to 6 years.

d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Plan for SIFE:

We currently have 8 SIFE students (2 in 9<sup>th</sup> grade , 5 in 10<sup>th</sup> grade and 1 in 11<sup>th</sup> grade)and we have the following strategies in place: intervention that serves as an extension of the regular school program, grade appropriate instructional support materials, differentiation of instruction in all areas. These students may not be able to read or write in their native language, and may also lack an understanding of the basic concepts, content knowledge, and critical thinking skills that their peers will have mastered. Therefore, we are using Colorin Colorado to attend to their literacy skills. Our administration is working hard to build supportive environments that respond to the immediate social, cultural, and linguistic needs of immigrant adolescents with limited schooling. For SIFE with special education needs, our Special Education teachers are integrating appropriate bilingual services and SIFE supports into special education programs and services;

b. Plan for ELLs who have been in the US for less than 3 years(newcomers):

We are trying to make sure our students have a supportive environment often created by one or more of the following:

- bilingual/bicultural staff from the students' home country

- a teaching staff highly trained in cross-cultural communication, the cultural and historical backgrounds of the students, and instructional methods that are designed to accelerate the academic achievement of our beginners.  
 - student and parent access to support services (ideally in the family's native language) provided by counselors, tutors, mentors, and parent coordinators.

- a buddy system with peers or classmates who can show students around and help them adjust to the daily schedule.

c. Plan for ELLs receiving 4-6 years:

After school academic centers targeting reading and writing, monitoring the progress of students in all content areas to differentiate instruction for literacy needs.

d. Plan for ELLs receiving over 6 years of service(Long term ELLs):

Our action plan for this group of ELLs who based on their NYSESLAT, ELA and Math test tend to struggle with reading and writing the most includes: using formative assessment to guide instruction, focusing on building students' oral and written academic language, encouraging primary language development.

e. Plan for ELLs in yer 1or 2 of proficiency:

The progress of students making the transition out of ESL classes is closely monitored. Additionally, former ELLs continue to receive testing modifications on Regents exams for two years after they achieve the proficiency level on the NYSESLAT. We have also invited our proficient ELLs to take part in the after school Title III program to attend classes as often as they can .

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The learning disabilities that our ELLs face are learning differences that affect an individual's ability to process oral or written information. The most common type of learning disability our students have is a reading disability. Limited English proficiency can complicate identification and intervention for English language learners with learning disabilities. Thus, we are using the following : (1) a shared knowledge base among educators about effective ways to work with students learning English, (2) recognition of the importance of the students' native language, (3) collaborative school and community relationships, (4) academically rich programs that integrate basic skill instruction with the teaching of higher order skills in both the native language and in English, and (5) effective instruction assisted by technology in different content area classes, including ELA and ESL.

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?

In order for our diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment, our students benefit from flexibility in scheduling in order to attend their students' needs. ELL-SWDs are also provided with modified texts and assessments based on level and group activities, time extension, grade appropriate instructional support materials - speech services/hearing aids,laptops and computers in order to provide access to films and documentaries, use color coding and highlighting, provide visuals for emphasizing important points etc. Additionally, there is a strong collaboration between the ESL teacher and IEP contact person. Furthermore, Special Education teachers meet with other content area teachers and guidance councilors/advisors to discuss annual goals for our students. Each teacher then logs into SESIS and inputs their goals for reading/ writing/mathematics, etc for each student. ELL-SWDs are closely monitored throughout the school year via formal/informall assessments to make sure thei achieve the proposed goals. All progress and/or concerns and next steps are discussed with the students' parents during their IEP meetings. Thete is a 60/40 ratio that our school follows when programing regarding the least restrictive environment .

**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:	0	0	0

### 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

Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0

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

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



100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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 intervention programs for ELLs in ELA , math and other content areas include AIS classes only offered in English for intermediate and advanced students.

All of the interventions services in our school are offered in English with native language support when possible.

ELA:

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals in alignment with the Common Core Learning Standards.
- Ensure that teachers analyze students' data to identify strength and weakness and utilize the findings to drive and differentiate instruction .
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs
- Implement a print rich environment, use of ESL dictionaries in the ELA classrooms.

Math:

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs.
- Ensure that Math coach works closely with teachers to support rigorous instruction.

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

The effectiveness of our program is due to the strong collaboration between the ESL teacher Elena Caba and all our content area teachers. As a result, from 34 students taking the NYSESLAT last year, 5 of them tested out and 18 improved their proficiency either by moving to the next level or by making progress within the same level. As a team, our teachers decided they would participate in inquiry based activities in a cooperative learning environment that address the topics of:

- Designing effective instruction for ELLs in the mainstream classroom.
- Building and activating background knowledge and creating contexts for meaningful, authentic interaction.
- Identifying comprehensible input in terms of vocabulary and language structures used as well as in terms of literacy abilities.
- Selecting appropriate material that targets a variety of ability and interest levels so that all learners have access to the curriculum.
- Planning for meaningful differentiation of instruction and integration of multiple instructional strategies.
- Examine existing assessment procedures and integrate multiple modes of assessment of ELLs in mainstream classrooms via discussing NYSESLAT /Periodic assessment scores and intervisitations.

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

As improvements are ongoing , aside from using Achieve 3000 and Castle Learning,our school is looking forward to implementing a phonics recognition/decoding program for our ELLs called Really Great Reading .

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

N/A

We are not going to discontinue any of the services we currently offer our ELLs.

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

All ELLs are afforded equal access to all school programs which include Academic Centers , Men's Group that meet once or twice a week where students who struggle in classes (academically or behavior wise) are given extra support. These sessions often are used to focus on skills and competencies important on Regent exams. We also have strategic Regent Preparatory sessions during after school hours that have already started and will continue as we near Regent exams dates. Additionally, there are numerous extra-curricular activities available to all HSEI students, including ELLs. These seek to foster further inclusivity into our school and include: competitive Athletics providing a range of team opportunities for young men/women softball/ basketball, football/baseball and soccer clubs; extra-curricular clubs/advanced academic courses; student council/government, College Trips, design club, EVC classes ; Parents are informed of these activities through phone calls and letters home sent in their native language.

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

The programs that include technology and are used to support ELLs are Empower /Achieve 300 ,Read 180, Really Great Reading-Phonics, Castlelearning,Brain- Pop. They are available to all our ELLs , not only to some subgroups. Additionally, for the low intermediate subgroup, our certified ESL teacher, Elena Caba uses a variety of instructional materials in order to better support our ELLs' needs. Thus, Milestones Introductory is used to teach newcomers and low-beginning students survival language as well as the beginning academic skills that they need to navigate through their school environment. Alongside this program, we also utilize the online Really Great Reading - program which teaches phonics in an explicit, systematic and multi-sensory fashion. As students build these foundational skills, this program layers in activities that promote pronunciation, vocabulary, grammar, and comprehension development. We also use Azar grammar books to give extra support in grasping language. Our intermediate and advanced ELLs are exposed to teacher-made common core aligned unit plans which give ELL the extra support they need to obtain a passing grade on their ELA regents.

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

Native language support is delivered through bilingual glossaries, classroom libraries, sincenative language support plays a paramount role . ELLs are given dictionaries and glossaries to use during their classes or at home as well as the option of writing their responses in their native language (as long as there is a native language teacher /co-teacher in the classroom). Moreover , for students whose level of English is very low, teachers simplify language without "dumbing it down."

In communicating effectively with our ELL students, our teachers try to:

- Avoid slang and idiomatic expressions.
- Speak clearly and naturally, without going too quickly or slowly.
- Encourage students to raise their hand if they don't understand a word .

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

All materials we use are not only grade appropriate, but also aligned to the new common core Learning standards . Students are required to build on their language acquisition by creating word walls, using National Geographic as atool for learning , alongside using the new I-learn programe for which students can get access to courses not currently offered in our school such as Advanced Placement, world languages, and credit recovery. Through this program they can complete their coursework anywhere, anytime, from any computer with Internet access, helps students learn all the time—not just when they are at school.

Also, when scaffolding language and using graphic organizers, our teachers are mindful of the differentiation strategies needed for each individual student.

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.

Before the beginning of the school year our parent Coordinator Maria Espillat organizes summer orientations ,walk throughs, parent-student meetings, teacher -parent school dinnes /lunches for all HSEI students, including ELLs/ELL-SWDs. There are also newcomer programs facilitated in the summer for two weeks and all newly enrolled students are welcomed to attend .

18. What language electives are offered to ELLs?

There are no language electives offered only to our ELLs. However, our advanced and intermediate 9<sup>th</sup> grade-11<sup>th</sup> grade ELLs

take Spanish classes.

19. For schools with dual language programs:

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

N/A since we have Freestanding ESL.

### C. Professional Development and Support for School Staff

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

1.HSEI Staff Development seeks to create ongoing and systematic opportunities for emphasis on Common Core standards and high impact differentiated and academic language development strategies. Our PD program includes: PD pods where teachers are given the opportunity to choose the PD pod they are interested in and then rotate. Our teachers have ample opportunities to attend professional conferences and workshops; We receive ongoing support from our ESKOLTA and RE-DESIGN coaches targeted towards efficiently implementing our FEI model.

2. ELL professional development takes place through a number of different methods. Our ESL Coordinator and teacher, Elena Caba, attends conferences and workshops offered through the Office of English Language Learners and then turns key and engages the rest of the staff in activities /strategies centered on academic success for ELLs.

3. The support provided to our staff in order to assist ELLs transition from middle school to high school includes:

-once-weekly grade-team meetings (through our Teacher Effectiveness period )around grade-specific curriculum, instruction, student support; a critical-friends structure of peer work together around curriculum, instruction and student support.

-a transition team was organized and meets during Data Inquiry Team -monthly mmeetings.

-The transition team is fundamental to our school's efforts to ensure that every student receives the support needed to flourish in high school.

-To support individual students and their families in the transition process a counseling team was created including the guidance counselor, advisors and parent coordinator.The transition team designs activities that demonstrate the realities of the high school experience so students know what to expect and can begin to think about and plan their academic future.

-we are involving parents and families in the transition process.

4 . As per Jose P. law , our non -ESL staff receives more than the minimum 7.5-10 hours of PD timeinvolving training in ESL techniques and methodology to help the ELLs reaching the same academic standards as the rest of the students. Staff also prepares for colledge trips ahead of time.This is an ongoing process,and our ESL teacher/coordinator has to turnkey information from the workshops she attends .

## 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. When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi-step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. Parents are given a Home Language Survey (HLIS) to identify the child's native language. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parent brochures are disseminated in their native language to enrich the understanding each available program. HSEI is proud to offer Freestanding ESL to conform to the parental choice selections.
  2. To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, HSEI provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home. Moreover, parents who are not fluent in English are encouraged to participate in our various workshops such as ARIS parent link and ACUITY which were conducted by the ESL coordinator and the parent coordinator. They will continue to be available for parents to understand their child's progress through regular case conferencing. Classes for parents.....
  3. In order to evaluate the needs of parents, a Social Worker, Advocate Advisors and Guidance Counselors are available to meet with parents, answer questions and guide them through the high school educational and social emotional experience of high school and post secondary high school goal setting. The ESL teacher, our Parent Coordinator and Community Assistant will be arranging parent sessions specifically related to state standards and the variety of assessment which will be administered during the NYSESLAT.
  4. Parent involvement activities address the needs of parents as follows: Parents are invited to parent orientations, parent meetings, parent conference, small group workshops and cultural celebrations throughout the school year. Discussed are: NYS standards, curriculum, state assessment, NYSESLAT, students projects credit accumulation, graduation requirements, All meetings are conducted by school staff teachers ESL coordinator, guidance counselors, parent coordinator and a translator with translated materials. We routinely evaluate parents' needs through Annual parent surveys, frequent one-on-one conferences with parents, and parent coordinator's outreach.

## 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.

## Part VI: LAP Assurances

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tyona Washington	Principal		12/6/13
Jacqueline Durant-Felt	Assistant Principal		12/6/13
Maria Espillat	Parent Coordinator		12/6/13
Elena Clementina Caba	ESL Teacher		12/6/13
Lanette M. Smith	Parent		12/6/13
Nancy Mercedes/ Special Ed	Teacher/Subject Area		12/6/13
Juan Colon/ Spanish-ESL	Teacher/Subject Area		12/6/13
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 06M423 School Name: High School for Excellence and Inno

Cluster: 6 Network: 603

**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**

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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.

Parents are surveyed at registration, open houses for prospective students, meet & greet night, parent association meetings, through phone calls and visits to homes about language preference. The HLIS forms and the blue cards are reviewed for information regarding students' needs and home information. HSEI also uses the following:

- a. ATS Reports – identifies all home languages.
- b. Home language surveys used to identify incoming new admits.
- c. The HSEI information is also available through SESIS.

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.

It has been determined that translation services, both written and oral, are needed in Spanish (97%) Haitian Creole (1%), French (1%) and GA, a low incident language (1%) . All Non-Hispanic homes have access to language supports via the Language Translation and Interpretation Unit.

- a. The major translation and oral interpretation needs are two fold: one-on-one parent conferencing and written communication to parents in all subjects/guidance areas/attendance.
- b. Our Parent Coordinator is our spokesperson to the community of parents.

## Part B: Strategies and Activities

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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.

All written school communications will be translated into Spanish, Haitian Creole (for one student only) and French (for one student) before being sent home. The parents of the student with the home language code of GA have requested to receive any written communication in English. Translation services in this additional language will be obtained via external vendors when parents request/need it. When needed, we complete a Translation Request Form and submit it to [translations@schools.nyc.gov](mailto:translations@schools.nyc.gov), along with the file to be translated. The unit reviews the project, and emails us an estimated completion date.

a. The Parent Coordinator Maria Espillat and ESL Coordinator/teacher Elena Caba (when needed) will provide most of the written Spanish translations of letters, flyers, notices that are sent home. DOE forms will be procured from the website- The Office of English Language Learners and/or Language Translation and Interpretation Unit website and sent home in other languages, as an additional support as deemed necessary.

b. We provide in-house translation in Spanish, by in-house staff and parent coordinator and volunteer parents.

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

a. In-house staff will provide oral interpretation services. Bilingual staff (Parent Coordinator, Dean of students, Advisors and Children's Aid Staff) will make daily -if necessary- phone calls to students' homes for attendance purposes. In addition, a paraprofessional, and advocate advisors will be available to provide translation services for other staff and parents. Simultaneous translation services will be provided by staff at school sponsored meetings.

Parent volunteers will serve as translators at Parents' Association meetings and any other meetings when school staff is not present. Also, recorded messages are provided in both English and Spanish. For the rest of the languages

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

- a. All notifications sent to parents are in both English and Spanish/French/ Haitian Creole, such as: brochures,entitlement letters/ non-entitlement letters,NYSESLAT parent guide,invitations to conferences and workshops, etc.
- b.The required signage and DOE translations postings will be prominently posted in the school to inform parents of their rights to translation services. The Parent Coordinator will serve as the point of contact for translation services.
- c.The phone number for the Translation and Interpretation Unit will be available in the main office and used when necessary for visitors who don't speak any of the languages spoken by multilingual school staff.

## 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: High School for Excell. & Inno	DBN: 06M423
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input 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: 3
# of certified ESL/Bilingual teachers: 3
# of content area teachers: 0

## 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:

### 1. Rationale:

The purpose of the program is to help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of this school to establish, implement and sustain a high-quality language instruction program effectively teaching students with limited English proficiency. This program is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

Title III funds will be used to identify, acquire, and upgrade curricula, instructional materials, educational software, and assessment procedures. Our day instructional program is consistent with mandates for ESL levels and includes the following: students in Beginner (B) ESL classes receive 540 minutes of ESL instruction per week. Students in Intermediate (I) ESL classes receive 360 minutes of ESL instruction and Advanced (A) ESL students receive 180 minutes of ESL instruction per week. In addition, all students receive daily exposure to literacy development through content classes that imbed the core standards as well as other support classes specific to language development.

The after school Title III program is intended to continue the development of students' language acquisition and provide reinforcement and additional time on task for ESL day classes. The teacher will align lessons with state standards/common core and lessons consist of activities that foster both social and academic growth. Language functions, structures, usage and vocabulary are part of each lesson. Classes also focus on providing additional support for ESL students in specific content material (ie- math and social studies).

### 2. Subgroups and grade levels of students to be served:

As per the English Language Learner Identification results, 38 of our students are ELLs., 5 students have received 0-3 years of service, 6 students have received 4-6 years of service and 27 students received over 6 years of service, which makes them long term ELLs. Our focus is to provide Title III services to these long term ELLs in order to help them test out. The program will also be available to our 3 beginners since they could always benefit from extra support. The total number of students will be 30.

## Part B: Direct Instruction Supplemental Program Information

The students who will receive services as per Title III will be our 27 long-term ELLs and 3 beginners.

### 3. Schedule and duration:

The after school program will consist of meetings twice a week (Thursdays and Friday), for one hour each day, from 3:35pm to 4:30 pm and every other Saturday for the remainder of 2012-2013 school year (November to June) and then the entire 2013-2014 school year. Saturday sessions are also held to support and supplement students in regents culminating classes as needed.

4. The language of instruction will be English with NL support.

5. The number of certified teachers will be 1: Elena Caba- ESL teacher, who holds a K-12 TESOL initial certification.

6. The types of materials used will be ACHIEVE 3000-Empower, Imagine Learning, ReadWriteThink, Word generation, teacher adapted materials, and NYSESLAT textbooks used to provide web-based, individualized learning solutions scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests. All the students will have access to the internet in order to keep a focus on creating a "culture of reading" to support language and literacy development. To accomplish this, a reading room will be created for ELL students that are failing because of low literacy levels and lack of reading strategies. Our ESL teacher will be assigned to work with the ELL students in the reading room to develop skill sets. Silent reading will occur during the Title III ESL classes as a standard weekly activity. These classes will be created to support ESL and language development.

## 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:

### 1. Rationale:

Professional development activities in our school will contribute to our efforts to promote the academic achievement of English language learners, by taking into account the educational, linguistic and cultural needs of our English language learner population.

Professional development activities in our school will help us to better understand English language learners. We will meet regularly, twice a month in a variety of configurations to discuss how to better

## Part C: Professional Development

service English language learners.

Our school staff will meet regularly in grade level teams, across grade level teams, or by content area teams to discuss the educational progress being made by our English language learners and to discuss student data and make recommendations on how to better educate our English language learners.

### 2. Teachers to receive training:

Our school staff will also engage in meaningful professional development activities on an ongoing basis to discuss the progress being made by our English language learners and hold English language learners accountable for meeting rigorous academic expectations.

Professional development for teachers is on-going and intensive. It involves both on-site and off-site activities. One full time ESL teacher will work directly one on one with teachers to develop instructional strategies for ELL's. Additionally, the school is engaging in an instructional rounds model that allows for intervisitation and feedback sessions among colleagues. Teachers also attend both workshops and conferences.

### 3. Schedule and duration:

We are currently working with the FEI/ SIOP models and are continuing to train all teaching staff (both content and ESL) in the model. Training is provided at least monthly during PD and we are benefiting from weekly literacy instruction from our Literacy Coach from "Re-design", who provides in class coaching. "Lunch and Learn" - Training will take place every other month on Tuesday afternoons (12:50-1:35) and will be provided by the , ESL Teacher -Elena Caba and the Principal.

### 4. Topics to be covered:

All teachers are included in the professional development (? teachers). Topics vary weekly but are part of a ongoing targeted program that includes: infusion of ESL strategies in to the classroom; scaffolding, differentiation, methods of engagement, rubric development, development of project based work, vocabulary development, and infusion of core standards into the classroom. The final component of professional development focuses on curriculum development and training in backward planning, implementation of the new core standards into existing and new curriculum maps, and incorporation of standards based instruction into the classroom.

### 5. Name of the provider :

The Professional development will be facilitated by our ESL teacher , Elena Caba and the Principal. Also, our certified ESL teacher will provide training to all staff on the importance of maintaining students' native language and ways in which they can support students' bilingual development.

## Part C: Professional Development

## 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:

### 1. Rationale:

Consolidated monies are used to support and promote parent and community engagement through a series of activities. About 60 parents are the intended target population. ELL parents may feel intimidated by or unprepared to help with homework or other schoolwork, especially if they have limited educational or English skills. We can help them understand their important role in supporting their child's success, however, with a few simple suggestions.

Parents are offered workshops on computer instruction on an ongoing basis from October through May. Parents can sign up for instruction based on their availability. Scheduling is flexible. These workshops are offered by the parent coordinator on site both during the day and after school. To date, workshops have been held on 9/06/2012 and 10/04/2012. Future workshops date include 10/25/2012 and 10/26/2012 and continue to be open and flexible.

Community and parent engagement is also supported by the involvement of parents in the bi-annual multicultural celebrations as well as yearly opportunities to attend after school activities with their children.

2. The following topics will be covered during the school year.

3. Parent engagement activities/topics will include :

a) What is NYSESLAT?

b) How can I help my child do better in school?

c) Workshop -Culture day- Hobbies of parents of ELLs that speak about their culture.

d) The parents of our ELLs will be invited into classroom during reading time. The parents will follow along with their children and learn about read-alouds and how to interact with text. This will help them

**Part D: Parental Engagement Activities**

work with their children at home to increase reading comprehension.

4. Name of provider: Elena Caba.

5. How parents will be notified of these activities:

Parent notification occurs through a variety of venues including direct phone outreach, mailed and backpacked letters, newsletters and our phone messenger.

There are a number of ways to notify and engage the parents of ELLs in activities that will impact higher achievement for their children, including:

- Bilingual staff: When necessary, bilingual staff and /or the Parent Coordinator will contact parents- at no cost to Title III.
- Translated forms: Many of the forms are available in other languages from the state education sites, or through the Translation and Interpretation Unit .
- School liaisons: Each family will be assigned a school contact who speaks their language and guides them through the process.
- Welcome kits: We will put together a "welcome kit" that includes key information, basic school supplies, and educational activities for our ELL families.

It should be noted that the Title 3 money received covers only a small portion of the targeted activities and is supplemented with Title 1 -SWP and tax levy dollars.

**Part E: Budget**

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

Allocation Amount: \$11200

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$8,160.68	A
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	0	

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>	\$ 2,751.90	
Educational Software (Object Code 199)	??????	
Travel		
Other		
<b>TOTAL</b>		\$ 11,200.00