



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: HIGH SCHOOL FOR LAW, ADVOCACY & COMMUNITY JUSTICE

DBN (i.e. 01M001): 03M492

Principal: DOREEN CONWELL

Principal Email: DCONWEL2@SCHOOLS.NYC.GOV

Superintendent: ANTHONY LODICO

Network Leader: GERARD BEIRNE

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
Doreen Conwell	*Principal or Designee	
Luta Fernandez	*UFT Chapter Leader or Designee	
Waple Kellman	*PA/PTA President or Designated Co-President	
Miggie Reyes	DC 37 Representative, if applicable	
Elizabeth Santana Taisha Almonte	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Kelly Gionti	Member/ Staff	
Joshua Stone	Member/ Staff	
Paula Mota	Member/ Staff	
	Member/	
Gloria Wolfe	Member/ Parent	
Javier Herrera	Member/ Parent	
Erwin Thorpe	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
School Leadership Team Signature Page
Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
▪ Annual Goal
▪ Comprehensive Needs Assessment
▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)
Academic Intervention Services (AIS)
Title I Plan (Only for schools receiving Title I funding)
Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By the end of the testing cycle in August 2014, to increase the percentage of students scoring a 75 or higher on ELA Regents exams by 5% to 54% up from 49% as informed by results from the 2012-13 school year (a minimum of 59 students out of 111 scoring 75 or higher).

Comprehensive Needs Assessment

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

The 2012-13 ELA Regents results were that 49% scored a 75 or higher. A score of 75 or higher is an important indicator of college readiness, and is used by CUNY schools as a benchmark to separate students who need remediation from those who don't. Working towards this goal will help to increase our students' college readiness, and, further, their ability to successfully attain a college degree.

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

USE OF DATA RESI and ITT (data specialist) - to use RESI and ITT data in September 2013 to identify students who have historically performed at Levels 1 or 2 in order to target them for intervention strategies.

-Item Analysis of ELA Regents (coaches, teachers) - to perform an item analysis of past ELA Regents results in June 2013 and August 2013 to determine areas of instructional focus that will best serve our students. Based upon results of the analysis teachers will target specific areas that student have demonstrated weakness. Teachers will use targeted instructional strategies to strengthen areas needed and students will have the opportunity to attend 8th period class.

Common assessment analysis/ scholarship data (teachers) - to use common assessments (every five weeks) and scholarship data (every six weeks) to assess progress and to predict performance of students who have not yet taken the Regents and target as necessary for intervention

CURRICULUM AND INSTRUCTION - In ongoing circular 6 meetings, to identify performance objectives aligned to the state common core standards, and to create daily lesson plans that incorporate weekly open-ended tasks that build skills that advance mastery of the performance objectives. (teachers, coaches, APs) - To build into the core ELA sequence scaffolding which support students performing at or below minimum standards. - To add Advanced Placement courses in ELA to the course sequence to allow students performing at high levels to accelerate to college-level course work. (Principal, APs, SLT) - To develop assessments that are aligned to the identified performance objectives in order to

better assess student progress towards mastery. (teachers, coaches, APs) - To modify core curriculum and instructional strategies to build student capacity in reading and writing by: - Incorporating short writing tasks into daily work and homework - Incorporating mini lessons that focus on conventions, vocabulary and grammar into unit plans. - Increasing the number of extended writing assignments and the frequency of feedback. - For

students with disabilities, fostering strong student engagement by including student-interest-driven text choices in each unit, increasing frequency of feedback for writing assignments and incrementally building to extended writing assignments. o For ELLs, increasing the use of vocabulary-building strategies in each unit. - Review lesson plans to ensure that standards are addressed. - Incorporate questions into lesson plans that address at least three levels of inquiry to improve student responses. With this targeted instructional approach students will receive immediate and meaningful feedback with specific steps to improve achievement. Exemplars will also be provided as a model for students.

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

1. English Teachers, Principal, AP English, AP Special Ed.

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

1. Baseline Assessment, End of unit assessment results, Mock Regent Results: Assess results to determine progress and standards and skills where students are demonstrating difficulty. Data will be delineated by standard and skill

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

1. Sept. 2013-August 2014

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

1. Double periods of English, PM School for at-risk students, AIS services, Guidance Intervention

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).

- 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;

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

Goal and Action Plan #2

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

Annual Goal #2

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

By August 2014, to increase the graduation rate for the 2010 cohort to 79% as compared to the 2009 cohort graduation rate of 74% (a minimum of 105 out of 130 students graduating), and to increase the percent of Advanced Regents diplomas from 20% of diplomas earned to 25% of diplomas earned

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.

Focusing on increasing the overall graduation rate as well as the percentage of advanced Regents diplomas earned encourages students to earn more than the minimum credits required, and, specifically is an indicator that students are taking advanced math courses that will help increase their college readiness. Various data reports will be used to monitor credit accumulation and to identify patterns of student performance by grade, by class, by subgroups and by student for the purpose of modifying instruction and increasing support when necessary. Reports: graduation tracker, RCOL ATS report, scholarship reports, NCLB reports, units tests, and mid-year analysis reports.

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

USE OF DATA - To use various data sources to monitor credit accumulation and to identify patterns of student performance by grade, by class and by student for the purpose of modifying instruction and increasing support when necessary. A review of the following data will be conducted after each marking period: - STARS scholarship reports by subject and by teacher - Individual student line grades, Unit test analysis/ scholarship data - To use unit tests and class records to predict performance of students before the issuance of grades and target as necessary for intervention. Diploma certification tracking forms - To use diploma certification forms as a means of identifying those members of the 2010 cohort in need of intervention.

CURRICULUM AND INSTRUCTION - To build into the core sequence support courses which support students performing at or below minimum standards. - To add enrichment courses to the course sequence during the senior year to allow students performing at high levels to accelerate to college-level course work. - To increase partnerships with colleges to include those who offer College Now courses to increase the opportunity of junior and senior students to gain college credit before graduation from high school. - To increase the number of students participating in SAT and ACT testing, and to incorporate in ELA and math classes during the junior and senior years, the explicit teaching of test prep strategies for these assessments. - To increase the variety of options for students to enroll in credit recovery courses, including online options, PM school and Saturday school courses, to monitor attendance in these courses and to conduct conferences with students and parents when students' failure to attend puts graduation requirements in

jeopardy. - To use College Summit in all senior English classes as a means to encourage students to realize post-high school aspirations. - To schedule frequent visits to senior classes from speakers from the world of college admissions and recent college graduates to motivate and prepare students for the transition from high school to post-secondary education. - To schedule periodic one-on-one conferences with guidance counselors to track progress toward graduation using the graduation certification form, resulting in identification of students who need additional support through such programs as The Amazing Race, mentoring, social/emotional counseling and SPARK.

- For students with disabilities, to create personal interest inventories to identify post-high school opportunities, including connections with College Summit, VESID, and college and career fairs. - To increase the number and variety of senior activities, and to restrict these activities to those students meeting promotional criteria set by the school.

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

1. Principal, Assistant Principals, Attendance Teacher, Guidance Counselors, 12th grade teachers, Parent Coordinator, Mentors

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

1. Scholarship Reports, Transcripts, End of Unit Assessments, Attendance Reports, Cut Reports: Review reports to determine if students are coming to school daily and are passing courses and regents needed to graduate.

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

1. Sept. 2013-August 2014

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

1. PPT meetings weekly to discuss student progress, Guidance counselors meeting with at-risk students, Skedula to track progress,

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).

To extend parent awareness of graduation requirements and their own child's status, to increase the communication, through senior parent night, guidance conferences, weekly updates in Skedula, and written contracts and status updates, between the school and the parent. - Teachers will meet regularly during common planning time to study student work in order to come to agreement on grade expectations and standards and to identify instructional strategies geared to specific student needs. Through our partnership with College Summit, to offer workshops to parents on the college admissions process.

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

HESC Grant-\$50,000

Goal and Action Plan #3

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

Annual Goal #3

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

By the end of the testing cycle in August 2014, to increase the passing percentage on Algebra Regents exams to 60% up from 38% as compared to results from the 2012-2013 Algebra results (a minimum of 103 students out of 158 passing)

Comprehensive Needs Assessment

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

THE MAJORITY OF OUR INCOMING 9TH GRADE STUDENTS ARE AT LEVELS 1 AND 2 AND ARE DEFICIENT IN BASIC MATH SKILLS. USING ARIS AND OTHER DATA REPORTS SUCH AS RESI AND ITT (DATA SPECIALIST) WE WILL IDENTIFY STUDENTS THAT ENTER 9TH BELOW GRADE LEVEL IN MATH. WILL USE THESE REPORTS IN September 2013 to identify students who have historically performed at Levels 1 or 2 in order to target them for intervention strategies. STUDENT PROGRESS WILL BE TRACKED VIA END OF UNIT ITEM ANALYSIS AND SCHOLARSHIP REPORTS.

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

USE OF DATA-RESI and ITT (data specialist)-to use RESI and ITT data in September 2013 to identify students who have historically performed at Levels 1 or 2 in order to target them for intervention strategies - **Item Analysis of Math Regents (coaches, teachers)**- to perform an item analysis of past Math Regents results in June 2013 and January 2014 to determine areas of instructional focus that will best serve our students -To establish a baseline of 65% passing percentage using final results from the 2012-2013 school year -**Unit test analysis/ scholarship data (teachers)**--to use unit tests (every four weeks) and scholarship data (every six weeks) to predict performance of students who have not yet taken the Regents and target as necessary for intervention.

CURRICULUM AND INSTRUCTION -In ongoing circular 6 meetings, to identify performance objectives aligned to the state standards, and to create daily lesson plans that incorporate weekly open-ended tasks that build skills that advance mastery of the performance objectives. (teachers, coaches, APs)

To build into the core math sequence support courses which support students performing at or below minimum standards.

- To add enrichment courses in math to the course sequence to allow students performing at high levels to accelerate to college-level course work. (Principal, APs, SLT)
- To develop assessments that are aligned to the identified performance objectives in order to better assess student progress towards mastery. (teachers, coaches, APs)
- To modify core curriculum and instructional strategies to build student capacity in reading and writing about math content by:
 - o Incorporating problem-solving tasks into daily work and homework
 - o Incorporating Regents review content and tasks into daily lessons and weekly assignments
 - o For students with disabilities, fostering strong student engagement by including student-interest-driven content in each unit and increasing hands-on problem solving.
 - o For ELLs, increasing the use of vocabulary-building strategies in each unit.
- Review lesson plans to ensure that standards are addressed.

- Incorporate questions into lesson plans that address at least three levels of inquiry to improve student responses

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

1. Math Teachers, Principal, Asst. Principal Math, Guidance Counselors, Tutors

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

1. Scholarship Reports, Transcripts, End-of unit assessments, Revolution K12: to track student progress and determine standards and skills students are struggling with

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

1. Sept. 2013-August 2014

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

1. PM school, AIS Services, Saturday Academy, Lunch & Learn

Strategies to Increase Parent 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).

- 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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

- 1.

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

- 1.

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

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Language Acquisition Workshops, Extensive Writing Academy, PM School and Saturday school	Small Groups, one-to-one tutoring, Socratic seminars, PM & Saturday credit recovery, Regents Prep	Daily during double period English classes in grades 9 and 10, after-school on Mondays-Fridays from 3:00-4:00 PM., Lunch & Learn Tuesday-Thursday, SAT Prep
Mathematics	59 minute math class/lab, Problem based learning activities, Real-life applications, On-line learning through PLATO and School-Island	Small groups, one to one tutoring, PM and Saturday tutoring, Regents Prep,	Daily during extended periods, after-school on Mondays-Fridays from 3:00-4:00 PM., Lunch & Learn Tuesday-Thursday, Saturday school, SAT Prep
Science	59 minute Science class/lab, Problem based learning activities, Real-life applications, On-line learning through PLATO and School-Island	Small groups, one to one tutoring, PM and Saturday tutoring, Regents Prep,	Daily during extended periods, after-school on Mondays-Fridays from 3:00-4:00 PM., Lunch & Learn Tuesday-Thursday, Saturday school
Social Studies	Extensive Writing Academy, PM School and Saturday school	Small groups, one to one tutoring, PM and Saturday tutoring, Regents Prep,	Daily during extended periods, after-school on Mondays-Fridays from 3:00-4:00 PM., Lunch & Learn Tuesday-Thursday, Saturday school,
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	One-on-one meetings to identify individual student goals and action plans to reach them -Contracts signed by parents and students related to positive strategies	Small Groups (3-8 students) Discussion of various topics such as coping as a freshman in H.S., dealing with anger, depression, family issues, relationship issues, etc.	Daily during scheduled counseling sessions, Weekly during advisory lessons delivered in English Classes, Female/Male group sessions during lunch period

	<p>the student can take to reach the individual goal</p> <ul style="list-style-type: none"> -Small group sessions to address identified social-emotional barriers to academic success -Identification of career and college opportunities keyed to student interests -Referrals for substance abuse and pregnancy counseling -Parent outreach to solicit and support parent input and participation in addressing student needs -Case-conferences with parent, student and teachers to ascertain areas of need and develop action plan -Self-esteem and sexual awareness workshops 	<p>Therapeutic Games to help students recognize and process their feelings.</p> <p>Individual Counseling with the individual student to process personal barriers to success or to manage a crisis</p> <p>Goal-Setting to help students determine needs and develop strategies to obtain goals</p>	
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>PROFESSIONAL DEVELOPMENT –</p> <p>-To extend our knowledge and understanding and implementation of Tier 1 and Tier 2 intervention methodologies - To utilize collaborative planning, in-class modeling by a coach and inter-visitations to support teachers in creating open-ended questions and implementing a problem-solving focus in ELA, Social Studies, Science and Math classes - To utilize a lead-teacher/coach collaboration to support teachers in effectively using rubrics to improve student performance on weekly tasks keyed to performance objectives. - Teachers will meet regularly during common planning time to study student work in order to come to agreement on grade expectations and standards and to identify instructional strategies geared to specific student needs. - Teachers will engage in professional development workshops to build capacity for the use of strategies that increase achievement of ELL and students with disabilities. - Supervisors will conduct regular observations to support and to identify professional development needs of teachers.</p> <p>- In collaboration with the staff, to develop the essential characteristics of differentiated teaching approaches that address student needs in the context of engaging and meaningful instruction. Through teacher participation in targeted PD workshops offered through the Network and College Summit, to build teacher capacity to differentiate instruction in the classroom to better use the results of unit tests, interim assessments and student performance on weekly tasks to target instruction to the needs of the class and of individual students, and to thereby increase the scholarship rate.</p>

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).
<p>-Use of Circular 6 meetings as common planning time for teachers to align all units of study to CCLS-assistant principals and Principal will meet with teachers weekly during these common planning time meetings to provide PD.</p> <p>-Bi-monthly afterschool Department meetings to review unit plans and assessments to determine if fully aligned to CCLS</p> <p>-Bi-Monthly PD sessions to build capacity of teachers in assessing: text complexity, text selection, Primary and secondary sources, multiple entry points, UBD design, DOK and Blooms' Questioning to ensure High cognitive questioning</p>

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
PPT team meets weekly to determine how to use funds to address the needs of students in these subgroups.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned
--

curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers meet daily via circular 6/Inquiry team meetings to participate in common planning and review data reports. Meetings are organized by department, by grade level and/or by subject. Teachers work together to develop common unit plans and common end-of-unit assessments that are given approximately every 6-8 weeks. Teachers generate item analysis data reports from the end of unit exams via DDC (Data Driven Classroom) or via the Aperson Scanner. A review of the item analysis will indicate areas of strength and areas of weakness. Teachers discuss the instructional implications and use the data results to inform ongoing instruction. This information is also used to dictate professional development.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP)

Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent

Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 03	Borough Manhattan	School Number 492
School Name H.S. for Law, Advocacy, and Community Ju		

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 Doreen Conwell	Assistant Principal Tamar Muscolino
Coach type here	Coach type here
ESL Teacher Peter O'Donell	Guidance Counselor Rosellen Flete
Teacher/Subject Area Kendra Miller	Parent Waple Kellman
Teacher/Subject Area Christine Fyer	Parent Coordinator Miggie Reyes
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Gerald Beirne	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	584	Total number of ELLs	56	ELLs as share of total student population (%)	9.59%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE										15	21	11	9	56
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	15	21	11	9	56

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	56	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	15
SIFE	11	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	20

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	25	2	2	11	7	5	20	2	8	56
Total	25	2	2	11	7	5	20	2	8	56

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

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										12	16	7	5	40
Chinese												1		1
Russian													1	1
Bengali														0
Urdu														0
Arabic										2	4		1	7
Haitian											1			1
French										1		1	1	3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												2	1	3
TOTAL	0	0	0	0	0	0	0	0	0	15	21	11	9	56

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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)										2	4	3	3	12
Advanced (A)										8	12	7	4	31
Total	0	0	0	0	0	0	0	0	0	13	17	10	8	48

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	20		5	
Integrated Algebra	20		6	
Geometry	23		6	
Algebra 2/Trigonometry	6		0	
Math				
Biology				
Chemistry				
Earth Science	11		3	
Living Environment	18		8	
Physics				
Global History and Geography	15		3	
US History and Government	11		1	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
N/A
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Writing across all levels needs to be our focus in the classroom. Across all levels is where our students struggle the most. Listening is another area of focus. Students show a lack of skill in identifying key words, making predictions and seeing patterns in informational listening sections of exams. Students performed poorly in these areas on the NYSESLAT and Regents Exams. The Combined Modality Report is needed for further analysis
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 [AMAQ tool](#))
COMBINED MODALITY REPORT NOT AVAILABLE
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?N/A-OUR STUDENTS DO NOT TEST IN THEIR NATIVE LANGUAGE
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
N/A
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our ELL program based upon students progress on the NYSESLAT Exam and grades on the English Regents Exam. Throughout the year we evaluate our students with exams that mirror the skills tested in the exams above. We do an item analysis after each exam to help us target future instruction. The ELL teachers work closely with the Social Studies teachers to help them incorporate strategies to help ELL's in the areas of speaking, writing, reading and listening into their content areas.

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 teachers, guidance counselors and translators conduct informal oral interviews with newly admitted New York City public school students in English and the home language. They administer the Home Language Identification Survey (HLIS) to

parents. Every question on the HLIS is asked of the parent. We determine the language the child understands, speaks, reads and writes. We determine the majority language of the home. We determine the language the child speaks with the parents, siblings, friends and other relatives and/or caregivers most of the time. We determine the child's schooling prior to entry in the NYC school system and the language of instruction in this school. We determine any other group experience prior to entering school and the language of this experience. We determine any other forms of communication such as American Sign Language or Argumentative Communication Device. If the answers to the questions on the HLIS indicate that the child may be an ELL, the student is tested with the Language Assessment Battery-Revised (LAB-R) and, when applicable, the Spanish LAB-R. Testing takes place within ten days of enrollment.

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.

Parent orientations are conducted for parents of newly enrolled ELLs in late September and throughout the year to provide them with information about program offerings. The orientations are facilitated by Programmer/Guidance Counselor, Mia Bradford. Opportunities are made available for parents to ask questions regarding ELL services. Translators are available during the orientations. Informational materials are also available in the parents' home language, such as A Guide for Parents and the New York City DVD instructing parents to programs available to ELLs. All print materials, the instructional DVD and the oral presentation contain explicit information about the three program choices—Transitional Bilingual Education, Dual Language and Freestanding ESL—available to students. The orientation facilitator explains the parents' rights to the program of their choice. ELL parents are also contacted and encouraged to attend all PA functions and semi-yearly Open School opportunities. Parents are asked to fill out the Parent Survey and Program Selection Forms after they have been given the opportunity to make an informed decision. These forms are maintained on file in the guidance office. For the past 10 years, parents have evidenced a trend of preferring and requesting freestanding ESL, expressing a belief that this is the best way for their children to acquire English quickly. 100% of parents have elected freestanding ESL on the Parent Choice form and the school has responded by offering freestanding ESL classes. Our program offering, namely freestanding ESL, is aligned with parents' desire for freestanding ESL. Should a parent ever choose TBE or DL, Mia Bradford or Delfina Leston will refer him or her to a school in our district that offers that program. These names will be kept on file for contact should our school ever open a TBE or DL program. Mail and telephone follow-up is conducted for parents who do not attend the orientation in order to give these parents, if they wish, the opportunity to select a program.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

When a new student enters our school they are given an enrollment packet that includes the HLS, blue card, Parent Survey, Program Selection form as well as other important DOE and school forms. All forms are completed at the time of enrollment and stored in the student's permanent record folder. After placement in classes, ELLs are given the Entitlement Letter for parent's signature. The letter is returned signed and maintained on file in the guidance office, in the student's permanent record folder. If the child does not return the letter, a copy is sent via postal mail after contact is made in the parent's language. The same protocol is followed for notification of continued entitlement for returning ELLs.

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.

N/A-we only offer an ESL program. Upon admission parents are shown the ELL Orientation Video and the types of programs to ELL's are explained to parents. We do explain that we only offer ESL here and if the family is interested in one of the other programs we help them to find a school that does offer their program of interest along with the High School Enrollment Office.

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.

Students are programmed to take the NYSESLAT every spring. The programmer gives each student a specific schedule of when and where they will be tested. Our ESL teachers are given time to administer the exams. If students are absent, they are rescheduled. If students are still not present, parents are contacted and if need be home visits are made to make sure students come in and take the exam. All outreach is documented.

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. 

N/A-we only offer an ESL program.

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])?

ESL instruction is aligned to NYS Learning Standards for English as a Second Language which include Common Core State Standards for each grade level. All of our ESL instruction is self-contained. Teachers use texts, textbooks (Shining Star, Cause and Effect), reader-writer notebooks, leveled/abridged fiction, dictionaries, glossaries, internet (including a large projection screen), laptops, Rosetta Stone software, audio/visual devices such as SmartBoards, Elmo, graphic organizers, pictures, manipulatives, music, posters, maps, primary documents and much of the above generated by students. ESL classroom teachers use ESL strategies such as the Point of Entry Model; Content-Based ESL, which uses content as a means to give students English skills; and Balanced Literacy, which includes interactive writing, guided reading and writers' workshop to deliver academic content area instruction and provides additional support for our students. Classrooms are print-rich, employing word walls, in-class libraries and publicizing student work. As per CR Part 154, the native language is used 25% of the time to access students' transferable skills. Academic rigor is valued and expected. Two bilingual and fully certified ESL teachers provide supplemental instruction to ELLs. This supplemental instruction includes a 45-minute tutorial each week (period 4) to support ELLs by reinforcing work from regular classes, helping with vocabulary in homework assignments and acting as liaisons to the mainstream teachers in articulating academic difficulties experienced by the students. The Wilson Reading System is used to individualize and support student learning, especially for SIFE students. This system employs various manipulatives to aid students to attend to decoding and message-making skills to build literacy. Native language materials such as books, newspapers and CDs are available in classroom and campus libraries.

Students are tracked through their content area subjects by the ESL teachers. Content area teachers are given support and materials to scaffold content for ELLs. Examples of these supports include leveled content texts, word walls, native language texts, nylon graphic organizers, sentence strips, glossaries, dictionaries, scaffolded text for formal assessments and alternative assessments with extended time and translation. ESL teachers also provide information about cultural differences and learning styles of ELLs. Teachers have common planning time to discuss students, student data and strategies for success, particularly with regard to SIFE, Special Education ELLs and long-term ELLs. All students take electives in content-rich and experiential art, forensics and constitutional law classes. Extra credit is offered to students for participation in our after school arts program, the "CALL". This is a program that uses drama to teach English language and English language arts skills. The program also includes a Homework Help component. Effectiveness of instruction is assessed by classroom instruments, teacher and student self-assessments as well as standardized tests such as the ELA and subject area Regents and the NYSESLAT, both of which are addressed explicitly through Regents and NYSESLAT prep lessons and a general "test sophisticated" classroom culture. Teachers use Datacatation, SESIS and ARIS to access program-wide data on student performance.

We base instruction primarily on grade-level Common Core State Standards and differentiate among ELL subgroups according to English proficiency level, academic preparedness and years of service. All lessons are differentiated through teacher-student conferences, graphic organizers, leveled texts, use of the native language and alternative assessments with extended time and translation. All students are evaluated in their native language periodically as per the mandated 25% native language use in CR Part 154. This is effected by informal conversations in the native language to ascertain understanding. Teachers, guidance counselors, other staff and peer helpers all contribute in this effort.

Long-term ELLs typically struggle with credit accumulation and Regents requirements. Many are under-credit and overage 11th and 12th graders. We are therefore particularly concerned with their completion of a four-year graduation. Teachers differentiate instruction to address long-term ELLs' needs. We also offer these students peer-to-peer mentoring, PM school credit recovery, period 4 tutorial and Regents task attack strategies in a dedicated Regents prep courses offered both in the summer and academic year. The Regents are very explicitly addressed in this special prep class given to all ELLs students who have failed the ELA Regents at least once. The school community is very serious about ensuring passing grades for all ELLs. We also partner closely with guidance counselors and the college advisor as these staff members work closely with students on students' plans for graduation and beyond. All of the 12th grade students complete the College Summit Program,

a program that assists students with college selection and the application and financial aid process. Students who are interested may attend a summer College Summit program with the college advisor. We feel that this is a good leverage point for these students. A college-going culture is maintained and bolstered for long-term ELLs.

All of our students can take either Spanish or French as a Foreign Language elective. Students who are proficient in another language are encouraged to sit for the LOTE Exam in that language.

Newly enrolled ELLs, no matter what grade level, are invited to our orientations over the summer and at the beginning of the school year. All ELL students have a double period of ELA instruction in addition to homework help 3 days a week with their ELA teacher. The ELA teacher meets with the students other content area teachers to discuss targeted ESL strategies for the newly enrolled student. Additionally, we try to “buddy” the newly enrolled student with an older student who can serve as a peer mentor, especially if the new student does not have a communicative threshold of English. The students are also encouraged to join after-school clubs and sports.

Our eleven (11) SIFE students are fully supported in literacy acquisition. The above mentioned Wilson method is used to build literacy. Students are made to understand that the same standards and expectations are in effect for them as for other ELLs. A college-going culture is maintained and bolstered for SIFE students. An ESL teacher pushes into history and science classes to scaffold content for SIFE students. Examples of scaffolding include annotated parallel texts and graphic organizers.

Special Education students are programmed into ICT and/or resource room. The ESL and resource teachers inter-visit and debrief students’ needs and progress. Students receive instruction and intervention according to their language and academic needs with regard to learning style, personal interests, and all information contained in the IEP. ESL teachers contribute to, read and maintain on file IEPs and work with SESIS for all Special Education ELLs. Examples of scaffolding include annotated parallel texts and graphic organizers. SPED students are always allowed extended time to complete tasks. Special Education ELL students fulfill the same standards and expectations as all ELLs. A college-going culture is maintained and bolstered for Special Education ELLs.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The 56 ELLs are organized in block classes by grade level. Within each class is a mix of NYSESLAT and LAB-R determinations. According to the most recent available scores, there are 5 beginning students, 12 intermediate and 31 advanced students. Scores are currently missing from ATS reports for 8 students. Students receive the required minutes in accordance with New York State law (540, 360 and 180 minutes weekly for beginner, intermediate and advanced students, respectively) in double and triple period programming blocks. In the case of advanced students, more time than required is given. Students receive an additional chance for small group tutoring 1 day/week during the lunch and learn period. The programmers, ESL teachers and administrators make sure students’ programs reflect the mandated number of instructional minutes for their level. By grade level, there are fifteen 9th graders, twenty-one 10th graders, eleven 11th graders and nine 12th graders. Instructional blocks are coded to reflect both ELA and language support credit accrual. Rigorous, high school-level ELA content is present throughout class time and curriculum. This ELA content is delivered with ESL strategies and methodologies. Some examples of content-area strategies are leveled and/or abridged texts, support texts and extended time.

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.
N/A
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
N/A
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ESL students are regularly assessed in all for modalities. Every unit in their ELA classes is aligned to both the Common Core and the skills assessed on the NYSESLAT exam. Every unit has embedded learning activities that required student to read,

write, speak and listen. These skills are assessed. Data is collected on skill development/progress. We use this information to guide future instruction in lessons and units.

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).

Newly enrolled ELLs, no matter what grade level, are invited to our orientations over the summer and at the beginning of the school year. All ELL students have a double period of ELA instruction in addition to homework help 3 days a week with their ELA teacher. The ELA teacher meets with the students other content area teachers to discuss targeted ESL strategies for the newly enrolled student. Additionally, we try to “buddy” the newly enrolled student with an older student who can serve as a peer mentor, especially if the new student does not have a communicative threshold of English. The students are also encouraged to join after-school clubs and sports.

Our eleven (11) SIFE students are fully supported in literacy acquisition. The above mentioned Wilson method is used to build literacy. Students are made to understand that the same standards and expectations are in effect for them as for other ELLs. A college-going culture is maintained and bolstered for SIFE students. An ESL teacher pushes into history and science classes to scaffold content for SIFE students. Examples of scaffolding include annotated parallel texts and graphic organizers.

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 teachers of ELL-SWD's use multiple versions of classroom texts including the original author's version as well as leveled and abridged versions of texts. Students are also asked to write portions of texts in their own words.

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?

Special Education students are programmed into ICT and/or resource room. The ESL and resource teachers inter-visit and debrief students’ needs and progress. Students receive instruction and intervention according to their language and academic needs with regard to learning style, personal interests, and all information contained in the IEP. ESL teachers contribute to, read and maintain on file IEPs and work with SESIS for all Special Education ELLs. Examples of scaffolding include annotated parallel texts and graphic organizers. SPED students are always allowed extended time to complete tasks. Special Education ELL students fulfill the same standards and expectations as all ELLs. A college-going culture is maintained and bolstered for Special Education ELLs.

Courses Taught in Languages Other than English

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

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

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

Courses Taught in Languages Other than English

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

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

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

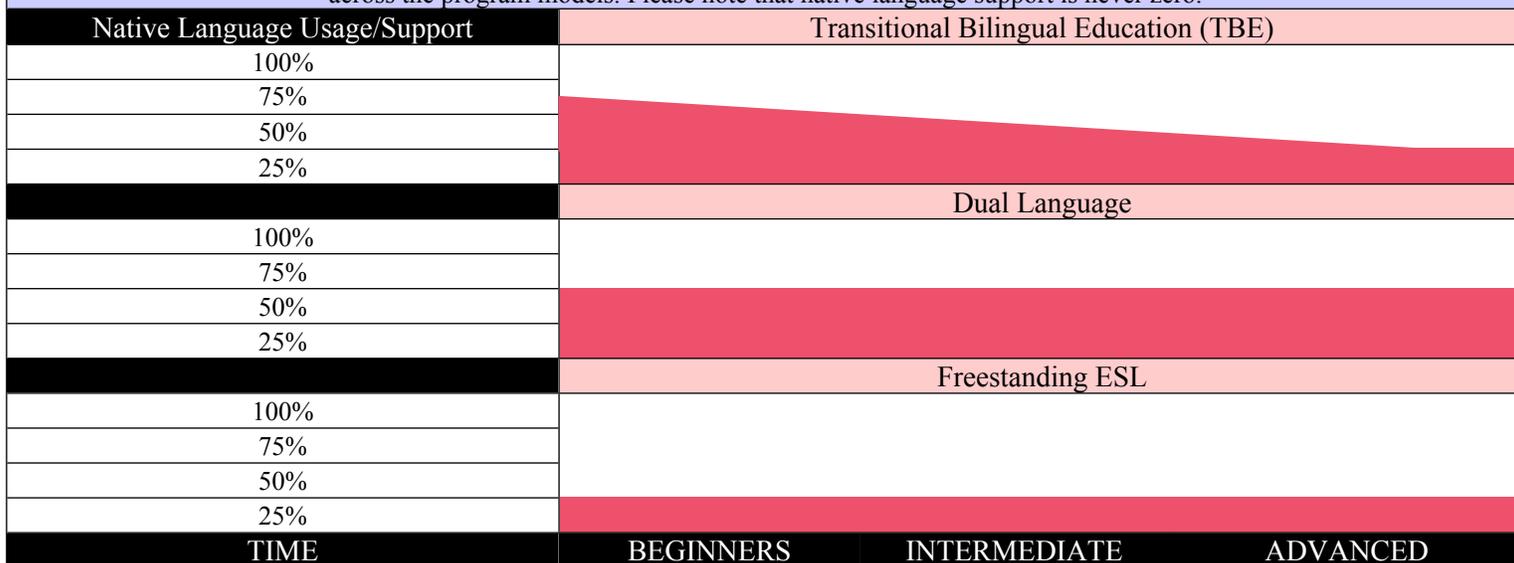
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Students are tracked through their content area subjects by the ESL teachers. Content area teachers are given support and materials to scaffold content for ELLs. Examples of these supports include leveled content texts, word walls, native language texts, nylon graphic organizers, sentence strips, glossaries, dictionaries, scaffolded text for formal assessments and alternative assessments with extended time and translation. ESL teachers also provide information about cultural differences and learning styles of ELLs. Teachers have common planning time to discuss students, student data and strategies for success, particularly with regard to SIFE, Special Education ELLs and long-term ELLs. We also offer a Homework Help program after school for our ELL's facilitated by our ESL teacher to offer students extra support in all subject areas.

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

Effectiveness of instruction is assessed by classroom instruments, unit exams, medial assessments as well as standardized tests such as the ELA and subject area Regents and the NYSESLAT, both of which are addressed explicitly through Regents and NYSESLAT prep lessons and a general "test sophisticated" classroom culture. Teachers use Datacation, SESIS and ARIS to access program-wide data on student performance. We base instruction primarily on grade-level Common Core State Standards and differentiate among ELL subgroups according to English proficiency level, academic preparedness and years of service. All lessons are differentiated through teacher-student conferences, graphic organizers, leveled texts, use of the native language and alternative assessments with extended time and translation. All students are evaluated in their native language periodically as per the mandated 25% native language use in CR Part 154. This is effected by informal conversations in the native language to ascertain understanding. Teachers, guidance counselors, other staff and peer helpers all contribute in this effort.

Long-term ELLs typically struggle with credit accumulation and Regents requirements. Many are under-credit and overage 11th and 12th graders. We are therefore particularly concerned with their completion of a four-year graduation. Teachers differentiate instruction to address long-term ELLs' needs. We also offer these students peer-to-peer mentoring, PM school credit recovery, period 4 tutorial and Regents task attack strategies in a dedicated Regents prep courses offered both in the summer and academic year. The Regents are very explicitly addressed in this special prep class given to all ELLs students who have failed the ELA Regents at least once. The school community is very serious about ensuring passing grades for all ELLs. We also partner closely with guidance counselors and the college advisor as these staff members work closely with students on students' plans for graduation and beyond. All of the 12th grade students complete the College Summit Program, a program that assists students with college selection and the application and financial aid process. Students who are interested may attend a summer College Summit program with the college advisor. We feel that this is a good leverage point for these students. A college-going culture is maintained and bolstered for long-term ELLs.

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

Our ELL students will have PEER Health Exchange, Columbia Youth for Debate and Lincoln Center Theater programs push-in to their classes.

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

NONE

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

All of our clubs and student government sponsored activities are open to our ELL's and advertised in the ELL classrooms. The ELL's work with Lincoln Center Theater, Columbia Youth for Debate, College Summit and with Peer Health Exchange. These are programs that push-into our ELL classrooms.

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

Paste response to question here:

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

N/A

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

Paste response to question here:

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.

Parent Orientations with the students present. The students have the opportunity to meet and talk to our staff members (ie. Guidance Counselors, ESL teachers, and support staff to assist them along the way). New ELL students are partnered with existing students to assist them with the transition to our school. All of our clubs and student government sponsored activities are open to our ELL's and advertised in the ELL classrooms.

18. What language electives are offered to ELLs?

Spanish and French

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

Our ELL teachers receive on professional development related to the Common Core and Daneilson. Professional development sessions will be devoted to ELL services. ESL teachers will meet with content-area teachers during daily team planning time to assist them in planning, delivery of instruction and assessment. All teachers and administrators serving ELLs will participate in regional professional development offerings, such as how to administer the NYSELAT and techniques on differentiating instruction and aligning ELL instruction with State Standards. All content teachers will be trained to develop a college-going culture for ELLs as well as general education students beginning in 9th grade, as students transition from middle school. All new special education teachers will be provided with ten hours of professional development in ESL strategies. ELL teachers receive SESIS training and may also participate in UFT-sponsored ELL and SPED training. Implementation and effectiveness of professional development will be assessed by classroom observation by administration and coaches, as well as self-reflection. ESL teachers will turn-key the training listed above to English and content area teachers, as well as secretaries in six ½-day workshops dedicated to Measures of Student Learning. ESL teachers will alternate minute-taking during these PD sessions. Professional development will be effected throughout the school community. Teachers, administrators and guidance counselors also attend our CFN's PD sessions as they are held. Staff sign a sheet to verify their attendance and participation in these PD sessions. Records are kept on file.

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?

ELL parents are regarded as important partners in the school community. On-going communication between our ESL teachers and attendance teacher help to ensure effective and ongoing communication with parents. This year the programmer will conduct a workshop for parents to learn to use the internet to communicate with teachers and administrators, particularly through Datacation. An additional workshop will cover the topic of how to talk to teenagers. Teachers, administrators and guidance counselors talk with parents to ensure that they understand our and their rights and responsibilities with regard to education their children. Based on the Home Language Survey, we anticipate translation needs and provide translator as needed. Parents are encouraged to, and indeed do, participate in the PA and SLT and attend all school functions such as award dinners and fund raisers.

Parent orientations are conducted for parents of newly enrolled ELLs in early October and throughout the year to provide them with information about program offerings. Opportunities are made available for parents to ask questions regarding ELL services. Translators are available for the parent orientations and Open School sessions. Informational materials are also available in the parent's home language, such as A Guide for Parents and the New York City DVD instructing parents to available programs for ELLs. We also provide mid-year interventions to develop a plan of action with parents of students who are struggling with schoolwork.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 03M492 School Name: H.S. for Law, Advocacy and Communit

Cluster: 536 Network: CEI-PEA

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The HLIS, with its comprehensive questions about the child's home language experience, provides important data for language needs for parents. Namely, the HLIS tells us specifically what languages are represented in the homes of our ELLs. Other data reports such as the LAB-R, NYSESLAT and BESIS survey give information as to the linguistic scope and diversity of our ELLs. We also speak individually with the students to find out what their specific translation needs are as well as their families. We also work closely with the SLT and PA for further information about necessary language services for parents. We also track rates of return of such records as lunch forms and attendance at school functions such as awards dinners, noticing if any language group is underrepresented in these areas. In these cases, this indicates a need for outreach and further translation and interpretation.

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.

We find that the primary language other than English among our ELLs is Spanish. These 35 ELLs comprise approximately 60% of our ELL population. Therefore, 60% of our ELLs' parents are also Spanish speakers. Many of our Spanish-speaking ELLs are not proficient in English. We are fortunate to have on our staff many native Spanish speakers, some of whom live in the same communities as our students. We are able to reach out extremely effectively to these parents both orally and via written messages. We find that the translation need for these parents is unpredictable. Some of these parents are proficient in English. Others, though not proficient themselves, thoughtfully come to school events accompanied by an English-proficient friend or relative. Regardless, our school can always provide oral interpretation and written translations for Spanish speakers and we always ensure that these parents feel comfortable and informed. For our 6 French speakers, accounting for approximately 10% of our ELLs, our ESL teacher/coordinator is proficient in French and conducts necessary outreach in French. We find a predictable pattern of these parents needing help from our French-speaking teacher. For Haitian, our Spanish teacher, Ms. Durogene, is a native speaker and a great resource for communication in this language. Our research indicates that these parents are uniformly able to

communicate in French and have rarely, if ever, availed themselves of Ms. Durogene's services. For lower frequency languages, essentially every other language in our ELL population (such as Portuguese, Mandingo and Afrikaans) we hire outside professional translators to speak and write to parents. For informal visits to the school, we have found that our 8 Arabic speakers, similar to the Spanish speakers, tend highly to bring along an English-proficient friend or relative. The Mandingo-speaking and Afrikaans-speaking parents have shown themselves to be proficient in English. We also maintain DOE generated documents for such purposes as Parents Orientation and Program Choice. It is important that our school community recognize that teaching a child whose home language is not English need not preclude communication with the parent. Professional development and staff meetings, especially those preceding major school community events such as Open School, are times that we speak to general education teachers and other staff about the need to communicate effectively with ELL parents, their right to this communication and the resources available to effect it.

Part B: Strategies and Activities

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

Whenever needed we provide translations of important documents, especially those documents that ask for parents' signature for permission or release. Examples of these types of documents include HLIS, DOE Discipline Code, "Parents' Bill of Rights and Responsibilities" and the Chancellor's Regulations are available in Spanish and/or other languages. IEP information, health forms, registration forms, college information, trip permission slips, Peer Health Exchange (PHE) survey and taping and photography for LEAD (an arts program in partnership with Lincoln Center). Most documents are created by staff or downloaded from the DOE website. However, PHE and LEAD provide translations of their forms. We make full use of the language choices available and distribute the correct form based on our data, prior experience and by encouraging students to advocate for their families. These documents are procured well in advance of the time they are distributed to students so that there is no impression that translations are an afterthought.

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.

Oral interpretation is primarily provided during Parent-Teacher Conferences, ELL Parent Orientation Meeting, school orientations, college planning sessions and interventions such as annual IEP meetings or guidance/disciplinary meetings. During Parent-Teacher Conferences and our ELL Parent Orientation meeting we make sure to provide DOE-listed interpreters in all needed languages if a staff member is not readily available. In practice, we have many Spanish speakers on staff to assist Spanish-speaking parents. We hire interpreters for Arabic, French and all other needed languages. For intervention and mandated meetings we know in advance if interpretation is needed. School Aide Angie Perez-Davis is our usual Spanish language provider. ESL teacher/coordinator Peter O'Donnell provides French interpretation for French-speaking parents. We have hired interpreters for some of the other 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>.

Our school is committed to providing a helpful and transparent language experience for all parents. Signs are posted in all of our offices as to the language services available to families. We provide in house translation for families that speak Spanish and French, we do have other staff members in the building that speak other languages that we call upon when needed. When other translation is needed who we do not have a translation services call we contact the translation needed. Documents such as "Parents' Bill of Rights and Responsibilities" and the Chancellor's Regulations are available in Spanish and/or other languages.

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 03M492 **School Name:** MMLK HS for LACJ

Cluster: N536 **Network:** CEI-PEA

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The HLIS, with its comprehensive questions about the child's home language experience, provides important data for language needs for parents. Namely, the HLIS tells us specifically what languages are represented in the homes of our ELLs. We also work closely with the SLT and PA in compiling data (such as completing surveys) from our families for further information about necessary language services for parents. We also track rates of return of such records as lunch forms and attendance at school functions such as awards dinners, noticing if any language group is underrepresented in these areas. In these cases, this indicates a need for outreach and further translation and interpretation. Additionally, we keep track of parents that attend Parent Teacher conferences. For parents that do not attend, information such as report cards, progress reports, etc are mailed home in the native language.

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.

We find that the primary language other than English among our ELLs is Spanish. Many of our Spanish-speaking ELLs are not proficient in English. We are fortunate to have on our staff many native Spanish speakers, some of who live in the same communities as our students. We are able to reach out extremely effectively to these parents both orally and via written messages. For our French speakers, our ESL teachers are both proficient in French and conduct necessary outreach in French. For Haitian, our Spanish teacher Ms. Durogene is a native speaker and a great resource for communication in this language. For lower frequency languages, essentially every other language in our ELL population (such as Arabic, Mandingo and Afrikaans) we hire outside professional translators to speak and write to parents. We also maintain DOE generated documents for such purposes as Parents Orientation and Program Choice. It is important that our school community recognize that teaching a child whose home language is not English need not preclude communication with the parent.

Part B: Strategies and Activities

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

All pertinent information is provided in the home language of the student. In cases where the DOE does not provide documents in various languages, we have staff (proficient in specific language) on site that are able to provide written translation. We also receive funding each year for translation and interpretation services where an outside vendor is used to translate required documents. Additionally, staff such as our bilingual programmer/counselor Mia Bradford and our bilingual parent Coordinator, Miggie Reyes provide oral translations at events in the school. Ms. Bradford and Ms. Reyes also ensure that written communication in various languages is distributed to parents and/or students regarding awards ceremonies, free/reduced lunch forms and military service letters. Before distributing this information to students they account for the various language needs and procure the necessary translations. In all cases, the information is communicated to all 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.

During crucial school community gatherings ,notably Open School/Parent -Teacher conferences, we make sure at least one speaker of every language represented among our ELLs, is available to speak with parents. This can take the form of asking a staffer or PA member to speak with and/or accompany the parent or purchasing professional translators to come to the school for the event.

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>.

Our school is committed to providing a helpful and transparent language experience for all parents. When parents arrive in our school the first staff member greeting them is our bilingual parent coordinator. Our parent coordinator speaks fluent Spanish which is the language of the majority of our ELL parents. Documents such as "Parents' Bill of Rights and Responsibilities" and the Chancellor's Regulations are available in Spanish and/or other languages of our ELL students. Signs in various languages are posted in the main office and the guidance office indicating the availability of interpretation services. In all cases, parents can communicate with administrators and teachers in their own language for information and to support their child's education.