



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** HS OF LANGUAGE AND INNOVATION  
**DBN (i.e. 01M001):** 11X509  
**Principal:** JULIE NARIMAN  
**Principal Email:** [JNARIMAN@SCHOOLS.NYC.GOV](mailto:JNARIMAN@SCHOOLS.NYC.GOV)  
**Superintendent:** CARRON STAPLE  
**Network Leader:** MARGARET STRUK

**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
Julie Nariman	*Principal or Designee	
Andrew Sullivan	*UFT Chapter Leader or Designee	
Shirley Sanchez	*PA/PTA President or Designated Co-President	
Ami Rivera	DC 37 Representative, if applicable	
Johann Ferras	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Noemi Torres	Member/ Parent	
Amadaly Brito	Member/ Parent	
Yilin Yi	Member/ Student	
AnaAlmonte	Member/ Student	
Diana Fernandes	Member/ Teacher	
	Member/	

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

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

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

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

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

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2014, the school increase credit accumulation by 10% in all grades by assigning a school assessment coordinator to re-examine and further develop the school's assessment practices, and developing a bi-monthly protocol in common planning to look at student work and student data.

### 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 school's 2012-2013 Progress Report showed a decline in credit accumulation from the previous year, and was below the peer range in credit accumulation. In the school's 2012-2013 Peer Quality Review stated that while common planning was used to develop teacher practice, "teacher teams do not yet incorporate longitudinal formative and summative data to engage in conversations about individual student progress during team meetings, thus missing opportunities to effectively adjust curricula to students' needs."

### 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. Assign an assessment coordinator position to a high-potential teacher leader/coach and have her coordinate all school-wide assessments and revise the school's grading policies, work with staff developer to develop methods for pre and post-tests in all Regents-based classes
2. Meet with network to instill systems for looking at the school's data
3. Use a 45 minute period of each common planning week to implement protocol and have teachers analyze data and assessments

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

1. The school's assessment coordinator will be a highly effective teacher from the previous year and the Learning Cultures staff developer hired by the school
2. Two of the school's network assessment and instructional specialists will meet principal and instructional team to coach them in analyzing data and creating systems and protocols for common planning
3. All teachers in all subjects participate in common planning to look at student work and student data

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

1. Assessment coordinator will institute a revised grading policy by December 2013; research several possible protocols for looking at student work by January 2014; and institute them in common planning on a regular basis by February 2014; principal and assessment coordinator will analyze credit accumulation for the Fall semester in the first week of February and will set a goal of a 10% improvement from credit accumulation at the same time for each grade in the previous year. In March 2014 the assessment coordinator and principal will also look at the mid-semester grades and predict credit accumulation for June 2014; the results of both analysis will be shared with the entire teaching staff.
2. A protocol will be developed by the second week of January 2014; instituted twice by the end of January; and refined for a regular, bi-monthly use by February 2014
3. Each department will hand in the results of their first protocol by the second week of January 2014; by June 2014, each department will have done the protocol a minimum of 8 times and shared the results with the principal and whole teacher team

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

1. September 2013 Assign assessment coordinator
2. September-October 2013- Assessment coordinator collects this year's baseline data
3. November-December 2013—work with network to analyze initial data and create a protocol to use in common planning
4. December 2013-May 2014—Implement protocol in common planning
5. February 2014 first week—analyze credit accumulation for Fall 2013 semester and compare with previous year's data
6. March 2014—analyze grades and predict credit accumulation for June 2014

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

1. Assessment coordinator will be a compensatory-time position with fewer classes; assessment coordinator will meet weekly with the principal and school's instructional coaches, mentors, and department chairs to implement practices into common planning. Assessment coordinator will be the point-person for Jumprope, the school's online grading system.

2. The school's network will visit the school 2-3 times from December 2013-January 2014 in order to institute practices, and then visit again in February to further support the school in refining the practices in common planning.
3. 2. Common planning will be put in the schedule 5 days a week, with two hours on Fridays; the second and fourth Friday of every month will be used for the student work/data protocol. The school will also put all of the results from the data on Google docs so that the whole teaching community can see them.

**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).

The school will translate the school's grading and assessment methods into parent-friendly language, and translate this into all of the major languages of the school in a document that is shared and utilized during Parent-teacher nights to help parents understand how the grading policies are changing and how they can support their children. The school will also train parents on how to see their children's progress in Jump rope

**Budget and Resource Alignment**

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

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

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 March 2013, teachers will have at least three pieces of Danielson-aligned feedback specifically around discussion and questioning in small-group work reported to them in Teachboost and Advance; low-inference transcripts from classroom dialogue will be used as evidence to push students towards high-level, genuine discussion.

**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.

In the school's 2012-2013 PQR, the school needed to improve the overall quality and rigor of curricula and group work across all classrooms. While some classrooms had consistently high-level student discussion in small groups, others had far more passive dialogue. This was also reflected in the school's Progress Report, which showed a decline in credit accumulation and Regents passing rates. A huge part of the school's curricular and instructional model are the student-teacher conferences, student responsibility groups, and Unison Reading and learning depends upon how well these models work so that students can transfer the skills they learn in small groups to independent reading and writing. Therefore if these structures are not operating at a high level, credit accumulation and Regents passing rates will decline.

**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. 1. Create an instructional team that meets weekly with the principal to do targeted walkthroughs and coaching around student-teacher conferences and student discussions in small groups. Team will provide formative feedback to individual teachers and share overall findings and school-wide next steps to the whole staff. Use staff developer to coach the team and principal in walkthroughs.
2. Train teachers and the principal to use Teachboost . Train principal to analyze low-inference data aligned to Danielson 3b (Questioning and Discussion), 3d (Using Assessment in Instruction) and 3e (Demonstrating Flexibility and Responsiveness) to develop common language in providing feedback and adjusting scaffolds to support student achievement.
3. Use common planning time once a week to analyze transcripts of dialogues, videos, and student work to analyze goal oriented feedback to enhance student progress

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

1. 1. Four teachers: 1 ESL, 1 SS/ESL, 1 Sped, 1 Math—will serve on school's instructional coaching team. Learning Cultures consultant will visit the school monthly to model and coach on best practices for rigorous discussion
2. The principal and the Teachboost training team will collaborate in trainings to fully utilize all of the tools that it offers. Talent coach Lisa Grevenberg and instructional

coach Sam Scott, Jr. will visit the principal several times to coach her on effective evaluation practices. The school will purchase Teachboost and periodically sync it to Advance.

- All teachers will participate in common planning and all teachers will share at least two pieces of student dialogue from their own classrooms over the course of the year, analyze it in common planning, and implement goals. Each teacher-team in common planning will be led by a member of the school's instructional coaching team in order to ensure rigor, quality, and consistency in teacher learning.

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

- Instructional team will use visits to create short-term areas of school-wide focus, email these to the entire staff, and then visit several target classrooms in Global, Science, and Math in order to monitor progress of small-group work in most struggling areas; by January 2014, these target classes should meet at least two areas of "effective" in 3b in their small group Responsibility Teams. By March 2014, all classes should have implemented Responsibility Teams and received feedback on them from the instructional team.
- By December 2013 all teachers have received low-inference feedback on Teachboost aligned to 3b, 3d, or 3e at least once; by the end of January 2014, all teachers have received low-inference feedback tied to these areas at least two times and at least 60% should be effective in one of these areas.
- In January all teacher will write a reflection on the strategy they implemented based on sharing their classroom dialogue and the impact this had on student learning. By February 2013, the sharing protocol will add a written reflection from each teacher and the quality of these reflections, by March 2014, will show teacher awareness of facilitation skills and resources they can implement in their classroom to improve student dialogue.

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

- August 2013 Intensive training in Unison Reading for teachers
- September 2013-May 2014 Weekly shares of classroom dialogue in common planning
- November-May 2014—instructional team meets weekly to do a walkthrough of 1-4 classrooms with a particular focus
- March 2014—All teacher have received at least five pieces of feedback on Teachboost around Danielson 3b, 3d, and 3e.

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

- Four mentors/teacher leaders will be given decreased teaching in their schedules in order to spend more time coaching teachers in the classroom
- The principal will attend network trainings on Danielson and utilize network meetings and talent coach visits to learn and fully utilize the resources of Teachboost.
- One day of common planning each week will be devoted to a teacher sharing student dialogue and getting concrete feedback on it.

**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).

The school will host a Curriculum Night in October 2013 to share Unison Reading and teamwork with parents, and show how it is related to college-readiness.

**Budget and Resource Alignment**

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

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

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

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

Goal: Create a Behavior Intervention Team to increase teacher capacity in behavior management, decrease the number and level of student infractions, and give extra support to students with chronic behavior patterns.

**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.

From 2011-12 to 2012-13, the school showed a decline in the area of Safety and Respect in its Progress report. Students with chronic behavior patterns also earned less than 10 credits over the course of the year, showing a need to directly address the area of behavior.

**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. Create a Behavior Intervention Team that handles all behavior issues, coaches teachers, does interventions with students who have chronic behavior patterns, and meets weekly to strengthen and revise practices.
2. Revise the school’s behavior policies and consequences and strengthen communication about student behavior and interventions
3. Train support staff in more effective strategies for hallway safety, interactions with students, and using the school’s Jumprope

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

1. The teacher rated strongest in behavior management from previous year will be head of behavior intervention team along with parent coordinator and two P.E. teachers with years of deaning experience.
2. School Leadership Team composed of principal, parents, and staff, will revise school’s behavior policies and ladders with input from constituents; two teacher-leaders in charge of programming will train the entire staff to use Jumprope to communicate about student behavior and ensure consistency across classes.
3. Principal, school aides, parent coordinator, community assistant, and Behavior Intervention team

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

1. By November 2013, Behavior Intervention Team will do interventions with 15 students who have most chronic behavior issues. By December 2013, Behavior Intervention Team will establish a fully-functioning after-school behavior and academic intervention period with the dual purpose of serving as a restorative academic period and a consequence. By February 2014, minimize by half the number of in-class support calls for behavior issues since October 2013.
2. By December 2013, the school will have fully revised its Ladder of Consequences and implemented it consistently across classrooms.
3. Weekly walkthroughs of cafeteria and support staff will indicate the following qualities in support staff: professional dress and professional manner in handling students; active and consistent presence among students in cafeteria and in hallways; knowledge and use of the school’s Ladder of Consequences.

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

1. August 2013—train teachers in school’s Behavior Management system
2. September 2013—implement weekly meetings with Behavior Intervention Team
3. November 2013—at least 15 students will have behavior intervention plans that they agree to and sign—all teachers trained in using Jumprope to document behavior issues—after school intervention plan started.
4. December 2013—key support staff trained in Jumprope to follow up on behavior issues with parents—weekly meeting with support staff instituted in order to strengthen their skills in behavior management in hallways and cafeteria

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

1. Behavior Intervention Team will have a weekly common period that is used to conduct meetings, assess the effectiveness, do walkthroughs, and achieve school-wide consistency
2. SLT meetings, common planning time, and Behavior Intervention meetings will all be utilized to reflect on the effectiveness of the school’s Ladders of Consequences.
3. Some overtime pay and schedule changes will be used for all school-climate related support staff to meet weekly for reflection and training.

**Strategies to Increase Parental Involvement**

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

Parents will be included in all behavior interventions and be given frequent communication on their child’s progress. All parents will be informed of the school’s behavior policies in the school’s Parent-teacher nights.

**Budget and Resource Alignment**

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

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
----------	-----------------	----------	-----------------	------------------	------------------	------------------	----------	---------------

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.

	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
--	-----------------	-----------------	------------------	------------------	------------------	---------------

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

**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.

	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
--	-----------------	-----------------	------------------	------------------	------------------	---------------

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Intensive ESL period with two ESL teachers for 20 students	Small group instruction and extra one-to-one conferences	During the school day 3 times a week for 70 minutes and in Saturday school.
<b>Mathematics</b>	Intensive Algebra period with a math teacher and a Sped/math teacher	Small group instruction and extra one-to-one conferences	During the school day 3 times a week for 70 minutes and in Saturday school.
<b>Science</b>	Intensive biology course	Small group instruction and extra one-to-one conferences	During the school day 3 times a week for 70 minutes and in Saturday school.
<b>Social Studies</b>	Intensive Global course	Small group instruction and extra one-to-one conferences	During the school day 3 times a week for 70 minutes and in Saturday school.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Behavior interventions and counseling provided by guidance counselor and Behavior Intervention Team	One-to-one	During and after school

**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.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The school uses the New Teacher Finder to begin recruiting NYC Selects, NYC Teaching Fellows, Teach For America, and highly qualified teachers in April by having actual teachers in the school reach out to specifically chosen people. The school also attends numerous hiring fairs and forms relationships with key people like the directors of NYC Selects. To retain highly qualified teachers, they are given numerous professional learning opportunities and responsibilities like mentoring and coaching. Common planning five times a week, frequent intervisitations, and the school's teacher culture of voluntary department meetings after school, ensures that high quality teachers stay and grow, and those who are not seek other opportunities.

**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 is built into the school day with daily common planning ,with a full two hours on Friday. PD is planned by the instructional team with the principal. The school's network and a Learning Cultures consultant also provide high quality PD and the school's instructional team attends all network and outside meeting with the principal.

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The principal meets weekly with the parent coordinator and the school counselor in order to ensure that the school's funds are meeting the needs of students in temporary housing; the principal has also researched several high-quality community based organizations like Korea Taekwondo that have researched-based methods in violence prevention and positive behavior interventions.

**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.
The principal meets weekly with the instructional team, that then plans departmental and teacher-team meetings in which teachers learn and participate in the choosing of assessments and using results of assessments 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).

---

## **Parent Involvement Policy**

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

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

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

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

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

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

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

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

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>11</b>	Borough <b>Bronx</b>	School Number <b>509</b>
School Name <b>High School of Language and Innovation</b>		

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

Principal <b>Julie Nariman</b>	Assistant Principal
Coach <b>Shira Wrightman</b>	Coach <b>Yan Wang</b>
ESL Teacher <b>Andrew Sullivan/ESL</b>	Guidance Counselor
Teacher/Subject Area <b>Alex Hobel/Social Studies</b>	Parent <b>Shirley Sanchez</b>
Teacher/Subject Area <b>Ryan Ried/Special Education</b>	Parent Coordinator <b>Rosa Cordero</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>9</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>256</b>	Total number of ELLs	<b>206</b>	ELLs as share of total student population (%)	<b>80.47%</b>
--	------------	----------------------	------------	---	---------------

## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Discrete ESL class										9	11	10		30
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	9	11	10	0	30

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	206	Newcomers (ELLs receiving service 0-3 years)	182	ELL Students with Disabilities	4
SIFE	31	ELLs receiving service 4-6 years	19	Long-Term (completed 6+ years)	5

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	182	22	3	19	9		5	0	1	206
Total	182	22	3	19	9	0	5	0	1	206

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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

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

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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										32	41	52		125
Chinese											1			1
Russian														0
Bengali										7	11	12		30
Urdu										1	4	3		8
Arabic										6	3	5		14
Haitian												1		1
French										0	3	7		10
Korean														0
Punjabi														0
Polish														0
Albanian										3	3	3		9
Other										3	2	3		8
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	52	68	86	0	206

## 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)										20	21	29		70

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)										10	25	30		65
Advanced (A)										5	11	17		33
Total	0	0	0	0	0	0	0	0	0	35	57	76	0	168

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				
Integrated Algebra	40	90	16	35
Geometry	15	25	6	8
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	25	40	2	7
Living Environment	25	45	12	28
Physics				
Global History and Geography	20	73	6	25
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Our school uses two different types of assessments to assess early literacy skills of ELLs: The Degrees of Reading Power (DRP) test and Curriculum Based Measures (CBMs). We administer the DRP, which is a criterion referenced reading comprehension test. We engaged in a school wide screening process using three levels of DRPs. This led us to administer a baseline of 32 ELLs at a 2<sup>nd</sup> grade comprehension level, 69 ELLs at 3<sup>rd</sup> grade, 65 ELLs at 5<sup>th</sup> grade and 46 ELLs at 7<sup>th</sup> grade. The results of the baseline (that followed the screener and is currently being administered) will provide more nuanced data in terms of our students strengths and needs in Common Core Standards and comprehension abilities. The baselines will also provide us with "DRP units" of comprehension levels that we can correlate to specific grade levels. DRPs will be administered 3 times this year. Curriculum based measures, on the other hand, will be administered every 6 weeks. Our CBM regimen includes writing CBMs which are scored for two criteria: words written and words spelled correctly, and reading CBMs measure two criteria: oral reading fluency and comprehension (using maze passages). Our initial writing CBMs showed us that our bottom third (which is made up of mostly beginner ELLs as well as longer term intermediate ELLs) lags behind the rest of our subgroups in terms of the amount of words that they are able to write in this exercise. They also have a larger percentage of misspelled words. While this data can be expected in some ways, it has been helpful to us in revising our writing requirements for the 2<sup>nd</sup> marking period of the school year in order to encourage students to write more creatively and hand in more, shorter pieces more frequently. We changed our requirements in order to encourage more plentiful writing, but also to encourage students to take more pieces through the feedback cycle so that there are more peer editing experiences, which we anticipate will improve spelling and correct word sequences in writing CBMs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
As a whole, our school has a higher concentration of beginner and intermediate ELLs. While the 9<sup>th</sup> grade has more beginner than intermediate and advanced ELLs (20/10/5), the 10<sup>th</sup> and 11<sup>th</sup> grades have similar numbers of beginner and intermediate ELLs (21/25 and 29/30, respectively). In both 10<sup>th</sup> and 11<sup>th</sup> grade, the number of advanced students is around half the number of the beginner and intermediate students (21/25/11 and 29/30/17). Seeing how much smaller our number of advanced students is than our other proficiency levels, reinforces the need for students to be reading, writing, listening and speaking in every class. We have created a program and chosen an instructional model (Learning Cultures-[www.learningcultures.net](http://www.learningcultures.net)) that will accomplish this.
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?
    - a. On the global history regents, our results were somewhat comparable in English and the native language (a difference of four percentage points in the pass rate). In living environment, our students who tested in their native languages did 17 percentage points better in their pass rate than those who tested in English. In Geometry, our passing percentage was 8 points lower in the native language than it was in English, and in Algebra our pass rates were within one percentage point of each other. Since the pass rates are generally so close to each other, the instructional implications for our teacher team are to keep preparing students to take the exam whichever way they feel most comfortable. We will continue to provide native language resources and tests for those students who will pursue content tests in their native language. With our first ever eleventh grade cohort set to take the English regents at the end of this year though, one thing that we can learn from our high participation rate in the Native Language is that it will be important for students and staff to have much exposure to and practice with the English Regents-its structure and how at functions-since it will not be available in the native language and for many of our students this will be the first Regents exam that they will experience only in English.
      - b. We do not administer the ELL periodic assessment, but we do administer a rigorous literacy testing regiment, as listed above.
      - c.
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](#).)

Our Tier 1 instruction is supported by the instructional model that we use. Having the same formats and routines provides students

with processes and rules for participation that they are able to anticipate and work towards improving in every class. Having Cooperative Unison Reading Groups (a key component of the Learning Cultures instructional model) where students jointly read a text for 15 minutes in each of the content areas allows our students to take a deep dive into content and academic language, and affords the teacher much small group time to follow-in, take records and coach students. Also, one on one conferences provide teachers the opportunity to gain invaluable insight into each students' metacognitive processes, needs and strengths on a monthly basis and also allows teacher and student to enter into a joint goal setting process together. Having individualized goals for students is an important mechanism of our tier 1 instruction.

Our tier two interventions take the form of having extra teacher-facilitated Cooperative Unison Reading groups and additional conferences. We facilitate this by adding an ESL or Special Education teacher to a classes's schedule that can provide these extra learning opportunities, without compromising the amount of small group/individual instructional opportunities that are available to the rest of the class.

Our tier three interventions include opportunities to participate in esl intensive courses which include ESL (beginner literacy skills) and Journalism. Having this extra class (which is co-tought by two ESL teachers) provides students with much small group and individualized instruction and supports them in setting and achieving incremental goals. Additionally, since these electives are more homogeneously grouped than other courses (based on language level) students engage with many lower level fiction and non-fiction texts, and have activities centered around building background literacy abilities.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Each teacher keeps lesson plans in a binder in the classroom that details which language standards that lesson addresses. Teachers keep track of the language standards that lessons correspond to so that students receive adequate instruction across the full range of language targets.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of our ELL programs using several measures. We analyze NYSESLAT data in order to see trends in growth in proficiency levels. We were also led by our network through the process of calculating our own AMAO's which we have been able use in order to determine if our students have grown sufficiently within proficiency levels. Our analysis of this data affects the kind of activities that we put into classrooms for students to engage with during work time, and also the kinds of goals that we coach students to set in one on one conferences. In addition to the NYSESLAT, we also have an internal literacy screening assessment regimen that we use with all of our students. We administer the Degrees of Reading Power (DRP) test, which is a criterion referenced reading comprehension assessment, three times per year in order to gauge reading comprehension growth by Also, teachers keep records of individual conferences with students which occur on a daily basis in addition to Unison Reading records which provide information on small group reading sessions. These records are reviewed and analyzed in order to determine strengths and weaknesses of individuals and groups. The process of frequent conferences between teachers and students means that informal assessment is occurring on a regular basis, which ensures that teachers are conscious of student needs. Conferences also allow teachers to develop a much deeper understanding of students' strengths and needs than many other forms of assessment.

## 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](#).)

1. As parents or guardians of newly enrolled students enter the school, they are greeted and guided through the registration process by the bilingual Parent Coordinator and the ELL Coordinator. Parents complete registration forms with the assistance of office staff, including a Home Language Identification Survey (HLIS). The Home Language Identification Survey is filled out by the parent with the help of the ELL Coordinator or another available pedagogue. A student is considered to have a home language other than English when one question from Part 1 (questions 1-4) and two questions from Part 2 (questions 5-8) indicate that the student uses a language other than English. As they complete the form, the parent and student are interviewed by the pedagogue administering the survey. If the student does not respond to questions asked in English, all efforts are made to have the student interviewed in his or her native language. If the interview and HLIS indicate that the student is coming from a language background other than English, he or she is administered the Language Assessment Battery-Revised (LAB-R). The LAB-R is administered to students within the first ten days of enrollment. It is administered once in a child's educational career—only upon initial enrollment. Based on the student's performance on the test, his or her entitlement to English language development support services is determined. All new entrants whose HLIS responses indicate a home language of Spanish and score at or below LAB-R cut scores must be administered the Spanish LAB at the time of initial enrollment. The HLIS, LAB-R and Spanish LAB are all administered by a licensed pedagogues: the ESL team and the dean of our school. If students are classified as ELLs according to these documents and assessments, parents are sent an entitlement letter and invited to a parent orientation/one on one meeting with our parent coordinator and ELL staff so that they can choose the ELL program that they would their child to participate in. Each Spring students will be evaluated through the administration of the NYSESLAT until they score receive a score of "Proficient". Data from the NYSESLAT will be analyzed so that trends can be determined with regard to listening, speaking, reading and writing. Said trends will inform programming and planning decisions for the following school year.
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.
  2. Our school invites parents of ELL students to participate in orientations or one on one meetings in order to increase involvement and awareness regarding the academic activities of their children. ELL Parent Orientations are facilitated by the ESL team and the parent coordinator. After the ELL identification and assessment process takes place (within the first 10 days of enrollment), we notify parents and inform them of their child's eligibility for ELL services. Our school provides parents of newly enrolled ELLs with information about all three of the different ELL programs that are available in New York City public schools. We provide group orientations at the beginning of the school year so that parents receive all of the information that they need in order to make the right program choice for their children. One on one meetings with parents are scheduled on an ongoing basis, as needed. We show the DOE DVD which describes Dual Language, Transitional Bilingual and Freestanding ESL programs and provide time for question and answer sessions. We are sure to emphasize the specific differences between all three programs so that parents can make an informed choice. Question and answer sessions ensure that parents have a clear understanding of what Dual Language, TBE and ESL programs entail. Because parents of ELLs often speak a language other than English, we use translated DVDs, brochures, and when needed, interpreter services. Bilingual staff and translated materials are also used for phone conversations or informational packets that are sent home by mail along with invitations to one on one meetings. Parents are always encouraged to come into the school for a one on one meeting with the ELL coordinator and Parent Coordinator in order to receive more information about ELL programs.
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](#)].)
  3. Entitlement letters are sent home by the office staff after communication with the ELL coordinator to inform parents of decisions made based on the LAB-R testing results. Parent Survey and Selection forms are sent home with entitlement letters and the date of the orientation or meeting is indicated on the form. Parent Survey and Selection forms are also distributed at orientations and one on one meetings so that they can be filled out on the spot. Follow-up phone calls are made to encourage those unable to attend orientations to return their Program Selection Forms. A file of Parent Survey and Program Selection forms is stored in an ELL Compliance binder. These forms are continuously reviewed when there are newly admitted students in order to ensure that our school is providing adequate program options to parents based on parent choice and the mandated 15 students in two consecutive grades in order to create bilingual programs.
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.
  4. Once ELLs are identified, LAB-R scores and Spanish LAB scores (if applicable) are shared with and explained to the parents so that parents are able to make an educated decision as to whether they would prefer a bilingual or ESL program for their child. Parents view and read informational materials and are given the opportunity to engage in a dialogue with the ESL team and with

school administration in order to choose the program that they see fit. Dual language, Transitional Bilingual and ESL programs are all discussed and explained to parents at the orientation or one on one meeting where parents fill out the Parent Survey and Program Selection form. When new Parent Survey and Program Selection forms are filled out, our school staff reviews the compiled forms in order to ensure that we are providing adequate programming. Our school has Spanish speaking staff members, so many parents are able to engage in meaningful communication at the school. Translation services into other languages are pursued if necessary.

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

The administration of the NYSESLAT is coordinated by our ELL Coordinator along with the ESL team. Individual speaking assessments are split up among the entire team of ESL teachers (with no teacher administering this subtest to his/her own students). Students take the other 3 subtests one at a time during the testing window on dates designated for test administration in their ESL Reading and ESL Writing classes. If any student is absent, he/she is administered a make up test by an ESL teacher.

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 program model offering is directly aligned with parent needs. Of the 26 students new to the NYC DOE this year whose parents were filling Parent Survey and Selection forms upon enrollment, all 26 chose an ESL program for their children. This follows the trend for our school in the past. Of newly enrolled students, in the 2012-2013 school year, all 39 requested an ESL program. Of all of our currently enrolled students, 7 parents returned Parent Survey and Program Selection forms which requested a bilingual program. 1 of these students is a Haitian Creole speaker, 1 is an Urdu speaker and 5 are Spanish speakers. During the enrollment process and in conversations and conferences since then, we explained all of the options that were available to these students and the parents chose to keep them in our school, satisfied with the native language supports and specialized instruction that these students receive as components of our ESL program. We continually reexamine the forms that our parents return to make sure that our program offerings match parent requests.

## 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. HSLI has an ESL department. Students travel to Reading and Writing classes that are taught by ESL teachers. The Reading class meets 3x per week and the writing class meets 3x per week for a total of 6 70-minute ESL/ELA classes. 80% of Global History and U.S. history classes are also taught by ESL teachers. The sections that are not taught by an ESL teacher receive 2 ESL push-ins a week where an ESL certified teacher joins the content teacher to provide extra language acquisition support during lessons, small group protocols, and one on one conferences. We also have an ESL Intensive class (which is an "elective" course that students chose and were placed into) for extra English Language support. This class is cotaught by two ESL teachers so that students who are at the most beginning stages of English learning or who have a record of stagnated growth receive extra individualized and small group support.
    - b. Students are grouped heterogeneously into all of their humanities classes, by grade. Each class though, runs according to a set of formats (articulated in the Learning Cultures instructional model), which afford time for various different groupings that are determined by student decision making. Students exercise agency (coached thoroughly by teachers) to work in small groups with students of the same language backgrounds and similar proficiency levels, but also with students whose language proficiency and background is different from their own. One of these small group formats is Cooperative Unison Reading, a protocol for forming student run reading groups. Students experience 15 minutes of Cooperative Unison Reading where they are grouped with different students in Math, Science, Social Studies and Reading class every day.
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 of our ELLs (as a result of parent choice forms) are enrolled in a freestanding ESL program. We constructed our school's program of instruction knowing that beginner ELLs require 540 minutes of ESL instruction per week, Intermediate ELLs require 360 minutes of ESL instruction per week, and Advanced ELLs require 180 minutes of ESL instruction per week. Since our classes are heterogeneously grouped in order to allow for the richest and most diverse language learning opportunities possible in both heterogeneous and homogeneous small groups within the same class, our program is structured to provide more than the required number of minutes to our ELLs. Every student receives 210 minutes of ESL Reading instruction and 210 minutes of ESL writing instruction. 80% of our Global History and Geography and U.S. History courses are taught by ESL teachers. Students enrolled in those sections receive an additional 280 minutes of ESL instruction per week. The sections of history that are taught by our non-ESL certified social studies teacher receive two push-ins each week which are conducted by an ESL teacher, so each of those students receives an additional 140 minutes of services. Additionally, we have "intensive" classes that are taught by ESL teachers. We have Journalism class taught by an ESL teacher that focuses on writing skills within the context of the creation of a school newspaper. Our ESL elective focuses on building background literacy abilities so that students' reading and functionality in the rest of their ESL and content classes improves. Each of these electives provides 210 minutes of ESL per week. Therefore, the minimum amount of minutes any ELL at our school receives is 560 minutes while the maximum, as a combination of both core classes and an intensive course depending on how a student's data and needs affected his/her programming, is 910 minutes.

With this programming, our students exceed the mandated number of instructional minutes with an ESL teacher. We have created a program that will support students' language development both in their ESL classes and in the content areas and believe that by exceeding the required minutes of ESL we are best meeting students' needs.

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.
  3. All instruction is delivered in English to the whole class. Native language supports are used in the following ways in all classes: During conferencing, teachers use online translation tools to communicate with students who are stronger in their native language. Also, students have access to bilingual dictionaries in each classroom as well as the appropriate bilingual content area glossaries produced by New York State. During independent work and group work, students are encouraged to collaborate with each other

in their native languages in order to tackle content using both native language resources such as textbooks and internet resources, and the wealth of knowledge found in their peers. Also, each class follows a strict format. After a mini-lesson, students engage in independent or group work for the largest portion of class, allowing them to work at their own pace and utilize various resources. This time also allows them to produce language through writing, speaking and collaboration. Each class also has 15 minutes of Unison Reading, a research-based method in which 4-5 students read a text chosen by a student leader, in unison. Students stop or "breach" the group whenever they encounter a challenge. This forces students to identify and verbalize their metacognition. The practice of Unison Reading supports students proactively approaching text and discussing it together, regardless of their language level, and teacher follow-in during these groups supports students in engaging in the behaviors that are described by the Common Core Learning Standards. Also, the assignments provided by teachers during work time are all aligned to the Common Core Standards during learning conferences, teachers are required to support students in naming their learning process and behaviors by referencing the Common Core Standards. Students then share the learning that happened during their conference during the class in a format known as the "class share." Additionally, during mini-lessons which introduce new concepts, teachers are sure to include explicit vocabulary instruction and linguistic scaffolds that prepare students to engage in academic discourse in each area of study. Teachers keep lesson trackers that show how lessons are aligned to Common Core Standards to ensure that both the NYS Curriculum and Common Core Standards are all taught deeply over time.

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

All major content tests are available to students with native language supports. Tests are translated into Spanish (since this is an accommodation that is available in State exams), and bilingual dictionaries and glossaries are available for students who speak lower incidence languages that the State does not provide lower incidence exams for. Also, additional tests, quizzes or assignments are translated at the discretion of the teacher/department, depending on whether the assignment is more geared toward developing or assessing content knowledge or the development of academic vocabulary in English.

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

Evaluations of students take place both formally, as in standardized assessments and assignments, and informally through observations of group and independent work. Each class implements formats according to a curriculum called Learning Cultures (the instructional model that we use in all of our classes) that ensure that all students read, write, speak and listen in English every day in all content areas. Teachers sit with small groups of heterogeneously mixed students on a daily basis and monitor their reading during a process called Cooperative Unison Reading. During this time, students engage in reading and discussing a shared text while their teacher monitors and facilitates. The teacher takes records of the discussions for the purpose of evaluation and instruction. During this time, the teacher's focus is on the ways the students interact with one another and the text. The teacher's records offer insight into how the students are progressing through their English language development. Each student engages in Cooperative Unison Reading in every Reading, Social Studies, Science and Math class every day. This means that 15 minutes out of each 70 minute class are spent reading and discussing texts at various levels and various topics based on student choice. Thus ELLs (and all students) spend large amounts of time exercising their the three modalities of reading, writing and speaking in all of their classes. In addition to unison reading, students receive individual learning conferences on a monthly basis to work on challenges with the teacher. These conferences provide the teacher with a unique opportunity to provide assistance to students, as well as evaluate their learning and development in the four modalities of English.

The writing class is structured differently to allow students and teachers the maximum amount of time to engage students in meaningful writing. While students write about topics that are important to them in a variety of genres, the teacher facilitates 'table shares' and writing conferences to evaluate a student's writing as well as provide guidance and instruction. During these times, the teacher works intimately with a small group of students to see how they are developing as writers. All students are given the opportunity to share their writing with their peers and the teacher. These moments make for authentic glimpses into the development of our ELLs as writers of English. In addition to the process of writing, students are evaluated on their ability to provide feedback to their peers, giving them the opportunity to demonstrate their command of the other three modalities of English.

Finally, students are assessed periodically with curriculum based measures and nationally normed assessments to ensure that ELLs make progress in each modality of English acquisition.

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).

a. SIFE students are grouped heterogeneously in their content classes to ensure that they are provided with a range of supports from their peers, including native language assistance. They also receive English and literacy intensives (our form of an ESL elective), where literacy foundations are developed in small groups and individually. This class is cotaught by two ESL teachers. Additionally, activities and resources in each classroom (leveled readers, internet resources, visual aids, native language materials) are tailored to support the full range of learners, so that SIFE students may work on foundational skills in addition to material that is grade level appropriate.

b. Newcomers are placed into classes where there are native language supports whenever possible. They are encouraged to work with students who share their native language in addition to meeting students who must use English to communicate with them. Whenever possible, native language resources and translations are provided to support content learning. Instructional outcomes related to learning social and academic language are provided to these students to support their English development.

c. Our physical libraries and digital resource collections contain material at a wide range of levels. Students that have not tested out of ESL programs after this amount of time are provided specific guidance on using materials and resources that will develop their English language proficiency.

d. Long term ELLs are provided with resources and supports to ensure their language development and content knowledge acquisition. Materials provided in their native languages, as well as resources to learn academic English are explored in unison reading and learning conferences. Group work with students at higher levels of English acquisition also provide assistance to those students who have remained in service for a long period of time.

e. Former ELLs work with materials appropriate to their level of development during independent work. They engage with materials of each discipline and provide guidance and instruction to their peers. Former ELLs learn their own strengths and weaknesses with English and content mastery during this practice of peer instruction. Additionally, former ELLs are afforded transitional accommodations in testing situations.

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

Teachers compile databases of resources for content development in a variety of formats. Students have access to video, print, audio, and other multimedia resources to further their development as learners. Resources and lessons are available online, linked through the school website, so that students can continue their learning outside of school or during independent work time. These resources are available in multiple languages and across the full range of levels to provide access to curriculum. English materials are also written and developed in multiple forms to provide students with multiple opportunities and pathways to accessing content while developing their English abilities. Students are assessed using curriculum based measurements to ensure that their progress in reading and writing is uninterrupted. If a student's progress does not match the goals that they set for themselves, as well as nationally normed standards, then a team of professionals puts into place an action plan so that the student gets back on track to meet expectations set forth by all concerned parties.

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?

English language learners with disabilities are grouped heterogeneously with students without disabilities. Students are reading for 15 minutes aloud daily in each class with their peers, which builds their English proficiency, social skills and helps to achieve their IEP goals. Students with IEPs are given the opportunity to conference with a general education and special education teacher at a more frequent rate in order to help them reach the goals on their IEPs. Students receive extra conferences in classes that are co-taught or classes where a special education teacher provides SETSS services in the general education classroom. Since these services are provided in the General Education classroom students are able to receive them in the least restrictive manner whether it is an ICT class or SETSS. As a school we use a combination of SETSS and ICT services to make sure that each student is in the least restrictive environment for each subject area while still receiving enough support to meet their IEP goals and also attain English proficiency..

### 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

### Courses Taught in Languages Other than English

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

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

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

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

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

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

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

### Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
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 Tier 1 intervention is encompassed by our instructional model, which includes a variety of formats that provide opportunities to exercise all four language learning modalities. We use the same formats in all ESL and content area classes. Cooperative Unison Reading groups provide opportunities for both heterogeneously and homogeneously grouped (depending on student decision making and teacher coaching) reading and discussion, one on one conferences and high quality independent work time.

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

All of our ELA classes, broken into reading and writing, are taught by licensed ESL teachers. Students also receive ESL services in social studies. Regardless of the content area taught, teachers at HSLI receive large amounts of professional development where the needs of our ELLs are prioritized and discussed as a whole staff. Issues pertaining to language development and content knowledge acquisition are addressed by each member of the staff with attention to how consistent practices across classrooms may benefit our student population. The learning cultures formats that take place in each class assure that all students engage in and practice all four modalities of English in every class. Those classes not taught by ESL teachers still benefit from the rigorous activities that students encounter by way of engaging in the formats.

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

As a result of the work of our principal and staff last year, our school secured a grant from State Farm to equip our classrooms with technology to facilitate the creation of student made videos that illustrate important content knowledge learning, language points, and methods to deal with challenges in learning. Students will be instructed on how to properly use the technology and software so that the amount of instructional material accessible to students increases. This is expected to increase the amount of native language instructional tools as well.

Our school has also implemented 'intensives,' 70 minute classes designed to supplement their learning in their content classes and provide for more opportunities to engage in the materials and work of their content classes. This year, our school offers intensives in Global History, Living Environment, and literacy/ESL. Students enrolled in these classes are given the extra opportunities they need to gain access to knowledge in the content areas they may be struggling with.

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

We have not discontinued any major programs from last school year to this school year

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

ELLs are afforded equal access to any and all school programs. They are members of our campus sports teams, and have the freedom to choose elective courses and enrichment courses that are appealing to them, regardless of linguistic abilities. Enrichment opportunities available to our students through partnerships with Bronx Arts Ensemble and Korea Tae Kwon Do. Through Bronx Arts Ensemble, our school offers elective courses such as: Hip Hop, Fashion Design, Guitar, Keyboard, Chorus, African Dance, sculpture and visual arts. Additionally, our school's student council is an opportunity for ELL students to take leadership roles in the school community. In terms of instructional programming, all class groups and student groups for small group instruction are created heterogeneously. Grouping students in this way ensures that students of all language levels and backgrounds have equal access to opportunities at our school.

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

The technology being used to support ELLs includes several software programs including Castle Learning and Brainpop. Students have individual accounts to these programs so that they and their teachers can track progress and use the software in order to support class work. These programs are used both as interventions and supplements to classwork so that students are able to engage in differentiated work outside of class time. Our teachers also have access to document cameras and laptops in order to provide visual support for lessons and create engaging lessons and project opportunities for students. Our school has also purchased ipads to be used during student group work for translation, research, and visual support purposes in order to ensure efficient completion of high level work. One of our goals for our students is for them to become literate in many different forms of technology and through teacher use of different mediums to present lessons as well as student access to various forms of technology, our students are being exposed to many different kinds of and uses for technology in the classroom.

Other instructional materials being used to support our students are born out of the learning cultures instructional program. Our humanities classrooms have extensive classroom libraries and all of our teachers are engaged in developing instructional materials that support our students in their group work and independent work. Students have access to reading materials that span many different reading levels and genres. This includes subscriptions to many different magazines such as Sports Illustrated, Upfront, ESPN HS, Junior Scholastic, and several other Scholastic magazines.

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

Native language support is delivered through the availability of bilingual glossaries, bilingual dictionaries and translated lesson materials and study guides. Our classroom libraries also include native language sections so that students are able to maintain their reading in the native language and students are encouraged to visit both the campus library and the public library for greater text availability in languages other than English.

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

Our school uses a cohort model, so for core content classes (Math, Science, English, Social Studies) students are in classes based on their grade level. Our intensive and elective classes mix grades so that students have opportunities to interact with students of all ages and choose some of their courses. Twenty percent of our students are overage, and are grouped and travel through school with a cohort according to what year they entered our school and what credits exist on transcripts from former schools and countries. All classroom libraries and materials exist at varied levels so that regardless of students age and grade level, they have access to a wide variety of texts.

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.

HSLI offers a new student orientation in September to welcome new students and their parents to the school and acclimate them to our instructional model. We provide advice for preparing for school, ways that parents can help, and general information from school staff. The orientation is conducted in English and Spanish.

To support new students and ELLs throughout the year, they are paired up with returning students who have proven good role models and ambassadors for the school. Additional support comes from communication with parents and after school office hours provided by teachers.

18. What language electives are offered to ELLs?

Two English Language electives are offered to ELLs. Our journalism elective is taught by an ESL teacher and results in the creation of a school newspaper. Our ESL intensive is targeted towards our most recently arrived beginner ELLs and toward those whose language learning is moving at a slow progress. Students work on background reading abilities and do decoding, fluency and vocabulary building activities. This class is cotaught by two ESL teachers so that students have double the amount of teacher-facilitated Unison Reading groups and one on one conferences. We also offer two foreign languages: Russian and Korean.

19. For schools with dual language programs:

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

n/a

## C. Professional Development and Support for School Staff

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

1. All teachers at HSLI receive a daily period of professional development during a 45 minute common planning session Monday through Thursday, and two hours of common planning time on Friday. This time is used by teachers to share their best practices, lesson ideas, and curriculum development. In addition to this, teachers receive training on how best to implement instructional and behavioral policies so that students' academic and behavioral concerns are addressed consistently across classrooms and disciplines. Since our school serves about 80% ELLs, our instructional discussions always include strategies for teaching ELLs. 9/22 of our teachers are ESL teachers, so there is a large amount of expertise that is shared, and 6 of our content/Special Education teachers also have experiences teaching classes that include a majority of ELL students. So, by having small group shares of practice, examining classroom artifacts records and videos and engaging in curriculum planning sessions as a whole staff, we are able to spread best practices when it comes to teaching ELLs.

Also, Each Tuesday after school, our lead teacher in professional development conducts seminars on using technology, Genre Practice and text selection, addressing language needs and more. In any session, we are inclusive of and responsive to needs faced in both ESL and content area classes. All personnel are encouraged to attend, and the sessions are very highly attended by teachers. School staff, including school aides and parent coordinators, play an important role in shaping and informing professional development at the school. Opportunities for professional development outside of school is highly encouraged. Teachers and support staff are given flexibility and support to attend relevant professional development programs with the expectation that they will share what they have learned with the rest of the staff. PD records and agendas are maintained in a shared drive on Google docs.

2. In Reading and Writing classes, our teachers emphasize an approach to text called Genre Practice. Instruction centers around author's intentions and how they use specific devices to achieve the desired author-audience relationship. Thus, the language of the Common Core is very present in our instruction and Profession Development is designed to support teachers in becoming fluent in the language and application of the standards as a component of becoming stronger practitioners of Genre Practice. We accomplish this by having staff genre collections being a continually revisited component of our PD. During department meetings and professional development sessions, teachers share genres of writing that they have found and explore the author's intention and purpose so that this style of textual analysis can be messaged to kids. We also share texts to add to our genre collections so that during writing conferences, teachers have a bank of exemplars/mentor texts to draw from in order to support students in their writing.

Also, during learning conferences and writing conferences, teachers are expected to align the conversation to common core standards. Common core standards are available to teachers and students in English and Spanish in all ESL classes to reference in conferences and to provide feedback on student writing that references the standards. We have professional development during common planning periodically, that centers around teacher language during learning conferences, and supports teachers in developing the skill of naming student behaviors using the language of the standards. We also engage in joint curriculum planning which is led by teachers who displayed skill in utilizing the Common Core Standards in their instructional planning and delivery during the last school year.

3. Over the summer, we provide an orientation that supports students and parents during the transition from middle school to high school. By providing appropriate paperwork, opportunities to meet school staff and an overview of our instructional model, students who attend this orientation enter school prepared to engage in high school learning. Our parent coordinator continuously engages in outreach, and additionally, the Learning Cultures (instructional model used by HSLI) formats provide regular opportunities for small group instruction and one on one conferences so students are always in close communication with their teachers.

4. The majority of the school's PD includes components of ELL training. The school has exceeded its hours. In the summer alone, in August, staff had over 48 hours of ELL training which was provided during two weeks of whole-staff, full-day professional development prior to the school year. Our common planning structure and Tuesday PD sessions provide ongoing support to teachers.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. ELL parent involvement at our school includes various activities. Our parent coordinator and teaching staff are very communicative with ELL parents via phone and in school meetings so that ELL students are always supported both in and out of school. Also, ELL parents participate in School Leadership Team meetings, special parent dinner/information nights that our school organizes to address various topics and parent-teacher conferences. We also use a grading software called Jumprope which provides families with logins to track students progress, view teacher communication, and understand course expectations.
  2. Our Parent Coordinator stays abreast of opportunities and courses offered in our school neighborhood and New York City. She is in close touch with parents and directs them to opportunities that would be beneficial for our ELL parents and families.
  3. In addition to our parent orientation and one on one meetings with parents, we had a family night in October which included dinner with the principal and staff, a presentation on how HSLI is preparing students for college, and an extended question and answer survey. Our School Leadership Team meetings also provide a forum for parents to participate in our school's decision making process and voice questions and concerns. Our SLT meetings are always attended by bilingual staff in order to provide for translation needs, and our SLT is attended by ELL parents. Parent-Teacher conferences are also well attended by our ELL parents and provide invaluable opportunities to communicate with parents. In addition, we use the parent survey to evaluate parents' needs.
  4. We make every attempt to be responsive to parents' needs by providing programming that is requested and relevant. An example of this was our dinner with the principal and teachers in October, and we look forward to planning more events like this in the 2013-2014 school year.

## 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: HS of Language and Innovation**

**School DBN: 11X509**

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: 11x509 School Name: HS of Language and Innovation

Cluster: 5 Network: 551

**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.

The Home Language Survey is used to determine home languages for incoming students. For students who have already been tested or are coming from the 8<sup>th</sup> grade, the parent coordinator and counselor use SEMS to determine home languages and send out timely welcomes, orientation, and information in parents' home languages. ARIS and ATS are also used to determine home languages. All of this is used whenever communication is sent to parents so that translation needs are met.

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

Our last data showed that over 60% of the home languages from our school are Spanish, the second-largest group is Bengali, which is followed by Arabic, French, Albanian, and Urdu. This was reported to teachers and staff in common planning and in school meetings so that support staff and teachers were aware of the written and oral translation needs of the parents and were cognizant of planning ahead to meet these needs.

## 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.

All notifications, letters, and instructions are translated using both in-house bilingual staff members, the Office of Translation, as well as contracted DOE translation services for lower-incidence languages like Albanian. The school also wrote a parent booklet explaining the school's learning methods and ways that parents can support their students; this was translated into Spanish, French, Bengali, Arabic, and Urdu, which are the most-spoken languages at HSLI.

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.

The highest-incidence language, Spanish, is provided in-house by staff. The school also uses the DOE phone translation services for languages like Bengali, Arabic, and Urdu. The school has used paraprofessionals and parent volunteers for lower-incidence languages that are not spoken by the staff, like Bengali and Arabic. This has always been available during parent conferences.

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>.

The school will provide all parents with the notification of their right to translation in the Parent Bill of Rights by distributing it to them when they first visit the school. The school will prominently post a sign of each of the covered languages that are available for translation, as well as the parental right to have translation. The school has indicated in its safety plan, and will continue to indicate, the procedures that it will use to ensure that parents have access to translation. Languages that are spoken by more than 10% of the population will have all relevant notices and signs translated into those languages.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

#### Part A: School Information

Name of School: HS of Language and Innovation	DBN: 11x509
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: 35	
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 type="checkbox"/> 11
<input type="checkbox"/> 12	
Total # of teachers in this program: 7	
# of certified ESL/Bilingual teachers: 6	
# of content area teachers: 1	

### 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:

Rationale: All students, regardless of language proficiency and reading levels, are given access to the same classes and resources as their advanced or proficient peers. Classes are not tracked, allowing high levels of collaboration and rigor to occur in our instructional program for all students. The school follows the Learning Cultures model of instruction in all content and ESL classes, which includes Unison Reading, as well as a focus on building literacy, independence and college-readiness skills in all classes. Heterogeneous groupings lead to high levels of differentiation in each class.

Due to a high percentage of newcomers and SIFE students, we have discovered the need to provide not only rich resources for beginner and SIFE ELLs during their regular program, but also to provide supplementary direct instruction for these two subgroups. Therefore, our supplemental program will be small group instruction in phonics, decoding, and reading strategies using the Wilson Program that will build their capacity to meet the standards in their regular classes, eliminating the need for tracking.

Subgroups and grade levels: newcomer beginner ELLs, SIFE ELLs, in 9th and 10th grade.

Schedule and duration: 3 days a week (Monday, Wednesday, Thursday) after school for 1 hour from November 2012-May 2013. Total, including initial teacher training for all ESL and literacy teachers in November, a first-month launch with 2 teachers, and all of the following months led by 1 teacher, and excluding holidays: 102 hours.

Language of instruction: English with native language supports provided.

#s and types of certified teachers: 6 ESL teachers, 1 Special Education/ Literacy teacher.

Types of materials: Wilson starter set, Heinle Phonics Intervention kit.

### 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:

Rationale: The school already does the following as part of its regular professional development:

### Part C: Professional Development

common planning daily, with 2 hours on Fridays; intervisitations; bi-monthly coaching on Learning Cultures targeted for supporting ELLs led by Cynthia McCallister, the author of "Unison Reading" and developer of Learning Cultures; weekly after-school professional development on CCLS, coaching strategies, and data analysis for instructional leads and mentors.

While much of common planning and daily PD centers around practical application of ELL methodologies, our Quality Review and Learning Environment Survey revealed that teachers needed stronger grounding in the theory behind the school's ELL methodologies in order to implement them with fidelity and reach "Effective" and "Highly Effective" standards in teaching. Last year, supplementary PD in the theories behind the school's writing program of Genre Practice yielded an improvement in students' performance in writing classes. Teachers found that in-class coaching was far more useful when they had time to grasp the theories behind practice. Therefore, staff will engage in monthly after-school literature circles designed to ground practitioners in the theory behind effective ELL pedagogy. The Instructional Leads designing the PD will use protocols to help teachers link these theories to practice.

Teachers to receive training: 6 ESL teachers, 2 Special Education teachers, and 8 content area teachers, as all teachers in our school teach our ELL population.

Schedule and duration: 1 hour per month after school from November 2012 to June 2013.

Topics to be covered: Usage-based language (Tomasello & McCallister) theory, a cornerstone of the school's Learning Cultures pedagogy; using CCLS standards to leverage effective conferences with ELLs; Danielson & Learning Cultures rubrics' implications for ELLs when put into practice; making content accessible for ELLs.

Name of Provider: the PD will be planned by the principal, the school's instructional leads, Cynthia McCallister, and the school's network ELL and instructional specialists, but will be implemented by the school.

### 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:

Rationale: Despite being under 200 students, the school has funded a dedicated, bilingual parent coordinator who regularly communicates and plans activities that involve parents.

Because of the school's unique instructional model, though, we have discovered a need to involve parents in understanding ways in which their children are acquiring language, gaining college-readiness

### Part D: Parental Engagement Activities

skills, reading and writing in a variety of genres, etc. Parents want to be able to see the work their students are producing and understand how to support their children at home. While our Learning Environment Survey showed parents were satisfied with the safety, communication, and engagement of the school, a number of them expressed confusion about the academic work and expectations.

Therefore, we would like to address it in 2 ways:

1. Two student-work showcase afternoons/evenings, not related to parent-teacher conference night. This will be an opportunity for every child in the school to exhibit a project or piece of writing in a gallery that parents and family members can visit. The showcase will also include video of great classroom moments, as well as multi-lingual stations in which parents can ask specific questions in their own language to students and staff members about how learning happens at our school.
2. We would also like to produce a multi-lingual parent booklet that explains the history, methodologies, benefits, and student responsibilities inherent in the school's instruction, as well as concrete ways that parents can support their children in school. We will also include quotes from parents, students and teachers, as well as illustrations, photos, and student work in order to paint a vivid picture of the work happening and empower parents be a part of the process.

Schedule and duration: 1 afternoon/evening in January, 1 afternoon/evening in May for nights; Parent booklet will be written, translated, laid out, and printed by December in time for the January showcase.

Topics to be covered: What kind of writing and projects is my child producing and what does it show about his/her progress? What are Learning Cultures formats? What does college-readiness look like in high school? How is a usage-based theory of language different from traditional methods and how is it helping my child acquire English?

Parents will be notified of these activities through several means: Multilingual letters home and fliers, personal phone calls inviting them, use of School Messenger reminders, multi-lingual notices on JumpRope and Schoolwires, the school's online systems and website.

### 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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff</li> </ul>		

**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.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		