



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** MATHEMATICS, SCIENCE RESEARCH AND TECHNOLOGY HIGH SCHOOL

**DBN (i.e. 01M001):** 29Q492

**Principal:** JOSE CRUZ

**Principal Email:** JCRUZ3@SCHOOLS.NYC.GOV

**Superintendent:** JUAN MENDEZ

**Network Leader:** JOSEPH ZAZA

### 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
Jose Cruz	*Principal or Designee	
Sharon Kletzkin	*UFT Chapter Leader or Designee	
Debbie Vickers	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Hygina Jonas	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Chelsea Lawrence		
	CBO Representative, if applicable	
Johnny Recio	Member/ Assistant Principal	
Christine Kola	Member/ Teacher	
Ines Tavaréz	Member/ Teacher	
Debbie Sackor	Member/ Parent	
Selwyn Solomon	Member/ Parent	
Carlos Holmes	Member/ Parent	
Theresa Bernard	Member/ Parent	
	Member/	

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

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

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

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

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

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

By August 2014, 80% of all 9<sup>th</sup> grade students will earn 10 or more credits as indicated by the progress report.

### Comprehensive Needs Assessment

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

After conducting an analysis of the student performance data from the 8<sup>th</sup> grade state assessments, it was determined that our 9<sup>th</sup> grade students demonstrate progress toward achieving the 10 plus credits to ensure that students stay on track for graduation

### Instructional Strategies/Activities

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

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

1. *Professional Development and Common Core Learning Standards will be given on the following topics: Core Curriculum, Curriculum Mapping and Pacing Calendar*
2. *Use of rubrics with the language of the standards to provide specific feedback to students regarding their work*
3. *Use of student data to plan and set goals for instruction and activities*
4. *Continue to develop the inquiry process with teams of teachers to develop study skills to ensure student progress*
5. *Use case studies and data to incorporate differentiated lesson planning*
6. *Teachers will continue to meet weekly to do inquiry work*

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

*Principal*

*Assistant Principal of Supervision*

*Assistant Principal of Support services*

*Assistant Principal of Organization*

*Data Specialist*

*9<sup>th</sup> grade committee servicing grade 9 students that include general education, ICT, self-contained, students with disabilities and English Language Learners*

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

1. *Teachers will meet in their grade-level and cross functional teams to review and discuss projects, common core and student data gathered from periodic assessments and teacher assessments*
2. *Staff determined the process to increase student performance by setting benchmarks to measure the effectiveness of the activity/strategy*
3. *Staff will evaluate progress to determine if additional support is needed after analyzing data of student performance on a monthly bases in cross functional teacher teams*

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

1. *September 2013 through June 2014*

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

Contract for Excellence Funds will be used to fund a tutorial program before and after school to help all students pass their classes. The program is expected to run three days a week beginning in October 2013 and ending June 2014. NYSTL Software and textbook funds will be used to purchase textbooks and new software aligned to Common Core. Citywide Instructional Expectations, Title I STH for Non-Title I and Fair Student Funding will be used to fund PM school and Saturday Academy targeting seniors. PM School and Saturday Academy will give all seniors the opportunity to do credit recovery under NYC guidelines. PM School is expected to run 3

days a week beginning October 2013 and concluding May 2014. Students will be given the opportunity to use Plato purchased with NYSTL funds. In addition, the school will use the attendance teacher and school aide to focus on attendance outreach and making home visits during school hours and after school when needed. The school will use Fair Student Funding to procure School Messenger to inform parents about their children’s absences and latenesses via text, phone and email.

**Strategies to Increase Parental Involvement**

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

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments; Guidance Counselor sharing inform on the process of graduation
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
6. Ensuring that the Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to Parent questions and inquiries
7. Ensuring that parents be trained on how to use Skedula (Datacation) to inform them of their child’s progress.

Math, Science Research & Technology Magnet High 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.

**Budget and Resource Alignment**

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

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

- Fair Student Funding (Tax Levy) , Title I Funds and human resources were used to implement this action plan to target ninth grade students from September 2012 through August 2013 as indicated above
- Reimbursable funds
- Contract For Excellence
- Citywide Instructional Expectations
- ELA / Math Student Support
- TL Children First Network set-aside
- Supervisor per session (3 days per week) and Saturday program- Observations, Coaching and processing materials
- Teacher per session (3 days per week) and Saturday program- Professional Instructional materials for teachers (Review books and software)

## Goal and Action Plan #2

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

### Annual Goal #2

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

By August 2014, the school will attain a 70% state graduation rate as evidenced by the school's NYS Accountability and Overview Report.

### Comprehensive Needs Assessment

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

- After conducting an analysis of the student performance data for the past three years using the RCOS, ARIS and students' transcripts, it was determined that our 12<sup>th</sup> grade students need to pass several regents in order to achieve the 80% state graduation rate standards in four years.

### Instructional Strategies/Activities

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

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

1. Professional Development, Common Core Learning Standards will be given on the following topics: Core Curriculum, Curriculum Mapping and Pacing Calendar
2. Use of rubrics with the language of the standards to provide specific feedback to students regarding their work products and Regents exams
3. Use of Regents data to plan and set goals for instruction and activities
4. Continue to develop teacher teams with test taking skills and study skills to empower our student with the ability to improve assessment outcomes
5. Use Regents exams to incorporate differentiated lesson planning
6. Creation of projects using the common core

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

- a) Principal
- b) Assistant Principal of Supervision
- c) Data Specialist
- d) Teachers servicing 12<sup>th</sup> grade students that include general education, ICT, self-contained, students with disabilities and English Language Learners

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

- a) Teachers will meet in grade-level and cross functional teams to review student data gathered from Regents exams and teacher assessments
- b) Staff determined the process to increase student performance by setting benchmarks to measure the effectiveness of the activity/strategy
- c) Staff will evaluate progress to determine if additional support is needed after analyzing student performance data for Regents exams on a monthly bases in cross functional teacher teams.

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

5. *September 2013 through June 2014*

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

Contract for Excellence Funds will be used to fund a tutorial program before and after school to help all students pass their classes. The program is expected to run three days a week beginning in October 2013 and ending June 2014. NYSTL Software and textbook funds will be used to purchase textbooks and new software aligned to Common Core. Citywide Instructional Expectations, Title I STH for Non-Title I and Fair Student Funding will be used to fund PM school and Saturday Academy targeting seniors. PM School and Saturday Academy will give all seniors the opportunity to do credit recovery under NYC guidelines. PM School is expected to run 3 days a week beginning October 2013 and concluding May 2014. Students will be given the opportunity to use Plato purchased with NYSTL funds. In addition, the school will use the attendance teacher and school aide to focus on attendance outreach and making home visits during school hours and after school when needed. The school will use Fair Student Funding to procure School Messenger to inform parents about their children's absences and latenesses via text, phone and email.

### Strategies to Increase Parental Involvement

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

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
6. Ensuring that the Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to Parent questions and inquiries
7. Ensuring that parents be trained on how to use Skedula/Datacation (Spring 2014) to inform them of the child's progress.

Math, Science Research & Technology Magnet High 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.

**Budget and Resource Alignment**

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

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

- Fair Student Funding (Tax Levy) , Title I Funds and human resources were used to implement this action plan to target ninth grade students from September 2013 through June 2014 as indicated above
- Reimbursable funds
- Contract For Excellence
- Citywide Instructional Expectations
- ELA / Math Student Support
- Supervisor per session (3 days per week) and Saturday program – Observations, Coaching and processing materials
- Teacher per session (3 days per week) and Saturday program – Professional Instructional material for teachers (Review books and software)

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

By June 2014, 75% of the students in the lowest third will earn 10 or more credits in their first year as measured by scholarship reports and the NYC Progress Report.

**Comprehensive Needs Assessment**

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

academic content and student achievement standards.

After conducting an analysis of the student performance data from the 8<sup>th</sup> grade state assessments and ARIS, it was determined that our sub group of lowest third students will achieve this benchmark to ensure that student's performance deficiency is address to ensure that these students stay on track for graduation

### **Instructional Strategies/Activities**

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

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

- a) Professional Development and Common Core Learning Standards will be given on the following topics: Core Curriculum, Curriculum Mapping and Pacing Calendar
- b) Use of rubrics with the language of the standards to provide specific feedback to students regarding their work
- c) Use of student data to plan and set goals
- d) Continue to develop the inquiry process with teams of teachers to develop study skills to ensure student progress
- e) Teacher Effectiveness Intensive Program
- f) Historical Society
- g) Use case studies and data to incorporate differentiated lesson planning

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

1. Principal
2. Assistant Principal of Supervision
3. Data Specialist
4. Teachers servicing lowest third students that include all subgroups

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

1. Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments and teacher assessments, and discuss marking periods projects assigned by academic areas using the common core
2. Staff determined the process to increase student performance by setting benchmarks to measure the effectiveness of the activity/strategy
3. Staff will evaluate progress to determine if additional support is needed after analyzing data of student performance on a monthly bases in cross functional teacher teams

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

1. *September 2013 through June 2014*

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

Contract for Excellence Funds will be used to fund a tutorial program before and after school to help all students pass their classes. The program is expected to run three days a week beginning in October 2013 and ending June 2014. NYSTL Software and textbook funds will be used to purchase textbooks and new software aligned to Common Core. Citywide Instructional Expectations, Title I STH for Non-Title I and Fair Student Funding will be used to fund PM school and Saturday Academy targeting seniors. PM School and Saturday Academy will give all seniors the opportunity to do credit recovery under NYC guidelines. PM School is expected to run 3 days a week beginning October 2013 and concluding May 2014. Students will be given the opportunity to use Plato purchased with NYSTL funds. In addition, the school will use the attendance teacher and school aide to focus on attendance outreach and making home visits during school hours and after school when needed. The school will use Fair Student Funding to procure School Messenger to inform parents about their children's absences and latenesses via text, phone and email.

### **Strategies to Increase Parental Involvement**

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

- 1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);**
- 2. 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;

3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

4. Providing assistance to parents in understanding City, State and Federal standards and assessments;

5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

6. Ensuring that the Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to Parent questions and inquiries

7. Ensuring that parents be trained on how to use Skedula /Datacation to inform them of their child’s progress.

Math, Science Research & Technology Magnet High 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.

**Budget and Resource Alignment**

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

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

- Tax Levy Monies
- Reimbursable funds
- Contract For Excellence
- Citywide Instructional Expectations
- ELA / Math Student Support
- Supervisor per session (3 days per week) and Saturday program-Observations, Coaching and processing materials
- Teacher per session (3 days per week) and Saturday program- Professional Instructional materials for teachers (Review books and software)

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

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

6.

<b>2. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>4. Timeline for implementation and completion including start and end dates</b>
1.
<b>5. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

- Strategies/activities that encompass the needs of identified subgroups**

6.
<b>Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>Timeline for implementation and completion including start and end dates</b>
1.
<b>Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

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

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Teachers use a variety of methods such as Interactive writing, Expository Writing, Argumentative Writing, Repeated Reading, Literature Reviews and Short Story. Students preparing for the English Regents exam are given castle Learning tasks and Regents exams for practice. Students are taught how to perform a very close reading of a given text in order to respond to multiple choice questions, short answer and critical lens essay prompts. Plato also help students meet credit requirement needed for graduation.	These sessions are generally smaller in number than a typical class. AIS afterschool tutoring contains 10 students or less per teacher. One to one tutoring/ independent learning in Plato course with teacher support during the day, weekends and afterschool.	During school, PM School, Saturday Academy and Extended Day (37.5 minutes)
<b>Mathematics</b>	Teachers use a variety of methods such as Problem Solving, Regents Review, and Argumentative Writing.  Students are also given Castle Learning tasks that target Regents preparation for the Algebra and Geometry Exams.	These sessions are generally smaller in number than a typical class. AIS afterschool tutoring contains 10 students or less per teacher. One to one tutoring/ independent learning in Plato course with teacher support during the day, weekends and afterschool	During school, PM School, Saturday Academy and Extended Day (37.5 minutes)
<b>Science</b>	Teachers use a variety of methods such as Problem Solving, Regents Review, and Argumentative Writing.	These sessions are generally smaller in number than a typical class. AIS afterschool tutoring contains 10 students or less per	During school, PM School, Saturday Academy and Extended Day (37.5 minutes)

	<p>In addition, for Science, students complete Castle Learning online tasks. They use these tasks to prepare for the Regents Exams in Earth Science, Chemistry and Living Environment. Science teachers also use targeted instruction with review books that allow students to complete more independent practice.</p>	<p>teacher. One to one tutoring/ independent learning in Plato course with teacher support during the day, weekends and afterschool</p>	
<p><b>Social Studies</b></p>	<p>Teachers use a variety of methods such as Essay Writing, Thematic Essay, DBQ Essay, Critical Thinking Skills, Review Content, Regents Review ,and Argumentative Writing. In addition ,students are given practice Regents Exam questions and content review. Students also keep records of each exam taken where results are itemized. The students are then made aware on an individual basis of their areas of weakness so they may focus on those areas.</p>	<p>These sessions are generally smaller in number than a typical class. AIS afterschool tutoring contains 10 students or less per teacher. One to one tutoring/ independent learning in Plato course with teacher support during the day, weekends and afterschool</p>	<p>During school, PM School, Saturday Academy and Extended Day (37.5 minutes)</p>
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p><b>Counseling services</b> mandated as per the Individualized Educational Plans; parental meetings; peer-mediation/negotiation. All services provided during the school day.</p> <p><b>Crisis Intervention Services</b>-one to one and/or small/ large groups when</p>	<p>Mentoring, one to one basis, Small group</p>	<p>During school and Extended Day (37.5 minutes)</p>

needed. All services provided during the school day; Educational, Psychological and Vocational Assessments: Parent/staff/faculty consultation when needed. All services provided during the school day.

**Mental health counseling** services provided on a one to one basis where appropriate; parental meetings; Parent/staff/faculty consultations when needed; crisis intervention; Social History update for Initial Referrals. All services provided during the school day.

Health Services provide by on –site Medical Team in affiliation with Jamaica Hospital.

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**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).

**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.).

**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.

**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).

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

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

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### **Parent Involvement Policy (PIP) Template**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>29</b>	Borough <b>Queens</b>	School Number <b>492</b>
School Name <b>Math, Science Research &amp; Technology HS</b>		

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

Principal <b>Jose M. Cruz</b>	Assistant Principal <b>Eileen Hacha-Sattar</b>
Coach <b>N/A</b>	Coach <b>type here</b>
ESL Teacher <b>Sara Lichter</b>	Guidance Counselor <b>Marie Abellard</b>
Teacher/Subject Area <b>Ines Tavarez/Spanish</b>	Parent <b>Debbie Vickers</b>
Teacher/Subject Area <b>David Lui/ English</b>	Parent Coordinator <b>Kareen Armstrong</b>
Related Service Provider <b>Joyce Weingarten/Speech</b>	Other <b>Sondra Whittier/Social Worker</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>Teresa Alvarez/ESL Coordinator</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>428</b>	Total number of ELLs	<b>27</b>	ELLs as share of total student population (%)	<b>6.31%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	2
SIFE	6	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	3

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	16	1	0	8	2	2	3	3	0	27
Total	16	1	0	8	2	2	3	3	0	27

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										1	2	1		4
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										2	1	2	1	6
French											2			2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	3	6	3	1	13

## 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)										2	2	2	0	6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										2	4	0	3	9
Advanced (A)										4	2	3	3	12
Total	0	0	0	0	0	0	0	0	0	8	8	5	6	27

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4	0	0	0
Integrated Algebra	11	0	3	0
Geometry	2	0	1	0
Algebra 2/Trigonometry	1	0	1	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	5	0	1	0
Living Environment	12	0	5	0
Physics	0	0	0	0
Global History and Geography	7	0	4	0
US History and Government	3	0	1	0
Foreign Language		0	0	0
Government	0	0	0	0
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Our school will use Periodic Assessment in ARIS and NYC Performance Assessment in ELA to assess early literacy skills. This data is used to better support the demonstrated needs of ELLs in the ESL and content area classrooms.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The overall NYSESLAT scores indicate that 22% of our ELL population is performing at the Beginner Level, 33% is performing at the Intermediate level and 44% is performing at the Advanced level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The data guides student programming, lesson planning and development that targets the individual needs of each student based on the NYSESLAT data. Teachers employ the Common Core Learning Standards and differential strategies that address patterns as evidenced in the NYSESLAT modalities in Speaking, Listening, Reading and Writing. ESL, content area teacher and guidance counselors are all involved in the analysis of student progress across all four proficiency levels.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
  - a. Most students achieve Annual Yearly Progress by moving up a level in ESL proficiency non the NYSESLAT. Few students take Regents exams in their native language, but some use them for linguistic support.
  - b. School leaders analyze the results of Periodic Assessment on ARIS and the NYC Performance Test to work with teachers to ensure the students' individual needs are used to inform and plan instruction. Furthermore, content area teachers receive a memorandum identifying ELLs at the beginning of each semester. These enables mainstream teachers to recognize student's linguistic needs. They consult with an ESL specialist and avail themselves to the services of the Interpretation and Translation Unit.
  - c. The school has learned that planning effective English Language instruction for ELLs cannot be done in isolation. It is part of a comprehensive and challenging education program that takes into account the academic needs as indicated by the data. Native language is used as a bridge to the target language - it is regarded as essential to transition from one language to the other. Students are permitted to complete assignments in their native language and take the Regents exam in their native language. Students who speak the same native language are encouraged to cooperatively support one another in collaborative tasks and projects.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Children's second language development is diagnosed on an on-going basis. Their progress and needs are considered in planning instruction and choosing instructional materials what while appropriate to their command of the English language allows room for progress as we build on skills they know.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?  
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
As an indication of the success of our program, our data reveals that our ELLs are passing their content area classes and are meeting the credit accumulation requirements for promotion to the next grade level.

## 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](#).) In accordance with admittance procedures, our Guidance Counselor, Ms. Bancone requests the parent/guardian admitting the student to fill out the Home Language Survey. This document indicates whether the student is eligible for LAB-R testing. New entrants whose Home Language Survey indicates a language other than English to any one (1) response to questions #1-4 and to any two (2) responses to questions #5-8, are administered the English LAB-R before being programmed. A copy of the Home Language Survey is given to the ESL Coordinator, Mrs. Alvarez, who administers the LAB-R in English. Our ESL Coordinator is a licensed ESL teacher. If the new entrant's home language is Spanish and he/she does not meet the proficiency level on the English LAB-R, the Spanish LAB is administered as evidence of literacy in the native language. The new entrant is programmed based on the LAB-R score and the informal oral interview. The informal oral interview with both the parent/guardian and student is given by the Assistant Principal Administration, the Guidance Counselor and the ESL Coordinator in both English and the student's native language. Prior to admission, the parent/guardian registering the youngster views the Orientation Video for Parents of Newly Enrolled English Language Learners in order to be able to make an informed decision as to whether the parent wants the youngster in a Transitional Bilingual, Dual Language or Free Standing ESL Program. The ESL Coordinator addresses concerns and provides explanation as to the content of the video. After viewing the video and upon receiving the results of the LAB-R, the parent completes the Parent Survey and Program Selection Form indicating the program preference. Parents have the option to opt-out of Transitional Bilingual Education, however, if the student does not meet the score established for his/her grade level on the LAB-R test, he/she is mandated to receive ESL instruction until he/she test out of the program. If a parent requests the bilingual program and the school does not have sufficient numbers to open the program, the principal sends the student and parent's name and information to [ELLProgramTransfer@school.nyc.gov](mailto:ELLProgramTransfer@school.nyc.gov) requesting a site with a bilingual program. All eligible ELLs are LAB-R tested and programmed within ten days of being admitted in accordance with the score obtained on the LAB-R. In August, our ELLs are programmed according to their most recent NYSESLAT score as indicated on the RLAT ATS report.
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. At the end of August, during the orientation session for new admits the Assistant Principal/Guidance Counselor conducts a group orientation session during the day and in the evening on a pre-selected date during the month of September/October. Flyers are mailed and calls are made to the home to notify parents as to date and topics that will be addressed at these meetings. During these orientation meetings, parents view the Orientation Video for Parents of Newly Enrolled English Language Learners in order to be able to make an informed decision as to whether the parent wants the youngster in a Transitional Bilingual, Dual language or Free Standing ESL Program. For parents who are not able to attend the group parent orientation session, the ESL Coordinator provides one-on-one orientation sessions with students and parents where concerns and further explanations as to the content of the video are provided. After viewing the video, the parent completes the Parent Survey and Program Selection Form indicating the program preference. Parents have the option to opt-out of Transitional Bilingual Education, however, if the student does not meet the score established for his/her grade level on the LAB-R test, he/she is mandated to receive ESL instruction until he/she test out of the program. In the event that the parent chooses to have the child in a Bilingual program, the student is directed to the placement center. Parents are made aware that when the school meets the numbers needed to establish a Bilingual Program, that they will be notified.
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 [\[see tool kit\]](#).) Placement letters, Entitlement letters, Continued Entitlement letters and Non-Entitlement letters are mailed to the students

address of record at the beginning of the school year or as soon as the student is LAB-R tested and the results are known. The letters provide parents with their student's current ESL proficiency placement level. Copies of the letters are kept in the students' ESL file in room 235A. Parents of newly enrolled LEP/ELLs are invited to an orientation session on the Common Core State Standards, credit accumulation, Citywide Standards of Intervention and Discipline Measures and all other pertinent graduation requirements. Information on immigration services, health clinics and immunizations are also handed out. Parents view The Orientation Video for Parents of Newly Enrolled English Language Learners and, if not previously submitted, they are requested to complete the Parent Survey and Program Selection Form. The completed Parent Survey and Program Selection Forms are stored in the students' permanent record files and a copy is kept in the students' ESL file in room 235A. Features of our Free-Standing ESL Program are discussed as well as eligibility and exiting regulations. French, Haitian-Creole and Spanish speaking teaching and paraprofessional staff are present to answer questions and concerns.

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.

The ESL Coordinator, Mrs. Alvarez, reviews the ATS RLAT report and programs eligible students into our free-standing ESL program according to the level of their most recent score. ESL Teacher's evaluation and parent oral interview are part of the programming process. Ms. Abellard, Guidance Counselor, (native speaker of French and Haitian Creole), The ESL Coordinator (native speaker of Spanish) and the Interpretation and Translation Unit assist the Guidance Counselor, content area teachers and the Parent Coordinator with all communication activities with parents. During the oral interview, parents are provided with literature and explanations as to all NYCDOE ESL programs. Parents are made aware that as soon as our ESL enrollment meets the required numbers (20 students in the same grade with the same home language) that a Bilingual program will be implemented and that they will be notified accordingly.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The RLER ATS report is reviewed to verify that all NYSESLAT eligible ELLs are identified. Letters are sent to the parent/guardian at the home address of record, in English and in the student's home language, informing them of the dates in which the test will be administered. The administration of the different components of the NYSESLAT are adhered to as outlined in the NYSESLAT State administration memorandum. After the scheduled administration of the test, the ESL teacher, ESL coordinator and/or Attendance teacher contacts the student and/or parent and makes every effort to ensure that all ELL students are administered all four components of the NYSESLAT.

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 parents have attended either the Parent Orientation Meeting or are provided with a one-on-one orientation at the time of Registration. All have filled out the Parent Survey and Program Selection Form have requested the enrollment of their student in the

Free Standing ESL Program. Parents who were unable to attend the orientation meeting are mailed the Parent Survey and Program Selection Form and brochures explaining the Free-Standing, Transitional Bilingual and Dual language ESL Programs with the request

that they return the form within 5 days to the ESL Coordinator indicating their choice of program. Trends in parent's choice indicate that 99.9% prefer the Free Standing Self Contained ESL Program. The ESL Free Standing program in our building is aligned with the parents' request according to the selection indicated on the Parent Survey and Program Selection Form. All the parents of our newly admitted students have returned the Parent Survey and Program Selection Form and have been programmed accordingly.

## 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])?

To better serve the low number of ESL students per individual school in the Campus Magnet Complex, we have a unique program whereby one free standing, self-contained ESL program serves all ELLs in the Campus Magnet Complex (Q490). The four School in the Campus Magnet Complex are Mathematics, Science Research and Technology High School (Q492), Law Government and Community Service High School (Q494), Business, Computer Applications and Entrepreneurship High School (Q496), and Humanities and the Arts High School (Q498). ELL students from the four schools are ungraded and homogeneously programmed according to their proficiency level on the NYSESLAT and the LAB-R.

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)?

All students are provided with appropriate ESL classes based on scores attained on the Language Assessment Battery – Revised (LAB-R) and the York State English as a Second Language Achievement Test (NYSESLAT). Ours is a Freestanding ESL Program. Instruction is provided by a licensed ESL teacher, Ms. Lichter. Our program fully addresses compliance with CR Part 154 for intensive English Language Instruction by providing our ESL student population with the required units of ESL instruction:

- Three Beginner Level Classes: 3- 44 minute periods of ESL daily
- Two Intermediate Level Classes: 2- 44 minute periods of ESL daily
- One Advanced Level Class: 1- 44 minute period of ESL and 1- 44 minute period of ELA daily

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The methodology used in all ESL levels is primary aligned with Common Core Learning Standards mandated by the State. All classes are being served by using the communicative approach allowing students to use the new structures freely and creatively while motivating open-ended activities in all the four language skills: listening, speaking reading and writing. Content area instruction is provided in the mainstream classes. However, this is supported in our Free Standing ESL program through articles,

documentaries and novels. All ELLs are mainstreamed and accordingly receive content area instruction in English.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
At registration, the Guidance Counselor, Ms. Abellard, native Haitian Creole and French speaker) and the ESL Coordinator, Ms. Alvarez, (native Spanish speaker) interview the parent and student to determine fluency in the home language. In the event that the student to be registered speaks a low incident language, the Interpretation and Translation Unit assist with the evaluation. Spanish language speakers are administered the Spanish language LAB to further determine students' level of literacy.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The Spring NYSESLAT results are not available on the RNMR at this time.
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).

We serve SIFE students by implementing differentiated instruction. This will include: pairing with stronger academic students, pairing with cultural buddy and providing one-on-one instruction. Besides programming ELLs who have been in US schools less

than

three years (newcomers) into the recommended periods of ESL instruction, these students are encouraged to attend tutoring

during

their lunch period and before or after school hours where the results of Periodic Assessment data are analyzed. One to one tutoring is also available to all of our ELLs (newcomers and 4-6 years ELLS) where the student's proficiency level needs in

reading

and writing are individually addressed. Furthermore, emphasize is placed on academic language and students are allowed extended time on Regents Exams. With regards to long-term ELLs (in NYC school six years or more), the following program/services are available to ensure that our long term ELL population meets the Common Core Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and mathematics

Small class size

ICT classes which provide content area and ICT methodology

PLATO credit recovery

One-on-one small group instruction during students' lunch periods, extended day and PM school with content area teachers

WIZARD/edware -Regents Prep software

Castle Learning-supplementary enrichment

Khan Academy Regents Prep

Counseling sessions with parent and child with Principal, AP Administration, Guidance Counselor and Social Worker

Referral to HAUP (Haitian Americans for Progress). This organization provides cultural and academic support.

All of our ELLs are further supported with the following resources:

Bilingual glossaries and dictionaries

Beginner Level students are paired with a student translators

Increase Number of ELLs taking PSAT and SAT Exams

Continued implementation of the Continuum for Academic Rigor and Excellence Document

Extended time and separate location during the administration of Regents Exams

Translations of the content area Regents exams

We continue to support students reaching proficiency on the NYSESLAT through tutoring and Regents preparatory classes.

Regents

testing accommodations have been extended to former ELLs. The testing accommodations for former ELLs include separate locations, extended time, dictionary and glossaries and home language versions of the Regents exams. Furthermore, ELLs who require more than four years to graduate are provided with extensive Academic Instructional Support: small group instruction and tutoring by content area teachers and independent study under content area teachers' supervision

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?

All students, especially ELL-SWD's are provided opportunities to practice active participation in their learning. Through conversations and discussions in class with teachers and other students ELL-SWD's develop language skills as well as broaden

their knowledge and understanding of subject matter. Students are encouraged to collaborate with peers and utilize cooperative learning strategies. Teachers model how to pose questions and make comments in small discussion groups which ultimately organizes student directed discussions. Overall, teachers use a variety of strategies when teaching literacy to access their student's needs and determine how to proceed with instruction in the advancement of literacy. Materials include:

- AMSCO Integrated Algebra Texts
- Resources from JMAP.ORG
- Oswego and Prentice Hall Regents Preparation
- MATHTV.COM
- Just Right Books-5 Finger System
- Graphic Organizers
- Tables/Charts/Index Cards
- Castle Learning
- Kaplan Regents Prep Books

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?

When accessing the least restrictive environment ELL-SWDs have the same opportunities as the general education student. Our ELL -SWD students are programmed in Colloborate ICT classes where they are mainstreamed with the general population. They are provided with leveled texts to better accommodate their reading and comprehension levels. They are heterogeneously grouped to afford greater opportunities in meeting their long and short term goals. Utilizing the Individualized Educational Plans teachers become familiar with students testing accommodations to better provide students with the ability to demonstrate mastery of skills and attainment of knowledge without being limited due to the effects of their disability.

**Courses Taught in Languages Other than English **

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

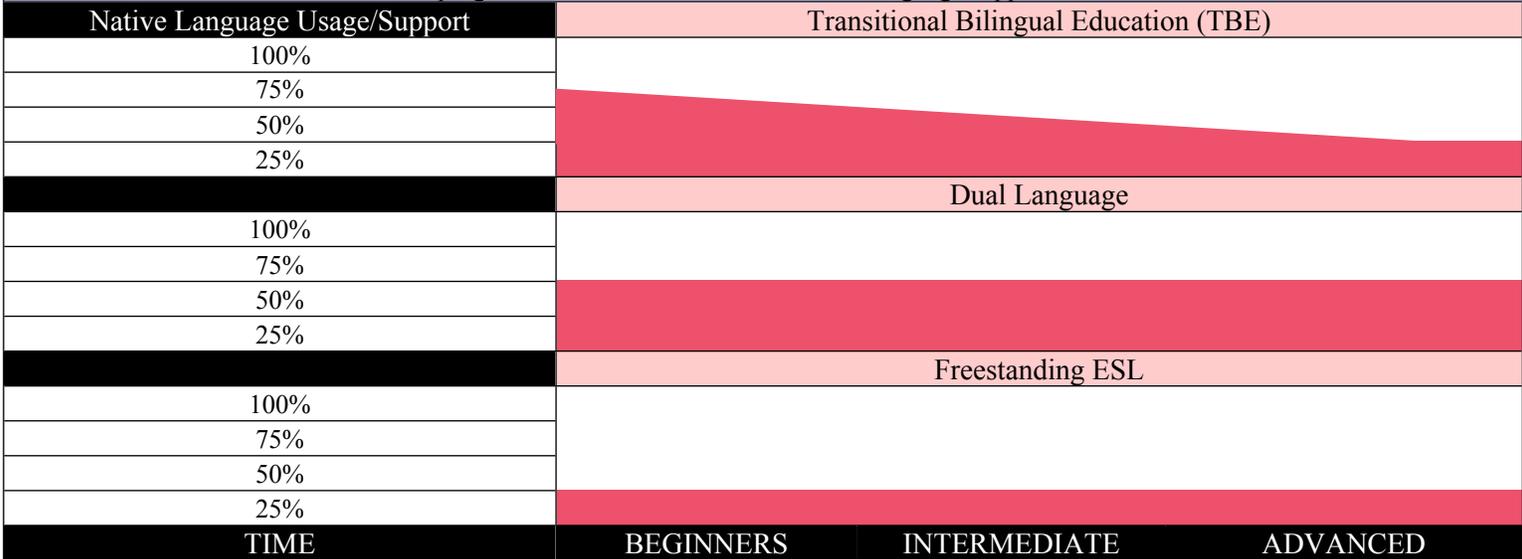
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

**Native Language Usage and Supports**

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



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.
- We offer the following targeted intervention programs for ELLs in ELA, math, science and other content areas. All targeted intervention is offered in English:
- One to one tutoring in the content area with targeted intervention in ELA, math, science and social studies
  - Extended day instruction on Monday through Thursday by content area teachers from 2:20 pm to 2:57pm
  - One-on one small group instruction during students' lunch periods and after school with content area teachers
  - PLATO for credit recovery
  - Castle Learning
  - WIZARD/edware Regents Prep
  - Counseling sessions with parent and child with Principal, AP Administration, Guidance Counselor and Social Worker
  - Referral to HAUP(Haitian Americans for Progress). They provide cultural and academic support.
  - UFO- United Family Organization
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- As an indication of the success of our program, our data reveals that our ELLs are passing their content area classes and are meeting the credit accumulation requirements for promotion to the next grade level.
11. What new programs or improvements will be considered for the upcoming school year?
- We will be implementing AP classes, college courses at Queensboro Community College, and in-house college courses supported by SUNY Albany and SUNY Syracuse.
12. What programs/services for ELLs will be discontinued and why?
- Achieve 3000 due to lack of funding.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are encouraged to participate in all after school activities and events. Even though our school does not qualify for Title III funding, the school invites all students, including ELLs, to participate in all extra-curricular activities through flyers, information that back-packed, phone calls, and direct intervention of ESL, physical education, and performance and visual arts teachers. ELLs participate in PSAL teams, ARISTA (the National Honor Society), Penny Harvest, Love and serve Haitian Mission.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All ELLs are being supported by ESL Readsmart in the ESL classroom and Study Island in their content area classes. Geographic Edge textbooks are used in the Beginner level. Their listening and reading comprehension needs are addressed through the use of articles, novels, movies and documentaries. Skedula is used to track student progress.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Since we provide a free standing, self contained, ESL program, which focuses on intense development of academic language and on cognates to accelerate comprehension, we are unable to compare the English performance of our ELL population to performance in their native language. However, the native language support is used as a bridge to transferring receptive and expressive 2nd language acquisition. All students are provided with a home language bilingual glossary for support in the content area classes.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required support services and resources are targeted for grades 9-12, thus they correspond to our ELLs age and grade level.
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.
- Prior to the beginning of the school year, incoming students and their parents are invited to attend the school's open house and orientation. They are given a tour of the building and an introduction to our specialized programs in mathematics, science and technology.
18. What language electives are offered to ELLs?
- Spanish foreign language classes are offered as mandated for graduation and as electives for students that pursue an Advanced

Regents Diploma.

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

N/A

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

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
  1. Copy school's PD plan
  2. Subject area teachers, paraprofessionals, guidance counselor, special education teachers, psychologist, speech therapists, and secretaries attend professional development as provided by administrative staff which include the Common Core Standards as relate to ELLs. In addition, teachers will attend a series of workshops at the CCLS Institute for Secondary Teachers of ELLs in all subject areas.
  3. Content Area teachers, Guidance Counselors, LAB-BESIS Coordinator Staff facilitate the transition from middle to high school though the Monday through Friday 9th period study group meetings with the support of community organization (HAUP).
  4. All faculty members are New York state certified and as such have met the State 7.5 hour requirement (or 10 hour requirement for Special Education teachers) for the Jose P. training

## 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. Paste re Copy Parent piece from CEP
  2. Parents are encouraged to attend citywide forums that focus on the needs of immigrant students and their families. At Law, Government & Community Service High School, we partner with Intrepid CEA, Air Space Museum, Hofstra University, Queensboro Community College, Cambria Heights Civic Association, HAUP (Haitian Americans for Progress) and United Black Men Of Queens. HAUP offers both family support and family assistant services as well as educational programs. The education program includes beginners, intermediate and advanced ESL, citizenship classes, parenting and survival skills, after-school tutoring, computer classes, literacy classes and career development seminars.
  3. The primary language spoken by the parents of each student enrolled in the school as well as the parent's primary language are identified upon enrollment through the Home Language Identification Survey and entered on ATS and on the student's emergency card. The initial intake interview with the parent determines whether the parent requires language assistance in order to communicate effectively with the school. Translated documents are available to parents determined to be in need of language assistance services, via in house staff fluent in the predominantly identified languages as indicated on the Home Language Aggregation Report (RHLA) and through the use of translation/interpretation school funding as set forth in SAM No53, FY13 and the Department of Education translation services. The Parent Coordinator also informs parents of the availability of documents in their native languages on the DOE website. The school uses Datacatation to communicate periodic student progress in the home language.
  4. Additionally, ELLs parents are provide with the services of native speakers of French, Haitian Creole and Spanish at:
    - Open School Parent-Teacher Conferences
    - Individual student conferences
    - PTA Meetings
    - ESL Parent Orientation Meetings
    - Parent Forums

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

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

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

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

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

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

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

DBN: 29q492 School Name: Math, Science Research & Technology

Cluster: 2 Network: 201

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

### **Part A: Needs Assessment Findings**

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

In order to assess our 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 used classroom surveys. Classroom surveys gives us an idea of languages spoken written and read in student's homes. We sent a survey home to each of our students inquiring as to whether or not the parent or guardian needed translation services for notices sent home. We also took an inventory of the HLIS for the ELLs in our program and an overview of the OTELE report for our school. We then tabulated the number of parents that spoke languages other than English and determined that there was a need for translation of notices and information about a child's academic performance, ways to increase student achievement and enhance the parents' understanding of academic standards, assessments and tests. We also provide information on parent communication needs in the Language allocation Plan for the school. The parent coordinator and ESL Teacher confer with the parents by telephone, and in one to one conferences on their individual communication needs.

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 school is located in Cambria Heights a working class section of Southeast Queens. The community as a whole very diverse. Approximately 5% of our students are recent immigrants. The majority come from Haiti, Africa, Jamaica and the Dominican Republic. The school is comprised of 89% African- Americans, 7% Hispanics and 3.3% others. We used our classroom surveys, the inventory of languages from the HLIS and the OTELE report to assess the oral language needs of parents. We found that the major language groups were Haitian Creole and Spanish.

## Part B: Strategies and Activities

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

We assessed the number of parents who needed translation services to effectively communicate at PTA meetings, curriculum nights and Parent-Teacher conferences. We have staff members who speak Haitian Creole and Spanish. Written translation is available when needed and the Translation Interpretation Unit is contacted to support school translations. The notices announcing events will be translated into two major languages occurring in our school (Haitian Creole and Spanish). ELL parent orientation materials will also be provided in their native languages. Written translation services will be provided by in-house by school staff and parent volunteers. Teachers, paraprofessionals and school aides who are native speakers will be paid to translate these documents after school hours. Also, we plan to have interpreters in Haitian Creole and Spanish. They will be available to the parents for events such as PTA meetings, Family Literacy and Math Nights and Parent-Teacher conferences.

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 will be provided by in-house by school staff. We have staff members who speak Arabic, French, Haitian Creole, Spanish and other languages. Since the two major language groups are Haitian Creole and Spanish, we have teachers to interpret in Haitian Creole and Spanish during school activities. The notices announcing special events will be translated into native language, and interpreters will be available to answer any questions that the parents may ask. This will enhance parents understanding of their child's academic performance and how to help to improve their child's achievement at school. This will also encourage more parents to attend PTA meetings, Parent-Teacher conferences, and open school week. We teachers, paraprofessionals and/or school aides also attend these functions to support parents and students.

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>.

We will make sure that school calendars and notices are translated in a timely manner to ensure that parents who need them actually receive them.

We will make sure that teachers notify the office prior to a parent meeting where a translator is needed. In this manner, we may provide a school employee so that translation services will be provided.

At the present time we have enough staff members to accommodate our translation needs.

We do have signs in the lobby of our school advertising such services.