



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: HIGH SCHOOL FOR LAW ENFORCEMENT AND PUBLIC SAFETY

DBN (i.e. 01M001): 28Q690

Principal: SIRMATI PERSAUD (SUPERVISOR IN CHARGE)

Principal Email: SPERSAU2@SCHOOLS.NYC.GOV

Superintendent: JUAN MENDEZ

Network Leader: LAWRENCE PENDERGAST

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

| Name | Position and Constituent Group Represented | Signature |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------|
| SIRMATI PERSAUD | *Principal or Designee | |
| BRUCE SAKS | *UFT Chapter Leader or Designee | |
| CHARM RHOOMES | *PA/PTA President or Designated Co-President | |
| BARBARA FELTON | DC 37 Representative, if applicable | |
| XAVIER BARFIELD BRIANA PARCHMENT | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| LAURA VAN DEREN | Member/ CSA | |
| CARROLYN THOMAS | Member/ UFT | |
| TYHE BARFIELD | Member/ PARENT | |
| MICHAEL CHANCE | Member/ PARENT | |
| ALLEYNE HUGHLEY | Member/ PARENT | |
| IVAN ROGERS | 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

| | |
|----------|--------------------------------------------------------------------------------------------------|
| X | School Leadership Team Signature Page |
| | Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements) |
| | ▪ Annual Goal |
| X | ▪ 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) |
| X | Academic Intervention Services (AIS) |
| X | Title I Plan (Only for schools receiving Title I funding) |
| X | Parent Involvement Policy (PIP) |

Goal and Action Plan #1

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

Annual Goal #1

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

To increase the passing performance of our black and Hispanic males in all grades by 5% by August 2014.

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.

- Data shows that the number of our black and Hispanic males who earned 10+ credits in years one, two, and three had decreased.
- Our graduation rate decreased during the 2012-2013 school year.
- There was an increase in the number of students who needed Regents examinations for graduation.
- After an initial analysis of the data such as scholarship reports, Regents Examination results, progress report, state accountability reports, student work, and student needs, we applied for the Expanded Success Initiative grant in the Spring of 2012. The ESI design team decided that in order for our students to fully understand the importance of becoming college and career ready, a mindset had to be implemented starting with our incoming 9th grade students that students must remain on track and take more rigorous coursework. We are currently in the second year of this grant which now encompasses our ninth and tenth grade boys.

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

- Departmental teams and Instructional Leads will regularly review the data and work from our black and Hispanic males, more specifically our lowest third black and Hispanic students.
- The research and data from these inquiry teams will be used to inform instruction to meet the academic needs of these students.
- Collaborative planning, assessment, and adjustments to instruction will be made to increase their academic achievement.
- The Expanded Success Initiative Grant has allowed us to align our ninth and tenth grade black and Hispanic males with one of three mentoring programs: intermediaries, NOBLE, or Hip Hop 4 Life.
- Members from NOBLE (National Organization of Black Law Enforcement Executives) will work with our intermediary groups and provide a monthly series of seminars which will primarily target black and Hispanic students.
- The administration will discuss student achievement goals during student assemblies, staff meetings, Parent Association meetings, and SLT meetings.
- The lowest third black and Hispanic students will be enrolled in mandated after school tutoring on Tuesdays, Wednesdays, and Thursdays.
- Saturday School will be held to provide the lowest third black and Hispanic students with additional academic supports.
- The lowest third black and Hispanic students will be exposed to tasks which are aligned to the Common Core Learning Standards. The completion of these tasks will lead to improved academic achievement.
- Students will be exposed to careers by inviting guest speakers including parents/guardians in the law enforcement and public safety workforce.

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

- Administration
- Network Support
- Teachers
- Lead teacher
- Expanded Success Initiative Personnel and grant
- NYPD

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

- After our quarterly report card distribution, teachers and ESI staff will analyze scholarship reports and report card data.
- F-status Assistant Principal assigned to track the progress of our 9th and 10th grade black and Hispanic males on a weekly basis.
- Selected students will be placed on daily progress reports.

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

1. September 2013 – August 2014

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

- Our Saturday school program will take place in January, May, and June to provide students with the opportunity to make up labs, be tutored, and participate in credit recovery. Per session for Administrators, teachers, and guidance counselors.
- The ESI grant enables the school to provide additional tutoring and mentoring, as necessary.
- Our extended day program provides academic intervention services to all students Tuesdays, Wednesdays, and Thursdays from 2:20 – 2:57 pm.

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).

- Parents/Guardians will be invited to our ESI kickoff and subsequent ESI events which showcase the ESI team, initiatives, and the students.
- Parents will be allocating some of their Title I allocation to support the tutoring 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 | x | Title IA | | Title IIA | | Title III | | Set Aside | x | Grants |
|----------|-----------------|----------|-----------------|--|------------------|--|------------------|--|------------------|----------|---------------|
|----------|-----------------|----------|-----------------|--|------------------|--|------------------|--|------------------|----------|---------------|

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

FSF will be used for Saturday school (per-session for teachers/aides/supervisors/guidance counselors)
 ARRA RTT Data Specialist for per session to compile data/reports on the academic achievement of our black and Hispanic males.
 TL Summer School for per-session /materials for teachers/aides for summer school instructional program.

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.

Teachers will continue to be provided with professional development on ADVANCE which will support them with the adjustment of their lessons, units, and classroom practice to increase the number of students who are successful on the Regents and/or Common Core State Exams by 5% for the 2013-14 SY.

Comprehensive Needs Assessment

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

- Ongoing review of the students' performance on the January, June, and August Regents exams
- Our review of the Progress Report
- ESI Data tool
- ARIS and STARS data review

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

- Our lead teacher will work closely with teachers to support them with the adjustment of their lesson plans.
- Teachers will attend off site professional development sessions on ADVANCE and CCLS provided by our CFN network and other academic sources.
- The administration and/or lead teacher will provide regular in house professional development which will focus on lesson adjustment and the shifting of classroom practice to enhance student outcomes.
- The administration and/or lead teacher will also provide continuous professional development on enhancing student cognitive engagement, student to student discussion, using regular formative assessments, and higher order questioning techniques.

- Teachers will meet weekly during SBO to collaborate in their teacher teams. Teams will analyze student work and adjust lessons, units, and classroom practice accordingly. The lead teacher will be available to support any teams needing assistance.
- Teachers will work closely with the assistant principal of instruction and the lead teacher to ensure that their lesson plans are aligned with the NYS Regents and/or CCLS standards.
- The administration will review teacher binders to ensure lessons are aligned to the standards and there is evidence of lesson adjustment. Teachers who need assistance will meet with the lead teacher for further support.

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

- The lead teacher
- Administration
- Network

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

- In January 2014, students will take Mock Regents exams. These results will be analyzed and used to further shift instruction and classroom practice.
- By February 2014, the teachers will have been provided with over 1000 minutes of professional development and/or time to meet collaboratively with their departments.
- In May 2014, students will take additional Mock Regents exams. These results will also be analyzed for evidence of instructional shifts and changes in classroom practice.
- Teacher's binders (curriculum maps) will be reviewed for CCLS alignment and evidence of instructional shifts. Administration will provide feedback on these curriculum maps.
- Throughout the year, teachers will be observed and they will be provided with feedback about lesson plan adjustment and shifts in classroom practice.

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

- The teachers have been provided with professional development since September 3, 2013. Their last professional development for the school year will be in June 2014.

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

- As part of an SBO, our teachers have been programmed to have common planning time and/or teacher team meeting time every Monday.
- Several teachers have been given CCLS curriculum writing as part of their Circular 6R activity.
- Per session will be provided for teachers who participate in after school professional development activities.

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).

Parents / guardians were involved in the creation of this goal. The ADVANCE system was discussed at our SLT and Parent Association meetings. Parent information sheet on ADVANCE was distributed at these meetings and was also distributed via mail.

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 | x | 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 #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.

Students will complete more rigorous activities including using evidence to support arguments in order to achieve stronger writing in literacy and math. These skills will support students on the CCLS exams, make them college and career ready, and increase the English Regents results by 5% for the 2013-14 SY.

Comprehensive Needs Assessment

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

- Recommendations from our Quality Review
- Student work is reviewed during SBO teacher team meetings.
- Our school wide “Drop Everything and Write” assignment showed that our students were struggling writers who needs assistance with grammar, syntax, and organization.
- The implementation of the CCLS shows that students need to have more coherent, rigorous writing.

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

- Students will be required to use evidence to support arguments in all subject areas, including physical education.
- Students will be exposed to more rigorous activities in all classes.
- Students will be provided with multiple entry points to help master these rigorous activities.
- Teachers will be provided with continuous professional development on the ADVANCE system, which will support them in creating more rigorous classroom activities.
- Students have written and will continue to write argumentative essays.
- We will implement another “Drop Everything and Write” school wide writing project. It will require every student in the school to write an argumentative essay. The Parent Association will help select the topic and will continue to be instrumental in its administration and development. This will take place in the Spring semester.
- The administration and lead teacher will provide the teachers with the supports they need to enhance the rigor within their classrooms.
- During Saturday school, students will have the opportunity to participate in a literacy lab class where they will review grammar and citation formats. Students will Also work on creating their college essays.

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

- Administration
- Lead teacher
- Parent Association and SLT Members
- Teachers

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

- Student work and teacher lesson plans will be reviewed regularly by teacher teams
- Teacher lesson plans will be reviewed frequently by administration for evidence of increased rigor
- In the Spring Term, the Drop Everything and Write essays will be reviewed
- During regular observations, administration will look for evidence of increased rigor and multiple entry points

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

- This was implemented in September 2013 and will continue throughout the school year including summer school.

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

- The Administration will spend more time observing teachers and reviewing lesson plans.
- As part of an SBO, our teachers have been programmed to have common planning time and/or teacher team meeting time every Monday. During this time, they will adjust and create lesson plans which have higher levels of rigor.
Per session for Administrators, teachers, and guidance counselors.

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).

- Parents will be reminded to check the school website for ways/information to support their children in the classroom

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 | x | 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 #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

| | | | | | | | | | | | |
|--|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|
| | Tax Levy | | Title IA | | Title IIA | | Title III | | Set Aside | | Grants |
|--|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ELA | Mandated Tutoring Saturday School Ninth grade students who earned a one or two on the eighth grade ELA Common Core State Exam have been scheduled for literacy lab. | Small group Small group Small group | During extended day 2:20 – 2:57 pm (Tuesdays, Wednesdays, or Thursdays) Offered in January, May, and June (9am – 1pm) During extended day 2:20 – 2:57 pm (Tuesdays, Wednesdays, or Thursdays) |
| Mathematics | Mandated Tutoring Saturday School Ninth grade students who earned a one or two on the eighth grade Mathematics Common Core State Exam have been scheduled for numeracy lab. | Small group Small group Small group | During extended day 2:20 – 2:57 pm (Tuesdays, Wednesdays, or Thursdays) Offered in January, May, and June (9am – 1pm) During extended day 2:20 – 2:57 pm (Tuesdays, Wednesdays, or Thursdays) |
| Science | Mandated Tutoring Saturday School Laboratory makeups and assistance with writing laboratory reports | Small group Small group Small group and one-to-one | During extended day 2:20 – 2:57 pm (Tuesdays, Wednesdays, or Thursdays) Offered in January, May, and June (9am – 1pm) During extended day 2:20 – 2:57 pm (Tuesdays, Wednesdays, or Thursdays) Also during lunch periods and from 2:20 – 3:00 pm on Fridays in the science laboratories |
| Social Studies | Mandated Tutoring Saturday School | Small group Small group | During extended day 2:20 – 2:57 pm (Tuesdays, Wednesdays, or Thursdays) Offered in January, May, and June (9am – 1pm) |

| | | | |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | |
| <p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p> | <p>Mandated related service counseling as mandated by the student's IEP is divided between our two guidance counselors</p> <p>Round table conferences to address academic and behavioral concerns conducted by the guidance counselors</p> <p>Initial evaluations</p> <p>Mentoring services provided to our black and Hispanic ninth and tenth grade males through our intermediary program, NOBLE, and Hip Hop 4 Life.</p> <p>Anger management counseling sessions</p> <p>ELITE – mentoring for 9th grade girls</p> | <p>1:1 / small group</p> <p>Parent/ guardian/ teachers/ guidance counselor</p> <p>Social worker / SBST</p> <p>1:1 / small group/ whole group</p> <p>1:1 / small group</p> <p>Whole group</p> | <p>As per IEP mandate (frequency)</p> <p>During extended day/ upon parent/guardian request or school request</p> <p>Upon request / during school day</p> <p>Daily</p> <p>Weekly</p> <p>weekly</p> |

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

| |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| Administrators attend hiring fairs seeking new teachers, including teaching fellows and experienced teachers (ATRs). We review resumes/cover letters submitted on the DOE online Open Market/ New Teacher Finder system to find highly qualified teachers. First year teachers are supported by state required mentoring. New and untenured teachers are provided with professional development so teachers can complete the necessary requirement for their state licensing. We provide information regarding programs that are affiliated with local colleges and universities so teachers can earn the required number of credits for their permanent certification. |

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). |
| All staff will participate in ongoing professional development opportunities and programs within and outside the school building to support their continued professional growth. Many of these professional development activities are facilitated by our Network support staff. One teacher representative from each of the core disciplines (math, ELA, science and social studies) has been registered for a five part series of seminars on the implementation of the CCSS in their respective disciplines. The information is turnkeyed at our weekly SBO teacher team meetings on Mondays. Our 9 th grade math teachers are receiving monthly training on the implementation of the Math CC State exam. We have hired a lead teacher (ELA) this year so our teachers can receive assistance on site as needed. Principals and assistant principals attend monthly meetings facilitated by the Network. |

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

| |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
| Title I funds are set aside to support Students in Temporary Housing (i.e. supplies, books. Fair Student Funding, NYSTL, and Title I funds are used to support our academic intervention services which include our Saturday Program and extended day program. |

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.). |
| n/a |

Measures to Include Teachers in Decisions Regarding Assessments

| |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction. |
| The utilization of assessments both inside and outside the classroom is discussed during teacher team meetings and faculty/departmental conferences. Our testing coordinator / data specialist in concert with our lead teachers explains the types of assessments and assessment data with the staff. Teachers are provided with data, including scholarship reports, so instructional shifts can be made. |

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

| | | |
|-------------------------------------------------------------|-----------------------|--------------------------|
| District 28 | Borough Queens | School Number 690 |
| School Name HIGH SCHOOL FOR LAW ENFORCEMENT AND PUBL | | |

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 SIRMATI PERSAUD - SUPV (SIC) | Assistant Principal LAURA VAN DEREN |
| Coach N/A | Coach N/A |
| ESL Teacher ALINA LOVASZ | Guidance Counselor IVETTE ECHEVERRIA |
| Teacher/Subject Area JENNIFER BRICOURT | Parent CHARM RHOOMES |
| Teacher/Subject Area VANCE GILLENWATER | Parent Coordinator N/A |
| Related Service Provider DWAYNE PARKER | Other DANIELLE COCCIA-AP |
| Network Leader(Only if working with the LAP team) | Other |

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

D. Student Demographics

| | | | | | |
|------------------------------------------------------|------------|----------------------|-----------|-----------------------------------------------|--------------|
| Total number of students in school (Excluding Pre-K) | 569 | Total number of ELLs | 13 | ELLs as share of total student population (%) | 2.28% |
|------------------------------------------------------|------------|----------------------|-----------|-----------------------------------------------|--------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|----------------------------------------------|---|--------------------------------|---|
| All ELLs | 13 | Newcomers (ELLs receiving service 0-3 years) | 5 | ELL Students with Disabilities | 6 |
| SIFE | 1 | ELLs receiving service 4-6 years | 2 | Long-Term (completed 6+ years) | 6 |

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 | 5 | | 1 | 2 | | 1 | 6 | 1 | 5 | 13 |
| Total | 5 | 0 | 1 | 2 | 0 | 1 | 6 | 1 | 5 | 13 |

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Spanish | | | | | | | | | | 1 | 4 | 1 | 1 | 7 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | 1 | 1 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | 1 | 2 | | | 3 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | 1 | 1 | | | 2 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 7 | 1 | 2 | 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) | | | | | | | | | | | 1 | | | 1 |

| 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) | | | | | | | | | | 1 | 3 | | | 4 |
| Advanced (A) | | | | | | | | | | 2 | 3 | 1 | 2 | 8 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 7 | 1 | 2 | 13 |

| 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 | 3 | | | | 3 |
| 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 | 2 | | 1 | | | | | | 3 |
| 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 | 1 | | 2 | | | | | | 3 |
| 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 | 2 | | 2 | |
| Integrated Algebra | 9 | | 2 | |
| Geometry | 1 | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | 1 | | 1 | |
| Living Environment | 9 | | 4 | |
| Physics | | | | |
| Global History and Geography | 6 | | 4 | |
| US History and Government | 2 | | 2 | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Most of our ELLs have been receiving services for at least two years. Even though our students have been progressing successfully, it is time for many of them to be able to pass the NYSESLAT and their English Regents examination. We have eight advanced ELL students. Our ELLs take the same formative assessments provided by the Department of Education (i.e. Acuity, ELA performance assessments).
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The following strategies have been implemented for those students who have been unsuccessful on the listening/ speaking components of the NYSESLAT:
 - Review of test-taking strategies during tutoring
 - Work with students on a more individual basis to build confidence on one on one and public speakingThe following strategies have been implemented for those students who have been unsuccessful on the reading/ writing components of the NYSESLAT:
 - The LEP teacher will continue to use common core aligned materials with scaffolding
 - The reading of more novels, non-fiction, and short stories will be incorporated
 - Students will be encouraged to attend tutoring and our Saturday program
 - Additional writing strategies such as utilizing diagrams and graphic organizers will be implemented
 - Consistent review of basic writing components, essay review, and sentence framing
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](#))
As of November 8th, no data is available to analyze in RNMR.
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) Many of our ELLs are also students with disabilities. They are struggling learners. Two ELLs have taken the English Regents and were successful. Some of our ELLs have truancy issues, while some are working hard to become proficient.
b) We do not issue ELL Periodic Assessments - these are optional.
c) We do not issue ELL Periodic Assessments - these are optional.
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?
We believe that we have a small, growing, but successful program. Our ELL teacher is doing a great job providing the students with the skills they need to progress. Instruction is differentiated for our ELL students across the curriculum. They also receive additional time on task and have the option of utilizing glossaries and dictionaries.
 - a. The administration reviews the CCLS aligned curricula to ensure that second language development is considered in instructional decisions. Teachers and support staff are provided a list of current and former ELLs so that teachers can meet weekly to discuss and plan targeted strategies to ensure each student's success.
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.).
In ELA and Math, we did not have enough ELLs to make an AYP determination for the NY State Accountability Report 2011-2012. We analyze NYSESLAT and biographical data reports. We also review scholarship reports from STARS.

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](#).)
When students come for over the counter registration, the parent/ guardian is issued a copy of the home language identification survey for completion by the AP Guidance. The parent / guardian and the child are also interviewed. If the student is identified as a possible English Language Learner, our ESL teacher is summoned to assist. The ESL teacher also interviews the family and administers the Lab-R to the student. If the Lab-R score indicates that the student is a candidate for ELL services, the parent/guardian reconvenes with the ESL teacher, watches the ELL video, and is issued a parent survey and a program selection form. This process is completed within ten school days. If an interpreter is needed, our guidance counselor and inclusion teacher speaks Spanish, our ELL teacher speaks Polish, our physical education teacher Ms. Tompa speaks Greek, our math teacher Mr. timbol speaks Tagalog, our science teacher Ms. Shpuza speaks Albanian, and Assistant Principal Van Deren speaks french. The DOE translation /interpretation unit will be contacted, if necessary, for any other languages. The parent is informed that the NYSESLAT is given annually in the spring; the results will determine whether or not the services will be discontinued or continued. Since we are a small learning community, orientations are held on an individual basis.
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.
After the student takes the Lab-R and the results have been tabulated, the parent/guardian is resummoned by the ESL teacher Ms. Lovasz, the three program choices are explained by either Ms. Lovasz or Ms. Van Deren, AP, the parent watches the video, questions are solicited, and the parent/guardian is given a parent survey and a program selection form. If the program selected by the parent is not available at our school, the parent /guardian is notified that he/she will be informed when the program becomes available. This is done within the week the child enters the building so the child can be properly programmed. The student is administered the LABR and the Spanish LAB as appropriate. Student will be placed within 10 days of enrollment, based on the student's LABR results in the parent's choice of program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Based on the previous year's NYSESLAT results (and the review of RNMR, RLAT, REXH), our ELL teacher Ms. Lovasz under advisement by administration completes the continued entitlement letters. A copy of the letter is mailed home to the parents and a hard copy is given to the students by Ms. Lovasz to take home. A copy is also placed in the student's cumulative records. We have been successful retrieving our Parent Survey / Program Selection forms. We work hard to ensure that our families come in and complete them on-site. Entitlement letter records are kept in the file cabinet in Room 243.
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.
Currently our school offers ESL.. At the initial parent orientation, after completing the parent program selection form, parents who request a bilingual program are informed that they will be placed on a waiting list for the bilingual program. When the school has the minimum of requests (in high school, 20 requests in the same language within the same grade), the school will be required to open up a bilingual program., as per CR Part 154.

Our school has only a stand alone ESL program. This is discussed with the parent. We do have a Spanish speaking guidance counselor onsite. The translation/ interpretation unit is notified if any other translation services are needed.

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.

Planning for the NYSESLAT administration begins in late winter/ early spring. Our testing coordinator and ELL teacher meet regularly to ensure that all students are familiar with the NYSESLAT testing schedule. The listening and speaking sections are administered first. Make-up sessions are also scheduled for those students who missed the initial administration. Subsequently, the writing and reading sections are issued and make-up sessions are also scheduled. Parents are notified through a letter informing them of when their child is scheduled to sit for all four modalities tested on 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. [i](#)
Based on a data analysis of the Parent Survey and Program selection forms for the past few years, all parents have selected an ESL program. The parent requests have been aligned to our ESL program. In previous years, a family who had wanted a bilingual special education program decided to transfer to another site where this program was offered.

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])?
- a./b. Our thirteen ELLs are a part of our freestanding pull-out ESL program. Our eight advanced ELLs are also mainstreamed into an ELA class. Three intermediate students are also students with disabilities who are mainstreamed for ESL services. The ESL teacher pushes into our beginner student's Global class. Our ESL program is ungraded and homogeneous.
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)?

We only have one beginning level ELL. Beginning student receives 540 minutes of ESL instruction. Our four intermediate students receive a double period of ESL daily which equates to approx. 400 minutes/ week. Our eight advanced students receive one period of ESL daily (approx. 200 minutes/week) and one period of ELA daily (approx. 200 minutes/week).

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.

All content specific materials are delivered in English. English is the only common language among our ELLs. In the ESL classes, the development of listening, speaking, reading, and writing skills is emphasized. The ESL teacher also works on test taking strategies with the students to improve their results on the NYSESLAT, Regents, or RCT examinations.

Research suggests that native language development accelerates literacy gains in both the native language and English. As such, we provide native language support in all content area classes. Students have access to bilingual glossaries, translation programs, translated texts (where available), and bilingual libraries.

The ESL teacher works collaboratively across content areas to share ESL strategies to ensure that all ELLs will have full access to rigorous common core aligned curricula.

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

The ELLs are evaluated by the ESL teacher and our Spanish speaking guidance counselor (Spanish LAB, alternative language editions of the Regents)
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are provided with formal and informal assessments. During the ELL classes, the ELL teacher provides students with various assessment tasks which incorporate reading, writing, listening, and speaking. Students are assessed on their discussion skills. Writing and reading is aligned to the Common Core Learning Standards.
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).

5. Differentiated instruction for ELL subgroups

a) While, currently, we do not have any SIFE students, our approach to supporting SIFE students would be to provide additional support. Teachers across all content areas would use research based instructional strategies, technology, oral translations, audio/translated texts, In addition, students would be invited to attend one-on-one tutoring during their free periods during the school day to further strengthen their academic areas of need. We would increase our social and emotional support for these ELLs through our guidance department. The ESL and content area teachers would also increase their communications with the parent of the identified students.

b) Students who have been in the US schools for less than three years receive support in the native language through the translation of thematic units of study in the content areas, classroom buddies, classroom libraries and bilingual glossaries. Students are taught language functions as well as basic and Tier II vocabulary. They are provided print rich materials to support their content knowledge and oral language development. All students are offered tutorial service during and after the school day.

c) For ELLs receiving service 4 to 6 years, the focus is an explicit Tier II and Tier III vocabulary instruction, idiomatic

expressions, intensive academic literacy skills building and developing reading and writing stamina. Teachers across content areas incorporate building foundational skills for reading and analyzing informational texts, as well as writing opinions and arguments in response, in their instruction..

d) Instruction for Long Term ELLs includes: expand on figurative languages study, build academic language skills, focus on reading and analyzing non fictional texts and writing opinions/arguments in response, and strengthen notetaking skills working with extended reading and listening passages. In addition to explicit vocabulary building and intensive academic literacy skills building, counselors and school support staff offer intensive social-emotional support to LTEs as well as increased outreach to their parents.

e)Former ELLs are entitled to testing accommodations for years 1 and 2 after testing proficient. Accommodations include: extended time, use of bilingual glossaries, small group settings, additional readings for the listening component of state tests.

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

Our beginner student receives push-in services for social studies. Our students with disabilities are pulled out of their self-contained setting and placed into our ESL classes.

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?

The ESL teacher utilizes common core materials/reading selections and a newspaper for English Language Learners to accelerate English language development.

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: | n/a | | |
| Social Studies: | n/a | | |
| Math: | n/a | | |
| Science: | n/a | | |
| Spanish | english/spanish | | |
| | | | |
| | | | |
| | | | |

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

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

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

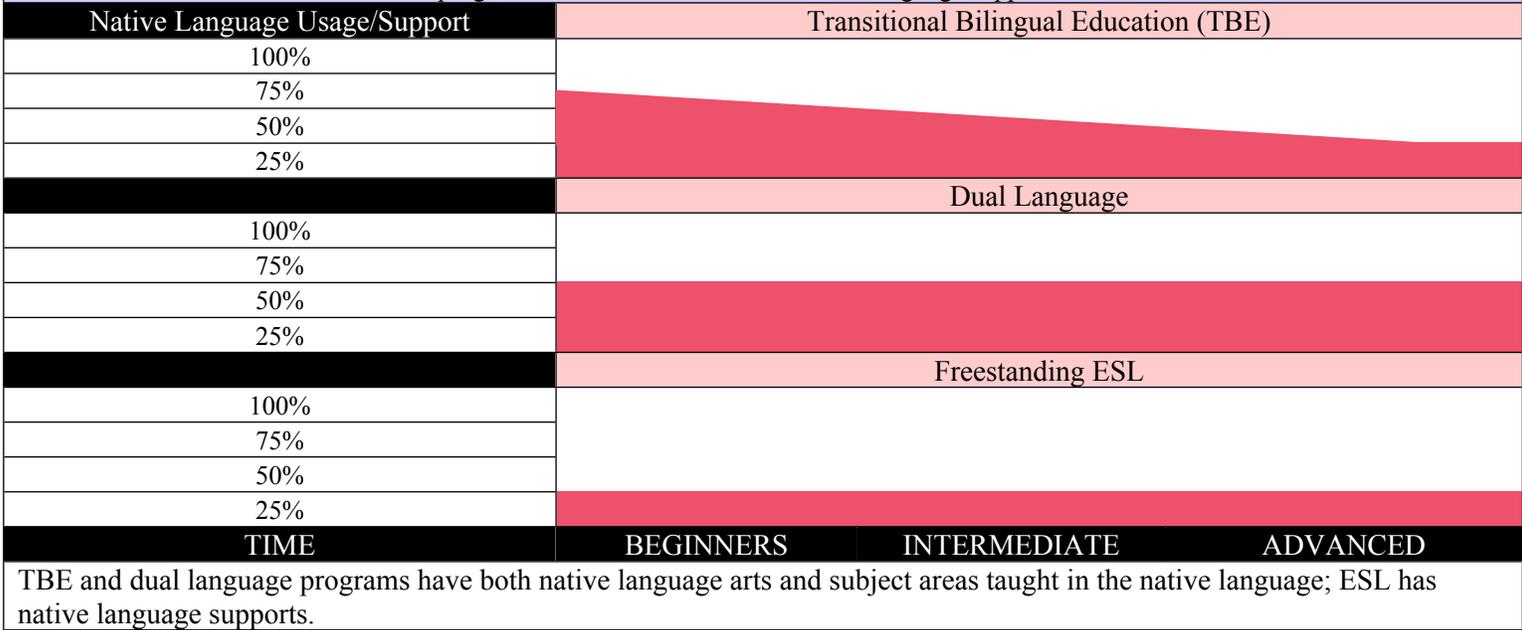
| | Beginning | Intermediate | Advanced |
|------------------------------------------------------|--------------------|---------------------|--------------------|
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

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

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

Native Language Usage and Supports

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



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.

After school tutoring in English is available in all core subject areas for those ELLs in need of additional support. We also hold a Saturday program in January and in May/June to assist students with preparation for Regents / RCT examinations.

Paste response to question here:

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

Our program is effective based on our NYSESLAT scores and our students proficiency on Regents examinations.

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

For the upcoming school year, we would like to work on strategies to improve parental involvement. We may want to offer a workshop regarding the ELL curriculum and graduation requirements. Also, for those students who remained at the advanced level after the NYSESLAT results, we are initiating a lunchtime tutoring component to assist these students with their reading and writing.

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

No programs/ services for ELLs will be discontinued at this time.

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

ELLs are afforded equal access to all school programs. ELLs are encouraged to attend tutoring, enrichment, athletic and general school activities. Our ELLs participate in various extra curricular activities such as art, basketball, baseball, theater, and dance events. Notifications of all offering are distributed to ELL parents and students in English and in the students' native language.

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

The ELL teacher utilizes the classroom computers and she is learning how to use the Smart Board. She also uses an overhead projector. The ELL teachers follows the ELA curriculum, the common core, and more specifically Engage NY. Modules are utilized. Glossaries and native language books are utilized. For our beginner student, all books are also in Haitian-Creole. Easier texts are utilized when students are reading novels. We recently purchased the NYSESLAT New York ELLs textbook and software series.

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

Our ELLs receive instruction exclusively in English, however native language support is provided in across all content area classes. Resources used include: bilingual glossaries, bilingual textbooks as available, translated texts, bilingual libraries, peer translators, bilingual audio/visual materials. Students are permitted to respond in their native language in classroom assignments as well as on state assessments.

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

Support services and resources are subject specific. They are not divided by age and/or grade levels..

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Before ELL students begin at HSLEAPS, they are invited to attend a Meet and Greet in June and a New Student Orientation in August to learn about the school, our programs, and our services. Translators are available upon request.

18. What language electives are offered to ELLs?

Spanish is the only language elective offered at HSLEAPS. Paste response to question here:

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- 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. Our ELL teacher regularly attends professional development provided by the Children First Network (Cluster 603). She has attended trainings on instructional strategies and performance assessments. She also attends our monthly faculty and departmental conferences.
 2. Last year, our ELL teacher attended workshops on ELLs and the Common Core.
 3. Our ELL teacher has been trained with our entire school staff on assisting students to successfully make the transition from middle to high school.
 4. During our monthly professional development conferences, our staff is trained on intervention and assessment strategies. The staff is also briefed on the NYSESLAT exam and the Common Core State Standards.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. All parents are invited to attend our monthly PA meetings. Monthly newsletters are also sent home; many are translated into Spanish.
 2. Our school has not partnered with any agencies or CBOs to provide workshops to ELL parents.
 3. Our ELL teacher keeps in direct contact with our ELL parents and provides them with flyers/ information re. DOE sponsored activities. We are holding our mandatory ELL parent meeting in November.
 4. We keep the translation/interpretation unit information readily available. Spanish translators (school staff) are available upon request. All ELL related workshops/activities are publicized by the school.

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.

n/a

Part VI: LAP Assurances

School Name: HIGH SCHOOL FOR LAW ENFORCEMENT
Q690

School DBN:

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-----------------------|-----------------------------------|-----------|-----------------|
| SIRMATI PERSUAD(SIC) | Principal | | 11/13/13 |
| LAURA VAN DEREN | Assistant Principal | | 11/13/13 |
| N/A | Parent Coordinator | | |
| ALINA LOVASZ | ESL Teacher | | 11/13/13 |
| CHARM RHOOMES | Parent | | 11/13/13 |
| JENNIFER BRICOURT | Teacher/Subject Area | | 11/13/13 |
| VANCE GILLENWATER | Teacher/Subject Area | | 11/13/13 |
| N/A | Coach | | |
| N/A | Coach | | |
| IVETTE ECHEVERRIA | Guidance Counselor | | 11/13/13 |
| | Network Leader | | |
| DANIELLE COCCIA | Other <u>ASSISTANT PRINCIPAL</u> | | 11/13/13 |
| DWAYNE PARKER | Other <u>RELATED SERVICE PROV</u> | | 11/13/13 |
| | Other | | |
| | Other | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **28q690** School Name: **HS LAW ENFORCEMENT AND PUBLIC SAFET**

Cluster: **6** Network: **603**

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

Part A: Needs Assessment Findings

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.

Home language / ethnicity reports from ATS were analyzed. The majority of our parents speak English; however, the majority of the remainder of our families speak Spanish. DOE literature and school documents are regularly provided in both languages. Of the 569 families at our school, 63 families require written and oral translation services in Spanish, seven require haitian creole, two require french-haitian creole, two require bengali, and two require Urdu according to ATS report RHLA. We plan on sharing this information at future PA and SLT meetings.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Home language and ethnicity surveys were distributed. Information is shared at our monthly SLT and PA meetings.

Part B: Strategies and Activities

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

Written translation is provided by the DOE Translation/ Interpretation Unit. Our Spanish speaking staff is also provided with per-session to translate documents, as needed.

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 translation is also provided by the DOE Translation / Interpretation Unit. Our Spanish speaking staff (which includes our guidance counselor and attendance teacher) regularly translate at parental conferences and speak at Open School and Orientation.

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>.

Parents/ Guardians receive the Bill of Rights and Responsibilities at the opening PA General Membership meeting. A DOE generated poster is hung in the lobby indicating the availability of translation services. Written and oral translation services in Spanish and French are available on - site. The DOE translation/interpretation contact information is posted at the security desk in the lobby.