



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ELLIS PREPARATORY ACADEMY
DBN (i.e. 01M001): 10X397
Principal: NORMA A. VEGA
Principal Email: NVEGA12@SCHOOLS.NYC.GOV
Superintendent: ELAINE LINDSAY
Network Leader: CYNDI KERR

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
Norma A. Vega	*Principal or Designee	
Hedin Bernard	*UFT Chapter Leader or Designee	
Hassan Tarawally	*PA/PTA President or Designated Co-President	
Yahaira Mercedes	DC 37 Representative, if applicable	
Alberto Severino Solange Ademetewou	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Maribel Tineo	CBO Representative, if applicable	
Julie Arcement	Member/	
Rabietou Souleman	Member/	
Marina Richardson	Member/	
Monica Hernandez	Member/	
Rosa Mejia	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, Students will demonstrate progress in their ability to comprehend complex text as required by the common core standards and college and career readiness metrics as a result of their experience with eight Common Core-aligned units of study that culminate in a performance task: two in math, two in ELA, two in social studies and two in science to common core.

Comprehensive Needs Assessment

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

The retention rate of ELL students in institutions of higher education is abysmally low. They are low because immigrant student rarely pass the placement exams that would allow them to participate in regular classes. They instead spend the better part of their college experience and their financial aid in remedial courses that are intended to prepare them for regular classes, unfortunately to few ever enter those regular classes. The placement exams are in English and Math. The English placement is generally based on writing an essay which generally requires a student to use sources of reading in order to support or argue against a particular quote or theme. This is not a difficult task, for someone who is well read and familiar with forming a position in writing, in English. An ELL student is generally completely articulate in their own language however to transfer those very skills in under 3 years into Academic English is a formidable task.

As a school we decided that in order to prepare students for post secondary education, we needed to teach to post secondary expectations and focus on the reading, writing and math skills that a freshman in a moderate college needed in order to pass the placement exams. As a result students in the 1st and 2nd years are to focus on writing- the goal is to develop ease in putting thoughts to paper. In the 2nd and 3rd year students are to focus on accessing complex text ie. (The Great Gatsby, Othello, Antigone, The Crucible). The goal is to ensure a high number of students passing the English regents with 75 or better in order to prevent students from taking a placement exam.

Instructional Strategies/Activities

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

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

1. Exposing students to more opportunities to read complex text enhances their vocabulary, strengthens their writing and expands their repertoire of genres from which they could draw upon when called upon to make comparisons or analyze a quote or theme.
2. Advisors are expected to conference with students regularly and review student transcripts, progress reports, report cards, etc. in order to assess for progress or support.
3. Learning outcomes will be aligned to the common core. Literacy and Numeracy strategies will be infused throughout the curriculum
4. Feedback to teachers in all disciplines will include emphasis on Domain 1 of the FfT, Understanding of Pedagogy, to ensure common core

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

1. ELA, Science, Social Studies and Math coaches to facilitate coherent integration of complex texts as aligned to the CCSS.
2. All teachers will be responsible for monitoring student progress
3. Humanities, science and math teacher will be expected to develop curriculum inclusive of literacy and numeracy strategies aligned to the common core
4. Administration will provide timely feedback to all teachers in order for them to incorporate recommendations

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

1. In yearly scholarship reports teachers will report high pass rates as result on teaching more complex text
2. We will increase student course pass rate by 5%
3. Students will articulate a deeper understanding of math concepts during their portfolios and math on demand task; additionally students will articulate a deeper understanding of the text they learned throughout the year resulting in a higher pass rate in the English regents by 7% and in a broader ability to apply metacognitive analysis presented during their portfolios.
4. Timely Feedback that is provided to teachers will result in teachers designing more complex and engaging curriculum as evidenced in our yearly teacher portfolio presentations.

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

- 1. Fall 2013-Spring 2014

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

- 1. On-going professional development will be provided weekly to support instructional goals.
- 2. Discipline meetings will be held bi-weekly so that teachers can create cognitively engaging tasks.
- 3. Teachers will tutor students twice a week after school to support students in their productive struggle.
- 4. Teachers will be provided with organizational time to update and organize classrooms and hallway bulletin boards to reflect student work that is aligned to the CCSS.

Strategies to Increase Parental Involvement

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

ELLIS Preparatory Academy will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy and numeracy training, and using technology, as appropriate, to foster parental involvement by:

- a. providing English as a Second Language (ESL) classes for parents/guardians
- b. providing computer technology workshops for parents/guardians
- c. conducting workshops on supporting students' native language development
- d. involving family members in school special events and off-site learning experiences such as educational visits to museums and cultural organizations
- e. holding curriculum information/celebration sessions and
- f. providing workshops on the college application process
- g. holding 4 Parent-Teacher conferences throughout the year.

- Each cluster team of classes works closely with the advisor and the school's parent coordinator to ensure that parents are well informed about the school's overall program and activities conducted in each instructional team. The parent coordinator in conjunction with the advisors determines the needs of the school and the needs of parents through surveys conducted at parent/teacher conferences or meetings. Parents will be encouraged to model certain behaviors we'd like to see, such as taking time in the day to read alongside their children. Materials can be in the native languages of the parents. The parent coordinator will facilitate by inviting parents to reading workshops conducted by faculty and staff.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014 students will articulate their mastery in math by conducting on-demand common core aligned math tasks during their portfolio presentations.

Comprehensive Needs Assessment

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

During the school year there are various points in which teachers have the opportunity to reflect on their practice and determine what is going well and what areas are still

in need of improvements. Team meetings, Coordinating Council meetings and our chancellor's professional development days are such times. In our discussions the issue of our students coming in with very limited basic math skills was a recurring conversation. The concern was not only with our lowest third but with the student body as a whole. The math department was very articulate in explaining the gaps in understanding basic concepts such as fractions, multiplication tables, place value and the order of operations. They were struggling with moving forward with more complex tasks such as word problems, balancing equations or plotting points on a graph when a critical mass of students could not understand basic arithmetic. Students struggles became more evident in their performance on the integrated algebra regents and during their portfolio presentations when they were unable to explain what process they took to solve a particular problem or equation. As a result the math department put forth two proposals. The first is to design curriculum that allows for students to demonstrate their knowledge which engages them more strongly and to provide very direct numeracy support in class in order to bridge gaps students have in math

Instructional Strategies/Activities

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

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

1. Math teachers in the 1st and 2nd years will provide direct math support to all students within their team once a week using: the common core standards as guide in determining the skills students need to pass the Algebra Regents.
2. Math teachers in the 3rd and 4th year will provide targeted support to students who have not obtained a 75 on the Integrated Algebra Regents using the CUNY math assessments as a benchmark in determining student ability to perform college math tasks.
3. Actionable feedback will be provided to teachers using the DFFT during the feedback and observation cycle to increase student engagement and mastery of curriculum.
4. On-demand tasks that students will complete during Defense of Learning will be collaboratively developed and reviewed with discipline partners.

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

1. Math teachers, math coach and Administration. Math teachers will meet weekly with math coach to plan, interpret formative and assessment data and develop plans to support all math students.
2. Math teachers, math coach and administration
3. Math coach will closely collaborate with Math Department to ensure cognitively engaging curriculum with adequate supports for students to engage in productive struggle.
4. Math teachers, math coach and interdisciplinary teachers

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

1. Students will show sustained growth in mastery of common core curriculum on MOSL assessments.
2. Math regents report data will show an increase by 5% of students passing the exam
3. Students earning a 80% or higher in their math classes will increase by 5-7%.
4. Students will articulate a deeper understanding of math concepts during their portfolios and on demand math task

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

1. Fall 2013-Spring 2014

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

1. The schedule will allow for daily common planning time within the Math Department.
2. Students will have the opportunity to work with a teacher within the math department during after school hours on Mondays, Tuesdays or Thursdays.
3. The schedule will allow for teams to meet on a weekly basis to share, review and discuss curriculum with teachers

Strategies to Increase Parental Involvement

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

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

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

June 2014, teacher effectiveness will be improved by 75% using the metrics provided in the Framework for Teaching (FFT)

Comprehensive Needs Assessment

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

With the onset of the common core curriculum and New York City's use of the Danielson Framework for Teaching and the Advance Evaluation system, teachers need an increased understanding of what instructional excellence is and what it looks like inside an ELL classroom. In addition, since at the heart of the CCLS initiative lies the idea that all learners, including English Language Learners, are capable of performing at exceptional levels, we have identified a need for strong literacy and language instruction within content areas. Therefore, we have required teachers of all content areas to embed literacy and language in their curriculum. This task cannot be completed alone and instead we have asked teachers to share and improve their practice of teaching literacy and numeracy with an on-site math coach and through on-site Professional Development, as well as with inter-visitations between classes and other like-minded schools so that teachers can see best practices of content-based literacy and language instruction. Teachers will be able to use the evaluation and feedback from each cycle to increase teacher effectiveness and to show growth within the FFT domains.

Instructional Strategies/Activities

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

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

1. Administration will participate in the ongoing observation and feedback cycle using the FFT to provide actionable feedback to teachers.
2. Discipline Leaders will support teachers to implement feedback provided to teachers.
3. Professional Development series to identify professional growth areas for teachers.
4. Ongoing on-site professional development will be provided to target school-wide patterns and trends identified during the observation and feedback cycle.

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

1. Administration, Teachers and discipline coaches.
2. Discipline leaders, coaches and teachers
3. Administration, and coaches and lead teachers
4. Administration, lead teachers and coaches

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

1. Teachers will show growth within the FFT along with a variety of components by the end of the year.
2. Greater school-wide and departmental instructional coherence will result by the end of the year.
3. Teacher ADVANCE ratings will show a pattern of growth from the first to the last observation of the school year in all of the domains.
4. MOSL and Regents scholarship will increase by 5%

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

1. Fall 2013-Spring 2014

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

1. Teachers participate in weekly professional development.
- 2.

Strategies to Increase Parental Involvement

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

- ELLIS Preparatory Academy will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy and numeracy training, and using technology, as appropriate, to foster parental involvement by:

- a. providing English as a Second Language (ESL) classes for parents/guardians
 - b. providing computer technology workshops for parents/guardians
 - c. conducting workshops on supporting students' native language development
 - d. involving family members in school special events and off-site learning experiences such as educational visits to museums and cultural organizations
 - e. holding curriculum information/celebration sessions and providing workshops on the college application process
- Each cluster team of classes works closely with the advisor and the school's parent coordinator to ensure that parents are well informed about the school's overall program and activities conducted in each instructional team. The parent coordinator in conjunction with the advisors determines the needs of the school and the needs of parents through surveys conducted at parent/teacher conferences or meetings. Parents will be encouraged to model certain behaviors we'd like to see, such as taking time in the day to read alongside their children. Materials can be in the native languages of the parents. The parent coordinator will facilitate by inviting parents to reading workshops conducted by faculty and staff.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
 - 1.
- B. Key personnel and other resources used to implement each strategy/activity**
 - 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 - 1.
- D. Timeline for implementation and completion including start and end dates**
 - 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 - 1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Their focus is strengthening reading comprehension as well providing language-rich activities that allow students to experience the English language in the four modalities and deepen their thinking and mastery of the content being taught.	<ul style="list-style-type: none"> • All 5 English teachers in the school provide small group and one-on-one intensive tutoring. • All interdisciplinary teachers work once a week in a small group setting of 12-14 students. These students have the biggest language development needs and they participate in Language Day. It is a full day of language-rich activities that support the content being studied and deepen the complexity of student thinking while developing their skills in the four modalities of the English language. 	<ul style="list-style-type: none"> • One on one tutoring happens after school two times a week as a part of our mandatory homework club after school program. • Language Day happened during the school day
Mathematics	The foci are basic algebraic skills using Destination Math, Regents preparation for Integrated Algebra I, problem solving and writing in math	One-on-one intensive tutoring offered. In addition students meet with their math teachers once a week during their school day in order to further support their understanding of basic arithmetic skills.	Three small groups each of about 13-15 at-risk students spend 3-4 hours a week after school with math teachers.
Science	The focus of the program is to support the preparation of students for the living environment regents exams	One-on-one intensive tutoring offered. In addition students meet with their science teachers once a week during their school day in order to further support their understanding of the living environment curriculum	The science teachers have established a schedule to support the preparation of students for the regents exams and meet with students 3 times a week after school to provide intensive tutoring. In total, 38 students are served.

<p>Social Studies</p>	<p>Focus is regents preparatory classes to at-risk students.</p>	<p>The social studies teachers provide intensive one-on-one and small group tutoring</p>	<p>The science teachers have established a schedule to support the preparation of students for the regents exams and meet with students 3 times a week after school to provide intensive tutoring. In total, 38 students are served.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>The school guidance counselor develops curriculum that teachers can adapt and deliver in the biweekly advisory classes. The curriculum supports existing at-risk students and aims to prevent others from becoming at-risk. It focuses on both academic planning as well as</p>	<p>The support of the guidance counselor includes:</p> <ul style="list-style-type: none"> • One-to-one and group counseling, • home visits, • phone calls to student homes, • referrals to outside services and • career counseling. 	<p>Services are provided during and after the school day 5 days a week</p>

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

Coaching

- On-site literacy and instructional coach provides best instructional practices and professional development for teachers.
- Literacy coach works with content teams to provide feedback, modeling and support around grounding curriculum in
- Feedback provided to teachers using Charlotte Danielson's Frameworks for Teaching to ensure that teachers identify and achieve professional goals throughout the year.
- Mentoring provided to new teachers to support them in overall instruction, advisory activities and classroom management, Common Core literacy standards with particular consideration for the needs of English Language Learners.

Professional Development:

- Staff-led professional development around topics identified by teachers to strengthen practice and cohesion throughout the school including collaboration, special education protocols, differentiation, understanding the Danielson Framework for Teaching.
- Guidance department workshops created to support advisory activities, the advisor's role and classroom management strategies in the classroom.
- Literacy Professional Development around reading and writing pedagogical strategies led by on-site coach, specifically targeting ELL students.
- Staff participates in Internationals Network for Public Schools annual Professional Development Day.

Professional Learning Communities

- School maintains team model where grade-level teams meet weekly for separate administrative and guidance meetings.
- Staff-selected team leaders created to enhance and promote leadership skills within staff.
- Teacher-led inquiry groups to examine, analyze and resolve needs of the school.
- Teachers develop and present a teacher-portfolio in June.
- Teacher team meetings will participate in weekly curriculum shares to support inter-disciplinary connections and higher performance of cognitively engaging tasks.

Recruitment

- Administration regularly reviews applicants who can serve as high-quality content teachers with a focus on ESL strategies.
- School acts as mentor campus for I-Start Program and TESOL program at Columbia Teacher's College.

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).

Professional Development:

- Staff-led professional development around topics identified by teachers to strengthen practice and cohesion throughout the school including collaboration, special education protocols, differentiation, understanding the Danielson Framework for Teaching.
- Trends identified during the observation and feedback cycle inform the on-site, staff-led professional development.
- Guidance department workshops created to support advisory activities, the advisor's role and classroom management strategies in the classroom.
- Literacy Professional Development around reading and writing pedagogical strategies led by on-site coach, specifically targeting ELL students.

-Staff participates in Internationals Network for Public Schools annual Professional Development Day.

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.).

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as the Fair Student Funding (Tax Levy) Title I Funds and Title III and human resources to implement our initiatives and goals from September 2012 to June 2013. Administration, literacy coaches will provide additional support for teachers

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.

- A MOSL committee, including teachers and administrators select the MOSL.
- The Coordinating Council meets bi-weekly to discuss student progress, Defense of Learning, scholarship and state test data so as to develop and implement a coherent instructional vision. The distributive leadership model identifies each team member as the liaison for vertical and horizontal communication with respect to assessment measures, professional development and the use of assessment to improve instruction.

TA Schools Only

Use of Program Resources

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

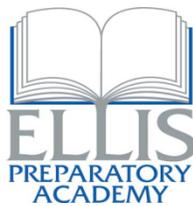
TA Coordination with the Regular Program

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

**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.



- ELLIS Preparatory Academy will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the

- a. Collaborate with the officers and members of ELLIS Preparatory Academy (ELLIS PREPARATORY ACADEMY)**
- b. Design and implement a plan of action for parental involvement based on needs identified by this needs analysis.**
- c. Involve parents/guardians in the decision about how the Title I, Part A funds reserved for parental involvement are Family Association to conduct a needs analysis of parents/guardians of ELLIS PREPARATORY ACADEMY.**

ELLIS Preparatory Academy will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

- a. Hold regular meetings of the ELLIS PREPARATORY ACADEMY Family Association to jointly address areas of**
- b. Involve parents/guardians of ELLIS PREPARATORY ACADEMY students in the creation and review of the annual concern regarding student achievement at the ELLIS PREPARATORY ACADEMY,**

Comprehensive Educational Plan (CEP).

ELLIS Preparatory Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have

limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- a. The evaluation of the parental involvement will consist of several components including written surveys.
- b. The evaluation of parental involvement will be coordinated by the ELLIS PREPARATORY ACADEMY Family Association and the ELLIS PREPARATORY ACADEMY Principal.
- c. Parents will be asked to provide feedback on the school's parental involvement policy as well as provide surveys, questionnaires and publicly advertised, open meetings of the ELLIS PREPARATORY ACADEMY Family Association and volunteer opportunities at the school.

ELLIS Preparatory Academy will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the activities described below:

1. Each year, ELLIS PREPARATORY ACADEMY will provide several opportunities for parents/guardians to attend a Family Orientation session to review the school's academic program and how it meets or exceeds the State's academic content standards as well as State's student academic achievement standards. Each student studies on an interdisciplinary, instructional team. This orientation and subsequent meetings of the ELLIS PREPARATORY ACADEMY Family Association will provide workshops on understanding students' quarterly Progress Reports and Report Cards. Workshops will also include specific strategies for parents/guardians to work effectively in a mutually supportive way with ELLIS PREPARATORY ACADEMY teachers and staff. These teams will work with the ELLIS PREPARATORY ACADEMY Parent Coordinator to provide this orientation to parents/guardians.
2. ELLIS Preparatory Academy will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
 - a. providing English as a Second Language (ESL) classes for parents/guardians
 - b. providing computer technology workshops for parents/guardians
 - c. conducting workshops on supporting students' native language development
 - d. involving family members in school special events and off-site learning experiences such as educational visits to
 - e. holding curriculum information/celebration sessions and providing workshops on the college application process
3. ELLIS Preparatory Academy will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by the strategies and activities described elsewhere in this documents including:
 - a. Working closely with the ELLIS PREPARATORY ACADEMY Family Association officers and members
 - b. Conducting regularly scheduled meetings of the ELLIS PREPARATORY ACADEMY Family Association
 - c. Providing parent orientation sessions for all families each year
 - d. Providing forums for discussion between teacher and parents/guardians
 - e. Regularly scheduled parent-teacher conferences to discuss students' academic progress- this year, increased to four times a year.
4. ELLIS Preparatory Academy will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - a. ELLIS PREPARATORY ACADEMY will provide all major notices to parents/guardians in the major native languages spoken in the homes of our students. This includes written notices or announcements as well as public workshops/ meetings at which significant numbers of parents/guardians are present.

b. ELLIS PREPARATORY ACADEMY will utilize internal staff resources for translation/interpretation services in as many languages as possible. ELLIS PREPARATORY ACADEMY will endeavor to utilize external translation/interpretation services available from the NYC Department of Education as well as local community organizations.

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by the PTA agendas and minutes. This policy is adopted by ELLIS Preparatory Academy on will be in effect for the 2012-13 academic year. The school will distribute this policy to all parents of participating Title I Part A children on or before November 1, 2013.

Principal's Signature:

Norma A. Vega

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

- ELLIS Preparatory Academy and the parents of the students participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.
- This School-Parent Compact is in effect during school year 2013-2014.
- ELLIS Preparatory Academy will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 -
 - Mission
 - Our mission is to develop our students' social, academic and leadership skills through collaboration, project-based curriculum and experiential learning opportunities that will emphasize English language development and build on native language skills. Our college preparatory program is committed to creating an environment that values students' cultures, native languages and individual differences, while preparing them for academic and professional success in a changing world.
 - Core Beliefs
 -
 - English Language Learners (ELLs) need to understand, speak, read and write English proficiently in order to realize their full potential within an English-speaking society.
 - In an increasingly interdependent and globalized world, fluency in English, mastery in one's first language and knowledge of other foreign languages are vital resources for the students, the school and society.

- English and native language proficiency is most effectively developed within a content-based and collaborative instructional approach across the curriculum.
- Technological literacy and the use of technology are essential for both teachers and students in their learning and their language development.
- Experiential learning, both inside and out of the classroom, (such as project-based activities, internships and community service) provides students with language-rich opportunities, in English and Spanish, connecting classroom learning with real-world experiences, and promoting personal growth and leadership skills.
- Students learn at different rates and in different manners therefore, teachers must use a variety of approaches to make content and language accessible to students. Students must have multiple ways in which to demonstrate their learning and assessment should encompass a variety of means including formative, authentic, performance based (portfolios, exhibitions) and standardized (classroom tests, Regents).
- Successful learning communities emphasize high expectations and support students and their families in realizing these goals.
- As an integral part of the broader community, the school and its partners collaborate and share responsibility with teachers, students and parents to achieve success.
- A successful school governance model emphasizes collaboration in which faculty participate in the school decision-making process, not only in the areas of instructional program design, curriculum development, and materials selection, but also in committee work, peer selection, support and evaluation
- ELLIS Preparatory Academy is a multicultural high school for recent arrivals, serving the needs of students with varying degrees of limited English proficiency. Our mission is to enable each of our students to develop the linguistic, cognitive and cultural skills necessary for success in high school, college and beyond. ELLIS Preparatory Academy gives priority to students of limited English proficiency, who have been in the United States under a year. All of our students enter as limited English proficient (LEP). They come from 20 different countries and speak 18 different languages. Once admitted, the students remain with us for their entire high school careers.
- ELLIS Preparatory Academy offers a high school/college curriculum combining substantive study of all subject matter with intensive study and reinforcement of English while supporting their native language. The interdisciplinary curriculum in the team of four teachers that we currently have is structured to provide for a balance of exposure to humanities and mathematics/science/technology. Different disciplines are viewed as interacting, reinforcing and broadening a student's perspective. Reading and writing are infused throughout the entire instructional program to ensure language acquisition and support content area instruction.
- All classes are heterogeneous and non-graded, i.e., students are not grouped according to language level in English, literacy in native language, achievement level, or age. They are supported by 25 teachers; all teachers are regularly licensed and assigned to the school.
- The school year is programmed on a yearly schedule. Students stay with the same teachers for two years. Classroom projects are designed to explore interdisciplinary themes and structured for both collaborative and individual work. Instructional teams are given a portion of funds allocated to the school to purchase texts and libraries, which support the curricular goals of the teams. It is rare that an entire class will use one textbook. Our expectation is that our graduates will be able to work in-depth both collaboratively and independently, using a wide variety of resources.

- Teachers provide multiple assessment opportunities to learn about their students from different vantage points and, thus, monitor and track their learning. Multiple assessments also provide students a variety of ways to show understanding thereby increasing their chances of overall success.
- During the 2013-2014 school year all resources have been used to support our interdisciplinary learning curriculum model. We are a Title I funded school and all funding is used to provide direct instruction and support services for our students. Performance driven budgeting allows our team of teachers to assess at the grass roots what is needed and allocate resources to quickly support those needs. All teachers provide English and native language development through the content area of their instructional program. As students acquire their second language (English) they maintain and develop their native language and all students receive the benefits of all the programs and grants.
- Our commitments to parents to ensure their effective participation in the life of the school and, thus, increase student success include:
 - Holding parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. These conferences will be held during one afternoon and one evening in the fall and one afternoon and evening in the spring. (Parents will be notified as the exact dates are finalized by the NYC Dept. of Education.)
 - Providing parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Narrative Progress Reports, including a quantitative breakdown of their children's grades, are provided to parents four times a year at the end of the fall semesters and a narrative at mid-points during both semesters. A Final Report Card with extensive narrative is provided to the parents at the end of each school year. In addition teachers make frequent contact with parents via telephone and email in order to keep them abreast of their child's attendance and academic progress.
 - Providing parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Teachers and the team are in frequent contact with parents via telephone and email. Parents are constantly being reminded that teachers are available to meet and that all a parent needs to do is contact the guidance counselor or contact the school's secretary to set up an appointment. Parents receive a parent handbook at the beginning of each year, which includes teachers contact information as well as class schedules. In addition parents are invited to attend monthly PTA meetings and workshops which are attended by many ELLIS staff members. Equally important is the role of the advisor whose key responsibility is to work closely with parents, maintaining regular contact to effectively support the social and academic progress of their children.
 - Providing parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents are strongly encouraged and always invited to visit their child's classes.
 - PARENT RESPONSIBILITY
 - We, as parents, will support our children's learning in the following ways:
 -
 - Support my child's learning by making education a priority in our home by:

- -making sure my child is on time and prepared everyday for school;
- - monitoring attendance;
- - talking with my child about his/her school activities everyday;
- - scheduling daily homework time;
- - providing an environment conducive for study;
- - making sure that homework is completed;
- - monitoring the amount of television my children watch;
- - volunteering in my child's classroom;
- - participating, as appropriate, in decisions relating to my children's education;
- - promoting positive use of my child's extracurricular time;
- - participating in school activities on a regular basis;
- - staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding , as appropriate;
- - reading together with my child every day;
- - providing my child with a library card;
- - communicating positive values and character traits, such as respect, hard work and responsibility;
- - respecting the cultural differences of others;
- - helping my child accept consequences for negative behavior;
- - being aware of and following the rules and regulations of the school district;
- - supporting the school's discipline policy;
- - express high expectations and offer praise and encouragement for achievement;
- PART II OPTIONAL ADDITIONAL PROVISIONS
- STUDENT RESPONSIBILITIES
- We, as students, will share the responsibility to improve our academic achievement and achieve the State's high
- standards. Specifically, we will:
 - • come to school ready to do our best and be the best;
 - • come to school with all the necessary tools of learning, pens, pencils, books, etc.
 - • listen and follow directions;

- • participate in class discussions and activities;
- • be honest and respect the rights of others;
- • follow the school's/class' rules of conduct;
- • follow the school's dress code;
- • ask for help when we don't understand;
- • do our homework every day and ask for help when we need to;
- • study for tests and assignments;
- • read at least 30 minutes every day outside of school time;
- • read at home with our parents;
- • get adequate rest every night;
- • use the library to get information and to find books that we enjoy reading;
- • give to our parents or to the adult who is responsible for our welfare, all notices and information we receive in school everyday.
- ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES (REQUIREMENTS THAT SCHOOLS MUST FOLLOW,
-
- BUT OPTIONAL AS TO BEING INCLUDED IN THE SCHOOL-PARENT COMPACT
- ELLIS Preparatory Academy will
- • involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- • involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- • hold an annual meeting to inform parents of the school's participation in the Title 1, Part A programs, and to explain the Title 1, Part A requirements, and the right of parents to be involved in Title 1, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title 1, Part A programs (participating students), and will encourage them to attend;
- • provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- • provide to parents of participating children information in a timely manner about Title 1, Part A programs that includes a description and explanation of the school's curriculum, and the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

- • provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children.
- • provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics;
- • provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1 Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

- SIGNATURES

-

- School Staff-Print Name Signature Date

-

- Parent(s)-Print Name(s)

-

- Student (if applicable)-Print

-

- Name

-

-

-

**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 10	Borough Bronx	School Number 397
School Name ELLIS Preparatory High School		

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 Norma Vega	Assistant Principal Kathleen Rucker
Coach Maribel Tineo	Coach
ESL Teacher Sam Saltz	Guidance Counselor Hedin Bernard
Teacher/Subject Area Krissy Lawlor ESL Global Studi	Parent /Sadigue Hamzeyi
Teacher/Subject Area Jane KangESL Math	Parent Coordinator Anel Tineo
Related Service Provider none	Other Deo Persuad, Social Worker
Network Leader(Only if working with the LAP team) type here	Other Iris Blanco, Social Worker

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	342	Total number of ELLs	342	ELLs as share of total student population (%)	100.00%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										9	9	4	4	26
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	9	9	4	4	26

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	271	Newcomers (ELLs receiving service 0-3 years)	280	ELL Students with Disabilities	6
SIFE	146	ELLs receiving service 4-6 years	51	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	290	45	6	51	22	2	0	0		341
Total	290	45	6	51	22	2	0	0	0	341

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										88	73	62	46	269
Chinese														0
Russian														0
Bengali										3	3		1	7
Urdu											1			1
Arabic												1	1	2
Haitian														0
French										10	21	16	13	60
Korean											1			1
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	0	0	0	0	0	0	0	0	102	99	79	61	341

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)										43	22	3	4	72

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)										33	60	40	32	165
Advanced (A)										5	2	16	14	37
Total	0	0	0	0	0	0	0	0	0	81	84	59	50	274

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	80	0	6	0
Integrated Algebra	112		26	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	144		36	
Physics				
Global History and Geography	68		6	
US History and Government	21		5	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

In addition to the administration of the LAB-R administered by pedagogue and lead instructional coach Maribel Tineo to all newly enrolled ELLs at Ellis to determine their English literacy level, we also administer the first of our Design-Your-Own periodic writing assessments (along with other schools in partnership with the Institute for Student Achievement) within the first two weeks of school. We also administer a native language reading assessment to our Spanish- and French-speaking students (many of our West African students speak and read French as a second language). Analysis of these early literacy assessments show that: A majority of our students are literate in their first language; approximately 25% have low literacy in their first language (either because of interrupted education in the case of SIFE or because of a poor quality of education in their home countries); incoming students' English literacy ranges from pre-literate to emerging literate levels, with a small handful entering with beginning or intermediate English literacy levels. On the basis of these early assessments, in addition to the HLIS which is completed by Guidance counselors during the admissions process, teachers design their differentiated and multi-layered curricula, choose multi-layered texts for classroom use, program students into independent, guided, or SIFE-oriented reading groups, and assign students to heterogeneous core classes. Within classes, teachers use these assessments to form small working groups, moving students from heterogeneous to homogeneous groups as the needs of particular lessons demand.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. Analysis of LAB-R and NYSESLAT results show that our older ELL population is vastly heterogeneous in English language achievement and development. LAB-R results show that approximately 85-90% of incoming 9th graders are at a beginning level of English development (the test does not measure pre-literacy or emerging literacy levels); by the end of their first year at Ellis, NYSESLAT results reveal that a little over half of our 9th graders are solidly at a beginning English language level, with the rest having achieved an intermediate level. By the end of their second year at Ellis, the majority of students are at an intermediate level, with a few achieving the advanced level and a few showing English language proficiency. As we have just begun our third year in existence, we do not yet have NYSESLAT data for our third-year students. NYSESLAT modality analysis shows evidence of improvement in all four modalities, with a somewhat greater percentage of students showing improvement in listening and speaking than in reading and writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))
N/A
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?
 - 4 a. 65% of our ELL population has passed the Integrated Algebra I Regents by the end of their 3rd year. 67% have passed the Global exam, 78% passed the US History exam, and 58% have passed the English Regents exam within their first 3 years at ELLIS (and in the country, for the most part). 49% have passed a Science Regents exam. ELLIS's science curriculum for this cohort focused mostly on chemistry, such that 2/3 of those with a passing score passed the Chemistry Regents exam, the only science regents these students attempted. It must be noted that the Chemistry Regents is a significantly more demanding exam (in terms of conceptual difficulty, passing mark, and being offered only in English) than the biology and earth science exams typically taken to satisfy the science regents requirement at many other schools. 25% of our ELL population has passed the Integrated Algebra I Regents by the end of their 2nd year. 19% of the population passed the Global regents by the end of the 2nd year. While our students have the opportunity to take these exams in their native language (except for the Chemistry exam, which is only available in English), they opt to use the native language version as

a reference point only and prefer to take the exams in English. This state assessment data shows us that use of the collaborative, project-based Internationals Approach to integrating language development and content instruction is successful for the majority of our ELL population. Current second- through fourth-year Ellis students will have further opportunities to take these exams. In addition to these state-mandated examinations, all students at Ellis participate in oral presentations of learning before a panel of peers and adults four times a year. These presentations (Defenses of Learning and Portfolios) are assessed using a teacher-developed rubric, and show regular progress in both language development and content understanding among all ELLs.

b. School leadership uses the results of our DY0 Periodic Assessments to make structural and programmatic changes as well as to guide the design of professional development. We have added an additional period to our schedule in order to program each student in a targeted reading group (independent reading, guided reading, or SIFE-oriented literacy instruction). We also conducted in-school summer professional development, and have designed our bi-weekly series of school-wide professional development for this school year, to focus on reading—analyzing text complexity, choosing multi-layered texts for classroom use, and teaching reading comprehension strategies. Teachers use the results of our DY0 Periodic Assessments to refine their differentiated and multi-layered curricula, implement changes in instructional methodologies, and program students into targeted reading groups as well as both heterogeneous and homogeneous working groups within core classes.

c. Periodic Assessments show that use of the collaborative, project-based Internationals Approach to integrating language development and content instruction is successful for the majority of our ELL population, although an increased focus on reading complex text is demanded across all curricular areas. While the Periodic Assessment in writing is designed to assess literacy in English, students have the option of taking the math Periodic Assessment in their native language. Rubrics for the math assessment allow teachers to determine a student's achievement in mathematical thinking in either English or native language.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

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

As part of the Internationals Network for Public Schools (INPS), every child's second language development is at the core of all of our instructional decisions. As such, INPS schools have five core principles, including:

- Heterogeneity and collaboration: schools and classrooms are heterogeneous and collaborative structures that build on the strengths of each member of the school community to optimize learning
- Experiential learning: expansion of the 21st century schools beyond the four walls of the building motivates adolescents and enhances their capacity to successfully participate in modern society
- Language and content integration: strong language skills develop most effectively in context and emerge most naturally in a purposeful, language-rich, interdisciplinary, and experiential program
- Localized autonomy and responsibility: linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential
- One learning model for all: every member of our school community experiences the same learning model, maximizing an environment of mutual academic support. Thus all members of our school community work in diverse, collaborative groups on hands-on projects; put another way, the model for adult learning and student learning mirror each other.

Based on the Internationals Approach, students' backgrounds are viewed as assets in the classroom. NYSESLAT and LAB-R information is shared with the students' teachers. Teachers take this data into account while planning instruction. Noteworthy information from parent interviews, the Home Language Survey and information on the child's education history are shared with the child's teachers. Teachers take this information into account while planning instruction. When possible we partner with community organizations to provide native language support as is the case with the French Consulate which provides in-house native language courses for our students. All teachers are cognizant of the importance of strengthening our students' native language and therefore incorporate native language activities into the curriculum as often as possible. This may include giving students the opportunity to research or present projects or activities in their native languages. Through our in-house PD, teachers share best practices on how to incorporate native languages into curriculum.

7. For dual language programs, answer the following:

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

n/a - we do not have a dual language program

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our program is measured through the analysis of a wide array of data sources, including:
- Graduation rate above
 - Course pass rate for all grades
 - Regents pass rate
 - Attendance rates
 - Learning Environment Survey – student results
 - Learning Environment Survey – parent results
 - Learning Environment Survey – teacher results
 - Dropout rate
 - Student anecdotes

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](#).)
All students admitted to ELLIS Preparatory Academy are recently arrived immigrants who arrived directly from their country to our school and who have scored below the cut-off rate on the LabR. The families of new admits, from their native country, fill out the HLIS (in their native language if available) during the admissions process which takes place with an ESL teacher and person who speaks the native language of the parent (this can be an internal staff member or an outside translator from a social service agency or NYC DOE Translation Services). Students then take the LAB-R within ten days of admission. The Lab-R is given on an ongoing basis as new admissions occur.

The people responsible for this are:

HLIS: Hedin Bernard Licensed Guidance Counselor - Licensed Teacher Jane Kang

LAB-R: Maribel Tineo - Licensed Teacher

Formal initial assessment in literacy, math, English: All classroom teachers and Licensed ESL and/or content area teachers

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.
A team consisting of the guidance counselor, parent coordinator, assistant principal (certified in Social Studies), Certified ESL teacher and community assistant representing the different language groups present at our school facilitates the enrollment process. Within ten days of the entry date, the following steps take place:
- At the time of enrollment, families are given the HLIS and entitlement letters and are invited to attend any of a series of meetings to view NYC DOE program choice videos, available in a variety of languages, and ask questions about the program choices. Staff members and ESL teachers who speak the native languages of our families are available for translation and/or we utilize DOE interpretation support and social service agency support. An administrator attends the meetings.
 - In addition to viewing the video, parents of new enrollees are also provided with program choice brochures and various research based articles so that they can make an educated selection from the 3 types of program appropriate for their child.
 - Information describing the three program choices is reviewed with parents after the videos are shown at the orientation.

After the orientation, parents complete a program choice survey. All parent surveys and program selection forms are stored in the students' permanent files in the guidance office. Our parent coordinator also maintains copies of the forms.

The people responsible for this are:

HLIS: Hedin Bernard Licensed Guidance Counselor - Licensed Teacher Jane Kang

LAB-R: Maribel Tineo - Licensed Teacher

Formal initial assessment in literacy, math, English: All classroom teachers and Licensed ESL and/or content area teachers

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].)

After the orientation, parents complete a program choice survey. All parent surveys and program selection forms are stored in the students' permanent files in the guidance office. Our parent coordinator also maintains copies of the forms. A check-list of all students is kept in the folder and students are checked off as the Program Selection forms are returned. If a Program Selection form has not been submitted, individual calls, in the native language using multilingual staff members and the DOE interpretation service, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to meet with an ESL teacher guidance counselors and complete the form. The guidance counselors ensure that continuous entitlement letters are sent home in subsequent years. Within ten days of enrollment, the student is given the LAB-R by our literacy coach. Students who have already opted in to the ESL program are given continued entitlement letters at the beginning of the school year and copies of these letters are kept by our parent coordinator.

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.

Our schools use a language development model, the Internationals Approach, which is classified as an ESL instructional program by the DOE. Our parents have all requested an ESL instructional program on the program choice selection form which describes three options: TBE, DL and ESL. The ELPC screen is updated in ATS within 20 days of selection. All forms are maintained in the students file.

Our school attempts to hire personnel – professional, para-professional, and clerical – who speak the native languages of our students. If the person who speaks the native language is not a professional, he or she will translate for a professional. In addition, we use the Department of Education's translation services to communicate with our parents in writing in their native languages.

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.

All ELLs, as identified in the RLAT ATS report, take the NYSESLAT during the spring testing period as required by NYS regulations. The NYSESLAT is administered by all teachers and test coordination is done by our literacy coach. Students who are absent for any part of the test are tested during a series of make-up sessions. The school's goal is always to test every ELL in the school.

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. 

Our school uses a language development model, the Internationals Approach, which is classified as a Free-Standing ESL instructional program by the DOE. All of our parents have requested Free-Standing ESL.

Therefore, the program models at our school are aligned with parent requests. Parent Choice letters are collected and analyzed each year by the parent coordinator to determine trends. Our parents overwhelmingly select ESL as the program of choice, thus our parent choice and program offerings are completely aligned.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. Instruction at our school is delivered collaboratively by teams of five to six teachers (Math, Science, Social Studies, ESL/English, Art and Physical Education) who work to plan instruction for groups of approximately 100 students.
 - b. Our school uses all of these program models. Each group of students is block programmed and those students travel together throughout the day. Within their blocks 9th and 10th grade students are mixed. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project.

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

All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with beginners getting a minimum of 540 minutes of ESL per week, intermediates 360 minutes of ESL per week, and advanced 180 minutes of ESL and 180 minutes of English per week. Each instructional team includes at least two teachers who are licensed in ESL; in addition, the content area teachers are trained in language development and ESL methodologies. Classes are 65 minutes in duration, so a student will meet with his or her English teacher 4 times a week and his ESL teacher at least 4 times a week, plus the additional ESL time provided by our dual certified ESL and content area teachers. NLA usage/support is included for 25% of the instructional time for all ELLs. Teachers design curriculum so that all students have multiple opportunities to read, write, speak and listen in their native languages. Student-teacher ratio is maintained at 20-22 students to 1 teacher to allow for more individualized instruction depending on the students' language abilities.

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

All students take math, science, social studies, and ESL and/or English every year. Although the language that teachers use to communicate with the whole class is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs.

Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative project-based tasks that both develop language and content knowledge. Tasks are all common core aligned (as indicated in our teachers' curriculum maps) and designed to be engaging and relevant to students' lives as well as to build students content and language abilities and understanding. This teacher generated curriculum is shared at school-wide PD sessions in which ESL teachers are paried with content area teachers to provide feedback on ESL instructional strategies that should be incorporated to assist our ELL learners. Principal observations and literacy coach feedback ensure that the ELL accomodations are effectively implemented by all classroom teachers.

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

Native language screeners are used when possible to evaluate ELLs in their native languages. With over nearly 40 different languages spoken by our student population, many of our ELLs speak languages for which screeners are not available, so we rely on student peers, parents and community partners to provide feedback on native language projects.

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

All teachers understand that language acquisition must occur in all four modalities, meaning listening, speaking, reading and writing. Teachers work in collaborative teams with two or more licensed ESL teachers on each team, so these ESL teachers help the content teachers through the common planning of curriculum. Also, all content teachers have attended ELL specific

professional development through WestEd or INPS to ensure their understanding and give them tools to teach to all four of these modalities. Through the INPS core principles of collaborative and experiential learning, teachers make sure that students acquire new language through speaking and listening. With Common Core professional development, teachers also ensure students acquire language through reading and writing. Lastly, all students work on portfolio projects for each class which incorporate all four language learning modalities. These projects include written pieces, as well as presentations. The initial written piece serves as a diagnostic and can then be compared with the following formal and informal writing pieces over the course of the year to evaluate and understand students' progress over the course of the year. Formal and informal assessments are conducted multiple times over the course of the year. Thus, all four modalities are appropriately evaluated.

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).

Heterogeneity is one of the Five Core Principles of the International Approach espoused by all International High Schools. As a result, students are not tracked or separated based on academic ability, linguistic ability, race, ethnicity, grade level, age, gender, or membership in an ELL subgroup – students are heterogeneously mixed in all of their content area classes. Teachers must differentiate their project-based curricula so that the needs of students at all levels are met. This occurs in a variety of ways in all content area classrooms; while these instructional strategies benefit all students, they also can be specifically targeted to meet the needs of ELL subgroups:

- Layered Curriculum – students have a wide array of choices for completing activities that lead to understanding of a particular content theme or topic; project choices incorporate a wide range of learning styles and “intelligences.” This benefits Former ELLs and Long-term ELLs as students have the ability to select assignments appropriate to their levels. This is of particular importance to this subgroup of ELLs who crave high-interest tasks that are scaffolded to support their language development.
- Leveled Reading Materials – students can study the same topics and concepts but explore them at their varied reading levels; we have literature as well as textbooks at multiple reading levels. Having a variety of texts at different reading levels available benefits both SIFE and newcomer students as teachers are able to direct students to texts that are accessible to the student based on their levels. Over time and with the careful guidance of teachers, students can progress to reading incrementally more challenging texts.
- Jigsaw Readings – readings covering a class topic are divided among students so that all are reading text at their level; students must then “jigsaw” and meet with students who have read different texts and share their knowledge orally, then collectively answer question about the material presented through all of the text. Jigsaw readings are beneficial for SIFE, newcomer, ELLs with 4-6 years of ESL classes, LT ELLs, and former ELLs as students strengthen their reading, writing, speaking, and listening skills in order to interpret the text, record the group’s discussion and then share the information back with their jigsaw group.
- Collaborative Group Work on Projects – students working together on group projects complete different aspects of the task according to either their skill level, linguistic level or personal preference; all are given a pivotal role geared toward their strengths so that all may be successful and contribute to the completion of the project. SIFE, newcomer, ELLs with 4-6 years of ESL classes, LT ELLs and former ELLs benefit from collaborative group projects as students work together to navigate the problem and come up with creative ways to share their solution, oftentimes through the use of technology to aid in communicating their ideas.

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?

Instructional strategies and materials are selected to provide access to academic content areas and to accelerate English language development for our ELL-SWDs. Informal and formal evaluations at the beginning of the school year as well as conversations with the students' previous teachers help to inform teacher of their students' ability levels. Based on this data, teachers select instructional strategies and resources tailored to their students' needs. Through implementation of a highly differentiated curriculum, all students are assigned appropriate tasks tailored to their ability level allowing them to access the material. Teachers provide students with a variety of resources including leveled texts, video clips, and other visuals to aid students in accessing the information. All projects culminate in presentations of work to peers and, when possible, to outside guests. Therefore, in the completion of projects, students utilize all 4 language modalities, which aids in acceleration of English language development. Curriculum is all teacher-generated to best meet the various ability levels present in the classes. Teachers submit common core aligned curriculum maps which are shared with their colleagues for peer feedback and review. Technology is used

in all classes for presenting projects, researching topics and final presentations, thus technology is key for communication, negotiation of content and presentation of knowledge. All ELL-SWDs are provided with appropriate support to ensure their growth and development. Our special education teachers meet regularly with the teachers and the students to provide support and track their improvement.

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?

Our school ensures that flexible programming is used to maximize time spent with non-disabled peers. All ELL-SWDs are programmed in classes with their non-disabled peers; they are only removed from their inclusion classes in the mornings before school for individual support. They also receive push-in support from their special education teacher if needed. Our school philosophy relies on the strength of heterogeneous student populations working in collaborative groups to help one another, therefore, we value the presence of ELL-SWDs in our mainstream classes.

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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

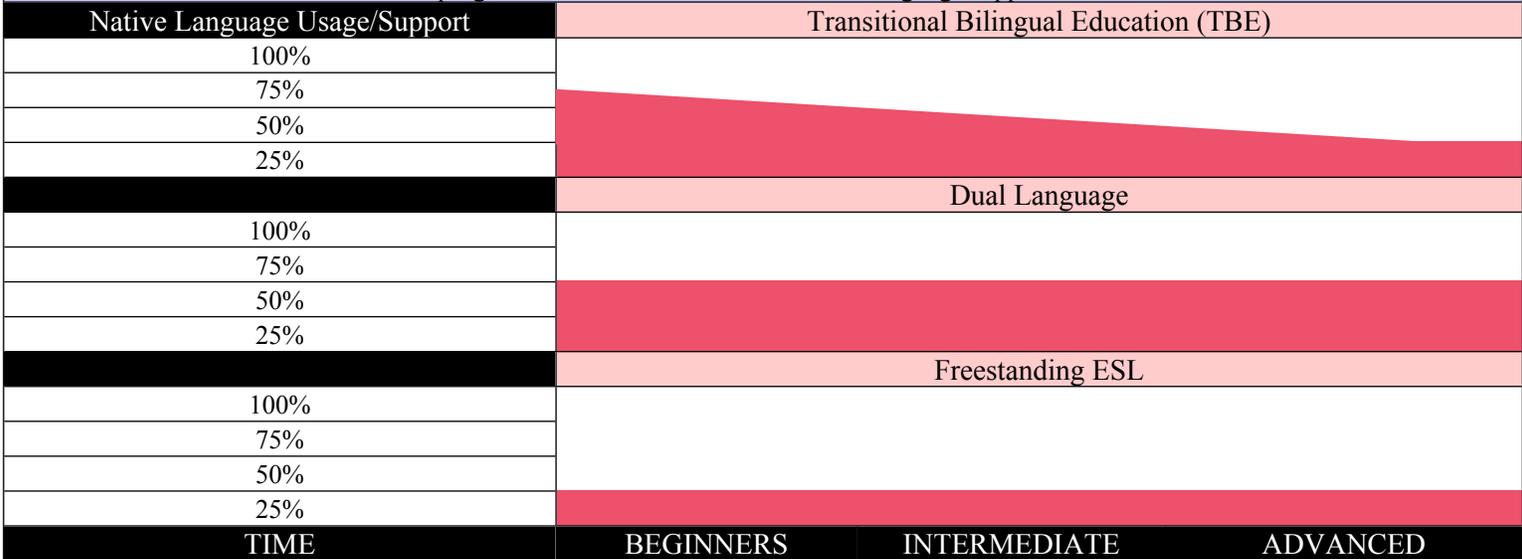
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Our after school program includes a series of targeted interventions geared towards supporting all of our ELL subgroups. Targeted students are encouraged by teachers, administrators and guidance counselors to attend appropriate classes or clubs to improve their academic performance. Students are encouraged to use both English and their native languages in all programs. Data from these programs is collected in the form of weekly attendance rosters, grade analysis of students attending these programs and teacher anecdotes. Teachers facilitating these programs utilize the “Internationals Approach”:

- French Heritage Language Program (in collaboration with the French Embassy) – this two-hour weekly program supports native language literacy for our francophone ELLs. This class is taught in French
- Individualized After School Tutoring (in collaboration with The International Rescue Committee and New York University) – twice a week students are encouraged by teachers, guidance counselors and administrators to attend after school tutoring with 8-10 volunteers from the IRC and NYU. These tutoring sessions strengthen students’ literacy and numeracy skills as students receive individualized assistance with homework assignments.
- Math Support Class – once a week for one hour, targeted students work with their math teachers to improve numeracy skills.
- English Support Class – once a week for one hour, targeted students meet with an English teacher completing projects designed to improve their literacy skills.
- Science Support Class – once a week for one hour, targeted students who are struggling in science meet with a Science teacher to complete projects designed to improve their scientific and English literacy.
- Intensive Tutoring Support- In a small setting of 5 students to 1 teacher, content teachers provide intensive support for SIFE and long-term ELLs four periods per week as part of our zero period extended day program.

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

These programs are effective in a number of ways. First, students get individualized help that targets specific content or language deficiencies and gives students tools to meet the standards. Also, research indicates that involvement in extra-curricular activities in high school is one of the few interventions that benefits students from low socio-economic status (Everson and Millsap 2005), so not only do the above-mentioned tutoring classes help with student achievement, but the numerous culture clubs, peer training, student government, yearbook and sports teams also help indirectly, because they increase attendance and motivation. Furthermore, since students in these clubs speak a variety of languages, they must use English to communicate, helping their language development. The effectiveness of these programs is measured through analysis of participants’ grades, attendance, informal/formal assessments in the programs and teacher anecdotes.

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

As part of Digital Ready, we are trying to expand our partnerships. Some new programs we are considering are:
ScriptEd - computer coding for students
Tribeca Global Film Institute - documentary film making for students
BRIC - webpage making for students
TAXI to the Future - native language conversation classes for students
Syracuse Project Advance, Saint Joseph's College, and College Now - credit bearing college courses for students

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

We discontinued our I-Mentor class because we had an opportunity to try "Google 20%", a program through iZone. This course allows more choice for students, coinciding with our principle of localized autonomy. The flexibility and student choice aligns better with best practices for ELLs .

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

Since nearly 90% of our students are ELLs, all school programs are “equal access.” In addition to the support and intervention services listed in the answer to question ten of this section, we have the following after-school classes; while they may not all be

“academic” in theme, all of them are designed to continue students’ language development through activities incorporating listening, speaking, reading, and writing of English:

- Chess Club
- Student Government
- Model United Nations
- Anti-Defamation League’s A World of Difference Peer Training Program
- College Now
- College Essay Writing Class
- Art Club
- Science Club
- Gay Straight Alliance
- Guitar Class
- UNICEF Club
- Culture Clubs (Tibetan, Arabic, Bengali, Latino, Chinese, African Nations)

Other Support Services:

- Interborough Developmental and Counseling Center (on site five days per week)
- New York University Medical Van (on site two days per week)

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

Since all teachers design their own project-based curricula, there are too many instructional materials to name individually; all teachers draw from multiple sources in compiling classroom curricula and materials. Since all of our students are multi-lingual, they are encouraged to use their native languages whenever possible to aid in communication with their peers or to aid in understanding of the content. When possible, teachers incorporate native language materials into the curriculum based on the students’ needs and ability levels. Some examples include: Some examples include:

- QTEL Institute curricula
- Anti-Defamation League: A World of Difference
- Network for Teaching Entrepreneurship (NFTE) curricula
- Facing History, Facing Ourselves
- Cold Spring Harbor DNA Learning Center
- NY Tolerance Center
- Magnet Lab: Center for Integrating Research and Learning
- Brain Pop! Videos in multiple content areas
- New York Historical Society
- Brooklyn Academy of Music
- Technology (school has 1:1 laptop computers plus 2 computer labs):
 - o iMovie, Final Cut Pro (digital video cameras)
 - o Garageband (digital voice recorders)
 - o iPhoto (digital cameras)
 - o Powerpoint
 - o MS Word, Excel, PowerPoint
 - o SMART Board
 - o iWork
 - o iBook

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

All of our students participate in our language development/ESL program. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in English and

students are supported in developing their native languages to the greatest extent possible. Peers, community partners, family members and/or school personnel support students. We also have an extensive native language library with a wide selection of fiction and non-fiction books from which our students can choose. Students take advantage of these resources several times throughout the day.

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

All of the required services for high school-aged ELLs are available to our students.

We use a wide array of resources in our school including teacher-made materials, textbooks on a range of levels, trade books at many reading levels, and a large variety of non-text hands-on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources.

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

Prior to the start of the school year, new students are assigned to heterogeneous teams with, as far as practicable, students who speak their native language. The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class. A new family orientation meeting is held annually in June to welcome new students to our school and to inform them about our school structure and activities.

18. What language electives are offered to ELLs?

French Heritage Language Program (in collaboration with the French Embassy in NYC) – this two-hour weekly program supports native language literacy for our francophone (West African and Haitian) ELLs. This class is taught in French.

19. For schools with dual language programs:

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

n/a - no dual language program

C. Professional Development and Support for School Staff

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

1. The teachers, assistant principals, paraprofessionals, guidance counselor and secretary at BIHS participate in various professional development activities including intervisitations within our own school as well as at other schools and collaborating with outside institutions such as Apple, Columbia University, NYU, The Dolan DNA Learning Center, World Science Festival, The Museum of the City of New York, New York Historical Society, Facing History and Ourselves, Teachers College, Weill Cornell Medical College, Theater Development Fund, Tolerance Center, International Rescue Committee, National Endowment for the Humanities, Pearson Foundation (Digital Storytelling), The Tenement Museum, Royal Shakespeare Company, BRIC, and NFTE. These professional development experiences allow teachers to enhance curriculum and connect our students with the surrounding community through field trips and guest speakers.

Teachers at The Brooklyn International High School participate in weekly interdisciplinary team professional development as well as bimonthly discipline-based professional development. In addition, BIHS conducts monthly professional development meetings for all faculty. Our Inquiry Team meets weekly to plan professional development, arrange for outside specialists, and provide feedback related to Inquiry Team issues, action research, Internationals Network for Public Schools news, and other relevant organizational professional issues. The inquiry team also prepare for our teacher-led PD which is held once a month on 9/24/13, 10/22/13, 11/19/13, 12/17/13, 1/14/14, 2/25/14, 3/25/14, 4/29/14, 5/20/14, and 6/24/14.

Contracted Vendor Professional Development

- Apple Training through iZone
- Schoology and LMS Training through Digital Ready

In-House Professional Development

- Intervisitations - In order to foster collaboration among teachers, each teacher will have the opportunity to observe another teacher during the year. Each visit will include a meeting with the host teacher to discuss classroom strategies and student outcomes.
 - Common Planning Time – Electives taught by outside organizations once a week will free up one period of professional development time when teachers on the same team can meet to plan interdisciplinary units, share curriculum and share information about inquiry projects.
 - New Teacher Meetings - At this weekly meeting, new and interested teachers will share curriculum and discuss classroom challenges and successes.

Other Professional Development

- Intervisitations – one teacher from each team will visit one of our sister International High Schools to learn from their successes and struggles. The visiting teacher will debrief with other staff members.
- QTEL Training

2. CFN 106 and INPS have offered several professional development sessions on Common Core. Teachers engaged in workshops that introduced them to Common Core Standards for their discipline, as well as helped them with strategies to implement Common Core, specifically Universal Design for Learning and Depth of Knowledge. Furthermore, teachers developed Common Core aligned units and engaged in reflection, using the QTEL analysis tool, DOK or UDL tools. They then shared their curriculum and reflection, received feedback from other teachers, and revised their units accordingly. Principal and Assistant Principals visit the classrooms to provide feedback on implementation of common core aligned curriculum.

3. The guidance counselor attends professional development provided by the Internationals Network for Public Schools. This PD is designed specifically for guidance counselors and social workers who work with ELLs to provide them with strategies for assisting ELLs as they transition from middle school to high school.

4. All professional development at our school is focused on ELL training since the majority of our students (and all of our newly admitted students) are ELLs. The professional development program described in question one above provides multi-year, on-going professional development for all members of the faculty. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of eighty hours of professional development a year. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including intervisitations, summer and Election Day professional development, and a variety of inter-school project-based learning opportunities. All records of professional development activities are maintained in our Google Drive folder which is updated on a weekly basis by our Professional Development Committee.

D. Parental Involvement

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

1. Our parent coordinator encourages parents to become involved in our school community by sending home monthly mailings and organizing monthly meetings. Monthly family association meetings are designed to inform the parents about school events and to help them adjust to life in America. Each meeting has a theme such as “Know Your Rights,” “Understanding the College Process,” “Health Fair,” and “How to Help with Homework.” The content and themes of the meetings are selected specifically with the needs of immigrant families in mind. On-staff translators and student assistants translate all content into several languages including Bengali, Chinese, Wolof, French, Spanish, Haitian Creole and Fulani. Attendance at these meetings is generally very high with 50-100 families in attendance. Our parents are encouraged to accompany the students on trips to colleges and to attend our International Feast. Anywhere from 20-30% of our students’ families regularly attend Open School Night and Open School afternoon.

2. BIHS partners with several different organizations in order to provide workshops and/or services to ELLs and their families including:

- International Rescue Committee (IRC)
- The New York Immigration Coalition (NYIC)
- Sanctuary for Families
- Jewish Community Council of Greater Coney Island
- Assorted attorneys and tax specialists (workshops on legal and financial issues)
- Interborough Developmental and Consultation Center
- NYPD Community Affairs Bureau New Immigrant Outreach Unit

All mailings relevant to these partner organizations are sent home in both English and in the family’s home language. Translations are made possible through the NYCDOE translation unit or in-house by our multi-lingual staff.

3. Parent needs are determined through surveys distributed to them and subsequently collected and analyzed. This occurs in the beginning of the year, when surveys are sent home with students and distributed at Family Association meetings. Parents are also surveyed through informal conversations over the course of the year at Family Association meetings and Parent Teacher Conferences. The role of the parent coordinator is to review the survey data and to work with outside partnerships to create a calendar of monthly meetings relevant to the parents’ needs and interests. The parent coordinator also works closely with the parents over the course of the year and periodically surveys them formally and informally to monitor their concerns and questions about our school.

4. Parent involvement activities, including the workshop topics accompanying the monthly Family Association meetings, are developed based on the results of the surveys described in the answer to question three above. Topics covered over the course of this year include: Introduction to BIHS Curriculum, Graduation Requirements, College Prep, Financial Aid, Mentoring and College Readiness, Immigration, Internship, Knowing Your Community, Summer Plans and New Families Orientation.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10x397 **School Name:** ELLIS Preparatory Academy

Cluster: 1 **Network:** 106

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

Part A: Needs Assessment Findings

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

Upon acceptance into Ellis Preparatory Academy, each student is interviewed orally and in writing about his/her first language as well as the language with which the parents are most comfortable. This year our school accepted 103 students 100 of which parents needed translation into their native language. Languages that they spoke were Spanish, French, and Bengali. This information is recorded in each student's emergency card, on ATS, and on an in-house master spreadsheet of Ellis students. The spreadsheet is emailed to faculty and a hardcopy is provided as well during first Guidance meetings. Spreadsheets are updated weekly during peak admissions months and then updated monthly and provided to faculty monthly during non-peak admissions months.

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.

The master spreadsheet derived from the home language survey—with each student's first language as well as the language parents prefer for school communication—is given to each staff member, including school secretaries, classroom teachers, and advisors.

Part B: Strategies and Activities

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

Parents receive in writing and through phone messenger in a timely manner all pertinent school materials in their native language. Parents are informed well in advanced and in regular intervals of important events and are continuously encouraged to participate. At major informational meetings where we historically receive the most parents ie. parent confernces, college night and financial aid night, translaotrs are brought in from the faculty. Teachers who are fluent in the three major languages in our school are Andrew Wallace/French, Krissy Lawlor Fulani and Anel tineo Spanish. For languages that we do not have available in our faculty we have outside translatots come and the office of language and translation support the translation of any written material or oral information provided to parents at these events.

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.

In order to support Oral interpretation services for students and their families based on the Home Language identificaiton Survey, we will utilize staff and/or hire bilingual/trilingual indiv to assist in interpreting for parents when they come to school for:

- e. Open School Night, Family Association Meetings, SLT meetings and other evening school events
- f. Discipline meetings with the administration
- g. Meetings with teachers about their children's academic performance
- h. Enrollment of new students in our school

Through the use of our School Messenger software, we pre-record important announcements in the students' native languages and then send these messages to families in the evenings, when they are most likely to be home.

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>.

ELLIS Preparatory High School will provide timely translation and distribution of communications by utilizing the DOE Translation and Interpretation Unit, using allocated funds for translation/interpretation, utilizing previously translated documents available on the DOE website, utilizing School Messenger, which translates and sends automated messages to parents, and using the DOE's Translation & Interpretation Unit at 718-752-7373, ext. 4 for over-the-phone translations, as necessary. Parents will be provided with a Bill of Parent Rights and Responsibilities in their native languages so that they are aware of their rights regarding translation and interpretation services. An interpretation services sign is also posted near the entrance to the school to alert parents to how to access interpretation services. The school safety plan includes a stipulation for using our multi-lingual staff members as translators for communicating with parents.

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: ELLIS Preparatory Academy	DBN: 10X397
Cluster Leader: anselmi	Network Leader: Cyndi Kerr
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 130
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: 15
of certified ESL/Bilingual teachers: 6
of content area teachers: 10

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: ELLIS Preparatory Academy we utilize a content-based ESL program for our recent immigrant students. Our 21 teachers and 3 discipline coaches work in the context of 4 interdisciplinary teams to design and implement standards-based, interdisciplinary, project-based curricula for the 299 students they mutually share. Teachers in all content areas infuse their curricula with ESL methodologies and strategies for language development. Most course work in the classroom is completed in cooperative learning groups; groups are alternately and purposefully homogeneous or heterogeneous (by ability, gender, and first language, where possible), so as to optimize opportunities for language development.

As effective as these school-wide strategies are, the unique student population at ELLIS--older than the typical high school student, and new to the country and to learning English--means that many students need supplemental support in order to pass the courses and Regents exams in a timely manner.

Title III supplemental services for Living Environment will serve 40 ELLs in grades 9-12. These students were chosen among all ELLs at ELLIS because of one or more factors: SIFE status; low literacy in their native language and/or in English; persistent low achievement in the content class.

Title III supplemental services for Integrated Algebra will serve 30 ELLs in grades 10-12. These students were chosen among all ELLs at ELLIS because of one or more factors: SIFE status; low literacy in their native language and/or in English; persistent low achievement in the content class. Additionally, supplemental services are provided to a small number of stronger students in 10th grade to accelerate their progress towards success on the Regents exam.

Title III supplemental services for the humanities (history and English, including a particular focus on writing skills) will serve 60 ELLs in grades 9-12. These students were chosen among all ELLs at ELLIS because of one or more factors: SIFE status; low literacy in their native language and/or in English; persistent low achievement in content classes; skills in advance of the majority of students in their peer group and needing accelerated support.

Throughout the ELLIS program, including after-school supplemental services, English is the language of instruction; however, purposeful heterogeneous grouping as well as collaborative instructional strategies support students in maintaining their native language, which is essential to their ability to develop their academic, intellectual, and social abilities.

Rationale for the selection of program/activities

- Title III after-school and before-school programs were chosen because we wanted to ensure that students who were experiencing academic difficulties were provided with intensive individual and small

Part B: Direct Instruction Supplemental Program Information

group support in order that they have the highest chance in acquiring course credit and passing the exams. In addition, we wanted to provide opportunities for acceleration for a smaller number of students with more advanced skills in mathematics and English literacy.

Times per day/week

- Classes in Humanities and Writing Skills meet on Mondays, Tuesdays, and Thursdays, 3:30-5:30, and are taught by the following teachers: On Mondays, Elizabeth Lopez Nibberich (ESL-certified), Pamela Gordon (English-certified), and Vanessa Sequeira (Social Studies-certified); on Tuesdays, Krisy Lawlor (ESL-certified) and Ed Liu (Social Studies-certified); on Thursdays, Nancy Heacock (ESL-certified) and Ed Liu (Social Studies-certified). They use Regents textbooks in English, Global Studies, and U.S. History, Regents prep books, and materials created and/or adapted by the teachers themselves. Co-planning occurs on Wednesdays, 12:00-1:00, and focuses on integrating language development strategies with content instruction.
- Classes in Living Environment meet on Mondays, Tuesdays, and Thursdays, 3:30-5:30, and are taught by the following biology-certified teachers: Meredith Levine (Mondays), Andrew Wallace (Tuesdays), and Elizabeth Levy (Thursdays). These teachers co-plan and co-teach lessons with ESL-certified teachers Sam Saltz and Nancy Heacock. Co-planning occurs on Wednesdays, 1:15-2:15, and focuses on integrating language development strategies with content instruction.
- Classes in Integrated Algebra meet on Tuesdays and Wednesdays before school (7:30-8:30) and after school on Mondays, Tuesdays, and Thursdays, 3:30-5:30. Before-school Regents prep classes are taught by Shyyam Khan (mathematics-certified) and Jane Kang (ESL-certified). After-school support classes are taught on Mondays by Sonila Cela and Julie Arcement (both mathematics-certified), on Tuesdays by Shyyam Khan (mathematics-certified) and Jane Kang (ESL-certified), and on Thursdays by Raul Gracia (mathematics-certified). These teachers co-plan and co-teach lessons with ESL-certified teachers Jane Kang and Krisy Lawlor. Co-planning occurs on Mondays, 2:20-3:20, and focuses on integrating language development strategies with content instruction.

Program duration

- History, English, and Writing Skills will run from October 2012 through May 2013
- Living Environment support will run from October 2012 through May 2013
- Integrated Algebra support will run from October 2012 through May 2013

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:

Professional development for the 15 teachers (listed above) providing supplemental support in the humanities, Living Environment, and Algebra is designed specifically to build their capacity towards improving both language development and academic achievement of the ELLs receiving the supplemental support. Professional development occurs in a variety of ways throughout each week, September through June, including:

a. Title III program teachers meet weekly on Mondays for 60 minutes (1:15-2:15) with teachers from their Interdisciplinary teams (teachers who teach the same students throughout the regular school program) as well as with the ESL-certified teachers listed above, to examine student work and design interventions;

b. Title III program teachers meet weekly on Fridays for an additional 60 minutes (1:15-2:15) with teachers from their interdisciplinary teams to examine social-emotional progress of students to improve instruction and design interventions, both classroom- and home-based;

c. Title III program teachers meet with other teachers of their discipline several times a week. While the exact days and times may vary, discipline groups share 5 hours of common planning time each week in which they design benchmarks for assessing the progress of students receiving supplemental services and hone curricula and intervention strategies for the supplemental services. In addition, these discipline groups receive targeted professional development from coaches from the Institute for Student Achievement (Jonathan Katz for math, every other Monday, and Mardi Tuminaro for science, one Wednesday per month) and the New York City Writing Project (Ed Osterman, every Monday). The focus of these coach-based professional development sessions vary according to the specific needs of Title III teachers and students. For example, our disciplines are presently refining curriculum aligned to the common core standards with a focus on ELL strategies. In addition, Title III students are enrolled in reading classes (both independent reading and guided instruction) to further support English language fluency and the development of content-specific reading skills.

e. School-wide professional development occurs every other Wednesday (2:20-3:20) and is facilitated by ESL-certified teachers and coaches. These PDs target points of intervention and strategies for improving the academic achievement and language development of ELLs. Title III teachers apply their learning in both their regular classes and their supplemental before-school and after-school programs. This year, school-wide professional development continues to focus on reading, including the use of multi-layered texts and examining text complexity in core classes as well as in independent and guided reading groups, reading conferences to determine students' reading levels and progress, and the teaching of reading comprehension strategies across the content areas. Title III teachers are

Part C: Professional Development

incorporating these reading strategies within their Title III supplemental services before and after school. Additional professional development will be focused on writing across the curriculum and incorporating specific language-development objectives into content classes.

In addition to these weekly and bi-weekly activities, Title III teachers develop their capacity to improve ELL academic achievement and language development through professional development such as workshops provided through the Internationals Network for Public Schools. Teachers new to ELLIS attended a 2-day INPS conference in August 2012 introducing them to principles and practices of teaching ELLs in an INPS school. All teachers attend a one-day conference on the second Tuesday of November, at which they meet with their peers from our sister schools and attend workshops facilitated by ELL-certified teachers; recent topics include: layered curriculum, integrating language development and content instruction, web-based applications for the ELL classroom, incorporating Regents preparation into project-based math for ELLs, comprehensive college readiness for ELLs, ESL methodologies applied to various content-based high-level study such as Shakespeare, government/economics, and research skills, and meeting the academic and language needs of SIFE students; other workshops apply ESL methodologies to proven best practices curricula such as Reading Horizons and Facing History.

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: The majority of our students are ELLs (and all newly enrolled students are ELLs). Parental involvement at Ellis is difficult for several reasons: Many families fall below the federal poverty level, so parents often work two or more jobs; parents themselves experience difficulty making cultural transitions to a U.S. school system and are unaccustomed to being involved in their child's school; as our entire ELL population is 16-21 years old, a great number of them live with siblings or other more distant relatives or friends who do not acknowledge a responsibility to support our students academically, and many of our students live independently. Nevertheless, parent involvement at Ellis has been steadily increasing. At PTA meetings last year, an average of 25% of our ELL students had family representation, an increase from an average of 5-10% PTA involvement in the previous year. At the first meeting for new parents in September 2012, nearly 100% of new students had family representation.

Workshop topics for parents will include Using ARIS; Speaking to Your Adolescent; and Health and Nutrition (Diabetes). Additional topics include College Orientation, College Choice and Application Process, and College Financial Aid. The workshops also incorporate the use of Rosetta Stone for parents, held on Mondays, Wednesdays, and Fridays from 9:00-11:00 and 2:30-4:00. These workshops

Part D: Parental Engagement Activities

are led by Annel Tineo, Parent Coordinator. Our college advisor meets with nearly all parents of graduating seniors, both individually and at college orientation meetings. A few parents are regularly involved in volunteering at Ellis, supporting the Parent Coordinator and other staff, and several parents provide translation and interpretation services during PTA meetings and parent workshops.

Parents of ELLIS students meet on the last Thursday of each month, September through June, in two 2-hour sessions: 9:00-11:00 in the morning, and 5:00-7:00 in the evening.

Workshops are led by Annel Tineo, Parent Coordinator; Hedin Bernard, Guidance Counselor; and Jeremy Heyman, College Advisor.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

