



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: GROVER CLEVELAND HIGH SCHOOL

DBN (i.e. 01M001): 24Q485

Principal: DENISE VITTOR

Principal Email: DVITTOR@SCHOOLS.NYC.GOV

Superintendent: JUAN MENDEZ

Network Leader: NANCY DIMAGGIO

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
Denise Vittor	*Principal or Designee	
Brian Gavin	*UFT Chapter Leader or Designee	
Gustavo Medina	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Denise Andreas	Member/ Parent Representative	
Rosemary Hennessey	Member/ Parent Representative	
Lydia Martinez	Member/ Parent Representative	
Gregory Ambrosini	Member/ APO	
Selma Ag	Member/ Student	
Deepsana Shahi	Member/ Student	
Fahtima Abu Ghazaleh	Member/ Parent Representative	
Stephanie Orengo	Member/ Teacher Representative	
Steven Colbert	Member/ Teacher Representative	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. 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).

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

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section

School Leadership Team Signature Page

The SCEP Overview

Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-

- A major recommendation with HEDI rating
- Statement Of Practice (SOP) selected aligned to the goal
- A goal aligned to the major recommendation
- Instructional Strategies section, A-E for each strategy or activity that supports the goal
- Budget & Resource Alignment section (indicating all funding sources)

Academic Intervention Services (AIS)

Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)

Parent Involvement Policy (PIP)

Priority Schools Only

Expanded Learning Time (ELT) Program Description

School Information Sheet for 24Q485

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	1869	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	66	# SETSS	27	# Integrated Collaborative Teaching	37
Types and Number of Special Classes (2013-14)					
# Visual Arts	34	# Music	38	# Drama	10
# Foreign Language	93	# Dance	N/A	# CTE	36
School Composition (2012-13)					
% Title I Population	4.0%	% Attendance Rate			79.6%
% Free Lunch	67.2%	% Reduced Lunch			6.4%
% Limited English Proficient	22.4%	% Students with Disabilities			13.8%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.3%	% Black or African American			4.6%
% Hispanic or Latino	63.6%	% Asian or Native Hawaiian/Pacific Islander			9.5%
% White	21.7%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	1.13	# of Assistant Principals			10
# of Deans	N/A	# of Counselors/Social Workers			10
% of Teachers with No Valid Teaching Certificate	0.7%	% Teaching Out of Certification			19.0%
% Teaching with Fewer Than 3 Years of Experience	11.1%	Average Teacher Absences			8.7
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	76.9%	Mathematics Performance at levels 3 & 4			41.5%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			59.9%
6 Year Graduation Rate	67.7%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The 2012-2013 SCEP focused on restructuring the school into an SLC structure so that teachers had common planning time to discuss student issues and plan interventions and initiatives for their students. Since many classes had difficulty getting the students to participate in higher order thinking, the focus on questioning techniques was appropriate to embark upon our Danielson work. Within each SLC, a career themed sequence of classes were developed and offered. The specific and succinct goals and accompanying action plan facilitated the transition.			
Describe the areas for improvement in your school's 12-13 SCEP.			
All goals were implemented across the school communities. Programming of ELL's and Special Needs students into each academy has not been fully successful, since the services and mandated courses for many of these students prevents them from fully participating in the career themed sequences. Academy Directors, who are also Assistant Principals, have many initiatives to implement since they work on integrating the common core (CCLS) into the content areas, conduct observations, and now lead the academies, as well. More work needs to be done on distributive leadership within the building, so that all faculty are empowered and have a stake in the success of the initiatives.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Programming and budget decreases presented the most challenging situations for our school when implementing our 12-13 SCEP. Almost all of our budget was spent for teachers and support staff to adequately service our students who are at risk, as well as providing rigorous coursework and programs for all of our students. This left very little for funding for faculty to continuously work on CCLS integration outside the school day and academically based extended day school programs.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Every student is now part of a career themed academy. Each academy has its own director, guidance counselor and teacher coordinator. Teachers meet 3 times per week to work on interventions and instruction. Teachers tutor their students the 2 days they are not meeting. Professional development was conducted on questioning techniques, Bloom's revised taxonomy, Webb's depth of Knowledge and engaging strategies for the classroom. All were connected to the Danielson Framework for teaching, to link initiatives.			
Were all the goals within your school's 12-13 SCEP accomplished?	x	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
One of the challenges is that there are several initiatives taking place at the same time. All are of equal importance and require substantial time commitments. All initiatives require professional development and substantive supervision. We need to leverage and manage time and resources in an expeditious way which creates ongoing challenges and teacher resistance. In addition, administrators have increased responsibilities with the implementation of Advance, running their SLCs, integrating A Shared Path for All, and integrating the CCLS in the content areas. While our population has decreased, the percentage of high need sub-groups has increased to 41%. This requires significant changes in planning and pedagogy which takes time to master. This SCEP attempts to address the practical shifts as well as the philosophical shifts encountered this school year.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
All students will have access to credit accumulation options in order to raise the graduation rate above 60%. In an effort to increase CCR, all students will be offered Regents preparation courses, Kaplan SAT courses and CTE programs. Our ELL students receive additional academic intervention for the ELA Regents exam in order to increase scores to the CCR threshold. APEX on-line courses and blended learning will be offered to students in the lowest third in order to increase credit accumulation to 10+ credits for the year.			
Describe how the school leader(s) will communicate with school staff and the community.			
School leaders communicate with the staff through weekly, Monday afternoon meetings. Parents are informed about the school status and goals through monthly Parent Association and School Leadership Team meetings.			
Describe your theory of action at the core of your school's SCEP.			

The Theory of Action at the core of the school's SCEP is that it is our responsibility to prepare all students for College and Career readiness through rigorous instruction that accounts for the various learning needs of our students and provides the supports necessary for success. To that end, we provide students with a variety of opportunities to address both academic and social/emotional challenges.

Describe the strategy for executing your theory of action in your school's SCEP.

To support students in meeting the standards for CCR, the school provides tutoring, extended learning opportunities in both face to face and on-line formats. To support teacher planning and pedagogy, professional development is offered on Danielson's Framework for Teaching, Universal Design for Learning, and aligning curriculum to the CCLS shifts and standards in the content areas and mathematics.

List the key elements and other unique characteristics of your school's SCEP.

The key elements of the SCEP provide opportunities for students, staff and families to engage in strategies that promote CCR for all students. In addition, the school's student centered programs, such as the EMT college-level course and SAT preparation course offer students viable pathways for their futures.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

The school presently has 10 Assistant Principals that will support and aid in the supervision of the plan.

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
--Credit accumulation has decreased for all three years, particularly students in the lowest third: 2 nd year from 69.1 % to 63.5%. 3 rd year from 64.9 % to 60.6.			
Review Type:	NYC Progress report	Year:	2013
		Page Number:	2
		HEDI Rating:	n/a

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	2.2 School leader's vision	X	2.3 Systems and structures for school development
X	2.4 School leader's use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By August, 2014, there will be a 3% increase in credit accumulation for first, second and third year students.

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. APEX Credit Accumulation opportunities 2.4, 2.5 2. Saturday Academy and Extended Day for credit accumulation in PE, 2.4, 2.5 3. Regents preparation tutoring program, 2.4, 2.5 4. Kaplan SAT preparation program to promote college and career readiness. 2.4 5. LaGuardia Community College EMT credit bearing CTE program 2.4
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Content area teachers, administrators, Guidance Counselors, Ed. Paras to support students with disabilities, text books to support Ells, Education Software, 2. PE teachers, Ed. Paras, Consumables such as notebooks, paper, etc. 3. Content area teachers, Ed. Paras, Consumables such as notebooks, paper, etc. 4. Kaplan K-12 Learning Services LLC, 5. LaGuardia Community college faculty
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Guidance counselors will meet with teachers to review progress of students on their caseload monthly. Student work reviewed using Inquiry protocols. 2. Attendance records reviewed biweekly. 3. Mock Regents administration, attendance records checked monthly. Student work reviewed using Inquiry protocols 4. Attendance records checked monthly,. SAT scores monitored 5. Attendance and coursework will be monitored by guidance counselors bimonthly
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. Program runs 3 hours per week before and after school from November, 2013, through June, 2014. Teachers meet monthly with counselors. 2. Program runs 5 hours per week on Saturdays for 8 weeks per course for 3 cycles; and 2 additional cycles, 1 before and 1 after school 5 hours a week for 8 weeks each for a total of 5 credit bearing cycles, from October 2013 to June, 2014 3. Program runs the last 6 weeks of each semester: December 2013-January 2014 and May, 2014-June 2014. 4. 2 courses @3 hours per week after school for 11 weeks, Spring, 2014 Semester 5. College course 3 hours per day from February 1, 2014 through June, 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. 7 teachers x 3hrs per week x 30 weeks@ per session rate; 1 supervisor x 1 ½ hrs per day x 4 days x 30 weeks, Guidance Counselors funded through Tax Levy; textbooks to support Ells through P/F; Consumables such as notebooks, paper, etc. Teacher per diem coverage 7 teachers x 1X monthly for 10 months 2. 5 teachers x 5 hours per week x 8 weeks @ per session rate; 1 supervisor x 5 hrs x 24 weeks

3. 18 teachers x 3hrs a week x 12 weeks @ per session rate, Consumables such as notebooks, paper, etc.
4. Contracted Services, Kaplan K-12 Learning Services, LLC,
5. \$1,100 tuition per student, x 19 students Consumables such as notebooks, paper, etc.

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

- 1.2 More work is needed on higher levels of student thinking through questioning and discussion. (3b)
- 2.2 Assessments are present in the lesson but must teachers must increase feedback and checkpoints throughout the lesson. (3d)
- 4.1 Use the observation process and Danielson's FFT to elevate school wide instructional practices

Review Type:	DQR	Year:	2013	Page Number:	2	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

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

X	3.2 Enact curriculum	X	3.3 Units and lesson plans
X	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

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

By June 2014, teachers will integrate ELA Common Core standards and shifts into all ELA/content area classes and the Math CCLS in Algebra I classes, as measured by observation ratings using Danielson's Framework for Teaching.

Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
1. Teachers will participate in professional development on the Literacy Design Collaborative through High Schools that work/SREB.3.2
 2. Coverage for teachers who participate in professional development on the Literacy Design Collaborative through High Schools that work/SREB 3.4
 3. Embedded professional development/coaching. Consultants will engage in classroom inter-visitiation and feedback sessions to observe LDC implementation 3.3
 4. Small learning community coordinators will engage in curriculum development that reflects the CCLS/instructional shifts in ELA/content areas and Algebra I. 3.4
 5. Teachers will participate in 6 in-house professional development sessions given by CFN2.02 on integrating the CCLS shifts in lessons.3.4
- B. Key personnel and other resources used to implement each strategy/activity**
1. Teacher team, ELA assistant principal, consultant
 2. Teacher team, ELA assistant principal, consultant
 3. Teacher team, ELA assistant principal, consultant
 4. SLC coordinators
 5. Teachers, Network Achievement Coach
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Curriculum lesson and unit review of key units aligned to LDC principles.

2. Consultant feedback and reports
3. Consultant feedback and reports
4. Curriculum lesson and unit review of key units aligned to CCLS/instructional shifts.
5. Curriculum lesson and unit review of key units aligned to CCLS instructional shift

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

1. 8 monthly full day training from November to June..
2. 8 monthly full day training from November to June.
3. 8 monthly full day coaching sessions
4. 2 hours per month from September 2013-June, 2014.
5. Monthly sessions from December, 2013-May, 2014

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

1. Consultant fee-HSTW-8 sessions 13,666.00 Supplies including binders, paper, ink, post-its, Chart paper, etc
2. 8 teachers x 8days x per diem rate
3. Consultant fee- HSTW- 8 sessions \$13,666
4. 6 teachers X 2 hours x 10 months @ per session rate Supplies including binders, paper, ink, post-its, Chart paper, etc
5. 7 teachers x 6 days @ per diem rate

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

Decrease in Regents performance and credit accumulation. Weighed Regents pass rate in ELA: 1.5 in 2011-2012 to .64 in 2012-2013. "C" in Student Progress indicates the need for increased data inquiry to remediate skill deficits in literacy.

Review Type:	NYC Progress Report	Year:	2103	Page Number:	2	HEDI Rating:	n/a
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Tenet 4: Teacher Practices and Decisions

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

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

Annual Goal #3

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

Each Small Learning Community will engage in the inquiry process to identify literacy skill deficits for 16 students, and implement strategies that result in improved student performance, as measured by standardized ELA performance exams in June, 2014.

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups										
1. Small Learning Community coordinators will participate in professional development facilitated by High Schools That Work, focusing on the Inquiry process and how to effectively use data to drive instruction 4.2, 4.5										
2. Small Learning Community coordinators will participate in professional development facilitated by High Schools That Work, focusing on the Inquiry process and how to effectively use data to drive instruction 4.2, 4.4, 4.5										
3. Small learning community coordinators will plan and implement professional development in their SLCs, focusing on the Inquiry process and how to effectively use data to drive instruction 4.2, 4.4,										
4. All teachers participate in the Inquiry process during Common Planning Time 1x per week.										
B. Key personnel and other resources used to implement each strategy/activity										
1. SLC coordinators, consultant										
2. SLC coordinators, consultant										
3. SLC coordinators										
4. SLC CPT teams										
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity										
1. SLC Inquiry team observations, minutes										
2. SLC Inquiry team observations, minutes										
3. SLC Inquiry team observations, minutes										
4. Student work review, data driven lesson plan review										
D. Timeline for implementation and completion including start and end dates										
1. Monthly sessions from October 2013 to May, 2014										
2. 8, 3 period workshops in-house from October, 2013 through May, 2014										
3. 5 hours of planning time per month from October, 2013 through May, 2014										
4. 1 period weekly from September, 2013 through June, 2014										
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity										
1. Consultant fee- 8 sessions: \$13,666.00										
2. 6 teachers x 3 periods x 8 days @ coverage rate										
3. 6 teachers x 5 hours x 8 months @ per session rate										
4. 130 x 1 period x 40 weeks (Tax Levy)										

Budget and Resource Alignment

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

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).
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2012-2013 NYC Progress Report indicates a decrease in attendance from 81.8 % in 2011-2012 to 78.4 in 2012-2013.

Review Type: Progress Report	Year: 2013	Page Number: 4	HEDI Rating: n/a
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Tenet 5: Student Social and Emotional Developmental Health

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

X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

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

By June, 2013 the overall student attendance rate will increase to 80% as measured by the PAR.

Instructional Strategies/Activities

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

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

1. School aides will provide targeted outreach to students identified as sporadic attenders in order to promote higher attendance rates.5.3
2. School will provide students with an alternate to suspension in a SAVE room. 5.3
3. Guidance counselors will provide case management for all students receiving AIS 5.5
4. Guidance Counselor will provide College and Career counseling for at-risk students 5.5
5. Carnegie Hall partner provides a yearlong music residency to promote access to rigorous music education. The resident musician works with students and the teacher to improve musical ability and performance. The program includes access to performances and is designed to promote school attendance through music appreciation.

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

1. 1 school aide for each of the 6 Small Learning Communities
2. Teachers, deans
3. Guidance counselors
4. Guidance counselors
5. Music teacher, music students, music resident

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

1. Weekly attendance reports will be reviewed to determine target population
2. Review of student anecdotes, decrease in teacher referrals
3. Targeted student scholarship improvement as per report cards
4. Increase in college applicants
5. Increased student attendance, student performance

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

1. 5 hours per week from November, 2013 through June, 2014
2. Room will be available for 3 hours daily from December, 2013 through June, 2014
3. Weekly from November, 2013 through June, 2014
4. Weekly from November, 2013 through January, 2014
5. Twice monthly from September, 2013 to June, 2014

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

1. 6 aides x 5 hours x 30 weeks @ bulk rate
2. 1 school aide x 1 hour x 5 days x 30 weeks @ bulk rate; 1 teacher x 1 hour x 5 days x 30 weeks @ per session rate; 1 teacher x 1 hour x 5 days x 30 weeks tax levy
3. 6 guidance counselors x 1hour x 30 weeks @ per session rate
4. 1 College and Career counselor x 2 hours x 10 weeks
5. Partner fee- \$1,800

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

3.4 – Communicate high expectations to staff, students and families and support students and families to achieve them
 4.4 – Integrate child/youth development, guidance/advisement support services and partnerships with families and outside organizations with the school wide goals to accelerate the academic and personal growth of students

Review Type:	QR	Year:	2011-2012	Page Number:	4	HEDI Rating:	P
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Tenet 6: Family and Community Engagement

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

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

Annual Goal #5

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

By June, 2014, there will be an increase in the number of opportunities for parent involvement in school events that support students' social and emotional development.

Strategies to Increase Parental Involvement and Engagement

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

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

1. Increase school sponsored activities and events that celebrate student achievement for each SLC (SLC awards ceremonies, performances, CTE night, SLC parent meetings) 6.2, 6.3
2. Increase the number of faculty presentations on relevant topics at monthly Parent Association Meetings (total = 6) 6.2, 6.3
3. Provide workshops and training to assist parents in becoming partners in their child's education including: 6.2, 6.3
 - a. ESL workshops on Saturdays with Grover Cleveland teachers
 - b. Computer classes with technology teacher to help teachers navigate Daedalus communication and grading system
 - c. Workshops for parents on identifying and treating signs of anxiety and depression

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

1. SLC coordinators, teachers, parents, Parent Coordinator, Consumables such as paper, ink, posters, etc.
2. Teachers, administration, PTA, parents, Parent Coordinator, Consumables such as paper, ink, posters, etc.
3. ESL teachers, technology teacher, parents, Parent Coordinator. Consumables such as paper, ink, posters, etc.

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

1. Parent attendance will increase each month.
2. Feedback will indicate presentations are relevant and informative.

3. Increased use of Daedalus and attendance at Parent-Teacher conferences. Increased communication between parents and schools staff, including guidance counselors.
D. Timeline for implementation and completion including start and end dates
1. Monthly events will be scheduled from January through June, 2014 2. One monthly presentation from January through June, 2014 3. Workshops are ongoing from January through June, 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Set aside will pay for light refreshments \$1,200.00, Consumables such as paper, ink, posters, etc. 2. Teacher per session 6 workshops x 2 teachers x 2 hour, Consumables such as paper, ink, posters, etc. 3. A. 2 teachers x 6 workshops x 4 hours B. 1 teacher x 6 workshops x 3 hours C. 2 teachers x 6 workshops x 3 hours Consumables such as paper, ink, posters, etc.

Budget and Resource Alignment

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

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

By August, 2014, there will be a 3% increase in credit accumulation for first, second and third year students.

Activities

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

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. **APEX Credit Accumulation opportunities 2.4**
2. **Saturday Academy and Extended Day for credit accumulation in PE 2.4**
3. **Regents preparation tutoring program 2.4**
4. **Kaplan SAT preparation program to promote college and career readiness. 2.4**
5. **Student Attendance Incentive Programs provides tutoring through YMCA**
6. **Community Mediation Services provides counseling, tutoring and cultural activities for students in 9th grade with poor attendance**

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. **Content area teachers, administrators, guidance counselors**
2. **PE teachers**
3. **Content area teachers**
4. **Kaplan K-12 Learning Services LLC**
5. **YMCA**
6. **CMS**

C. Identify the target population to be served by the ELT program.

1. Students in need of additional credits for timely graduation
2. Students in need of additional credits for graduation
3. ELL students, Students with disabilities, students in the lowest third, student who did not meet the CCR threshold
4. Students who are applying to college, students who did not meet the CCR threshold.
5. Students with less than 50% attendance
6. 9th grade students with attendance issues

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21st Century		Tax Levy		Title I SWP		Title I TA	x	Title I PF		C4E
	Title III		Title I SIG		PTA Funded	X	Grants		In Kind		

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

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

1. n/a
2. n/a
3. n/a
4. The school has hired Kaplan K-12 Learning Services, a highly credited organization with a proven track record of raising SAT scores of students at all levels
5. YMCA through a community and school grant.
6. Community Mediation Services is a not for profit agency funded through United Way

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

All partners have separate facilities in the building. CMS programs and services are available after-school. YMCA programs are available after-school. Kaplan will run two separate SAT prep programs after-school.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

In addition to the extended learning time built into the school day, the school offers several opportunities for students to develop academic skills necessary for receiving credits for graduation. The APEX program allows students to work at their own pace which alleviates the stresses often associated with classroom learning. In addition, the school offers support to struggling students as they prepare to take Regents exams. Each SLC offers students extra tutoring during lunch hours so that students can receive individualized and timely support for both academic and social needs. The school is supporting students with attendance issues through CMS and YMCA by providing tutoring, counseling and cultural enrichment to keep them engaged in the school community. Finally, the school is committed to providing enrichment and support in helping student become college and career ready by partnering with Kaplan to raise SAT scores.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

The programs listed offer students several options to best meet their needs. Programs are available before and after school, and Saturdays so that students can extend their learning while making time for jobs, family and other priorities. The school is also addressing the social/emotional concerns of students with attendance issues.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

The programs are designed to provide a variety of services and programs that address the individual needs of students involved.

D. Are the additional hours mandatory or voluntary?

Mandatory

X

Voluntary

E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

The school offers all programs to all students. In addition, parents are informed of programs and individual student needs through Daedalus, monthly PA meetings, parent workshops, mailings to home, and outreach by the guidance department and the Parent Coordinator

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

- Counseling for all social/emotional, academic and post-secondary and career readiness concerns: referrals made for families in need to cooperating CBOs for counseling and family therapy
- Pupil Personnel Team meeting conducted for immediate interventions for at-risk students
- CMS program works with approximately 130 students at risk because of poor attendance providing counseling, incentives and parent collaboration
- YMCA After School Program works with approximately 100 at-risk students to provide counseling, social work interventions, attendance incentives, clubs and trips of interest for poor attenders, formerly incarcerated and homeless/temporary housing students

G. Are you using an ELT provider procured using the MTAC process?

Yes

x

No

H. Describe how you are evaluating the impact of the ELT program on student achievement.

Scholarship reports, Regents pass rate, SAT results, graduation rate, improvement in attendance rate

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	<ul style="list-style-type: none"> • Double period ELA classes for level 1 and 2 and 9th graders • Additional Regents prep classes for 12th grade students who have not passed the ELA Regents • Regents prep tutoring (lunch & learn) and period 10 <ul style="list-style-type: none"> • Saturday mornings Regents prep • On-Line retake courses in ELA for senior and cohort students 	Whole Class Whole Class Small group/1:1 Small group/1:1 Small group	During the school day During the school day During the school day/after school Saturday During school/after school
Mathematics	<ul style="list-style-type: none"> • Double period Mathematics classes for level 1 and 2 and 9th graders • Additional Regents prep classes for 12th grade students who have not passed the Math Regents • Regents prep tutoring (lunch & learn) and period 10 <ul style="list-style-type: none"> • Saturday mornings Regents prep • On-Line retake courses in Math for senior and cohort students 	Whole Class Whole Class Small group/1:1 Small group/1:1 Small group	During the school day During the school day During the school day/after school Saturday During school/after school
Science	<ul style="list-style-type: none"> • Additional Regents prep classes for 12th grade students who have not passed the Science Regents • Regents prep tutoring (lunch & learn) and period 10 <ul style="list-style-type: none"> • Saturday mornings Regents prep • On-Line retake courses in Science for senior and cohort students 	Whole Class Small group/1:1 Small group/1:1 Small group	During the school day During the school day/after school Saturday During school/after school
Social Studies	<ul style="list-style-type: none"> Additional Regents prep classes for 12th grade students who have not passed the Social Studies Regents exams • Regents prep tutoring (lunch & learn) and period 10 <ul style="list-style-type: none"> • Saturday mornings Regents 	Whole Class Small group/1:1 Small group/1:1	During the school day During the school day/after school Saturday

	<ul style="list-style-type: none"> • Prep On-Line retake courses in Social Studies for senior and cohort students 	Small group	During school/after school
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Counseling for all social/emotional, academic and post-secondary and career readiness concerns: referrals made for families in need to cooperating CBOs for counseling and family therapy • Pupil Personnel Team meeting conducted for immediate interventions for at-risk students • CMS program works with 130 students at risk because of poor attendance providing counseling, incentives and parent collaboration • YMCA After School Program works with 100 at-risk students to provide counseling, social work interventions, attendance incentives, clubs and trips of interest for poor attenders, formerly incarcerated and homeless/temporary housing students 	<p>1:1</p> <p>1:1 with committee</p> <p>1:1 and small group</p> <p>1:1 and small group</p>	<p>During school</p> <p>During school</p> <p>After school</p>

**Title I Information Page (TIP)
For School Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

The BEDS survey is reviewed by the Principal and the HR Director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.

New Hires: Credentials are verified by our Network's Human Resources Director to ensure that the candidate holds a valid NYS certification in that license area.

Strategies and activities used to attract high-qualified teachers to our school include:

- Frequent communication with our Network HR Director when vacancies occur.
- Central Office of Talent and Recruitment and the Network HR Director partners with Central for candidate referrals.
- Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited.
- Partnership with a local college to support student teachers.
- Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool.
- Maintaining a teacher resource center and professional library to promote promising and effective practices.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Each SLC coordinator provides PD and professional information on a weekly basis. Teachers also receive PD from the Network, both at school and at a central location. The Network Talent Coach assists the faculty in the use of FfT

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

All funding sources are integrated to insure there is a seamless provision of standards based course work and support services. Targeted funding is utilized for its purpose and intent to assist populations in need. For example, STH funding allows us to provide additional supplies and materials for students who fit the requirements.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers are consulted about school decisions at SLC meetings. Teachers have impact on instructional decisions through the SLT. Teachers were also active members of the MOSL team which decided accountability measures for teachers.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated,

high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

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 24	Borough Queens	School Number 485
School Name type here		

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 Vittor Denise	Assistant Principal Regina Dominguez
Coach N/A	Coach N/A
ESL Teacher Krystyna Levy	Guidance Counselor Shirley Irace
Teacher/Subject Area Alexandra Gil	Parent Lydia Martinez
Teacher/Subject Area Felix Pagan	Parent Coordinator Albarosa Abdellatif
Related Service Provider Donna Williams	Other N/A
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	7	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	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	8	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)	1899	Total number of ELLs	443	ELLs as share of total student population (%)	23.33%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): SP
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%)										3	5	3	3	14
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
Discrete ESL class										8	11	10	8	37
Total	0	0	0	0	0	0	0	0	0	11	16	13	11	51

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	443	Newcomers (ELLs receiving service 0-3 years)	282	ELL Students with Disabilities	39
SIFE	73	ELLs receiving service 4-6 years	94	Long-Term (completed 6+ years)	69

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	134	12		16	10		5	1		155
Dual Language										0
ESL	146	21		78	21		64	8		288
Total	280	33	0	94	31	0	69	9	0	443
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										26	27	47	55	155
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	26	27	47	55	155

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										70	72	69	111	322
Chinese										2	3	6	5	16
Russian														0
Bengali														0
Urdu										2	1			3
Arabic										15	18	10	15	58
Haitian										2				2
French											1	1		2
Korean														0
Punjabi														0
Polish										5		2	2	9
Albanian										1	2	1	1	5
Other										4	4	7	11	26
TOTAL	0	0	0	0	0	0	0	0	0	101	101	96	145	443

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0									21	25	36	30	112

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)										29	27	26	47	129
Advanced (A)										30	25	14	43	112
Total	0	0	0	0	0	0	0	0	0	80	77	76	120	353

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	157		39	
Integrated Algebra	178	123	80	55
Geometry	10		9	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	33	10	11	6
Living Environment	124	85	44	47
Physics				
Global History and Geography	126	80	56	36
US History and Foreign Language	82	60	59	38
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	67	64	59	107				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school gives an entry benchmark assessment that includes oral language fluency. The student is then assessed with the LAB-R /NYSETELL exam and ultimately at the classroom level. We also use Achieve 3000 to set reading/writing goals based on lexile levels. Based on all these assessments the student placement is differentiated based on language proficiency. Instruction in the class is differentiated based on the hard and soft data available to each teacher from their classroom instruction. Teachers of ELLS integrate literacy strategies and ESL methodology to scaffold instruction based on the student language literacy.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We note that many of our Ninth graders enter our school with little or no English language proficiency and are brand new to the country. These students predominantly score at the beginner levels; however, we do find that students coming from countries with strong educational practices or where English is part of the culture, those students exhibit proficiency on the LAB-R or score at the advanced levels.
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
As we examine the NYSESLAT results and overall student language progress we make individualized decisions concerning student placement; also, structural decisions are made to inform our placement of students. For example, students at the advanced level of ESL not having passed the ELA Regents are provided with an additional Regents prep class to support the language deficiencies. Students are also provided in school daily opportunities for tutoring, based on SLC's and Tuesday–Friday). After-school tutoring is also available from October- June and the Saturday program is held during the Spring semester.
- For each program, answer the following:
 - What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

We find that our students exhibit low CALP and struggle with academic vocabulary in all content areas. However, students in the Free Standing ESL program seem to exhibit language proficiency at a faster rate than those in the bilingual program. In a number of cases, our bilingual students are coming with little to no proficiency in the native language (SIFE). Therefore, the transition to a new language is a slower and more difficult process. It is noted that a large majority of our bilingual ELLS elect to take their exams in the native language. These students for the aforementioned reasons are not fairing as well as our Free Standing ESL program. We administered the ELL periodic assessment to honour Ninth grade and low level students. Teachers were given professional development in order to use the assessment to inform instruction; we noted that beginner students and low level; intermediate students needed further support. Therefore, we infused Achieve 3000 to support our struggling and long term ELLS. For our bilingual students there is consistent native language support. All our bilingual students are in native language classes based on their native language proficiency. Our levels range from the beginner levels of Spanish to the Advanced Placement classes. Students are also supported through our tutoring programs.
- 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](#).)

6. How do you make sure that a child's second language development is considered in instructional decisions?
At Grover Cleveland instructional decisions are consistently made considering our student's second language development. Students are programmed for classes based on benchmark assessment, teacher discussion and overall student need. In conjunction with a trained guidance counselor, Assistant Principal and teachers students are afforded highly differentiated programming to support their language and overall academic needs.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our most recent report card indicates that 57% of our ELLS scored at levels 2-4 which is a 5% increase over the previous year. In mathematics our performance index exceeded our Safe Harbor target. Also, our ELLs met AYP targets in ELA, Math and graduation rate; they met the Effective Annual Measurable objective as well.

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](#).)

ELL Identification Process and Parent Choice at Grover Cleveland High School:

Parents are given an informal interview in their native language (interpreters are used as needed) to determine the need. The (HLIS) is administered in a one to one parent session. All interviews are done with native language support. Our ESL Coordinator, ESL Certified pedagogue, Krystyna Levy and our LAB-BESIS Coordinator, Foreign Language /ESL certified pedagogue, Alexandra Gil, conduct informal parent interviews and assist parents in the completion of the Home Language Identification Survey in order to determine eligibility for LAB-R testing. Ms. Gil, our LAB-BESIS is a Spanish teacher, fluent in Spanish and English; Ms. Levy, our ESL Coordinator, is fluent in English , Polish and Russian. They administer, to eligible students, the LAB-R exam within 10 days of enrollment. A Spanish LAB-R is also administered to students with a home language of Spanish. Students with a home language other than English and found NOT to be English proficient, based on the hand scored LAB-R exam, are deemed entitled to receive ESL services and are placed in an instructional program based on parent choice.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Parents are given an informal interview in their native language (interpreters are used as needed) to determine the need. The (HLIS) is administered in a one to one parent session. All interviews are done with native language support. Our ESL Coordinator, ESL Certified pedagogue, Krystyna Levy and our LAB-BESIS Coordinator, Foreign Language /ESL certified pedagogue, Alexandra Gil, conduct informal parent interviews and assist parents in the completion of the Home Language Identification Survey in order to determine eligibility for LAB-R testing. Ms. Gil, our LAB-BESIS is a Spanish teacher, fluent in Spanish and English; Ms. Levy, our ESL Coordinator, is fluent in English , Polish and Russian. They administer, to eligible students, the LAB-R exam within 10 days of enrollment. A Spanish LAB-R is also administered to students with a home language of Spanish. Students with a home language other than English and found NOT to be English proficient, based on the hand scored LAB-R exam, are deemed entitled to receive ESL services and are placed in an instructional program based on parent choice.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per

CR Part 154 [see tool kit].)

The entitlement letters are prepared and distributed by our LAB-BESIS Coordinator and in collaboration with the ESL Coordinator and ESL pedagogues. (ESL team has been identified above). Letters are sent home via students and their signatures are required and kept on file. Continued entitlement letters are also distributed and signature lists are maintained and filed in our ESL office. Placement letters will be sent home and kept on file in the ESL office as well. Parent Survey and Program Selection forms are completed by the parents after the initial video viewing and during the orientation meeting. All forms are kept on file in our ESL office. The reports used to determine NYSESLAT eligibility are: RLAT, RMNR.

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.

As part of the initial enrollment packet, parents are given a HLS (Home Language Form) form to identify if there is a home language other than English at home by the student. Once the student is identified as entitled for ESL the parent is directed to the one-on-one orientation video viewing and orientation; after sitting for the orientation and after having their questions and/or concerns addressed the parents are asked to make the programming selection: Bilingual/ESL Program. These meetings are held in the target language through the services of our polylingual staff and/or interpreters. Students are placed based on parent choice. We compile all parent selection forms and record target languages in order to notify parents when a TBE in their target language becomes available. The placement letters are given at the orientation session after the parent makes the program selection. All placement letters are recorded in our ELL intake log and it is maintained in our ESL office along with a copy of the parent selection form. The ELPC ATS screen is completed after the administration of the LAB-R and within the 20 days allotted.

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.

Our school annually administers the NYSESLAT exam during the state-mandated testing period. The test is administered by our ESL Coordinator, Krystyna Levy, our LAB-BESIS Coordinator, Alexandra Gil in collaboration with our ESL certified pedagogues. To ensure that all ELLs receive the NYSESLAT annually we utilize the following ATS reports: RLAT, RMNR. The exam is scheduled and administered by modalities using the state guidelines for administration. The speaking modality is administered to students individually at a location separate from other students. The untimed listening, reading, writing subtests are administered to groups of students by our ESL team of pedagogues as identified above. Students with disabilities are provided with the testing accommodations specified by their IEPs or 504 Plans with two exceptions: the Reading subtest may not be read to any student, for the Writing subtest, students may not receive assistance or have their responses corrected for spelling, grammar, paragraphing, or punctuation. All ELLs are scheduled for the NYSESLAT exam and scoring and packing procedures are carefully followed as per testing regulations. Testing deadlines and delivery schedules are consistently adhered to 100% of the time.

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.  The programs at our school are aligned to parent choice. In reviewing the parent choices in the past years we see a marked change in the parent choices; the shift is identified as parents electing the Free Standing ESL program instead of the Transitional Bilingual Program. Currently, 66% of our parents have chosen the Free Standing ESL program and 34% have chosen the Transitional Bilingual Program. We continue to program our students based on the parent selection.

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])?

Our ELL instruction is delivered departmentally and through Free Standing ESL classes. We do not have a pull-out or push-in ELL program. The Ninth Grade travels together but receives the ESL services based on language proficiency within the SLC.

At Grover Cleveland and we maintain high standards and practices to provide our ELL population with a academically rich, culturally sensitive and respectful learning environment. Our school leadership is respectful and mindful of the challenges facing our ELLs and makes programming and structure decisions with this in mind. Our school structure is now comprised of small learning communities with teacher teams that meet on a weekly basis for : inquiry , case conferencing, professional development and tutoring . The academies are as follows: NINTH GRADE ACADEMY (NGA), STEM, ALLIED HEATH, COMMUNICATION ARTS, BUSINESS AND HOSPITALITY. The NGA academy is structured in blocks but ESL students receive their ESL instruction based on their language proficiency ; bilingual students, in addition to ESL services, are provided with a native language arts class to support their academic language development. As part of the SLC initiatives , teachers of ELLs meet regularly to engage in the inquiry process, discuss assessments, interventions and goal setting for ELLs. Our ELL students are also provided with tutoring opportunities within the SLC twice a week in addition to the after-school and Saturday ELL tutoring program in all content areas and ESL. Bilingual and ESL teachers work together with the content teachers to build culturally sensitive and nurturing learning environments for our ELLs.

See Below for Questions 2-7

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 licensed guidance counselor programs the student based on parent choice and in line with the placement assessments.

There are 138 ELLs in the Transitional Bilingual program and 272 in our Free Standing ESL program. Our ELL population is provided with services to support their academic needs. Grover Cleveland High School provides staff with developmental training to enable students to achieve academic progress as their English proficiency develops. The goal of incorporating all these elements is to enable our LEP/ELL students to achieve academic progress as their English language skills improve.

Instructional Program Component for ELLs, grades 9 – 12

FOR ALL PROGRAMS B EGGINER INTERMEDIATE ADVANCED

ESL instruction for all ELLs as required under CR Part 154	675 minutes per week	450 minutes per week	225 minutes + 225 ELA instruction per week
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Native Language Arts 45 minutes daily (Spanish)

Program Model Descriptions:

ESL/Foreign Language Model - Students who are identified as being English Language Learners receive instruction in English as a Second Language in the following programs: Homogeneous grouping by proficiency levels in a class: beginning level students receive triple periods; at the intermediate levels double ESL periods are given. At the advanced ESL level students receive a single period of ESL and a single period of English Language Arts which is taught by a licensed English teacher.

The following is the sequence in which the classes are given:

Beginning: ESS81(L1) to ESS82 (L2) are double-period ESL classes with a focus on listening, speaking, reading, writing; grammar is taught in on content and level appropriate. These classes are accompanied by the English component ESS81QQL (LS1) and ESS82 QQL(LS2) which are single-period classes with a focus on non-fiction text and writing and infusing the Common Core objectives. Students at this level receive a total of 675 minutes of instruction.

Intermediate:ESS83/4/ESS83/4QQL (L3/4) to ESS85 (L5)/ESS85QQL (LS5) are single period classes for intermediate level students focusing on their four language skills. These courses are taken with an additional single-period English component LS3, LS4, LS5. Intermediate students receive a total of 450 minutes. Students at this level are also focusing on non-fiction text and following the ELA Common Core standards.

Advanced:ESS86/ESS87/ ESS89 are single period / 225 minutes classes for our advanced students. Not only do we focus on perfecting their listening, speaking, reading and writing skills, they receive intensive instruction in preparation for the English Regents; these classes are taught using all ELA Common Core standards and objectives These classes are accompanied by an additional class, 225 minutes a week, in the ELA Department.

ELA Regents Additional Prep class: An additional Regents prep class (L10) is offered to those ELLS in the country for more than one year and that are at the intermediate to advanced levels of language proficiency in the NYSESLAT, are enrolled in intermediate to advanced ESL classes, and /or are scheduled to take the ELA Regents in January/June. Cohort students are also supported with this additional class. The advanced level students also take a literature class from the English Department that provides Regents support as well . Students preparing for the Regents are also offered support through the ESL Title III After-school/Saturday Program. In addition, any student preparing for the Regents receives a mock Regents in January that prepares them for the rigor of the Regents. All classes infuse Common Core goals and objectives.

Long-Term ELLs/SIFE- are targeted through classes that provide support through our on-line reading program, Achieve 3000: ESL/ Social Studies content instruction, ESL/Science content instruction. Building academic language through content is extremely important for our long-term ELLS. Our bilingual LTE are also supported through NLA classes that build academic language as well. Students are provided with weelkly classroom sessions of the Achieve 3000 reading program in addition to providing specific tutoring sessions around our reading initiative and Achieve 3000. This is made possible through a number of funding sources.

ELLs in the Biligual Spanish Program are provided with 45 minutes of native language instruction on a daily basis. ELLs that are speakers of other languages are afforded the opportunity to recive foreign language instruction in Spanish or Italian. All our ELLS are encouraged and supported in striving to achieve an Advanced Regents diploma.

- 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.

here is collaboration between ESL and the content areas . ESL is taught in content and guided by the Common Core standards . The study of English is best accomplished through content area instruction where language acquisition is taught through the use of content academic vocabulary. Content and ESL teachers collaborate in their SLC . In Math , the ESL instruction is delivered using the Frayer Model, vocabulary building, numeracy related word walls and students are provided with tutoring opportunities during the day as well as after school. Algebra 1 courses for Spanish Bilingual and ESL use Pearson Prentice Hall's NY Integrated Algebra textbook and core curriculum. The Bilingual students use the Spanish version of the textbook, the ESL students use the English version of the textbook. Frayer Models are used as visual organizers to extend vocabulary in the ESL and Spanish Bilingual mathematics classes. There are two licensed Spanish Bilingual Mathematics teachers who deliver mathematics instruction in Spanish and English. Students are programmed for mathematics based on their mathematics levels, not their ESL level. Therefore, there is a wide range of ESL levels in each mathematics classroom. Teachers increase the level of instruction in English according to the average ESL level of the class. Licensed Day High School mathematics teachers deliver ESL mathematics lessons using the Frayer Model and other strategies. In the ninth grade, students are immersed in the 2014 Common Core Curricula for Math in preparation for the new Algebra Regents in June 2014. The ninth grade teachers utilize the CCSS curricula to deliver highly conceptualized, challenging instruction using technology, and all collaborate through their private(GCHS only) Edmodo community.

The science department offers Regents earth science and Regents living environment in bilingual and ESL models plus one additional elective—environmental science – in Spanish. Ninth Grade ESL Living Environment classes are divided into two groups—beginner and intermediate students. Students of mixed abilities were promoted into the tenth grade Earth Science classes. Not all of these students passed the Living Environment Regents, often due to language barriers. Living Environment and Earth Science are offered to upper classmen as well in ESL regardless of language ability. Ninth Grade bilingual students are taught Living Environment in Spanish as are the tenth grade Earth Science students. The Environmental Science elective is available to students who need the additional credit in science.

ESL Science classes are taught entirely in English with ESL methodology . We are using the Gencoe textbook/workbook; "The Living Environment" and Essentials of Biology by Rinehardt and Winston for the ninth grade. For the 10th grade ESL – Biology—The Study of Life by Prentice Hall. To assist ESL students with the rigor of these books words are being defined and translated from their own language to English. Differentiation , vocabulary and web organizers are used to deliver the content. Each student is provided with enough time to read, make observations, and analyze a particular task or reading. They are asked to make inferences and draw conclusions based on the given facts or investigation. Laboratory is given once a week in relation to the current unit/topic that is being discussed. Additional activities are added to the lab to compensate and to reinforce the content. In Earth Science, we are using the Heath Earth Science text book. Home work is assigned every other day. The students have difficulty reading because of the different reading levels. Worksheets are used to reinforce the lesson. Group work is used as needed. Students who understand the concepts are asked to help their fellow students. Students receive tutoring during their school day, during the SLC period, a minimum of twice a week. As a support , through Title III and other grant funding, students are provided with afterschool tutors. It has been observed that students who attend tutoring sessions do much better than those who do not.

In our Transitional Bilingual classes the native language support is always present and based on the students's ESL proficiency levels. Methodologies include: Use of graphic organizers to introduce and assess concepts that encourage meaningful learning (require minimal language). Examples: Venn diagrams, flow charts and concept maps, Use of graphs, charts, diagrams, pictures. Visual representation of concepts, use of science videos to introduce and review concepts, introduction of concepts in their native language and later give them the same concepts in English; build new vocabulary in their second language through different activities like: word search, complete sentences looking at the word and picture; lesson summaries using the second language (at the end of the lesson with short sentences at the beginning of the year to paragraphs at the end of the semester); Homework with short paragraphs in the second language to understand, acquire and underline words that are difficult to understand (use of dictionary, glossaries). Closed Caption in videos to correlate written and spoken English. Laboratory activities are done using both English and translated versions. Students are encouraged to define vocabulary and make inferences in order to understand concepts in both languages. Some activities are done in Spanish and some in English. Exams are done in Spanish using the Regents versions. The textbook used are Biologia by Glencoe and Ciencias de la Tierra by Holt.

All social studies classes follow NYS mandated courses and the materials presented align with the scope and sequence provided

by the state and the Common Core Standards. We incorporate both the English and Spanish language into the classroom lesson. Reading activities are also presented in both languages. Glossaries are used as well as photographs, atlases, art work, films and tactile objects. Textbooks are also available in Spanish and English versions. We continue to teach the Social Studies content infusing ESL methodology. A curriculum has been developed with an emphasis on vocabulary and the infusion of various different learning styles into the lesson. A resource library has also been placed in ESL classrooms to assist students further with their understanding of the curriculum

Native language classes incorporate literacy strategies in line with Common Core standards and following Blooms Taxonomy. Our native language classes use the following text books: Tesoro Literario, Nuestro Mundo, Tu Mundo, Encuentros Maravillosos, Abriendo Puertas, A.P. Spanish/Literature readers, Parabienes and content based readers in Spanish as well.

TRANSITIONAL BILINGUAL EDUCATION PROGRAM

Bilingual instruction is offered in content areas to students in a situation where there are 20 or more students in the same grade who speak the same language. It consists of Native Language Arts, Social Studies, Science and Math. We offer a full Spanish bilingual program. Our school currently has Social Studies Bilingual classes, Bilingual classes in Math, and Bilingual Science classes.

There are ELL students mainstreamed in Physical Education, Art, Music, Technology and other subjects. ESL methodology is infused in content areas for all ELL students where there are fewer than 20 students in the same grade who speak the same language.

Currently we have the following classes in the bilingual program: 5 Social Studies, 5 Math and 4 Science. In the ESL program we have the following: 6 Social Studies, 4 Math, 4 Science. We continue to encourage inter-visitation between ESL teachers and English teachers as a professional development source. Our courses of study continue to be updated and modified to address the new initiatives such as the CCSS. For students in a bilingual program, native language courses are offered and our freestanding ESL students are also afforded the opportunity to learn a foreign language.

The bilingual education program includes two components:

- a language arts instructional component delivered through instruction in English language arts
- English as a Second Language as per CR-Part 154
- a content area instructional component delivered through instruction in the native language and English through ESL methodologies as per CR Part 154 mandates.

The goals of the Transitional Bilingual Programs are: Content Area

- Attaining English language proficiency within three years
- Providing grade- level academic work in the student's native language so that the student maintains academic progress while developing English proficiency
- Providing instruction in two languages: the native language and English:
 - o In the Beginning Level, classes follow the format of 60% in Native Language and 40% in English
 - o In the Intermediate Level, classes follow the format of 50% in Native Language and 50% in English
 - o In the Advanced Level, classes follow the format of 25% in Native Language and 75% in English

The native language will go from:

Highly conceptual and linguistically demanding with a focus on challenging work and high production. Activities should:

- Develop cognition
- Develop higher order thinking skills
- Introduce new concepts through methods such as inquiry and problem solving
- Introduce students to processing concepts/skills
- Introduction and development of academic discourse, such as hypothesizing, evaluating, inferring, generalizing, predicting and classifying.
- Language glossaries
- Development of concepts
- Assessment of conceptual understanding

Transitioning to: English Language

- Student tasks that encourage thinking, reading, speaking and writing
- Low-demand linguistic tasks and work production. Activities should include:

- Reviews
- Linguistic summaries
- Highly contextualized concepts

Transitioning to: English Language

- Highly contextualized student tasks that encourage thinking, reading, speaking and writing
- Using academic discourse in reviews
- Using language concept glossaries with:
 - Key terms
 - Vocabulary
 - Functions

Students receive native language support through our NLA classes. The NLA classes support content by working collaboratively with content and ESL teachers in order to inform the instruction by way of BIG themes across contents, brick and mortar words across content, content embedded objectives in the native language. Also, our NLA students utilize the Achieve 3000 reading program in the native language. Our Native Language program not only prepares students for the Spanish LOTE Spanish but also offers our students Advanced Placement classes: Advance Placement Language, Advanced Placement Literature.

To ensure that our ELLS are appropriately evaluated in their native language we administer the Spanish LAB-R, the ELE exam and departmental benchmark assessments, mid-terms and finals are administered consistently throughout the year. Teachers of language collaborate on inquiry teams to conduct inquiry in order to inform instruction.

At Grover Cleveland the Title III program provides ELLS with supplemental instruction in a structured weeday/Saturday academy. The Title III program consistently maintains the goal of student and parent collaboration. Our initiatives are designed to bring parents, students, and staff together in the learning process. English Language Learners are challenged with both new language and culture. In order to address these needs, enrichment activities for ESL/Bilingual students and their families are made available. We will also conduct Teacher workshops which will focus on the Common Core Standards, Balanced Literacy, differentiation of instruction tailored for ESL students and technology resources available for ELLS. Bilingual counseling is available through our certified and trained bilingual counselor. Our Saturday Institute will help intermediate and advanced ESL students prepare for the English Comprehensive Examination. We will also help students in beginning and low intermediate levels to acquire fluency in listening, speaking, reading and writing via our after-school and Saturday tutorial programs. Parents will participate in Saturday Adult ESL and technology classes. The adult seessins are differentiated and we teach parents how to compose E-Mails, retrieve information from the internet, Daedalus etc. Wel offer both Native Language Arts and Math (Bilingual/ESL) tutoring both weekdays and on Saturdays .. In our continued efforts to assimilate our immigrant students to the American culture, educational trips are planned during parts of the fall and spring semesters. This is the one of the many benefits ESL students will have while participating in this program.

The instructional programs will service ELLS in grades 9, 10, 11 and 12 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT. Newcomer ELLS, SIFE and long term ELLS participate in the program and are consistenly assessed , monitored and supported. We have idenfified long-term ELLs (6 years or more) that are currently in advanced levels of ESL as needing additional reading and writing support. Our long term ELLs may receive additional minutes of instruction (L10 class) and are part of the Achieve 3000 program. The additional minutes of instruction and /or the online, highly differentiated reading program are mediations in an effort to afford our students the opportunity of attaining language proficiency and succeeding on the ELA and conten Regents. Our intermediate and advanced ELLS use the Achieve 3000 program two times a week in their ESL class and through the SIFE/Long term ELL grant we will be able to immerse our students in the Achieve 3000 reading program after school /Saturday program. Also, there are tutoring opportunities for these students during the school day as well. Our SIFE population is identified through oral interviews, writing samples, Interrupted Formal Education Form, and academic history. We serve SIFE students in our school with a bilingual program and an after-school/Saturday tutorial program. These students are taught in English as a Second Language, for Spanish , we provide the the native language component as per the CR-Part 154 mandates. Literacy skills will be taught in their native language during the extended day classes as research indicates that native language literacy contributes to faster acquisition of literacy in a second language. Students will be taken to museums and plays in their native language(Spanish) as well as to educational outings that immerse in Americana. Students and parent/guardian are invited tol meet with bilingual guidance counselors , teachers and /or administrators throughout the year. Our ninth graders are receive instuction in career skills through our Freshman Advisory class; the bilingual students have access to the theatre

experience through our partnership with Repertorio Español. A dedicated actor collaborates with the NLA teacher in a theatre project that takes students from the writing, reading phase to the actual on stage production. This program will be made possible through the SIFE/Long Term ELL grant, as accorded. Our data indicates that our long-term ELLs are predominantly in intermediate and advanced classes but have not yet reached proficiency levels on the NYSESLAT. In our needs assessment, based on the RNMR report, we determined that our long term ELLs would benefit from being homogeneously placed to work on deficient skills. Our ELL class is concentrating on reading comprehension using the Achieve 3000 program in class afterschool. After-School Weekday Tutoring Academy program will meet beginning in November 2013 through June 2014. There will be two sessions per week and each session will have a maximum of 15 students. Certified Bilingual and/or ESL/NLA/content teachers will provide supplemental instruction in alignment with the Common Core standards, New York City and New York State content and performance standards. Our ESL curricula is content based and is aligned to Common Core Standards. In the Ninth grade we have infused the 3D program that addresses the needs of long term ELLs by focusing on vocabulary and writing development. Instruction will focus on literacy and numeracy using ESL strategies and Common Core objectives to prepare students to reach language proficiency on the NYSESLAT, and successfully pass city and state assessments. Supervision and coordination will be in place throughout the duration of the program. Supplementary materials will be provided to augment English, Native Language Arts, and Math instruction. General instructional supplies such as portable screens, chart paper, markers, and overhead transparencies, supplemental books to create libraries, dictionaries, thesauruses, and certificates of achievement will be purchased to support this program. Our ESL/Bilingual ELLs participate in all school functions. Our NGA ELLs are made a part of all award ceremonies and or events in the academy.

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4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELLs in bilingual programs are placed in native language classes and evaluated based on the class rubric, goals and objectives. Students are also prepared for the LOTE exam based on language availability.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ESL instruction is delivered on a daily and consistent basis using all four language modalities. Classroom benchmark, formative and summative assessments also test the four language skills. Ultimately, on a yearly basis, all ELLs participate in the administration of the NYSESLAT exam that includes all four modalities.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

ELA Regents Additional Prep class: An additional Regents prep class (L10) is offered to those ELLs in the country for more than one year and that are at the intermediate to advanced levels of language proficiency in the NYSESLAT, are enrolled in intermediate to advanced ESL classes, and /or are scheduled to take the ELA Regents in January/June. Cohort students are also supported with this additional class. The advanced level students also take a literature class from the English Department that provides Regents support as well. Students preparing for the Regents are also offered support through the ESL Title III After-school/Saturday Program. In addition, any student preparing for the Regents receives a mock Regents in January that prepares them for the rigor of the Regents. All classes infuse Common Core goals and objectives.

Long-Term ELLs/SIFE- are targeted through classes that provide support through our on-line reading program, Achieve 3000: ESL/ Social Studies content instruction, ESL/Science content instruction. Building academic language through content is extremely important for our long-term ELLs. Our bilingual LTE are also supported through NLA classes that build academic language as well. Students are provided with weekly classroom sessions of the Achieve 3000 reading program in addition to providing specific tutoring sessions around our reading initiative and Achieve 3000. This is made possible through a number of funding sources.

ELLs with Special Needs - Our ELLs with special needs receive support from our Instructional Support department. ELLs are provided with all the mandated services based on the students IEP. For long term ELLs with disabilities and who need an extension of services the following instructional support is provided: modified curriculum, alternate placement bilingual paraprofessionals, infusion of ESL methodology in content areas, visuals, SMART technology interactive lessons. These students are also provided with tutoring

opportunities during and after the school day. Many of these students are also registered in our on line reading program, Achieve 3000. This program provides students with highly differentiated text, assessments and exercises to support academic language. ELL-SWDs receive instruction as follows:

- ESL methodology in content area classes.
- Visual/pictorial dictionaries as reference and aides.
- Bilingual dictionaries as reference and aides.
- Spell checkers/calculators
- Translation as needed by bilingual teacher(s), paraprofessional and/or student(s).
- Vocabulary :graphic organizers.
- As appropriate, writing or retelling in native language with translation.
- Syllabication of key words and vocabulary.
- Differentiated instruction (visuals, auditory and hands-on).
- Films with subtitles in native language.
- Low level/high interest literature and non-fiction text.
- Grade level of texts is subject to and individualized by students' reading level derived from the following sources: a student's

IEP, teacher recommendation , assessments and soft data .Differentiation of reading materials (texts, fiction and informational [non-fiction]), based on students' instructional reading level. The four language components of speaking, listening, reading and writing are included in all lessons. Dependent on need, direct instruction or Wilson reading supplements English literature classes.In order to meet the needs of ELLsSWDs within the least restrictive environment, the ISS department ensures:

- Differentiation of reading materials/texts that are based on students' instructional reading levels. See above descriptions.
- IEPs are consistently reviewed and mandated services are provided by the appropriate school staff.

•Students with the IEP recommendation of related services only or Special Education Teacher Support Services (SETSS) and whose IEP mandates bilingual instruction participate in bilingual classes with the appropriate service in the native language. I.e. Counseling with a Spanish speaking counselor. Bilingual SETSS class with a Spanish/English speaking special educator.

•Students with the IEP recommendation of Integrated Co-teaching (ICT) or Special class in a community district high school are assigned to an alternate placement bilingual (Student's native language/English) paraprofessional in lieu of bilingual special classes or bilingual integrated co-teaching classes as we, as a school, have a small number of students within each grade level which does not constitute a bilingual special education program or ICT program. Our alternate placement paraprofessionals assist, translate as needed and support classroom instruction.

Our most recent school initiative is the creation of small learning communities (SLCs) where through intense collaboration of Principal, Assistant Principals, Guidance Counselors and programmers, the ELL SWDs have been programmed in the SLCs. As we All our students have access to the SLCs and make informed choices , with parent involvement, based on their personal preferences.

New comers

All our Newcomer ELLs are provided with individual language proficiency placement exams. In the classroom they are also provided with benchmark assessments that indicate skill based proficiency and deficiencies as well. . All data is used to drive instruction and track student progress. These students are part of our Title III tutoring program. During the school day tutoring periods are also available in their SLC designated tutoring periods. Ninth grade ELLs are part of our Tiger Academy and receive all services including native language support (bilingual Spanish). Teachers have common planning time and review data on an ongoing basis. All other ELLs are part of an SLC of their choice. All SLC's have sdesignated tutoring periods on a weekly basis.

Regardless of language level, a variety of methods and approaches are incorporated to achieve both communicative and written competency in English. The Common Core shifts were incorporated into each of the language level curricula. Some of the language learning methods employed are the direct method, whole language approach, and the communicative approach. The instructional objectives focus on developing the four language skills: listening, speaking, reading and writing, building academic vocabulary and preparing students for the college experience. A varied number of ESL/literacy strategies, activities and materials are infused in all our classes; individual/pair/ group instruction, cooperative learning, audiovisuals, newspapers, videotapes, lap-top computers, SMART boards (selected rooms) to name a few. Staff development on Literacy Strategies, differentiation of instruction, QTEL strategies, reading/vocabualry, Common Core Standadards and shifts , ESL content is ongoing throughout the year.

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?

Our ELL-SWDs are placed in classes based on their IEP and language needs. These students are mainstreamed into ESL classes based on their language proficienc levels . In compliance with IEP these students are given all the required mandated

instructional minutes of English as well as the native language minutes for bilingual students. Teachers of ELLs with SWDs differentiate instruction and infuse literacy/ESL methodology to assess and address the student's language needs.

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?

ELLsSWDs are part of our ESL insrtucional program based on their language and IEP dictates. For example, ELL-SWDs who are also alternatively assessed are included in our general education ESL classes and also in our content area SLC's.

Our students are inbedded in each of the SLCs and are also provided with all mandated as per their IEP. Our curriculum is written with different entry points for ELL-SWDs in mind. Scheduling and para professionals are in place and in direct relation to the student's IEP.

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:	SPANISH		
Math:	SPANISH		
Science:	SPANISH		

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

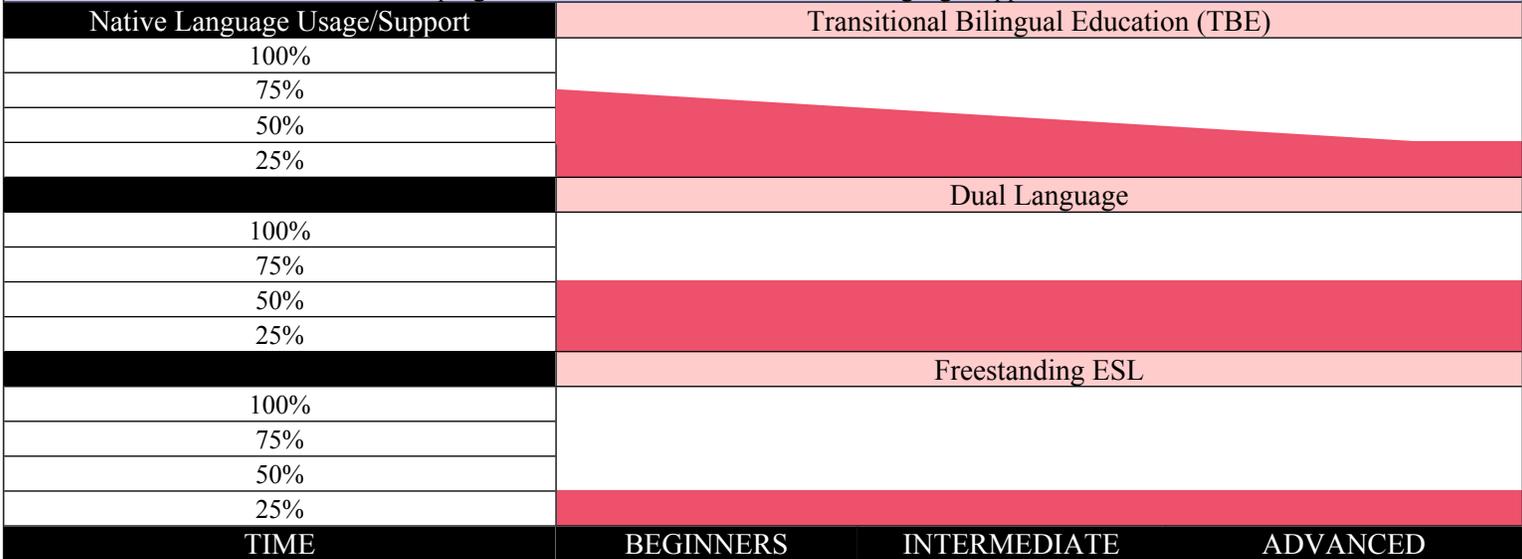
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

Also, our ELLs met AYP targets in ELA, Math and graduation rate; they met the Effective Annual Measurable objective as well. Paste response to question here: The performance of ELLs in the targeted content areas is of great concern at our school. Our ninth grade students are homogeneously placed in Integrated Algebra and all other grades are programmed based on math levels. For freshman ESL/bilingual students struggling with math we offer a double period of Math. All math courses for freshman are taught using the Common Core standards and curricula for Math; all other grades are guided by NYS standards and curricula. Students have Math tutoring available during their CPT period, after-school and on during our Saturday spring program.

SCIENCE

L1- L3 Bilingual/ ESL students are assigned to two terms of Science. Students are scheduled to take the Regents after one full year of instruction: Living Environment-Ninth Grade : Earth Science in sophomore year. It appears that there is a direct correlation between the beginning- intermediate levels of ELLs and the scores attained on the Science Regents. There seems to be no consistency at the intermediate level and scores achieved on the Science Regents. However, there seems to be a direct correlation between the performance of Advanced ELLs passing the Living Environment and Earth Science Regents and the levels of language proficiency. After-school and Saturday programs will continue to be offered for all ELLs. Inter-visitations and interdisciplinary meetings will continue to take place.

ENGLISH

In ELA there seems to be a direct correlation between beginning levels and the low performance scored on the English Regents.

Professional development for English teachers in the use of ESL methodology will be planned in order to increase awareness of linguistic differences of students and the ways in which culture plays a role and should be integrated into the curriculum. For our long-term ELLs, overaged ELLs and high intermediate and advanced students we offer an additional period of ESL to support our ELLs on the English Regents and scores achieved on the NYSESLAT. After-school and Saturday programs will continue to be offered. Inter-visitations and interdisciplinary meetings will continue to take place. English teachers participate in in-house professional development to assist them with literacy/ESL strategies. We continue to give emphasis in to the ELA common core shifts: vocabulary, writing from source, balancing, knowledge in the disciplines, staircase of complexity, citing from sources; the CCCSS initiatives and curricula, and the NYS performance standards.

NATIVE LANGUAGE

In general, as L1 proficiency increases we note that the L2 increases proportionately. The implication for our LAP is that students must receive grade level academic work in their native language in order to maintain academic progress in that language which in turn develops English proficiency. To this purpose our after-school and Saturday programs will continue to be comprised of grade level instruction in the native language as well as the second language. After-school and Saturday programs will continue to be offered in both ESL and the native language in order to increase language proficiency in L1 and L2. The majority of advanced ELLs scored at the highest levels on the ELE and Spanish LAB. After-school and Saturday programs will continue to be offered for this population which has reached advanced proficiency in these assessments. Writing continues to be the focus for our native speakers.

SOCIAL STUDIES

There seems to be a direct correlation between beginning levels and the low scores attained on the Social Studies Regents. The ESL / Social Studies departments are committed to interdisciplinary cooperation and collaboration. The study of English is best accomplished through content area instruction where language acquisition is taught and fostered through academic language. We are one of the first schools to embark on an ESL/Social Studies program, GSELL. This program afforded students two teachers and a double period of Global Studies. Due to budgetary reasons we are not able to maintain the program, as originally designed, but the concepts have remained with both the ESL and Social Studies teachers. After-school and Saturday tutoring programs will continue to be offered.

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

Content area teachers are aware of their students' ELL language levels. They receive copies of the NYSESLAT reports, the informational student history is easily accessible on our teacher-friendly Daedalus online system. The data is available for teacher review on an ongoing basis. Our current program supports the entire child. Not only are students provided with programs addressing their individual needs but we have also provided them with opportunities to choose a career path in order to begin the

work needed for a successful post secondary career path. Our ELLS are given extra curricular support and are immersed in the target language through extracurricular and in-house activities. ELLs in both content and language are taught using literacy strategies, ESL/ bilingual methodology where applicable. Our bilingual program is careful to support L1 instruction resulting in a more deliberate and successful transition to ESL programs and eventually to reaching proficiency on the NYSESLAT and content state assessments.

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

A needs assessment and the new Common Core objectives refocused our endeavors towards SLCs. For the upcoming school year we will continue to fine-tune our small learning communities. In our STEM academy our ELLS will be offered bridge building, robotics, technology courses to further differentiate their program and support their efforts to be college and career ready

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

N/A

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

The ESL department at GCHS provides students with a nurturing and secure environment. Our students have access to all school functions, facilities and programs. ELLs receive tutoring content opportunities in ELA, Math and other content areas receive supplemental services through our Title III program. The Title III program, after-school and Saturday, offers bilingual Spanish and ESL instruction across content areas. Native language support at the beginning, intermediate and advanced levels are also provided. Through the SIFE/Long term ELL grant ESL students participate in our Achieve 3000 reading program in both the ESL and Native Language classes. English Language Learners are challenged with both new language and culture. In order to address these needs, enrichment activities for ESL/Bilingual students and their families will be provided under Title III. Our ELLs are also provided with many opportunities through the SIFE/Long Term ELL grant: Repertorio Español theatre collaboration in NLA classes; CFES(College for Every Student) a career, college and mentoring prep program for our ELLS. Achieve 3000 for the ESL and NLA classes. A designated bilingual counselor is provided for our bilingual students. The bilingual counselor is also inbedded in our SLC's common planning for case conferencing and other supports for the whole child. ELL parents are invited and encouraged to participate in Saturday Adult ESL program. In addition we will offer both Native Language Arts and Math (Bilingual/ESL) tutoring both weekdays and on Saturdays to our ELL students. In our continued efforts to assimilate our immigrant students to the American culture, educational trips will be planned during parts of the fall and spring semesters.

The CMS G.P.S. (Graduate/Prepare/ Succeed) Program provided at Grover Cleveland High School is also available to our ESL students. This program is geared towards providing students with extra support. Students are eligible for this program due to attendance/academic issues, or as a result of being enrolled in the program the year prior. Individual/group discussions, and workshops conducted by the Counselors in the program cover topics such as goal-setting, improving attendance and grades, decision-making, self-esteem, conflict resolution, peer pressure, and other life skills. Students have the opportunity to receive individualized support, set goals and develop leadership skills. Students are also eligible to participate in the ELT (Extended Learning Time) portion as well. The ELT program provides students the opportunity to earn additional elective credit. The CMS "G.P.S" Program Counselors work in collaboration with parents, teachers, and school officials to provide the best possible service for each student. Students benefit from the program by having additional staff support and being a part of a group of peers who share their personal interests!

Outreach Letters ongoing.

- Phone calls to parents are made on a consistent basis.
- Daedalus online communication with counselors, parents and faculty.
- Home visits ongoing.
- Counseling services provided by counselors, social workers as needed .
- NYPD collaborates with GCHS to make outreach to students.
- Upon return the student is reinstated and given a program to address his/her needs. Students are consistently monitored and are given support from teachers, guidance and administration.
- Tutoring: during the school day, after-school and Saturdays is made available.
- In- school day tutoring available.

Also available to our ELLS is our COB :Upwardbound through Vaughn College. This CBO assist students with tutoring, career goal and planning.

CFES(College for Every Student) is a program specifically for our ELLs . This CBO has a College readiness and mentoring

program. CFES makes it possible for our ELLS to visit a number of college campuses , networking opportunities, resume writing and overall post-graduate skills.

In addition, the following interventions are offered in order to address the ELL students' socio- emotional needs:

- Counseling ongoing as per student need.
- Goal planning with teachers and counselors. In class goal planning every marking period.
- Academic/emotional counseling as per student need.
- Parent/teacher involvement ongoing.
- YMCA intervention program

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

Each level of ESL has text books and readers that are level appropriate, content and Common Core aligned. We are also implementing Dr. Kate Kinsellas's 3D program with our intermediate ELLS. Our ESL department fully integrates Achieve 3000 for both the ESL and native language classes. To support our ELLS with the rigor of the NYSESLAT we will be utilizing Continental's New York ELLS 9-12 as supplemental material in all the levels.

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

In our TBP the instruction is delivered in Spanish and English. Instruction is delivered in both languages : approximately 60 -40 Spanish/English for beginners ; 50-50 and 25- 75 Spanish/English as English language proficiency increases. The native language support is consistent and in accordance with CR-Part 154 mandates. The Free Standing ESL program delivers instruction in English using ESL methodology and literacy strategies. Our bilingual students are prepared for the rigor of the LOTE and then continue on to the Advanced placement Spanish and Advanced Placement Literature classes. Our Spanish ESL students are also programmed for Spanish classes. ESL students , non- Spanish, have non-native Spanish and Italian classes available. Language classes and the LOTE successful completion provides all our ELLs with the opportunity of obtaining an Advanced Regents diploma.

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

Our services and supports are provided to all ELLs. Our Ninth grade ELLs are in ESL classes that follow a block program. Our bilingual ninth graders are also in a block program that includes native language instruction . All our ELLs in the Ninth Grade also receive a weekly Freshman Career Advisory class to prepare them for future career choices and college readiness.

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.

New incoming ELLS are provided with an orientation and an open-house activity . Bilingual staff/interpreters are made available for parent support ; we also purchased a translation system to address parents needing translation services at our functions. Low incidence language translators are provided as needed. ELL parents are also provided with workshop and symposium opportunities, offered by the office of the Parent Coordinator, throughout the school year.

18. What language electives are offered to ELLs?

ELLs are provided with two choices in language: Spanish /Italian . Bilingual ELLS are provided with native language instruction. ELLS are placed in their language electives based on language proficiency levels. We offer our Native (Spanish) speakers the opportunity afforded by the College Board -Advanced Placement Spanish Language and Advanced Placement Spanish Literature classes.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. At Grover Cleveland, we begin our school year with full days of professional development for all teachers of ELLs. Teachers receive professional development on the Chancellors' expectations, Common Core Shifts, standards and its application for ELLs on a weekly basis: Mondays for 45 minutes. Once a month the Monday professional development period is for 90 minutes. All other meeting calendars are scheduled based on school needs and events. Department conferences are held for paraprofessionals and secretaries; outside training becomes available secretaries are sent out for training.

ESL Assistant Principal, Content area Assistant Principals focus on the professional development that addresses the Common Core goals and objectives. Engage New York provides videos, materials and webinars that assist in this endeavor. Bilingual and Native Language teachers and guidance counselors I receive professional development in order to support our ELL population. Teachers I receive professional development through faculty conferences, HSTW, department meetings, study groups, OELL office, Teachers College, outside resources. Also, teachers will attend workshops, the NYSABE conference, Advance Placement College Board training sessions, BETAC conferences, Achieve 3000 training and other professional organization meetings; teachers will turnkey the professional development to the school staff during in-house professional development workshops. Grover Cleveland High School's Professional Development program focuses on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language learners. It will also focus on how to prepare ELLs to meet the expectations of the Common Core, NYC and NYS performance and learning Standards and proficiency on the NYSESLAT. These professional development sessions will be facilitated by school administrators, Office of ELLs, BETAC, Achieve 3000, ESL/Bilingual Coordinator and teachers. The Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners and ensure all students are fully engaged in lessons. Teachers will work to create an interdisciplinary curriculum encompassing content area instruction with ESL / Bilingual strategies and activities. Interdepartmental study groups will meet to discuss curriculum, assessment and overall student progress with the focus on how to prepare ELLs for the academic rigor of the Common Core. Teachers working in the supplementary instructional program will attend 4 sessions of professional development after-school. Quantity & Hours: Four one-hour sessions: Goal setting study groups, curriculum articulation and modification based on Common Core Objectives, literacy strategies. Two one-hour sessions: Best practices and Differentiated Instruction, The New York State Bilingual Common Core initiative (NYSBCCI. One two-hour professional development session: Devoted to the literacy strategies needed to prepare ELLs to meet the city and the standards and to gain a clear understanding of the NYSESLAT/ ELA Regents. Two one hour professional development sessions: Devoted to technology based instructional strategies to develop and enhance ELL students' skills that will prepare them for the demands of a high tech global society and Achieve3000 software training. Grover Cleveland's bilingual content area classes are comprised of students from all ESL levels of proficiency: beginners, intermediate, and advanced students. It is our goal to have content area teachers informed and able to use data from the NYSESLAT to inform instruction from the onset of each semester. While keeping these criteria in mind, the teacher will make the necessary adaptation to their instruction to address the students' linguistic differences. For example, the teacher can have three different activities prepared to address each level within the same lesson. For the beginning levels, the activity should engage the student mostly in the native language; at the intermediate level students should be less engaged in the native language; at the advanced level students should be almost entirely engaged in the English language. All three levels, however, will come together in every lesson by having a summary in English. ELL/ differentiation of instruction training for all staff is held through departmental professional development meetings, and specific teacher professional development days during the academic year. Content area teachers are also scheduled to attend outside professional development sessions and workshops. Teachers of ELLs in content areas (excluding teachers who hold ESL or bilingual licenses as per Jose P.) will receive in-house in-house professional development and in collaboration with HSTW. Teachers will receive 5 45 minute sessions on ESL literacy strategies and methodologies. In addition, our teachers will be scheduled to attend the different professional development opportunities from the OELLS, BETAC, HSTW, CFN and other professional meetings.

2. Guidance counselors receive extensive professional development from the ESL Assistant Principal: training includes all CR-Part 154 mandates and regulations, language placement procedures, testing accommodations for ELLs, supplemental services, parental involvement and outreach procedures, NYSESLAT results and outcomes and Regents and LOTE procedures and accreditation as well. Guidance counselors also participate in professional development through the SLC

3. ELLs transitioning to high school are nurtured and supported through our SLC, NGA Tiger Academy. Ells receive level appropriate placement, native language support and all content is taught with literacy and ESL methodology. Our transtioning ELLs are part of all the curricular and extra-curricular activities of the academy. Besides providing them with the appropriate level texts , they are provided with dicionaries, based on home language, as well hving access to the Achieve 3000 on line reading program; SMART board technology is availble in all classrooms.
4. Throughout the year ELL training is held to support our teachers and fulfill all requirements as per Jose P. Professional development is held at our Monday meetings, department and faculty as well as during special professional development days . Our ELL and literacy liaison, Maria Rozos, is fully trained and turnkeys to teachers in collaboration with HSTW. HSTW we offer professional development: SIOP model, differentiation, technology for ELLS, NYSESLAT prep and Common Core and literacy strategies across content.. In the SLC , teacher teams share strategies and turkey best practices on a weekly basis. Teachers also attend professional development as offered from the office of ELLS. Sign-up sheets are maintained for all professional development.

D. Parental Involvement

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

1. ELL parent orientations will be ongoing and based on new entry placements. Translation is provided based on language need and in accordance with our Translation and Interpretation plan(see document). ELL parents will also be part of the all school orientations where a myriad of topics are explained and discussed; such as, graduation requirements, school policy and procedure and support programs. For ELL parents these orientations will be held in a separate location and in the parent's target language. Forms and information will be distributed in the parent's target language as well. Under Title III, ELL parents will be provided with ESL and technology classes. Parent English/technology classes will be held on Saturdays during our spring semester. Parents will be invited to be part of our end of semester award ceremony. All classes will be taught by certified Bilingual/ESL/NLA teachers. The Saturday Instructional Academy will be held between 9:00 a.m. and 12:00 p.m. . Parent classes are held during our spring semester. Workshops in the following areas will be conducted: Orientation in ESL Learning Standards, Daedalus (student information application), NYSESLAT assessment, graduation and College requirements, housing, asthma, health and nutrition, stress management, teenager behavior patterns and others. Parents are notified of programs and services provided via written notification. All letters are translated into target languages with the assistance of our bilingual staff and parent coordinator. Parent workshops will be facilitated by ESL/Bilingual Coordinator, Parent Coordinator, Bilingual/ESL teachers, and/or administrators. Parents are invited to collaborate and participate in our school festivals, concerts and all ESL/bilingual extracurricular activities and field trips. Our Ninth Grade parents are invited to report conferencing days, parent teacher conferences and award ceremonies.
Support from one school level to another.

Staff including parent coordinator and teachers are supported by trained counselors of ELL students in the development of programs used to transition ELL students from one level to the next or out of ESL. Activities include, but are not limited to teacher conferencing, program recommendations, ongoing communication from conversations, emails and guidance referrals

2. Community Based Organization.

ELL parent orientations will be ongoing and based on new entry placements. Translation is provided based on language need and in accordance with our Translation and Interpretation plan(see document)n-up sheets are maintained for all professional development. The CMS G.P.S. (Graduate/Prepare/ Succeed) Program provided at Grover Cleveland High School is available to our ESL students. This program is geared towards providing students with extra support. Students are eligible for this program due to attendance/academic issues, or as a result of being enrolled in the program the year prior. Individual/group discussions, and workshops conducted by the Counselors in the program cover topics such as goal-setting, improving attendance and grades, decision-making, self-esteem, conflict resolution, peer pressure, and other life skills. Students have the opportunity to receive individualized support, set goals and develop leadership skills. Students are also eligible to participate in the ELT (Extended Learning Time) portion as well. The ELT program provides students the opportunity to earn additional elective credit. The CMS "G.P.S" Program Counselors work in collaboration with parents, teachers, and school officials to provide the best possible service for each student. Students benefit from the program by having additional staff support and being a part of a group of peers who share their personal interests!

Also available to our ELLS is our COB :Upwardbound through Vaughn College. This CBO assist students with tutoring, career goal and planning. CFES(College for Every Student) is a program specifically for our ELLS . This CBO has a College readiness and mentoring program. CFES makes it possible for our ELLS to visit a number of college campuses , networking opportunities, resume writing and overall post-graduate skills. In addition, the following interventions are offered in order to address the ELL students' socio- emotional needs:

- Counseling ongoing as per student need.
- Goal planning with teachers and counselors. In class goal planning every marking period.
- Academic/emotional counseling as per student need.
- Parent/teacher involvement ongoing.
- YMCA- COB -after-school program to increase attendance, ignite interest in academic achievement for all students including ELLs

3. Parents are encouraged and invited to collaborate and participate in our school festivals, concerts and all ESL/bilingual extracurricular activities and field trips. Our Ninth Grade parents are invited to report conferencing days, parent teacher conferences and award ceremonies. The ESL department provides English and technology classes during our Saturday Academy. Parents are provided with level appropriate instruction based on their language proficiency. Translators are made available based on language need.

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.

Grover Cleveland High School Science, Technology, Engineering and Mathematics (STEM) Academy students, ELLs and non-ELLs grades 11-12, will be participating in the FIRST Tech Challenge (FTC) robotics program. FTC is a community focused on building a better world for tomorrow by engaging high school students in Science, Technology, Engineering and Math (STEM). By participating in the FTC challenge program, our students will learn the value of hard work, innovation and creativity. Although the students will build their own robots, and the program ends with a robotics competition, it goes beyond competition by teaching teenagers the importance of working together, sharing ideas and treating each other with respect and dignity. This is a wonderful opportunity for our ELLs to embrace their new culture and venture to new heights of academic opportunities in Math, Science and Technology.

Part VI: LAP Assurances

School Name: GROVER CLEVELAND HIGH SCHOOL
24Q485

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: **24Q485** School Name: **Grover Cleveland High School**

Cluster: _____ Network: **202**

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.

We use the ATS home language information to determine our greatest needs for translation services. As our school is over 60% hispanic we consistently provide translations into Spanish during events for parents. We also share the information for over the phone translation services for the entire school staff and encourage them to utilize the services for whatever languages in which they need translations. We have a register of 1892. The breakdown of home language is as follows:

English 78%
Spanish 50%
Arabic 6%
Polish 3%

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.

Our translation needs are mainly for the following languages: (a) Spanish, (b) Polish, (c) Arabic, (d) Albanian. Findings are reported to the school community via faculty conferences.

Written translations are provided in English and Spanish for all documents, letters and other forms of correspondence that are for parents

Oral interpretation is provided in Spanish for all parent attended events

Findings will be shared with school community via phone messages for parents and faculty conferences and email for staff

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.

School provides written translations of documents via the DOE translation service. Documents are submitted via email and usually are returned to us within two weeks of submission. School offices are notified to procedures and protocols with sufficient time to submit documents for translations. In the event of immediate needs for document translations, language teachers are utilized for translations.
Signage in building main entrance and guidance suite are in Spanish and English
Documents/letters for parents are sent to Translation Unit for translation in Spanish
Meetings are provided with interpreters from an outside vendor

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 services are ordered through the vendor within two weeks of an event to ensure proper participation by the translator and proper payment to the translator. For routine needs during the school day and regular Parent Association meetings, school staff including, but not limited to school aids, Parent Coordinator and language teachers, are utilized to translate as needed. Oral interpretation is provided in Spanish for all parent attended events.

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>.

Signage is posted for parents in English and Spanish; signs indicating the availability of interpretation services are posted in guidance areas; Parent Coordinator posts signs regarding interpretation services and documents include information in covered languages indicating that translations are available. All administrative offices are staffed with personnel who can connect a parent with someone who can understand and interpret for the parent.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Grover Cleveland High School	DBN: 24Q485
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 14
of certified ESL/Bilingual teachers: 8
of content area teachers: 8

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Instructional Program

Grover Cleveland High School's Title III program provides English Language Learners with supplemental instruction in a Weekday/Saturday Intervention program. The instructional programs will service ELLs in grades 9, 10, 11 and 12 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT in order to prepare the ELLs for the academic rigor of Regents Examinations, the NYSESLAT, Advanced Placement classes and the challenges of higher education/workforce. The After-School Weekday/Saturday Intervention Program will begin in late October 2012 through June 2013. The program will consist of classes in Math, Science, NLA, Social Studies and ESL/English Regents Preparation and homework help sessions.

Instructional Plan : After- school fall semester:

The fall instructional after-school tutoring program is available to our entire ESL population in grades 9-12. Tutoring sessions are will be comprised of approximately fifteen students or less. The program will begin in October and will end in January. Tutoring will take place twice a week, every Tuesday, Wednesday, and Thursday of the semester, during periods 9, or 10. The one hour tutoring sessions are held as follows: 9th period tutoring begins at 2:35 p.m., 10th period tutoring begins 3:30 p.m.

Fourteen teachers representing the following disciplines: Math, Science, Social Studies, ESL and Native Language(Spanish) will tutor two one-hour sessions per week for twelve weeks during the fall semester. All teachers are certified in their instructional content area, ESL/ native language. Instruction will be in alignment with the New York City, New York State and Common Core performance standards. Instruction will be in accordance with our LAP policy, the ESL department using ESL strategies, in tangent with the content area teachers to foster and support academic rigor across the curriculum. An assistant principal will supervise and coordinate the after-school tutoring sessions during the fall semester.

Instructional Plan : After-school spring semester.

The spring instructional after-school tutoring program is available to our entire ESL population in grades 9-12. Tutoring sessions will be comprised of approximately fifteen students or less. The program will begin in February and end in June. Tutoring will take place once a week, every Tuesday, Wednesday, and Thursday of the semester, during periods 9, or 10. The one hour tutoring sessions are held as follows: 9th period tutoring begins at 2:35 p.m., 10th period tutoring begins 3:30 p.m.

Fourteen teachers representing the following disciplines: Math, Science, Social Studies, ESL and Native Language(Spanish) will tutor a one-hour session per week for sixteen weeks during the after school spring program. All teachers are certified in their instructional content area, ESL and native language.

Part B: Direct Instruction Supplemental Program Information

Instruction will be in alignment with the New York City, New York State and Common Core performance standards. Instruction will be in accordance with our LAP policy, the ESL department using ESL strategies, in tangent with the content area teachers to foster and support academic rigor across the curriculum. An assistant principal will supervise the after-school tutoring sessions during the spring semester as well.

Instructional Plan : Saturday Academy spring semester.

Ten teachers, ESL and content certified, will tutor for a period of ten Saturdays during the spring semester. Tutoring sessions will be three hours in duration and will take place from 9:00 a.m. -12:00pm. The Saturday Academy will begin in March and it will end in June before Regents week. Tutoring groups will be comprised of approximately fifteen students or less. Instruction will be in accordance with our LAP policy, Common Core performance standards and goals. An assistant principal will supervise and coordinate the Saturday Academy during the spring semester.

Using supplemental funds, if awarded, the funding from the SIFE/Long-Term Grant, will afford us the opportunity to work with the Repertorio Español. The program will provide NLA instruction through the theatre arts. A professional actor comes to our school and works with an NLA class on play writing, acting with a focus on literature. Utilizing our Title III and Grant funding sources, in order to assist our ELLs, we will purchase a number of dictionaries and word to word glossaries in several diverse target languages. Other supplementary materials will be provided to supplement Art, English, Native Language Arts, Science, Social Studies and Math instruction for ELLs. General instructional supplies such as chart paper, markers, ink, supplemental books to enhance libraries, and literature related videos will also be purchased. ESL students in art classes will be supported in order to foster cross cultural awareness and develop their burgeoning artistic passions and talents. In coordination with other sources, our ESL/ Bilingual students will be provided with extra-curricular opportunities to immerse them in "Americana."

Part C: Professional Development

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

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

Begin description here:

ESL, Bilingual and Native Language teachers will receive ongoing professional development that will provide them with opportunities to develop and share ideas in order to enhance our current curriculum and overall practice. Teachers will receive professional development through monthly department meetings, faculty conferences, HSTW (High Schools That Work) (EPO) workshops with a focus on the Common Core Standards and literary objectives. Funded by Title III , ESL/ bilingual content area

Part C: Professional Development

teachers, native language teachers will be provided with nine professional development meetings, one hour duration, in the following areas: September: Common Core Standards and Shifts for ELLs. October: Research Based Practices for Teaching English Language Learners with a Focus on Literacy; Achieve 3000 Implementation and Goal Setting. November: Periodic Assessment Data Analysis and its impact on the ESL classroom. January: Analyze and Evaluate Argumentative Common Core Units; Collaborative development and design of the Common Core Expository Units. February: Achieve 3000 data analysis and Spring goal implementations. March: Questioning and Assessment Techniques for the ESL classroom. April: Development of assessments, rubrics and protocols for ELLs. May: Interactive Teaching Strategies to infuse technology in the ESL Classroom. June: Professional Goal Setting and the implications for instruction. Title III will fund these professional development topics that will be conducted by: ESL Assistant Principal/ High Schools that Work (HTSW/ EPO); DOE Periodic Assessment Liaison; Achieve 3000 developers; ESL/ LAB Basis Coordinator.

Funded by Title III we will hold four two-hour Study Group/ Inquiry Group meetings with the following focus: 1) Student Achievement: ESL/Bilingual Content Area teachers will meet to analyze student work, identify trends, develop remediation strategies and appropriate outreach to struggling students; parental outreach will also be made by teacher teams. 2) Attendance Intervention: Identify students with a low attendance rate; teachers will form collaborative teams for outreach and communication. Teachers participating in the professional development workshops and teacher trainers will be paid per session rates.

Part D: Parental Engagement Activities

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

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

Begin description here:

Saturday Academy/ Spring Semester:

Parent involvement is crucial to the success of students. It is important to provide them with not only a welcoming and friendly school experience but also one that provides educational opportunities. Funded by Title III, we will be conducting ten -three-hour parent ESL/technology instructional classes. The instruction is differentiated, and culturally sensitive. Collations will be available. Parents will be notified through parent letters, phone calls, Daedalus and during our Fall/ Spring Parent Teacher Conferences. Supervision will be in place at all parent functions and in the Saturday Academy.

Parent Workshops:

Part D: Parental Engagement Activities

Funded by Title III , our ESL Coordinator, LAB/BESIS Coordinator , in collaboration with our parent coordinator, guidance department, Assistant Principals, and out-side presenters, will facilitate parent workshops. There will be ten, one hour, parent workshops. The parent monthly meetings will have the following focus: September: Orientation for ELLs including program selection, discipline code, registration process, entitlement information, video viewing; DrawBridge Parenting Workshop. October: Daedalus and ARIS training; Understanding progress reports and multicultural awareness. November: Open House with focus on ESL/ Bilingual 9th graders; How to help your child be successful in high school. January: Why students must pass the English Regents. February: Building Connections with your Teenager; Make the Road New York: How to discipline your adolescent effectively? March: Promotion and Graduation Requirements. April: How to talk to your Teenager about Alcohol and Drugs. May: Budgeting for Financial Independence. June: Student Loans 101. These workshops are meant to support the transition of ESL parents to a new culture and educational system.

Part E: Budget

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

Allocation Amount: \$55860

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	?	Instructional Plan: Tutoring Fall/Weekday Tutoring Participating Teachers: (14 Teachers) x (2 hours)x(12 weeks)= 336 hours x (\$50.19)= \$ 16,863.84 Fall /Weekday Tutoring Supervisor (1 Assistant Principal) x (1 hour) x (12 weeks) x (\$52.52) per/hr.) = \$630.24 <hr/> Spring /Weekday Tutoring Participating Teachers (14 Teachers) x (1 hour) x (16 weeks) = 224 (hours) x (\$50.19) per/hr.) = (\$11,242.56) Supervisor: (1 Assistant Principal x (1hour)x 16 weeks x (\$52.52 hr.)= \$840.32 <hr/>

Part E: Budget

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

Allocation Amount: \$55860

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>Spring/Saturday Academy</p> <p>Participating Teachers: (10 teachers) x (3 hours) x (10 Saturdays)= (300 hours) x (\$50.19) = \$15,057.00</p> <p>Supervisor:(1 Assistant Principal) x (3 hours) x 10 Saturdays x (\$52.52 per/hr.) = (\$1575.60)</p> <p>Parent Instructional Class– Saturday Academy Participating Teacher: (1 Teacher) x (30 hours) x (\$50.19 per/hr.) = (\$1,505.70)</p> <p>Professional Development/ Meetings/ Workshops Participating Teachers: (7 Teachers) x (1hour) x (9 meetings) (\$50.19) per/hr)= (\$3,161.97)</p> <p>Inquiry/Study Groups: (4 Teachers) x (2 hours) x (4 meetings) = (32 hours) x (\$50.19) per/hr.)= (1,606.08)</p> <p>Monthly Parent Orientations- Participating Teachers: (1 Teacher) x (10 hours) x (\$50.19) per/hr.)=(\$501.90)</p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<p>Achieve 3000 (different funding source)</p>	<p>GCHS holds 500 licenses</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be 	<p>Dictionaries/Word to Word glossaries</p>	<p>\$1,900.00</p>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$55860

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.	General Instructional Supplies	\$974.79
Educational Software (Object Code 199)	N/A	
Travel		
Other		
TOTAL	\$55,860	