



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** LEADERSHIP INSTITUTE  
**DBN (i.e. 01M001):** 09x276  
**Principal:** MARTA J. COLON  
**Principal Email:** MCOLON13@SCHOOLS.NYC.GOV  
**Superintendent:** CARRON STAPLE  
**Network Leader:** CRISTINA MARIA JIMENEZ

**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
Marta J. Colon	*Principal or Designee	
Bonnie Katz	*UFT Chapter Leader or Designee	
Francia Guerrero	*PA/PTA President or Designated Co-President	
Erick Vividor	DC 37 Representative, if applicable	
Edgar Cartagena Vanessa Capdevilla	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Kleaver Cruz	CBO Representative, if applicable	
Kristen Farulla	Member/ Teacher	
Jenny Cintron	Member/ Parent	
Daniel Preston	Member/ Parent	
Natividad Martinez	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.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

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

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

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

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

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

### **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### **All Schools**

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
<b>x</b>	<b>School Leadership Team Signature Page</b>
<b>x</b>	<b>The SCEP Overview</b>
<b>x</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

### School Information Sheet for 09X276

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	227	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	1	# SETSS	N/A	# Integrated Collaborative Teaching	39
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	3	# Drama	4
# Foreign Language	12	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	79.3%	% Attendance Rate			78.8%
% Free Lunch	86.5%	% Reduced Lunch			3.8%
% Limited English Proficient	23.2%	% Students with Disabilities			20.7%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.4%	% Black or African American			33.8%
% Hispanic or Latino	63.3%	% Asian or Native Hawaiian/Pacific Islander			0.8%
% White	1.7%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	5.25	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			6.7%
% Teaching with Fewer Than 3 Years of Experience	53.3%	Average Teacher Absences			8
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	59.2%	Mathematics Performance at levels 3 & 4			35.0%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			55.6%
6 Year Graduation Rate	60.9%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

### Accountability Status – Elementary and Middle Schools

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

### Accountability Status – High Schools

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

## SCEP Overview

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

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

### ***Reflecting upon the 2012-13 SCEP***

Answer the following questions regarding the 12-13 SCEP

#### **Describe the strengths of your school's 12-13 SCEP.**

The strengths of our school's 12-13 SCEP were in our schools collaboration as a community.

During the Spring of 2012 we as a community met and reviewed our school data identifying several areas of growth. As a school we shared our findings with the School Leadership Team, United Federation of Teachers Consultative Team, and Parent-Teacher Association. As a result of our meetings we identified the following school goals for the 2012-2013 school year:

- School leaders will conduct at least six classroom observations per teacher by June 2013 to improve the teaching practice of all teachers.
- By June 2013, all teachers will continue to deepen and broaden the 2012-2013 citywide instructional expectations, while also expanding 2 common core units of study in Math, Science, Social Studies and English.
- Departments will utilize National School Reform inquiry protocols to analyze student work during weekly department meetings in order to inform future instruction and grouping during Spring 2013.
- To improve our schools overall attendance rate from 77.3% to 80% by June 2013 by using and analyzing attendance trends identified in ATS reports.
- Parent involvement in our Parent Teacher Association will increase by 50 % by conducting 9 trainings and workshops for families and staff through community partnership by June 2013.
- These goals are shared during our common planning time, our professional development and individual meetings. They are also shared via emails, posters and letters.
- Structured teacher team meetings twice a week for each department.
- The implementation of common core units led to easier transition in this school year in order to comply with this year's CIET
- The admin observation helped the school engage in using a research-based framework for teaching and learning
- As a community we improved the use of common language

We set teacher goals twice a year based on data review.

#### **Describe the areas for improvement in your school's 12-13 SCEP.**

The areas of improvement in our school's 12-12 SCEP were in : Student Social and Emotional Developmental Health (Tenet 5)

- Although, we partnered with several community based organizations such as: The Leadership Program, Phipps, Sistas and Brothas United, and GRAFFICS, the school lack coordination and use of data, which in return impedes the ability to develop a plan to address students' social and emotional developmental health needs.
- This school year we have coordinated monthly meetings with all CBO and school personnel to ensure a successful plan for all students. We have also partnered with new CBO's such as Educational Alchemy and The Future Project.
- We are looking to strengthening the social-emotional programs and partnerships for the new school year to improve the health and development

Also, our theory of action is to focus on literacy across the content areas across all the modalities by using targeted instruction and partnerships through literacy coaches and Teachers college. incorporating UDL strategies to meet the academic needs of all learners in all sub-groups

#### **Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.**

The barriers and challenges encountered while developing and implementing our school's 12-13 SCEP were:

- Attendance (inconsistency in receiving instruction)
- low skill set of incoming students, spend a large portion of instructional time building background and remedial skills (reference 1-4 index data and progress #s)
- outside factors affecting our student population (temp. housing, SIFES, travel hardships)
- shift from two guidance counselors to one guidance counselor

the increasing population of the Special Education students with high needs

#### **Describe the degree to which your school's 12-13 SCEP was successfully implemented.**

All five goals were implemented				
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>		<b>Yes</b>	x	<b>No</b>
<b>If all the goals were not accomplished, provide an explanation.</b>				
Attendance goal was not accomplished because students and parents due to a variety of outside factors such as temporary and transient living, school phobias, and reluctant overage students were difficult to reach. Although, phone outreach, letters and home visits were conducted, our schools overall attendance didn't improve.				
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	x	<b>Yes</b>		<b>No</b>

***Developing the 2013-14 SCEP***

Answer the following questions regarding the 13-14 SCEP				
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>				
The anticipated barriers and challenges in developing and implementing our school's 13-14 SCEP is our schools overall demographics: As indicated in the 2012-2013 Progress Report we had 23.2% ELLs, 25.3% IEP and 22.8% overage. We are currently running similar number with an increased in IEP students due to special ed reforms. We also have a high number of temporary housing students. Currently there are 32 (14%) students out of 228 students in temporary housing. We also have 80.9% of our incoming 9 <sup>th</sup> grade student in level 1 for ELA and 69.7% in Mathematics. We are also facing the high volume of egregious assessments that must be administered, while teaching core curriculum and align it to common core and CIE expectations.				
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>				
Level 1 ELA target- Reading Rescue and Achieve 3000 Level 1 Math target- Think through Math Regents 55-64 target- Saturday Regents Academy and After school tutoring				
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>				
The school leader(s) will communicate with school staff and the community via PTA meeting, SLT, newsletter, mailings, meetings with CBOs, and 3 <sup>rd</sup> period staff meetings				
<b>Describe your theory of action at the core of your school's SCEP.</b>				
If we address the social and emotional developmental health needs of our different sub-groups by providing targeted programs then we will increase student participation and improve student achievement.				
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>				
Day Programs (CBOs provide in-school partnerships and after school clubs (Leadership), Educational Alchemy provides support for female students, Future Dream project, After School Tutoring, Saturday Academy, Summer School, PSAL, SSAL, Phipps, Attendance Teacher, Assemblies, Parent workshops, Student celebration workshops, college trips, individual meetings with guidance counselor, Mix It Up				
<b>List the key elements and other unique characteristics of your school's SCEP.</b>				
Our students have a lot of social emotional needs that need to be addressed, and special needs population, transient population, Small staff with multiple positions in helping achieve student achievement; security challenges that hinder students from leaving the building and securing our school.				
<b>Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.</b>				
All staff members are held accountable for achieving the goals of the SCEP, existing staff members continue personnel, budget, documentation				

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

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).							
Enhance teacher capacity to provide strategic supports and extensions that lead to high levels of student thinking and participation, resulting in consistently rigorous work products.							
<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	P

### **Tenet 2: School Leadership Practices and Decisions**

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

### **Annual Goal #1**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
To design a professional development plan that will address the quality of instruction for all teachers and observe each teacher a minimum of 6 times while using the teaching framework by June 2013

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<ul style="list-style-type: none"> <li>▪ <b>Strategies/activities that encompass the needs of identified subgroups</b></li> </ul>
<p>Strategy- In collaboration with the Office of Teacher Effectiveness a coach will meet with administration to assist in implementing the new teacher evaluation system- Advance</p> <ol style="list-style-type: none"> <li>1. Activity-The seven competencies from the Charlotte Danielson Framework for Teaching (Revised 2011 version) will be used as a lens from which to look at classroom practice and consider how the framework can support teacher development.</li> <li>2. Activity-School leaders will conduct frequent observation cycles and all teachers will be observed at least six times during the 2013-2014 school year.</li> <li>3. Activity- Professional Development for all teachers addressing the Danielson Framework and UDL will be provided based on formal and informal observations</li> </ol>
<ul style="list-style-type: none"> <li>▪ <b>Key personnel and other resources used to implement each strategy/activity</b></li> </ul>
<ol style="list-style-type: none"> <li>1. TE Talent Coach will visit the school and co-visit classrooms with the school leaders during each visit. The school leaders and the coach will take low inference observation notes; align the evidence to all competencies from The Charlotte Danielson Framework for Teaching (Revised 2011 version) (Domain 2 and Domain 3).</li> <li>2. TE Talent Coach will work with Principal and Assistant Principal on effective classroom observations.</li> <li>3. Department Leaders will plan and facilitate professional development for their colleagues based on midyear trends and teacher goals.</li> </ol>
<ul style="list-style-type: none"> <li>▪ <b>Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b></li> </ul>
<ol style="list-style-type: none"> <li>1. Administration will share observation data with Instructional team on a monthly basis to analysis and design professional development plan for school year.</li> <li>2. Monthly observations, walkthroughs and informal observations. Midyear Conversations conducted for all teachers in February 2014. End of Year Conversations conducted for all teachers in May 2014</li> <li>3. Monthly professional development, series of professional development on Domain 3 and UDL will be provided by Network facilitator during the Midyear-June2014</li> </ol>
<ul style="list-style-type: none"> <li>▪ <b>Timeline for implementation and completion including start and end dates</b></li> </ul>
<ol style="list-style-type: none"> <li>1. September 2013 – January 2014 – Formal Observation, Walkthrough, Informal observations .Midyear Conversations – February 2014</li> <li>2. February 2014 – May 2014- Informal observation and walkthrough. End of Year Conversations- May 2014</li> <li>3. Monthly Professional Development</li> </ol>
<ul style="list-style-type: none"> <li>▪ <b>Describe programmatic details and resources that will be used to support each instructional strategy/activity</b></li> </ul>
<ol style="list-style-type: none"> <li>1. Advance observations and feedback to receive additional professional support from Talent Coach and Network</li> <li>2. Lead teacher and Teachers will visit each other’s classroom using the Danielson Framework as a reference</li> <li>3. Targeted PDs for teachers based on results of visits will be designed to support pedagogy</li> <li>4. Professional Learning Communities will study the Danielson Framework rubric to improve teaching practice</li> </ol>

### **Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											

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

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

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

#### Major Recommendation

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

On page 5 of the 2012-2013 School Quality Review it states, “Although supports for groups of students were evident during lessons, specificity in differentiated approaches and extensions to learning for higher achievers in order to actively engage all students at their suitable level are not always strategically implemented, thus hindering higher levels of achievement.

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	P
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#### Tenet 3: Curriculum Development and Support

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

	<b>3.2 Enact curriculum</b>	<b>x</b>	<b>3.3 Units and lesson plans</b>
	<b>3.4 Teacher collaboration</b>	<b>x</b>	<b>3.5 Use of data and action planning</b>

#### Annual Goal #2

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

By June 2014, all teachers will implement the 2013-2014 Citywide Instructional Expectations by ensuring curricula is aligned to CCLS with appropriate differentiation for various sub-groups.

#### Instructional Strategies/Activities

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

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

- Strategy-All teacher will continue to implement, develop, and strengthen Common Core units via targeted professional developments:
1. Activity- Utilize regularly scheduled 3<sup>rd</sup> period Common Planning meetings to discuss, revise, monitor, and analyze student data and make appropriate curriculum changes; turnkey and share exemplary models
  2. Participate in various professional developments to create rigorous units
  3. In-class partnerships with CBOs to facilitate the incorporation of character education in various units

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

1. All teachers, para-professionals, CBOs are involved in meeting during daily third period common planning meetings to discuss and work on school related activities and materials.
2. Professional development will be led by the Lead Teacher, Teacher’s College-Columbia University, ARIS Learning PDs, CFN 402, Office of ELLs, QTEL, Dr. Hoover. Online professional development resources include EngageNY, NYC DOE common core library, CIE, ARIS Learn, Odell Education, ADVANCE texts.
3. Educational Alchemy and The Leadership Program work with teachers and students.

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

1. All teachers will utilize item analysis of Regents, Periodic Assessments, NYC Performance Tasks, teacher-created assessments, as well student work analysis to inform instruction and effectiveness of curriculum plans. Develop assessment cycles aligned to CCLS (pre- assessments, mid-assessments, culminating tasks (used to inform the teaching/learning process) and revise/develop curricula material to address the gaps in learning to evaluate progress
2. Teachers participate in ongoing professional developments throughout the year, including both in-house and external PDs.
3. After each trimester, in-class CBO partnerships are reviewed for effectiveness in helping students.

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

1. August 2013-September 2013- Studying students data to make adjustments to programming and curriculum maps, determine CIE focus
- October 2012-December 2013 – Administer baseline assessments, item analysis of assessments, revise curriculum maps and units plans to address the current needs of students, identify best practices and strategies
- December 2013-March 2014-Continue weekly lesson plan studies to analyze teacher design of coherent lessons and ongoing analysis of student work to identify gaps

and inform future instruction, continue to focus on CIE focus  
 June 2013 – study data results from end of year assessments and plan for SY 2014-2015  
 Ongoing in-house and external professional developments throughout the year

2. Teacher professional development plan is based on the needs of the students, teachers, and school. PD plans target high leverage areas that will benefit the entire school community (questioning and discussion techniques, UDL, etc)
3. In-class CBOs partnerships are for the entire school year within a trimester.

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

1. Time allocation of third period common period will help advance teacher collaboration time.
2. Professional developments consist of in-house, external, online varieties. Each department has an assigned Teacher's College coach that meets with the department 8 times a year. Title I and Title III set aside is used to fund the work Columbia University's Teachers College is doing with the teaching and administrative staff, to further build capacity. With Tax Levy and Contract for Excellence we are contracting Columbia University, Teachers College Coaches for support, Title I Focus/Priority Allocation 4 coaches x 4 sessions x 1200 and 82 hours of per session for inquiry work)
3. Educational Alchemy meets with students in a club after school and during lunch. The Leadership Program provides in-class partnership liaisons for classrooms on Tuesdays and Thursdays for the entire school year.

**Budget and Resource Alignment**

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

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

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

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>x</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

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

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

**Major Recommendation**

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

SQR about differentiation, Although ongoing feedback and some supports are offered to students, strategies to provide specific and targeted guidance and advisement for individuals and groups of students who are struggling were not sufficiently evident in order to ensure that all learners are able to graduate within four years. Further, on page 6 of the SQR, it states "Although student work products reflect high levels of thinking, students in classrooms were not always able to provide a rationale for the learning intention or how the learning might connect or be applied to another context, thus limiting their ability to take ownership of the learning and personal responsibility for academic growth."

<b>Review Type:</b>	QR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	P
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**Tenet 4: Teacher Practices and Decisions**

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

<b>x</b>	<b>4.2 Instructional practices and strategies</b>		<b>4.3 Comprehensive plans for teaching</b>
	<b>4.4 Classroom environment and culture</b>	<b>x</b>	<b>4.5 Use of data, instructional practices and student learning</b>

**Annual Goal #3**

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

During the 2013-2014 school year, all departments will utilize inquiry protocols to analyze student work and student data to inform instruction and differentiation.

**Instructional Strategies/Activities**

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

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

Strategy- All teachers will conduct student data analysis using proper protocols to be able to identify various instructional groupings for classroom activities, assessments, and targeted instruction.

1. Activity -All teachers will participate in inquiry work using National School Reform Tuning and Consultancy protocols to analyze student work during department meetings
2. Activity- All teachers will utilize an assessment cycle to monitor student progress and make appropriate changes to lesson and units; teachers will revise and monitor instructional strategies based on assessment results. The findings of each department will be shared on a school-wide basis to assess overall academic achievement and identify areas of need as a school.

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

1. Lead Teacher, Department Heads, and Teacher’s College Coaches will participate in department meeting will facilitate protocols during department meeting to look at various student data points including: Data sources that will inform instruction include, but are not limited to student work, ARIS, Regents, NYSESLAT, IEP, 8<sup>th</sup> grade ELA/Math scores, Acuity, NYC Performance Tasks, ELL Periodic, ED Performance, NYSITELL, teacher-created assessments and Achieve3000 scores. These data sources will help teachers and school based staff to implement effective strategies on an academic and emotional and social level
2. Teacher’s College Coaches will assist teachers in developing assessment cycles. Teachers and Administration will look at data on a continuous basis to evaluate data trends.

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

1. Teachers will participate in student data analysis on a weekly basis during regularly scheduled third period common planning times, which includes specific days for department meetings and inquiry team meetings.
2. During each trimester, teachers and administration will review/monitor teacher and student performance relative to revision in teaching strategies and curriculum changes during daily common planning meetings during lesson plan studies, department meetings, and staff-wide meetings.

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

1. Daily third period common planning meetings are assigned to two department meetings, differentiated PD day, inquiry meeting day, and sub-group meeting day. Student work analysis and accompanying professional developments take place during these times.
2. Teachers utilize the assessment cycle within each trimester to evaluate the effectiveness of programming and curriculum development.

Teachers, Administrators, and school-based staff have begun reviewing appropriate student data since August 2013 in order to plan for the 2013-2014 school year. Teachers will utilize common planning periods during the week to conduct student work analysis and curriculum revision

- i. August 2013-September 2013- Studying previous year’s student data to make adjustments to curriculum maps
- ii. October 2012-December 2013 – Administer baseline assessments, item analysis of assessments, revise curriculum maps and units plans to address the current needs of students, identify best practices and strategies
- iii. December 2013-March 2014-Focused study and analysis on student data results to inform teacher design of coherent lessons and to identify gaps and inform future instruction, continue to focus on CIE focus
- iv. February 2014- analyze regents results
- v. March 2014-May 2014- Focused study and analysis on student data results to inform teacher design of coherent lessons and to identify gaps and inform future instruction, continue to focus on CIE focus
- vi. June 2013 – study data results from end of year assessments and plan for SY 2014-2015

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

1. Think Through Math and Achieve 3000 will be purchase for instructional practice. All 9<sup>th</sup> graders, Ells, and Special Ed students will have access to Achieve 3000. All students will have access to Think Through Math.
2. With Tax Levy and Contract for Excellence we are contracting Columbia University, Teachers College Coaches for support, Title I Focus/Priority Allocation

**Budget and Resource Alignment**

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

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

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

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>x</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

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

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).							
As per our DTSDE Review in the 2012-2013 school year our schools needs assessment was under Tenet 5. The findings were as follows: The school has a number of supports and partnerships, but the lack of coordination and use of data impedes the ability to develop a plan to address students social and emotional developmental health needs.							
<b>Review Type:</b>	QR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	P

**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.							
<b>2</b>	<b>5.2 Systems and partnerships</b>			<b>5.3 Vision for social and emotional developmental health</b>			
	<b>5.4 Safety</b>			<b>5.5 Use of data and student needs</b>			

**Annual Goal #4**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.							
To coordinate and develop monthly meetings with all of our community based organizations to develop a plan to address students social and emotional developmental health needs.							

**Instructional Strategies/Activities**

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

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

Strategy- In collaboration with the our community based organizations, (Educational Alchemy, Inc., The Future Project, Inc, and The Leadership Program ) we will provide programs to address the social and emotional developmental health of all our students.

1. Activity- Educational Alchemy is currently taking a 3-pronged approach towards promoting socio-emotional learning in LIHS Students. Through the soon to be mounted Peer Mediation Program students will have the opportunity to practice Restorative Justice which promotes agency, resiliency, leadership skills, communication and higher-order meta-cognitive thinking. Through our current young women's club, The Fireflies, we are fostering an environment to promote pro-social behaviors, self-esteem and character development. Through our continued work with the Arts and Literacy club, The STORYtellers, we are offering students the opportunity to realize their true leadership potential by putting them in role as the educator to turnkey their knowledge of self-discovery and self-expression. These students are leading the movement to publish the LIHS STORYtellers Literary Journal which will be divided into chapters based on LIHS' three themes of Leadership, Community Action and Social Justice.
2. Activity - The Future Project serves the social and emotional developmental health of young people through the exploration of their passions and dreams. There is an emphasis on self-reflection and how to make positive impacts on their lives and the lives of others. Specifically this work is accomplished through a combination of one-on-one meetings, group conversations, individualized plans to pursue dreams/passions and the development of skills to take action around what young people want to see in the world and their lives.
3. Activity- The Leadership Program: Our after school project provides a safe place for students to cultivate their creativity and develop individual and social responsibility through a variety of creative arts and recreational activities. As we build strong leaders, After school’s curriculum focuses on the following components:Leadership , Self Concept, Group Dynamics, Team Building, Conflict Management, Vision and Imagination, Social Responsibility

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

1. Facilitators from Educational Alchemy, Inc. will work with students and teachers during and after school in class and clubs settings
2. Full time Future Project, Inc. Dream director will work with a team of students.
3. Facilitators from The Leadership Program and teachers will work together 2x a week to support all students.

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

1. Monthly meetings with all CBO’s and school Administration will take place to discuss all students and program, as well as design next steps.
2. Weekly attendance will be taken to track student social and emotional development
3. Mid-year and End-year student product will be showcase and display throughout the school year.

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

1. Sept 2013– June 2014

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

1. Education Alchemy meets 1x a week after school and during lunch.

- The Future Project meets daily with the team and afterschool as a club.
- 21<sup>st</sup> Century Grant, Success Grant,- Facilitators work in class partnership on Tuesdays and Thursdays, as well as, partake in 3 clubs (Music, Photography and Drama)

**Budget and Resource Alignment**

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

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

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

<b>x</b>	<b>PF AIS</b>		<b>PF CTE</b>	<b>x</b>	<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
<b>x</b>	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

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

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

**Major Recommendation**

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

On the 2012- 2013 Parent Survey pg. 6 this question was rated lowest and it states: How often during this school year have you: been invited to an event at your child’s school (workshop, program, performance, etc.)?

<b>Review Type:</b>	LES	<b>Year:</b>	2012-2013	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	
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**Tenet 6: Family and Community Engagement**

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

	<b>6.2 Welcoming environment</b>	<b>x</b>	<b>6.3 Reciprocal communication</b>
	<b>6.4 Partnerships and responsibilities</b>		<b>6.5 Use of data and families</b>

**Annual Goal #5**

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

In the 2013-2014 school year, we will offer 50% more activities that include student’s families in order to increase parent/guardian involvement.

**Strategies to Increase Parental Involvement and Engagement**

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

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

- Parent Coordinator will collaborate with school partners, to provide a series of bilingual trainings for the parent and teacher association. Parent Coordinator will offer bilingual training and workshops at different times and days to accommodate parent’s schedule. Parent Coordinator will collaborate with School Based Support Team to provide parents training on reading and understanding their child Individualized Educational Plan.

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

- Parent Coordinator and Guidance Counselor will facilitate 4 Saturday trainings to increase the parents understanding of the student and school data. (Reading your child’s report card and transcript, ARIS parent training, Navigating Skedula and Understanding my child’s IEP

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

- Leadership Program facilitators will provide bilingual parent training targeting parent interest.

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

- Teachers will be invited to participate and lead parent activities.

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

- The Leadership program will provide 3 workshops. Two parent dinner celebration. One family day trip 21<sup>st</sup> Century Grant, Focus, Tax Levy

**Budget and Resource Alignment**

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

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

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

	<b>PF AIS</b>		<b>PF CTE</b>	<b>x</b>	<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>x</b>	<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Close reading, multiple readings, modified readings, native language support, Achieve3000, Edge Curriculum grammar study, graphic organizers, leveled text, side-by-side text,	Small group instruction, tutoring	During the school day, after school, Saturday School
<b>Mathematics</b>	Incoming freshmen at level 1 and 2 will be program with the Think through Math online program in order to provide additional support. Tutoring/Regents Support	Small group instruction, tutoring	During the school day, after school, Saturday School
<b>Science</b>	Achieve 3000 Tutoring/Regents Support	Small group instruction, tutoring	During the school day, after school, Saturday School
<b>Social Studies</b>	Achieve 3000 Tutoring/Regents Support	Small group instruction, tutoring	During the school day, after school, Saturday School
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Topics such as Gender, Sex, STDs, College, Interview Skills, Making your college count, Thinking about your career, Positive self-image, life skills are discussed Mediation center. Partnership and orientation offer with Transfer Schools. Partnership with Parole Officers and ACS. Partnership with Summer Search for mentoring program. Partnerships with PHIPPS Community Center for afterschool academic intervention. Regents Saturday Academy for academic intervention and regent preparation.	One-on-one and groups. Workshop and Counseling groups.	During the school day, after school, Saturday School

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

Leadership Institute recruits only highly qualified teachers. When recruiting we look for teachers who are dually certified in content and Special Education, as well as Bilingual extensions. Beginning with the data based assessment of our needs LIHS will seek out teachers, based on our needs, using tools such as ATR pool and teacher finder to help us recruit potential candidates. LIHS looks to employee staff that has flexibility in licensing and can meet the ever changing needs of our school. Teachers who have multiple certifications are sought after, but still must meet the standards established in hiring that all candidates must adhere to. LIHS has a rigorous interview process conducted by our LIHS Interview committee. Within the committee we have administration, parents, students, content area teachers, parent coordinator and community based organization representatives. Once a decision has been made teachers are asked to come in and conduct a demo lesson. This provides us with the opportunity to assess candidates' content depth of knowledge. Prospective candidates will be evaluated based on a series of criteria including knowledge of content, delivery, rapport with class and techniques employed in the lesson.

Teachers at LIHS are provided with content coaching and professional development support in and out of school for their professional growth. Here at LIHS professional development takes place in many forms. From the use of coaches from Columbia University Teachers College and the Teacher Effectiveness (TE), coaches assist teachers individually and as departments. Coaches assist administration in designing and providing professional development geared towards our specific needs as a school. Data gathered from ARIS Talent Management as well as administration observation data is used to inform LIHS of what PD should be offered based on teacher ratings and it identifies effective teachers to possibly become teacher leaders or lab classrooms.

LIHS has partnered with our Network, CFN 402, and Teachers College for several series out of PD sessions held monthly at Teachers College. These PD sessions are designed to have teachers from various schools come together to share-out their work and ideas the implementation of the Common Core Learning Standards and performance tasks.

**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).

Teacher's College partnership, NYCDOE PDs, ARIS Learn, EngageNY, PD plan generated from classroom observations and the impact on student learning.

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

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

For the *Coordination and Integration of Federal, State, and Local Services and Programs* prompt we suggest: "The school is a conceptually consolidated school and all funds are coordinated to improve student outcomes and to close the achievement gap"

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**Measures to Include Teachers in Decisions Regarding Assessments**

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

MOSL, departments select periodic and baseline assessments that are most suitable

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);



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

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

## Part I: School ELL Profile

### A. School Information

District <b>9</b>	Borough <b>Bronx</b>	School Number <b>276</b>
School Name <b>Leadership Institute High School</b>		

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

Principal <b>Marta Colon</b>	Assistant Principal <b>Jose Martinez</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Loveena Thomas</b>	Guidance Counselor <b>Manuela Guzman</b>
Teacher/Subject Area <b>Melissa Gordon/ESL</b>	Parent <b>Navia Martinez</b>
Teacher/Subject Area <b>Kristen Farulla/Science/SpEd</b>	Parent Coordinator <b>Luz Milanes</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>242</b>	Total number of ELLs	<b>50</b>	ELLs as share of total student population (%)	<b>20.66%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	28	ELL Students with Disabilities	12
SIFE	12	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	18

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0									0
Dual Language	0									0
ESL	28	5	1	4	2	1	18	5	10	50
Total	28	5	1	4	2	1	18	5	10	50

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

\*EP=English proficient student

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

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	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										23	4	16	4	47
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0		0	0	0
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0
French														0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										2	0	1	0	3
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	25	4	17	4	50

## 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)										15	1	4	0	20

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)										3	3	13	2	21
Advanced (A)										2	1	2	4	9
Total	0	0	0	0	0	0	0	0	0	20	5	19	6	50

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	20	0	13	0
Integrated Algebra	11	17	2	16
Geometry	1	0	0	0
Algebra 2/Trigonometry	7	0		
Math	0	0		
Biology	0	0		
Chemistry	0	0		
Earth Science	0	0		
Living Environment	24	9	7	6
Physics	0	0		
Global History and Geography	18	1	7	0
US History and Government	16	3	4	3
Foreign Language	0	0		
Other	0	0		
Other	0	0		
NYSAA ELA	0	0		
NYSAA Mathematics	0	0		
NYSAA Social Studies	0	0		
NYSAA Science	0	0		

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

In addition to teacher created tests, Periodic ELL Assessment, LAB-R, LAB-Spanish, and NYSESLAT, ELLs are administered Achieve3000's LevelSet test, an online assessment tool that utilizes the Lexile Framework, which offers a scientific means of matching students to informational texts. This measure is unique because it measures text difficulty and reader ability on the same scale. This measure is based on two well-established predictors of how difficult a text is to comprehend: semantic difficulty and syntactic complexity. We use all this to create a snapshot of the student and with this information, we create our instructional plan. Based on preliminary analyses:

- 36 % of students are reading at BR-2nd reading level in English
- 44% of students are reading at 3rd -5th grade reading level in English
- 20% of students are reading at 6th-9th grade reading level in English

This data analysis is very useful because teachers can differentiate according to reading levels in their daily lesson plans, as well as in their curriculum maps to address learning needs. It is clear that students are reading below grade level and are in need of intensive academic literacy support in both in ESL and content area classes. Stand-alone ESL periods are used to provide targeted instruction to improve literacy. In addition, teachers push-in to content area classes to provide language support.

Questions here:

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. Results of the 2013 NYSESLAT data show that the majority of Beginners are ninth graders, the majority of Intermediate students are in the eleventh grade, and the Advanced students are distributed throughout grades nine through twelve.
- a. 36 % of students represent the Beginner cohort
  - b. 44% of students represent the Intermediate cohort
  - c. 20% of students represent the Advanced cohort

In the 2012-2013, LIHS received a large number of tenth and eleventh graders Beginner students, who had shown progress and now makeup a large portion of the Intermediate cohort. In depth analysis of the NYSESLAT revealed that many of the students in the Advanced cohort missed proficiency by less than five points. As students move up from Beginning to Intermediate, their Listening and Speaking scores increase, however, their Reading and Writing needs improvement. The Advanced students are predominantly Advanced or Proficient in the Listening and Speaking, but they struggle with the Reading and the Writing. Advanced students' areas of focus were in Listening and Writing. Looking at NYSESLAT information is greatly beneficial for classroom instructions because teachers know which modalities to focus on per student. Over the past few year, improving literacy for all students has been a mission critical school-wide goal. Teachers support older, reluctant readers with low reading levels by including various genres, high interest activities, allowing students to give personal responses, providing read-alouds and think-alouds, providing explicit vocabulary acquisition strategies and allowing students to see literature through many lenses. Likewise, knowing students' learning styles, also helps us reach them through various means.

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 [AMA tool](#))

Paste response to question here:

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?

Most of the 9th graders are in the Beginning level, the majority of the 11th and 12th graders are in the Intermediate level, and Advanced students are in mixed grades. Regents data shows that students have varied successes across regents in English and the Spanish native language. The ELL Periodic Assessment is used to to inform instruction, group students, and make curriculum changes. Beginner ELLs struggle in all modalities, the Intermediate students need extra support with grammar instruction, and Advanced students are showing proficiency in the modalities, however, they need more targeted instruction in advanced sentence structure. The native language is used to support students in all classes, especially in classes that culminate in a regents exam (where glossaries can be used).

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](#).)

Paste response to question here:

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

First, student assessment data is analyzed and this information organized and distributed to all teachers so all content and specialist teachers are aware of student's data. This information is categorized by English language proficiency and then further into the four modalities so that we can target specific skills needs. In addition, in-house professional development is provided to staff members in effective ESL strategies across the content areas. The ESL teachers also provide support to content area teachers in modifying and accommodating grade level material to the different levels. Across the board, teachers are utilizing strategies to increase language development. For example, we conduct word studies (interactive word wall, root word studies, academic and sight words, etc), use leveled readings, graphic organizers, and reinforcement through homework.

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

LIHS evaluates the success of our programs for ELLs through analysis of student work, formative and summative data (inquiry on AYP through Regents and NYSESLAT results, graduation data, and classroom scholarship data). We also pay careful attention to the feedback of our school community, staff, content teachers, parents, guidance counselors, parent coordinator and most importantly our students. We continually revise and monitor our programs with the goal of creating a welcoming, language rich environment that improves both self-confidence and second language acquisition for our ELL population.

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
- In order to ensure the proper and appropriate steps are taken in the identification and placement, an internal protocol has been developed to clearly assign roles and steps that need to be taken. The certified ESL instructor/coordinator identifies the newly matriculated students into the NYC DOE by utilizing the ATS system and student cumulative files. At the time of enrollment students are administered a Home Language Identification Survey (HLIS). The HLIS and interview are conducted by the ESL teachers, who speak English and Spanish. If further assistance is needed in an interview, the bilingual guidance counselor and parent coordinator, assist the ESL teacher. This way the parent and student are able to understand and express themselves in their native language. If it is determined that the home language is something other than English, there will be an informal interview with student and family members to determine the home or native language of the student. If it is determined that the student speaks another language than English and speaks little to no English then we administer the Language Battery Assessment (LAB-R) to determine the student's proficiency level in English. In addition Spanish-speaking students are also administered the Spanish LAB. Depending on the outcome of this test, students are placed in the correct ESL class, which includes Beginning, Intermediate and Advanced classes. Students who test Proficient on the LAB-R are not given ESL services and enter general education classes. The LAB-R is administered within 10 days of the student's enrollment. Parent/Guardian are then given an orientation, where we explain their rights and options. Parents are made aware of the three different language educational programs: Free-Standing ESL, Transitional Bilingual, and Dual Language programs. Bilingual classes are formed when there are 20 students in a grade level whose parents selected a bilingual program, however, if there aren't enough students to form a bilingual class, student can opt for

another school in that district with the preferred program, or stay in the ESL program at the current school. Currently, LIHS does not have a Bilingual program and parents are informed of other schools where there are programs that they desire. In the spring of every year, ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT) by appropriate pedagogues to be in compliance with the new testing regulations. Eligibility is determined by cross referencing ATS reports (RLER, RLAT) and ARIS reports. Parents and students are told about the test in advance and are aware they will have modified schedules, since the test is untimed. The Speaking modality is given individually to students in advance of the Listening, Reading, and Writing modalities. The Reading, Writing, and Listening sections are given to students section by section allowing students ample time to take the test. All appropriate IEP accommodations are adhered to when administering the test. Students who score below proficiency will continue to be an ELL and receive services. Members involved in these processes include the Bilingual Guidance Counselor and the ESL teacher. The ESL teachers administer all the assessments and determine the qualifications for ELL eligibility.

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.

Every effort is made to ensure that parents are made aware of their options. In the beginning of the school year, there are new parent orientations given during the day and during the evening so parents can view informational video provided on the NYCDOE website. The school communicates information about the orientation to the parents via phone calls, mailings, and letters. All mailings and communication are given to parents in their native language and in English. Orientations are given to parents within 10 days of student entry, however due to scheduling conflicts; private meetings are setup between parents and the ESL teacher in lieu of group sessions in some cases. Students are also encouraged to join their parent at these meetings, so they too are also aware of their options and rights. During these sessions, the ESL teacher, Bilingual parent coordinator and Bilingual Guidance Counselor are present to answer any questions regarding ESL and other academic questions. For many parents, this is the first time their student is enrolled in an American school, so every effort is made to make the parents/guardians feels comfortable engaging in school affairs. Last school and this school year, zero parents have selected the bilingual program option.

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](#)].)

Parents receive entitlement letters through school mailing and copies are also sent with students to give to their parents. All mailings and communication are given to parents in English and in the preferred language. Parents are encouraged to complete the Parent Survey and Program Selection at the orientation meetings.

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.

Students are currently placed in a Free-Standing ESL program at the Leadership Institute High School based on the parent survey responses. However, we clearly and fairly communicate all options and choices regarding the other program models that are available to parents in English or in their native language (mostly Spanish-speaking parents). The vast majority of parents that have come to informational sessions prefer to have their student in an ESL program versus a bilingual program to date. Students are placed into the appropriate ESL class based on their most recent LAB-R/NYSESLAT scores. Currently, we have Beginner, Intermediate, and Advanced ESL classes. Placement letters are mailed to parents to notify them of entitled services. Copies of these letters are kept online. Likewise, continued entitlement letters are mailed to parents at the start of the school year and copies are kept on file. ELPC screens are updated in ATS to reflect student placement and entitlement.

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.

In the spring of every year, ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT) by appropriately trained pedagogues in the building. Eligibility is determined by cross referencing ATS reports (RLER, RLAT) and ARIS reports. Parents and students are told about the test in advance and are aware they will have modified schedules, since the test is untimed. The Speaking modality is given individually to students in advance of the Listening, Reading, and Writing modalities. The Reading, Writing, and Listening sections are given to students section by section allowing students ample time to take the test. All appropriate IEP accommodations are adhered to when administering the test. Students who score below proficiency will continue to be an ELL and receive services. Members involved in these processes include the Bilingual Guidance Counselor, ESL teacher, Parent Coordinator, and teachers trained to administer the test.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

After reviewing Parent Options and Survey forms, the trend is that the overwhelming majority of parents prefer to have their child in a Free-Standing ESL program, as opposed to a Bilingual Program. In the 2012-2013 school year, we had 6 new ELL parents register their child and all six parents chose to have their child in an ESL program. In the 2013-2014 school year, we received five incoming students whose parents selected to have their child in a bilingual program. We will inform these parents of their options.

## 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])?

All ELLs are held to the same high expectations as the mainstream population at LIHS with the ultimate goal of being college and career ready. There is a consistent monitoring of ELL data in order to make the necessary adjustment to programming and curriculum when necessary. ELL data is shared among the school community so that individual needs are met. Teachers are able to collaborate during designated inquiry time to discuss the progress of ELLs. The ESL teachers are able to provide professional support to the entire school community in order to ensure that the ELLs are moving forward. LIHS is trying to get more parents involved in the academics of their child. By having special parent events, students are able to showcase their learning and involve their parents in their school successes.

1. Delivery of Instruction:

- a. Instruction is delivered through Free Standing ESL classes, as well as Push-In ESL support in content classes.
- b. In the Free-standing ESL classes, students are clustered homogeneously by ESL proficiency levels with consideration given to what grade they are in. Students are usually grouped into clusters of 9-10 grade band and 11-12 grade band, depending on the student enrollment. For content classes, students are placed in the appropriate grade level class and receive ESL support from the content teachers as well as the ESL push-in teacher.

Instructional curriculum is aligned with the New York State Standards for English Language Learners, as well the Common Core Standards for speaking, listening, reading and writing. Current methodologies in ESL instructional strategies are also implemented across the curriculum. These methodologies are shared with the entire faculty during various in-school Professional Developments, as well as during common planning hours with teachers. For ELL's at the beginning and intermediate proficiency level the ESL teacher emphasizes explicit instruction to ensure advancement in cognitive function and to facilitate problem solving as content is mastered. Thematic units help ELL students at all levels make connections and achieve a deeper understanding of concepts, as well as reinforce new vocabulary. Differentiation through use of visuals and choice of assessment are employed for ELL students with 1-3 years of service. The students' levels of literacy in the native language are taken into consideration with literature written in English and Spanish. Grammar instruction is implicit and explicit depending on level of need. Many of our long-term ELL's are still in need of some of the techniques used for beginner and intermediate ELL's. There is a high expectation that ELL's will achieve college readiness before leaving LIHS. In order to ensure a smooth transition for these students, we try to embed strategies such as using context-clues, use of graphic organizers for concise note-taking; analysis and problem solving are emphasized for advanced students. Teacher conferences are given to all ELL's with a special emphasis on long-term ELL's to assess motivational factors. ELL's with special needs are engaged in context-embedded language, TPR, role-play and other visceral or intrinsically motivated activities to ensure advancement in language acquisition. There are also regents prep courses available after school and on Saturdays for students who are interested in preparing for required testing. In these courses ESL strategies are implemented with an emphasis on study skills and strategies, and how to use these skills outside the classroom.

Students who have reached English proficiency according to the NYSESLAT will be ensured continued support and accommodations for up to two year after doing so. This support will include tutoring after school by the certified ESL instructor. The ESL instructor will also monitor proficient students' progress in class-work and test scores with content instructors. All ELLs are given their mandated accommodations during school and state tests.

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)?

In the 2011-2012 school year, an additional ESL teacher was hired to meet the needs of the expanding ELL population. In doing so, LIHS has been able to provide push-in services in content area classrooms. Students are scheduled according to the appropriate numbers of minutes they are mandated to receive based on CR Part 154. All Advanced students receive an ELA and ESL periods, all Intermediate students receive ESL and some are also given an additional ELA period, Beginning students do not receive any additional ELA classes and receive explicit ELA instruction through their ESL class. All ESL students receive ESL instruction from certified ESL teachers. Teachers have been informed of ESL student's language needs and all teachers are

providing native language support to students in the content area classes. In addition, we are offering an honors Spanish class to continue to strengthen the student's native language because we feel this is very beneficial to the ELLs in acquiring the English language.

Additionally, with the help of a grant, LIHS was able to open a computer lab with over 20 Mac computers. This has been very beneficial to the ELLs since they are able to access various interactive language-learning sites, as well as receive literacy support on Empower3000.

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.

Content area teachers instruct students in the English language, using ESL strategies. There have been several Professional Developments focused on best practices for ELLS. These PDs showed teachers how to modify their instruction so that the material is comprehensible to ELLs. Teachers modify the speech rate, provide direct instruction of vocabulary and grammar; repeating key words or phrases; model activities, and relate instruction to students' background prior knowledge; and use visuals, graphic organizers, native language support, realia, differentiated projects, movies, or group activities where ELLs are paired with students of the same native language in the classroom. Native language support is given to ELLs in all content classes by giving them access to content material in their native language. Likewise, many of the bilingual content area teachers will utilize the Spanish language to clarify information for ELLs. Additionally, teachers are able to plan and collaborate with each other during our common planning period to discuss the various needs of ELLs and specifically target the at-risk students for additional support. As stated before, all students in our school are held to the same high standards. All of the curriculums at LIHS are Common Core aligned and our ELLs are engaged in all these units and tasks. Teachers do utilize the UDL framework to make Common Core material more accessible to students in a variety of ways. There are differentiated, leveled readings for ELLs, translated materials, use of glossaries, prompts, sentence starters, and graphic organizers which have proven successful in engaging our students with the new rigorous standards of the Common Core. In addition, Common Core recommended texts available to students in their native language.

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

Spanish-speaking students are assessed using the Spanish LAB. Using the results of this exam can inform teachers of a student's proficiency in their native Spanish language, thereby allowing the teacher to target instruction in the areas the student needs the most support. ELLs are given the option to take their content area regents subjects in the native language whenever possible.

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

In the beginning of the year, the ESL teachers study the NYSESLAT results for each student to determine student achievement in the different modalities. In October, students are given an ELL Periodic Assessment with an accompanying teacher-made speaking test. Then again in March, students are given another ELL Periodic Assessment to measure all four modalities. In addition to those formal assessments, teachers utilize formative assessments in all four modalities to evaluate student progress throughout the year. An ideal lesson should give students an opportunity to engage in all four modalities on a daily basis, so teachers can observe this data on students on a daily basis.

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).

Differentiated Instruction for ELL sub-groups includes, but are not limited to:

SIFE: LIHS provides a combination of literacy, native language, ESL instruction to meet the individual needs of our SIFEs. We also use Achieve 3000 academic interventions with SIFE. ESL teachers have one on one meetings with these students to check-in on not only their academic standing, but also to see how SIFE are adjusting emotionally and socially to the school setting. To the best of the programmer's ability, SIFE are placed in smaller classes, whereby getting more individualized attention. SIFEs are offered after school and Saturday school support by the ESL teacher and content teachers. These programs are funded through Title III funding.

Newcomers: Students who arrive at LIHS as newcomers to either NYC or the United States will be evaluated using the LAB- R exam. Results of this exam will be used to appropriately place the student in their classes. Focus will be given to vocabulary acquisition and providing the student with strategies to acquire academic language. ESL teachers will also meet with these students in small group sessions to see how they are adjusting to their new environment. The majority of our newcomers have been Spanish-speaking, so ESL and content teachers provide these students with as much native language support as we can, while at the same time providing explicit

instruction in vocabulary acquisition. Teachers utilize glossaries and visuals to ensure that students are able to access materials. After school and Saturday school support is provided by the ESL teacher and content teachers.

4 to 6 years: The majority of the students who are in this category are currently in the 11th and 12th grades. These students are receiving targeted support in their areas of weakness. The data shows that most of these students need explicit support in reading and writing strategies. These students are given more opportunities to engage in productive struggle in formal academic English literature across the content areas. After school and Saturday school support is provided by the ESL teacher and content teachers.

Long Term ELLs and Extension of Services- Our plan is to address these students with specific academic and social supports. Special consideration will be given to the motivational factors of the students, as it could play a critical part in the student's success. ELL students in need of extended services will be provided with individual counseling from our guidance staff and one-on-one tutorial assistance from both the ESL teacher as well as a certified English Language Arts instructor. Additionally, there are meetings between the guidance department and ESL teacher to create graduation plans for the ELLs, with a focus on the long-term ELLs that have been in ESL for more than 6 years. After school and Saturday school support is provided by the ESL teacher and content teachers.

Special Needs / ELL: All support and instructional programs available for ELL students are available for students identified as both ELL and Special Needs. Parents, guidance counselors, related service providers, ESL teachers and Special Education teachers collaboratively work toward providing the identified student with the instruction and educational support necessary to be successful within the ESL and Regents curriculum. Some strategies include academic intervention services, one-on-one tutoring, counseling and collaborations among all content teachers.

Former ELLs: Former ELLs continue to receive ESL support 1-2 years after testing proficient. These students are still given academic support and interventions, as well as entitled testing accommodations. After school and Saturday school support is provided by the ESL teacher and content teachers

Other interventions include but are not limited to:

- o A strong literacy-based computer program to help SIFEs with basic reading and writing using Achieve3000, geared toward SIFES and Newcomers, but it benefits all the ESL students as the vast majority are not on grade level for reading.
- o Currently, ESL teachers offer after school Tutoring for all ESL students to attend. Likewise, LIHS started a Saturday Academy for ELLs, since such programs have been proven to assist ELLs in learning English and native language arts, as well as gaining additional credits in content courses to catch up to grade level and graduate on time.
- o Purchase of quality books and other learning resources that are commensurate to those provided to English-proficient students, such as instructional materials in native languages.
- o Use of a bilingual guidance counselor to help mentor ELLs to navigate admissions requirements, encourage post-secondary education, and address non-school related obstacles that impede ELL student success for all the sub-groups.
- o Addition of a bilingual Parent Coordinator to facilitate communication with parents in regards to the academic status of their child.
- o All Special Education accommodations are adhered to in the ESL classroom, including additional support with time, glossaries, questions read, use of bilingual para-professional, extended time, etc. for all students with special needs. The ESL teacher is aware of every student with an IEP in the class and every effort is made to make sure the students' needs are being met.
- o Use of textbooks designed specifically for Newcomers are used in the ESL classroom.
- o Data analysis is done for all subgroups to see where they are failing and why they are failing. Then targeted instruction is given in those areas in the classroom.
- o There is differentiated instruction for ELLs across the board in all their classes. Since high school students are not granted a grace period for taking Regents, immediate attention is given to the fact that these students will be taking the Regents alongside their native English speaking peers. There is a focus across the board in trying to get these students to pass by the use of various strategies outlined above. It is of utmost importance to make the content accessible to ELLs in each subgroup.

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?

Teachers of ELL-SWDs provide various strategies that help these students develop their language skills, while at the same time access academic content. There is an integration of ESL and content area instruction, specific vocabulary instruction (focus on key terms), contextualize learning – using manipulative, visuals, and maximizing opportunities for language use – student to student interaction, extend responses, have structured and predictable classroom activities, texts in the student's native language. We try to incorporate SWD in the least restrictive environment by carefully looking at the services a student needs to address his

or her disability and to support the student’s participation & progress in the general education curriculum. The ESL teachers, Special Educations teachers, and Special Education school based support team collaborate frequently in order to make sure all the needs of the ELL SWDs are being met. Currently, we have an ESL teacher pushing into the Special Education Science classroom since most of those students are ELL-SWD. In addition to instructional practices and careful consideration of each individual student’s background, teachers provide students will all applicable testing accommodations. These can include: separate location; time extension; extra readings of listening selections; bilingual glossaries; exams in student’s native language.

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?

It is of utmost importance that the needs of all students with IEP are met at LIHS. With the new Special Education reforms, it is more important than ever that students are placed in the appropriate settings and receive appropriate services. In the 2013-2014, LIHS is employing the ICT model to allow our ELLs-SWDs to participate in the least restrictive environment. The ESL push-in teacher can also be present in some of these classes as well, so our ELLs-SWD population is receiving various supports in their content classes. Additionally, the speech teacher provides services to students according to their IEPs.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

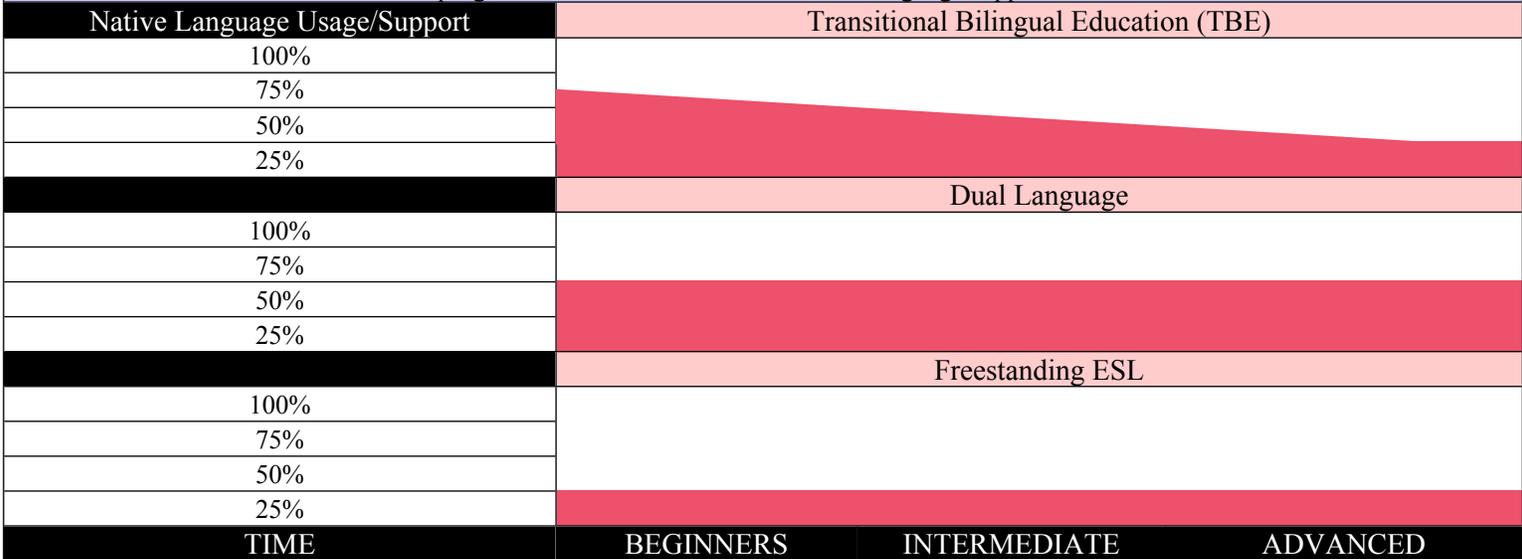
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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

Targeted interventions in the content areas include Spanish bilingual support in math, science, and social studies through native language support and text material in the native language. Native language support is conjunction with various ESL strategies, including using visuals, movies, graphs, trips, drawing, models, interactive websites, etc. Newcomers, Beginners, and SIFE are specifically placed in classes where they will receive bilingual support. The ESL, ELA, and Special Education teachers collaborate on a daily basis to ensure curriculums are aligned and students are receiving age and grade level appropriate instruction. The ESL teacher pushes into content area classes to prepare students for unit and state assessments. The ESL teachers collaborate with content teachers on specific tasks, differentiate the materials for the ELLs and also, provide support for them in the ESL class. Likewise, after school, the ESL tutoring programs provides students with help in all the content areas. Relevant curricular material and resources are purchased to supplement ELL learning in the content areas through Title III funds.

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

Overall, the effectiveness of the programs we have in place are partially successful. Our ELLs are performing, passing, and succeeding in classes and in state assessments. However, there are still gaps that we need to address. The main areas of focus are the increasing numbers of SIFEs and ELL-SWD who are not accumulating credits. ESL inquiry will be focused on this issue during the 2013-2014 school year. The majority of the Advanced students tested Proficient last year, and the majority of students improved in proficiency level. This year, there will be a focused attention to explicit academic English instruction to help students in their language development. We are always looking for various resources that will help our ELL population, like online programs, texts, and curriculum material.

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

New plans for the upcoming school year include purchasing more bilingual Common Core aligned texts, informational texts, side-by-side texts, graphic novels, and audio books so students are able to access classic literature from a different perspective. Increase classroom libraries to include literature in native language and to purchase bilingual books where the native language is one page and the English translation is on the other page for the Newcomer and SIFE students. LIHS is also committed to improving parent communication and involving them more in their students' academic life. We are offering a free ESL program for Parents of ELLs in the hopes of increasing parent participation at our school. There will also be more special events for ELLs to share their work and accomplishments with their parents and peer, such as Culture Day and ESL Gala Night. We are also trying to incorporate more trips outside the school so ELLs can relate what they are learning in the classroom to real life experiences outside the school. The ESL department will also be hosting more in-house professional developments to each department in the hopes of improving instructional practices on a daily basis. Lastly, due to the overwhelming success of last year's ESL Student Showcase, we will continue to do a school-wide showcase night where students will present their work to their parents.

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

At this time there are no plans to discontinue any services for ELLs. We are determined to only add programs, resources, and services for our ELLs.

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

ELLs have access to ALL programs available to the general school population, no exceptions. There is after school tutoring program aimed at ELLs through the Title III program. In additions, there is Saturday Regents Academy for ELLs. Teachers are available to help these students at all times. In addition to the tutoring services offered to students, the ELLs have equal access to all the other clubs and programs offered at our school. You will find ELLs participating in the Leadership Program, Crossing Borders, and Photography and Dance initiatives. ELLs are offered access to ALL programs in the school. No exceptions!

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

Instructional materials for our ELLs include: National Geographic Edge leveled textbook with interactive workbooks, regents review books, grammar workbooks, and other classroom material are offered in the students' native language. Every effort is made to purchase high quality textbooks for ELLs that are comparable if not the exact same as the ones used by the general education population. Aside from Empower3000, there are multiple interactive ESL website that students use to supplement their lessons. Audiobooks are used for whole class as well as independent reading activities. Classroom instruction always incorporates the students' native language with textbooks and translated materials throughout the content areas. In addition, there are picture

flashcards and various manipulatives specifically for Newcomers, Beginners, and SIFEs. Students have access to computers in all classrooms through a computer lab or computer cart, glossaries, student-friendly dictionaries, highlighters and post-its notes for annotating, index cards and physical materials.

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

Native language support is given to all subgroups of ELLs in all their classes. Teachers use material (text, video, music) in the students' native language, teach vocabulary acquisition through native language cognates, and teachers who are fluent in Spanish and bilingual para-professionals provide student with support in their native language in all classes.

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

Since some classes do have mixed grades and abilities, every effort is made to ensure that required services support and resources do correspond to appropriate ELL age and grade level. Teachers try to ensure that there is a high level of rigor within the classrooms for all students. Teachers use the Common Core standards that correspond to the appropriate grade-band to inform instruction and plan rigorous activities.

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.

In order to assist Newcomers at the beginning of the year, we plan to have a Newcomers orientation for them a week before school starts, so they can become familiar with the layout of the school and the protocols of high school. Also, students are usually paired with a buddy who is already familiar with the school and shares the same native language. There are student assemblies that take place throughout the year. Likewise, the ESL Department facilitates various student-parent activities throughout the year to cultivate stronger connections (ESL Gala, Culture Day, etc). The environment at LIHS is of one of a large family; the staff, administrations, teachers and students all help one another, especially in the case of Newcomers.

18. What language electives are offered to ELLs?

All ELLs have the option to enroll in all electives by the school as suitable to their schedule. Electives offered to ELLs. Currently, ELLs can enroll in the following language electives: AP Spanish Language and Culture, Spanish Honors, ESL Literacy Electives at various levels.

19. For schools with dual language programs:

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

Paste response to questions here:

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

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

ESL teachers provide in-house professional development to the entire staff on best practices in ESL strategies and methodologies. The PDs are provided during common planning workshops during 3rd period as well as through on-going support provided by the ESL teachers. The ESL teachers and content area teachers partake in a variety of PDs throughout the year that are specifically focused on ELLs. Teachers who are not ESL licensed will be made aware that they need to complete 7.5 hours of Professional Development for Jose P. ESL teachers will provide on going, in-house professional development on ESL topics. Topics will include: LEP Identification Process, Use of data to drive instruction, NYSESLAT, Vocabulary Across the Content Areas, Language Allocation Policy, and Sharing of Best Practices. Teacher agenda/attendance records will be kept in a Google Drive folder. In addition, teachers are receiving coaching from Teacher's College on various topics, including differentiating for ELLs. Teachers will also have the opportunity to attend various QTEL PDs targeted at their content area. All teachers are sent ELL PD information from the ESL teacher. ESL teachers have participated in QTEL training and received a certificate of completion. We have also ordered supplementary research and development material to further educate teachers on QTEL strategies. Currently, there are several coaches from Teacher's College that provide targeted help by content area. Teachers also attend PDs offered through CFN 402, Teacher's College, and from the Office of English Language Learners (DOE).

### **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?

Parental involvement is of utmost importance to our school and there is a big focus on increasing parent participation this year. Currently, parents are given an orientation at the beginning of the year on their choices of English language learning programs. With the help of the Bilingual Parent Coordinator, Bilingual Para-professional or Bilingual Guidance Counselor communication is ongoing and consistent between the school and the parent/guardian. Correspondences are sent to parents in their native language. Parents are encouraged to be involved in their student's learning. We plan to continue to offer free ESL parent workshops in collaboration with The Leadership Program (CBO) throughout the year aimed at providing ELL parents with various tools to help their student, with particular focus on aiding parents in preparing their child for college. The school will provide parents with Skedula logins so they can access their student's grades, view assignments, and correspond with the teacher online. We are also able to provide parents with logins for the web-based literacy program, Empower3000. In this respect, the parent can use the same program their child is using to improve their literacy and this can lead to academic reinforcement in the home. There are regular Parent Associate meetings and conferences with parents, where parents' needs are assessed. We provide an all day and evening Parent Teacher Night in order to accommodate parents who are not able to make it either in the morning or evening. The staff and administration at LIHS always have time for parents and we are available to talk to parents at all times. Through various discussions and interactions with parents, LIHS has developed actions plans to increase parental involvement in order to build a stronger connection with the school and the community. Workshops, free Saturday ESL classes for parents, Culture Day, ESL Showcase, etc are all offered to parents. LIHS plans to add more parent programs through the school and CBOs in the current school year. Translation unit and interpretation services are also available for use by the school for communications and for events at the school, such as parent night.

## **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.

Over the years, we worked towards integrating all cultures throughout LIHS to create a safe, comfortable learning environment for ALL students. We intend on continuing this practice and expanding into other initiatives that will further improve our school community.

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

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marta Colon	Principal		1/1/01
Jose Martinez	Assistant Principal		1/1/01
Luz Milanes	Parent Coordinator		1/1/01
Loveena Thomas	ESL Teacher		1/1/01
Navia Martinez	Parent		1/1/01
Melissa Gordon/ESL	Teacher/Subject Area		1/1/01
Kristen Farulla/Science/SpEd	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

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

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

DBN: 276 School Name: Leadership Institute High School

Cluster: 4 Network: 402

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

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

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

For parents who have information in ATS and DOE, the school looks at the preferred language of the parent to communicate with them. For new parents to the DOE, we administer the home language survey where the parent can indicate their preferred language of communication and conduct an informal interview with the parent or guardian to determine the parent's preferred language. Likewise, language of communication is entered into ATS. We do have staff members available to conduct interviews in Spanish. If the parent does not speak English or Spanish we will call the language interpretation unit in order to properly communicate with the parent. This information is recorded on the emergency cards and the home language survey and put into ATS by our Pupil Accounting Secretary. Over the course of the past year, we have noticed an increase need for translated documents in the Spanish language and the school utilizes the Translation and Interpretation Services funding to help with this. All of these steps are done in a timely manner to ensure proper communication with our parents. Likewise, LIHS is implementing the use of the Skedula online program in the 2013-2014 school year and it allows for translation services within the program when communicating with parents.

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.

After reviewing the data collected during intake at our school, we found an increased of the number of households where the parent or guardian needed communication translated into the Spanish language. There are some low incidence languages like Mandika for which the school utilizes the translation and interpretation unit's assistance. The Parent Coordinator, ESL Teacher, and/or Special Education teachers notify the staff at the beginning of the year with pertinent information, so we can plan accordingly when communicating with our parents. Likewise, the Spanish bilingual staff (Parent Coordinator, Guidance Counselor, Para-professionals, Attendance Coordinator, Principal, Assistant Principal, teachers, school aides) are very helpful in aiding in communicating with parents.

## Part B: Strategies and Activities

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

After determining the various home languages of our families, every step is taken to ensure that all communication is provided in the appropriate language. The vast majority of our families speak English and Spanish, with a few parents speaking French and Mandinka. The staff at the school is aware of the parents that need written translations of various communications and we provide these services in house for Spanish translations. In the cases for which we are unable to do so, we would contact the translation and interpretation unit (NYDOE). The staff at LIHS, including the bilingual guidance counselor, bilingual parent coordinator, bilingual ESL teacher, bilingual para-professional, bilingual teachers, administrators, as well as office personnel, have offered their services in helping with translating materials at all times. We are also aware of the translated materials available on the Office of English Language Learners site and the Translation and Interpretation Unit DOE website. Likewise, Skedula also recognizes the parent's preferred language and translates any communication through this program into the preferred language.

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.

As stated above, LIHS has several staff members available on site to orally translate in Spanish language for phone calls home, in-school meetings, or various school events. In the event that we have no one to translate a low incidence language, we will contact the Translation and Interpretation Unit accordingly ahead of a scheduled meeting in order to have the proper resources for the parent.

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>.

- LIHS properly ascertains the parent's preferred language in a timely manner and enter this information into ATS.
- At the time of registration, we do provide Spanish translation of pertinent materials and provide an in-house interpreter if needed.
- LIHS has "covered language" posters in the main office as well as in the guidance office.
- LIHS translates related services (IEP, English Language Learner entitlement letters) communication into the parent's preferred language and ensures that the appropriate translators/interpreters are available for low incidence languages.
- Leadership will also have the following forms available on site: Translation Request Form (for offices), Translation Request Form (for schools) Interpretation Request Form, Request to Translate a Foreign Language Transcript.
- Every effort is made to ensure that all parents are able to understand the communications that the school send out in regards to all matters. The staff at LIHS is more than accommodating in the assistance of translating and interpreting in Spanish.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: <u>Leadership Institute High Scho</u>	DBN: <u>276</u>
Cluster Leader: <u>Christopher Groll</u>	Network Leader: <u>Cristina Jiminez</u>
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

### B. Direct Instruction Supplemental Program Information

The Leadership Institute High School (LIHS) plans to use Title III Funds to supplement and enhance the instructional opportunities for our ELL students. We will provide direct supplemental instructions to ELLs in various ways. LIHS will provide direct instruction before school, after school, and Saturday School support for our ELLs. Two highly qualified certified ESL teachers will provide these sessions. The Title III Saturday Academy will run concurrently with LIHS Title I program. In the Title I program, there will be content area teachers in Science, Math (bilingual Spanish), and Social Studies (bilingual Spanish, Special Education) teachers. These teachers will be available to assist ELL students and will use Spanish native language support in instructing ELLs who would benefit from it. There will be 30 After School sessions on Monday - Thursday from 3:00 pm- 4:00 pm during the fall semester. Additionally, there will be 40 After School sessions on Monday - Thursday from 3:00 pm- 4:00 pm during the spring semester. Likewise, the service providers for these sessions are two fully certified ESL teachers. Saturday School will run for 6 Saturdays in the Fall Semester, in which services will be provided by two fully certified ESL teacher and 6 Saturdays in the Spring Semester from 9:00 am until 12:00 pm, which will be provided by two fully certified ESL teachers. Based on the ESL department inquiry work, large gap in the achievement of Long Term Ells with Disabilities and SIFEs have been observed. In order to close this achievement gap, we will be targeting this student population. In support of these students, we will be using differentiated teaching methodologies incorporating UDL that allow entry points to the rigorous Common Core standards and NYS ELA/ESL Standards.. These students need extra academic support in addition to the instruction they receive during the regular class day. During these sessions, we will utilize resources to build foundational literacy skills, including phonemic awareness. Likewise, teachers will utilize all coursework textbooks and materials necessary for the content class, including online resources and Smart board interactive tools. In today's age, it is important that our students are technologically competent to compete in a global market. It is integral that technology is used in our Title III program so that students are able to acquire, interact, create, and present information across various medias. We will use resources such as, audio books, smart board programs, laptops, iPads, online literacy resources, presentation software, Rosetta Stone program, Empower3000 program and various Internet programs. The goal is to make the instructional material accessible to students through various mean. In addition to academic support provided in school, students will take field trips to enhance classroom learning. Although the target populations for these programs are Long Term ELLs with Disabilities and SIFE students, all Title III support programs are open to all ELLs and former ELLs. Parents will be notified about all available programs through, mailings, phone calls from the bilingual Parent Coordinator, during parent conference nights and email, when available.

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here: Teachers involved in the Title III program will participate in various Professional Development opportunities through sessions provided by the school network (monthly sessions), targeted consultative sessions through Teacher's College (4 sessions in the Fall and 4 sessions in the Spring), QTEL (5 day series providing quality teaching for English language learners) sessions and publications, and sessions provided by the Office of ELLS (NYC DOE) (dates vary). Topics that are covered are new regulations for overseeing ELL programs, mandated services, submitting required documentation pertaining to ELLs, teaching strategies for ELLs in various content areas, creating ESL curriculum to ensure alignment with CCSS and state standards, ensuring course material is rigorous and age appropriate, and parents options and services. Professional development also includes the turn keying of relevant information by the ESL teachers to the school community so that all staff members are aware of best practices for ELLs. These internal professional developments are targeted at celebrating strengths and strengthening weaknesses in the school. Topic for these sessions will include strategies for differentiating, accommodating and including ELLs in all activities. It is of the utmost importance to the LIHS school community that all students have access to the content in a curriculum; so all staff members are committed to receiving appropriate professional development throughout the entire school year. LIHS is committed to providing our ELLs with a rigorous academic experience in Common Core and College Readiness curricula and various points of entry. To this extent, teachers are very much involved in deepening our understanding of CCLS and how to create entry points for our ELLs. This work is done at PD sessions with Teacher's College.

### Part D: Parental Engagement Activities

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

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

Begin description here: LIHS values the importance and input of our ELL parents. We believe the more our parents are involved the more invested our students will be in their education. We plan to offer workshops for parents on important information pertaining to rules, regulations and rights of ELLs. The more information our parents have the better informed their decisions will be in regards to their child. Topic that will be covered are the different types of language programs offered at NYC DOE, ESL teaching methodologies, educational strategies for parents to use at home to help their students at home. Parents will also have the opportunity to learn English using Rosetta Stone in the LIHS computer lab during Saturday sessions. In a new collaboration with The Leadership Program, LIHS will host two Super Saturdays per year for parents. During these Super Saturday there will an array of workshops that parents can attend, including legal advice, assistance with reading educational reports, arts and crafts, and use of the literacy lab. Based on the success and feedback of this program, LIHS will increase the

**Part D: Parental Engagement Activities**

number of the Super Saturdays per year over the course of the next two years. ELL parents will also be given log-ins for Empower3000; in that way they can also improve their literacy using the same program their child is using in school. We would also provide literacy and technology classes to parents to assist them in using the Internet to help in learning during our Saturday sessions, so they feel more comfortable using the online resource. We have seen improved relations with ELL parents, however, we want to increase parent involvement in school and we are always trying to include them in school activities. In addition, we also want to invite parents into the building more to celebrate their child’s work and participate in school activities to help develop a stronger tie to the school community during a special celebration night in the spring semester. The ESL teachers in the school building will provide programs for parents with assistance from the bilingual Parent Coordinator, bilingual Guidance Counselor, faculty members and students. In addition we plan to create a stronger collaboration with PHIPPS, which is an organization that is closely related to our school community, over the course of the next two years. Parents will be notified of these activities by sending notices with students, mailings in parents’ home language, during parents conference night and as well as phone calls from the bilingual Parent Coordinator.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	<u>7126.98</u>	2 ESL teachers (30) sessions @ 1 hour sessions After school Fall \$1, 505.70  1 ESL teacher (40) sessions @ 1 hour sessions After school Spring \$2,007.60  2 ESL teachers (6) sessions x 3 hours each for Fall Saturday School (\$1806.84)  2 ESL teachers (6) sessions x 3 hours each for Spring Saturday School (\$1806.84)
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	1950	QTEL Institute \$750 ( for content area teachers),  Teacher's College consultant \$1,200
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula,</li> </ul>	<u>1823.02</u>	Words Their Way series by Pearson (beginner/SIFE); Technology: laptops, iPad for educational software and audiobooks; field trips to enhance classroom curricula; ESL

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		manipulatives (vocabulary and phonics acquisition tools); leveled library based on student interest; Pearson Longman Dictionary of American English and Pearson Longman Bilingual Dictionary; refreshments for ESL Parent Student Gala to celebrate ELL student work
Educational Software (Object Code 199)	300	Rosetta Stone English Level 1 & 2 for Beginner ESL students (after school and Saturday School) and parent use (Saturday sessions for parents)
Travel		
Other		
<b>TOTAL</b>	<b><u>11,200</u></b>	