



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

DBN: (i.e. 01M001):

19K659

School Name:

CYPRESS HILLS COLLEGIATE PREPARATORY HIGH SCHOOL

Principal:

AMY YAGER

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

Section 4: Academic Intervention Services (AIS)

Section 5: Expanded Learning Time (ELT)

Section 6: Title I Program Information

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Cypress Hills Collegiate Preparatory High School School Number (DBN): 19K659
School Level: Day High School Grades Served: 9-12
School Address: 999 Jamaica Avenue, Brooklyn, NY, 11208
Phone Number: 718-647-1672 Fax: 718-647-6719
School Contact Person: Amy Yager Email Address: ayager@schools.nyc.gov
Principal: Amy Yager
UFT Chapter Leader: Jennifer Gorman Stokes
Parents' Association President: Raquel Arteaga
SLT Chairperson: Amy Yager
Student Representative(s): Cesar Coronado, Kenneth Tolentino, Tyrin Mosely

District Information

District: 19 Superintendent: Aimee Horowitz
Superintendent's Office Address: 715 Ocean Terrace Staten Island NY 10301
Superintendent's Email Address: ahorowi@schools.nyc.gov
Phone Number: 718-420-5657 Fax: 418-420-5677

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: CFN 403 Network Leader: Nathan Dudley

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- I. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- II. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- III. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Amy Yager	*Principal or Designee	
Jennifer Gorman Stokes	*UFT Chapter Leader or Designee	
Raquel Arteaga	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Cesar Coronado Kenneth Tolentino Tyrin Mosely	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Lisa LoFaso	CBO Representative, if applicable	
Jasmin Gonzalez	Member/Parent	
Colleen Korman	Member/Teacher	
Karen Cevallos	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor's [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement.

The Six Elements of the Capacity Framework

- 1.) **Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
- 2.) **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- 3.) **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
- 4.) **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
- 5.) **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
- 6.) **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Achieve 3000 level set, MOSL baselines, 8 th grade test scores, credit accumulation, ESL level, IEPs, PSAT scores, Regents scores, quality of work in student portfolio	1.) Achieve 3000 articles and activities 2.) SAT Prep 3.) Push in college TAs 4.) Literacy Foundations Class 5.) Course Make up classes 6.) MESH tutoring center 7.) Poetry class 8.) ESL classes 9.) Regents Review	1.) Whole class 2.) Small group 3.) Small group 4.) Small group 5.) Small group 6.) Tutoring 7.) Small group 8.) Small Group 9.) Small group	1.) During the School day 2.) After school and on weekends 3.) During the school day 4.) During the school day 5.) After school 6.) After school 7.) After school 8.) During the school day and after school 9.) After school
Mathematics	MOSL baselines, 8 th grade test scores, credit accumulation, ESL level, IEPs, PSAT scores, Regents scores, quality of work in student portfolio	1.) Two year algebra track course 2.) Math concept courses 3.) SAT prep 4.) Push In college TAs 5.) Course Make up 6.) MESH center 7.) Regents review	7.) Whole class 8.) Small group 9.) Small Group 10.) Small Group 11.) Small group 12.) Tutoring 13.) Small Group	1.) During the school day 2.) During the school day 3.) After school and weekends 4.) During the school day 5.) After school 6.) After school 7.) After school
Science	Lab requirement completion, 8 th grade test scores, credit accumulation, IEPs, Regents scores, quality of work in student portfolio	1.) Lab make ups 2.) Two year regents course 3.) Course make up 4.) Non regents science foundation courses 5.) Regents Review	1.) Small group 2.) Whole class 3.) Small group 4.) Whole class 5.) Small group 6.) Tutoring	1.) After school 2.) During school 3.) After school 4.) During school 5.) After school 6.) After school

		6.) MESH center		
Social Studies	MOSL baselines, 8 th grade test scores, credit accumulation, ESL levels, IEPs, Regents scores, quality of work in student portfolio	<ol style="list-style-type: none"> 1.) Elective history classes 2.) Course Make up 3.) Regents Review 4.) Push In college TAs 5.) Mesh center 	<ol style="list-style-type: none"> 1.) Whole class 2.) Small group 3.) Small group 4.) Small group 5.) Tutoring 	<ol style="list-style-type: none"> 1.) During school 2.) After school 3.) After school 4.) During school 5.) After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1.) CBO-Student Success Center 2.) LIJ Health Center 3.) Counseling in Schools 	<ol style="list-style-type: none"> 1) Early Awareness Group 2) At Risk Groups, individual counseling 3) Counseling, clubs 	<ol style="list-style-type: none"> 1.) Small group 2.) Small group and one on one 3.) Small group and one on one 	<ol style="list-style-type: none"> 1. During the School Day 2.) During the school day and after school 3.) During the school day and after school

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- 4.) Section A. School Overview
- 5.) Section F. Partnerships
- 6.) Section H. Educational Plan, under Section III. Use of Time
- 7.) Section K. Project Plan and timeline in the section which discusses “leading indicators”
- 8.) Approved Budget Narrative

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

- 1.) By June 2015, all students in cohorts Q, R, S and T will participate in Expanded Learning Time (ELT) with 60% of the students earning 1 credit.
- 2.) By June 2015, 50% our ELL population will increase one level on the NYSESLAT exam.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

<u>ELT Program/Activity</u>	<u>Target Population</u>	<u>Partner</u>	<u># Eligible</u>	<u># Hrs/Yr</u>
Title III ELL Support	ELL Identified students	School faculty	70	110 hours
Enrichment (Dance, Fitness, Swimming, Basketball, Music, Video Design, Theater, Journalism, Poetry, American Sign Language, Bridge to College, Culinary Arts)	Students identified as requiring additional support academically and social-emotionally	School faculty, Counseling in Schools, Cypress Hills Local Development Corporation	300	110 hours
PM School for HS students (Living Environment, Earth Science, Global History, American History, ELA, Algebra)	Students that failed one or more classes	School faculty	220	140 hours
Summer School 2015 (All subjects)	Students not meeting promotion criteria	School faculty	TBD	110 hours

Regents Tutoring (ELA, Living Environment, Earth Science, Chemistry, Algebra, Geometry, Alg.II/Trig, Global History, American History, Spanish)	Students taking regents for the first time and students that failed previously	School Faculty	300	60 hours
Saturday Academy (Living Environment, Earth Science, Global History, American History, ELA, Algebra)	Students that failed one or more classes	School faculty	220	120 hours

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- 6.) Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- 7.) Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- 8.) Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- 9.) Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- 10.) Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

- 1.) The ELT classes will be designed so that all students are able to take supplementary courses that encourage them to spend additional hours in school. The courses are intended to involve students in additional activities outside of the normal class day to gain their interest and commitment in the school. Academic classes and regent's review are 10th and 11th period on Wednesday and Thursday and on Saturday's throughout the year by NYS certified teachers. They provide students with additional skills and content knowledge, plus an opportunity to make up credit for a course that they may have previously failed to improve credit accumulation and the graduation rate. Enrichment courses are scheduled 9th period on Wednesday, Thursday and Friday to gain student's interest in topics not otherwise taught during the regular school days. Student interest was the basis for creating the courses and they are intended to keep students in school for the entire day to improve attendance. Students self-select the course that they want to be in and have the opportunity to switch to another course half way through the school year. These courses provide students with an opportunity to showcase their talents in classes like dance or theatre and to learn skills for career training like the culinary arts and video design classes.

Part 2c. Is the ELT program voluntary or compulsory?

Voluntary

X

Compulsory

If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

- 7.) Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
- 8.) If applicable, describe the scope of involvement of all community partners and how the joint ELT program is

structured.

- 1.) Administration, the guidance counselor, the CBO, and Counseling in Schools will participate in implementing and/or overseeing the ELT program. The CBO will assist in the interviewing and hiring process of selecting the best teaching artists that will facilitate ELT along with a NYS certified teacher. The CBO will specifically fund a Kaplan teacher for the college bridge class for 6 weeks to offer SAT prep and fund the supplies for the Culinary Arts class. They will also hire a film production director for the journalism class. Finally, the CBO provides a world National Slam Champion to work with the poetry class. Counseling in Schools provides a social worker to run an after school basketball program to help keep the students in school and teach them the importance of teamwork. On weekends, the counselors and basketball class take field trips to broaden students' experiences and social skills, such as the use of proper etiquette at restaurants. In order to participate in the basketball class, students must be attending all their classes during school.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

- 1.) NYS Certified Teachers along with teaching artists are required for the enrichment classes. The SAT class will require Kaplan SAT curriculum with College Board review materials and the journalism class will utilize cameras and editing equipment. The cooking class will use consumables (food), stoves, knives, prep materials, flatware and cookware. The swimming class needs two certified lifeguards. Per-session money is needed to pay all of the teachers involved. Funds are needed to buy costumes and sets for the theater class. An administrator must be present while these classes are running, so per session is required for that. Additional space is needed for Yoga class, dance class, swim class, and theater class.
- 2.) A wide variety of materials will serve as resources for instruction and learning. These include, but are not limited to; NYSESLAT review books, NYS Regents review books, SAT practice booklets, literacy workbooks, graphic novels, and content area consumable workbooks

Part 3c. Timeline for implementation and completion, including start and end dates.

<u>ELT Program/Activity</u>	<u>Timeline</u>
Title III ELL Support	September – June, Wednesday – Friday 2:20-3:07pm
Enrichment (Dance, Fitness, Swimming, Basketball, Music, Video Design, Theater, Journalism, Poetry, American Sign Language, Bridge to College, Culinary Arts)	September – June, Wednesday – Friday 2:20-3:07pm
PM School for HS students (Living Environment, Earth Science, Global History, American History, ELA, Algebra)	September – June, Wednesday & Thursday 3:07-5:15pm
Summer School 2015 (All subjects)	July 2015 – August 2015, usually a 6 week program, Mon- Thursday from 8am-1pm
Regents Tutoring (ELA, Living Environment, Earth Science, Chemistry, Algebra, Geometry, Alg.II/Trig, Global History, American History, Spanish)	September – June, Wednesday, Thursday 3:07-5:15pm & Saturday 8am – 1pm
Saturday Academy (Living Environment, Earth Science, Global History, American History, ELA, Algebra)	September – June, Saturday 8am – 1pm

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

	21st	X	Tax	X	Title I SWP		Title I TA		P/F Set-aside		C4E
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	Century		Levy							
	Title I 1003(a)		Title III		PTA Funded	X	Grants		School Success Grant	In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 7.) Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 8.) Specify a timeframe for mid-point progress monitoring activities.

<u>ELT Program/Activity</u>	<u>Benchmark</u>
Title III ELL Support	<ul style="list-style-type: none"> - Students attending class will increase at least 1 level on the NYSESLAT - Progress Reports (October, December, March, May) and Report Cards (November, February, April, June)
Enrichment (Dance, Fitness, Swimming, Basketball, Music, Video Design, Theater, Journalism, Poetry, American Sign Language, Bridge to College, Culinary Arts)	<ul style="list-style-type: none"> - 60% of students attending enrichment will earn 1 credit - Attendance rate for each period is checked weekly
PM School for HS students (Living Environment, Earth Science, Global History, American History, ELA, Algebra)	<ul style="list-style-type: none"> - PM School will have a 70% attendance rate by the end of the school year - Attendance rate for each period is checked weekly
Summer School 2015 (All subjects)	<ul style="list-style-type: none"> - 80% of students attending summer school will gain the max amount of credits - The benchmark schedule is TBD
Regents Tutoring (ELA, Living Environment, Earth Science, Chemistry, Algebra, Geometry, Alg.II/Trig, Global History, American History, Spanish)	<ul style="list-style-type: none"> - 70% of students requiring regents review due to failing previously will attend regents tutoring - Review the attendance weekly and chart what students are attending to make outreach and encourage attendance
Saturday Academy (Living Environment, Earth Science, Global History, American History, ELA, Algebra)	<ul style="list-style-type: none"> - By June 2014, 70% of students that require a regents to graduate will have attended - Review the attendance weekly and chart what students are attending to make outreach and encourage attendance

Part 5b. Complete in February 2015.

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|--|--|-----|----|
| 7.) Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | No |
| 6.) If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | |

Section 6: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
 - Section E. Instructional Staff under Sections II. & IV.
 - Section G. Organizational Plan under Section I. Training Support and Professional Development
 - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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.

When a position becomes available, a posting is made on the Department of Education open market site, the New Teacher Finder is used to find candidates and networking is continuous to recruit the best candidate available. Administrative staff attends hiring fairs to identify and recruit highly-qualified teachers. When all resumes are received, the hiring committee consisting of an ESL, History, and Science convenes to review applicants. The committee selects three to five candidates to come in for an interview. The candidate may be asked to come in for a second interview and present a demonstration lesson. Once the candidate is selected the Principal's secretary works closely with network HR personnel to ensure that teachers meet all required documentation, certification and assessment deadlines. Mentors are assigned to support new, struggling and non-highly qualified teachers. Teachers are provided with differentiated professional development and given the opportunity to continue their education.

2b. 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).

A professional development calendar will be created prior to the start of the school year based on the most common areas of need both instructionally and social-emotionally. The areas for growth will be determined using school-wide data, including the end of year Advance MOTP ratings. The professional development plan will be edited through the year to reflect ongoing trends that are seen through cycles of observations. Generation Ready will plan a professional development series on Assessment and Feedback, Counseling in Schools will provide sessions on Thoughtful Communication, and Outward Bound facilitates team building exercises. Teachers will also attend PD through the DOE called Metamorphosis and WITsi to improve literacy.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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 MOSL team will be the key professionals that decide on assessments that will be administered and share the information with the teachers. It is comprised of an educator from all contents. Professional learning is discussed while the assessment measures are selected and additional professional development is determined throughout the year from teacher feedback. Teachers will facilitate their meetings using an inquiry approach focused on improving literacy to increase student learning and ultimately have better student work products that are reviewed using a school-wide protocol.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$301,513	X	Section F. Partnerships (Pgs. 66-70) Section H. Educational Plan (Pgs. 72-83)
Title I School Improvement 1003(a)	Federal			

Title I Priority and Focus School Improvement Funds	Federal	\$76,327	X	Section F. Partnerships (Pgs. 66-70) Section H. Educational Plan (Pgs. 72-83) Section H. Educational Plan VII. Parent and community engagement (Pgs. 72-83) Section H. Educational Plan VII. Parent and community engagement (Pgs. 72-83)
Title II, Part A	Federal			Section H. Educational Plan VII. Parent and community engagement (Pgs. 72-83)
Title III, Part A	Federal			
Title III, Immigrant	Federal	\$11,200	X	
Tax Levy (FSF)	Local	\$2,002,921	X	Section E. Instructional Staff (Pgs. 65-66)

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- 6.) Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- 7.) A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- 8.) **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- 9.) **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- 10.) **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- 11.) **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- 12.) **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- 13.) **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- 14.) **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- 15.) **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- 16.) **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- 17.) **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Cypress Hills Collegiate Prep 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 the school and the families. The 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 the school community. Cypress Hills Collegiate Prep 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC) Template

Cypress Hills Collegiate Prep, 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.

IV. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

V. 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;

VI. 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 19	Borough Brooklyn	School Number 659
School Name Cypress Hills Collegiate Prep HS		

B. Language Allocation Policy Team Composition [i](#) 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 Amy Yager	Assistant Principal Jessica Anaya
Coach	Coach
ESL Teacher Joseph Klass	Guidance Counselor Mildred Velazquez
Teacher/Subject Area Elaine Cohen/ESL	Parent Raquel Arteaga
Teacher/Subject Area Anthony Stipanov/ESL and SS	Parent Coordinator Elizabeth Guy
Related Service Provider Soraya Sanchez	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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	385	Total number of ELLs	89	ELLs as share of total student population (%)	22.60%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In										8	12	8	8	36
self-contained										8	8	8	3	27
Total	0	0	0	0	0	0	0	0	0	16	20	16	11	63

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	87	Newcomers (ELLs receiving service 0-3 years)	43	ELL Students with Disabilities	11
SIFE	36	ELLs receiving service 4-6 years	25	Long-Term (completed 6+ years)	19

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	45	24	0	25	7	0	19	5	11	89

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	45	24	0	25	7	0	19	5	11	89
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

C. Home Language Breakdown and ELL Programs

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

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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										12	22	23	19	76
Chinese														0
Russian														0
Bengali										1	5			6
Urdu										1				1
Arabic										3				3
Haitian										1				1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1			1	2
TOTAL	0	19	27	23	20	89								

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)										7	5	10	8	30
Intermediate(I)										8	12	9	4	33
Advanced (A)										4	10	4	8	26
Total	0	19	27	23	20	89								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	26		2	
Integrated Algebra	4	49	3	8
Geometry		9		
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science		20		1
Living Environment	7	39	2	9
Physics				
Global History and Geography		35		12
US History and Government	5	34	2	3
Foreign Language		10		10
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:

- 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.
Cypress Hills High School uses both quantitative and qualitative assessments to determine the skills of our ELLs. We use internal assessments, Acuity exams, LAB-R, NYSESLAT, and the NY State Regents as part of our data analysis to see where our students are. When a student first enters the school system, he/she is given the LAB-R and the ESL teachers use this to analyze the student's speaking,

listening, reading, and writing ability. When the Spanish LAB is administered, the ESL teacher consults with a Spanish teacher who can assist in judging the student's language literacy. We use the Milestones Series of Textbooks Assessments and the Santillana Intensive English Curriculum Assessments. At Cypress Hills High School, all teachers are encouraged to collaboratively design internal assessments for their students. Through these assessments, we have determined that a significant portion of our ELL population is in need of literacy skills development, and therefore our instructional plans must be modified. The resources ordered now focus more on literacy skills, and the ELL teachers employ balanced literacy strategies and techniques. The assessment data is used to specifically identify which skills the students need more help in. Those skills then become each student's individual goal and the teacher will work one on one with said student towards achieving those goals.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Our overall ESL population of 87 students can be broken down as follows:

Beginners	28	32%
Intermediate	33	38%
Advanced	26	30%

The results by grade can be seen below:

9 th Grade:	Beginners 29%	Intermediate 47%	Advanced 24%
10 th Grade:	Beginners 19%	Intermediate 44%	Advanced 37%
11 th Grade:	Beginners 44%	Intermediate 39%	Advanced 17%
12 th Grade:	Beginners 40%	Intermediate 20%	Advanced 40%

Years of Service	Number of Students	Percentage
0-3	45	51
4-6	25	28
7+	19	21

Forty percent of our total ELL population falls into the intermediate category. The 9th and 10th grade cohorts, which combined represent about 52% of our total population falls in line with having just over 40% of its population at the intermediate level. Our 9th grade student results reflect their years at middle school and do not yet reflect instructional practices at CHCP. Five of the nineteen 9th grade students are newcomer beginner students and two students are long term absence students. In looking at our 10th grade level analysis, we need to consider the following. The twenty-seven students include four newcomers who have just arrived and one long term absence student. Ten of the students in that grade have just one year of schooling in the United States. Our 11th grade total of twenty-three students includes no recent arrivals and one long term absence. Our 12th grade population of twenty-one students has one newcomer and no long term absences.

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 [AMAQO tool](#))

N/A

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. The 11th grade has the lowest percentage of Advanced ESL students with just 17% of the grade population falling into that category. The 10th and 12th grade both have approximately 40% of their grade population falling into the Advanced ESL category, and we are anticipating that many of them will test at an overall Proficient level this year on their NYSESLAT. There does not seem to be any correlation between students passing any regents exams and the language in which the students take the exams.

b. The school leadership uses the results of the ELL Periodic Assessments to help guide in ensuring the proper placement of students in their respective classes. Teachers, both ESL teachers and general education teachers, use the results of the assessments to help guide them in creating lessons that are properly differentiated and also to create appropriate scaffolding activities.

c. Today's population of students is able to perform verbally in English at a higher ability than in writing and reading. Students clearly

get a lot more practice speaking and listening to English everyday as they are immersed in the culture. We need and will focus more on reading and writing skills. More materials have been ordered devoted to address these two skills. Since some students demonstrate a lack of fluency in reading in their native languages, specific resources will be ordered that are devoted to reading skills. We have modified instruction to include basic literacy reading skills such as fluency, decoding, recognizing words, and improve comprehension. We have added literature books that focus on Hispanic culture and the Hispanic Immigrant experience in order to make the literature more relevant to the experiences of the majority of our ESL students. Concerning writing instruction, writing is one of the three cornerstones of Cypress Hills High School. Several textbooks and workbooks are used in instruction to support writing. Instruction includes strategies such as prewriting, using graphic organizers, the 6 trait writing process, collaborative writing, editing, studying models of good writing to emulate, and grammar skills. As a school community, adjustments and improvements to our program this year will include, but not limited to:

- increased use of technology in the classroom
- increased academic intervention
- continuation of strongly targeting language development across the grades and content areas
- rigorous targeting of reading and writing skills in the ESL classrooms and content classrooms
- print rich environments
- extended day and Saturday programs for support

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

N/A

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

Teachers are provided with data about their ESL student population at the beginning of the school year, as well as whenever a new ESL student enrolls at the school for the first time. The two ESL teachers push into many of the core content classes with the students and work with the teachers on modifying the lessons to ensure that properly scaffolded activities are embedded into the units. In addition, teachers have been asked to consider creating a minimum of one language goal that fits into their daily lesson.

ELL students are given internally created assessments twice every semester. These assessments are done in each content area that the student has as well as in his/her free standing ESL class. Additionally, the ELL Periodic Assessments are used. Through earlier and ongoing professional development, teachers are guided as to how to analyze the data and use the data to make instructional decisions, choices, and modifications. By doing item analysis, it can be seen where the ESL students' deficiencies and strengths are. The content area teacher will then collaborate with the ESL teacher to determine what modifications need to be made. It appears that language rich content areas, such as Social Studies, present challenges for all ELL students, in particular, the beginner level. This subject area gets more push-ins by ESL teachers in order to facilitate the class and assist with the coursework. Native language resources are available to the students. There are always dictionaries in the classrooms, bilingual glossaries printed from the NYS Regents website, and the material/handouts/classwork is bilingual (when available.)

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.).

The success of Cypress Hills High School's ELL program is based on the following:

- Meeting the State AMAO 1 and AMAO 2 goals for our students based on their performance on the NYSESLAT
- Standardized test results such as NYSESLAT, NYS Regents, SAT , ACT,
- College acceptance rate for 12th graders, as well as CUNY Assessment exam results
- Movement of students from one Level to another and upward movement within the same level
- Movement of the bottom third population
- Internally designed interim assessments
- Participation in after school and Saturday programs
- Goal setting and achievement of goals

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

When new students enter Cypress Hills Collegiate Prep High School, the first place they go to is the main office at which time the secretary contacts one of the licensed ESL teachers. This licensed ESL teachers, Ms. Elaine Cohen and Mr. Joseph Klass, are trained in the intake process. During the intake process, the ESL teacher facilitates the gathering of information about the incoming student. The oral interview is conducted in the native language if necessary and if the ESL teacher is unable to communicate, we call upon a member of our staff/faculty who knows the language to assist. If we have no one fluent in the parents' language, we call the Translation Unit. We explain to the parents that we are trying to gather as much information as possible about their child so that we may place the child correctly and provide him/her with the best educational opportunities. During this time, the ESL teacher forms her own assessments as to the language proficiency/dominance of the child. The parents are asked to fill out the HLIS so that the child's dominant language can be determined. The results of the HLIS are used to determine if the child is LAB-R eligible. If so, the LAB-R is administered by the licensed ESL teacher within the first ten days of the child's admission. Notices are received from ATS, as well as a list of new admits from the secretary. In this way, we keep track of our 10 day time line for LAB-R administration. The LAB-R Form B is administered. The ESL teacher personally administers it to the eligible students in her classroom. Before we send the LAB-R exams to the ISC, they are scored by Ms. Cohen by hand on school premises. We realize that these raw scores are not the official scores; however they are used to determine the placement of the child into Beginning, Intermediate, or Advanced classes. If the student is entitled to services, after the LAB-R, we administer the Spanish LAB.

For students who were previously enrolled in our school, the identification and placement processes are determined by the NYSESLAT scores. The students will continue to receive services as advanced, intermediate, or beginning depending on the NYSESLAT scores. In September, students and parents receive entitlement letters indicating whether the student has 'passed out' of ESL or still continues to need services. We do make sure that all ELL students take the NYSESLAT exam each year. During the course of the year, we run reports off of ATS such as; RLER, LAT and LAB-R eligible students. We carefully monitor our ELL student population to make sure that all take the end of year NYSESLAT.

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.

In September, we send a letter to the parents of our ESL students informing them that their child is eligible to continue to receive ESL services. This letter is prepared jointly by Mr. Klass and Ms. Guy, the parent coordinator. The letter goes out in English and Spanish. For new students who are registering for the first time, the parents are given an orientation on the day they come in to register their child. If the parent is not available to stay for the orientation that day, then an appointment is made for the parent to return at a future date. During this parent orientation meeting, which is conducted by Mr. Klass with the assistance of Ms. Guy, we give the parents handouts with detailed information about our program. At Cypress Hills High School we offer free standing ESL classes. In addition, we provide push-in services for our ELL students. In order for the parents to make a well informed decision, we also discuss the other types of programs available such as Bilingual, self contained ESL, and Dual Language. We share research results with the parents regarding the ranking of these programs letting them know that according to research the best choice is dual language, the second best is transitional bilingual program, and the third best is an ESL program. We also show the parent choice video to help the parents make their own choice.

At the end of the orientation, if we have parents who request a program other than what we provide here at CHCP, we tell them

two things. We let them know that at the current time, we don't offer that particular program because we don't have enough students for it. We do keep track of the student and family requests and if in the future, we have enough students, we will provide the program. Until such time, we let the parents know of nearby schools that offer the programs they are interested in for their child/children. Parents have the option; but we often do encourage them to stay with us. This year, as in the past year, parents have elected to have their children become students at CHCP and participate in our free standing and push in models.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Parents are encouraged to complete the Parent Survey and Program Selection form during the orientation. If the form is not completed at the orientation, the parent is instructed to return the forms to the school within one week's time. Paperwork is stored very carefully at CHCP. Once the home language surveys and program selection forms are completed, they are placed in the student's cum file. They are put there together by the Pupil Accounting Secretary, Mrs. Norma Ruiz Liquez. These files are kept in the principal's office and are under lock and key. The entitlement letters are sent out by the ESL teacher, Mr. Klass, who sends them in English and the native language. We also call as a follow up to alert the parents that these letters are on their way. If we do not receive the forms back in a timely fashion, we call again. These phone calls are made by the parent coordinator, Ms. Elizabeth Guy.

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.

Parent involvement is very important at CHCP. We communicate with the parents via letters sent home, letters given to the students themselves, phone calls home, and monthly calendars. We also have parent teacher conferences twice a year. Additionally, we hold meetings with ELL parents at the beginning of the year, and a couple of times later on in the year to maintain contact. We mail out entitlement letters. We personally distribute entitlement letters to parents who attend the orientation session. If we do not receive the entitlement letters back, we will first speak to the student. After that we call home and will send letters of reminder to return the letter. If all of our attempts at communication to retrieve the entitlement letter have failed, we understand that the default program option is transitional bilingual as per CR154.

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.

Students are made aware from the beginning of the year that they will have to take the NYSESLAT in May. The ESL students who are in a freestanding ESL class are given an interim assessment in the fall and in the spring of every year. That assessment follows the format of the NYSESLAT in order to familiarize students with the structure of the test. In April, letters are sent home to parents in both English and Spanish informing parents of the dates of the NYSESLAT and its importance. During the testing window for the NYSESLAT, the ESL teachers, with the support of the administration, school counselors, and parent coordinator, work on making sure that students take all four parts of the NYSESLAT. Mr. Klass creates a spreadsheet that is updated daily, showing which sections of the test have been completed by which students. About halfway through the testing window, daily e-mails are sent out to all the teachers with the names of students who have not completed the NYSESLAT. Teachers are requested to send those students to the ESL room to complete their testing. For students who are designated as LTA's, phone calls are made by the Parent Coordinator and/or guidance counselors to try to get the students to come in for the test.

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

After reviewing the parent surveys and parent selection forms, 100% of our families choose our Freestanding ESL program. In our campus site, we happen to have a school dedicated to newcomers. We do inform the parents of this option; however, they have all chosen to enroll at CHCP. And so at this point in time, the ESL freestanding program at CHCP is in line with family choices. Our monitoring of the parental choice indicates that all families choose our school. We have not had any family this year choose to attend another school with different ELL support programs.

Given the way the world has been changing, we are ever conscious of the increased numbers of families moving from one country to another. Worldwide events such as earthquakes, tsunamis, and wars to name a few, impact the composition of our student body. We look at the trends in population increases and offer more and varied resources to meet the needs of the new types of students we are getting in our classrooms.

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])?

This year Cypress Hills Collegiate Prep High School has a total of 89 ELLs and provides three organization models as follows: push-in, free-standing, and collaborative. Our student body is organized into cohorts. Each grade except for the 12th grade has four cohorts, and the cohorts travel together for all of their classes. We group according to grade levels, so we have a heterogeneous group of mixed proficiency levels in each cohort. Classes are 45 minutes each.
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)?

Our staff is organized such that the ESL teachers have enough time in their day to service their students according to proficiency level. We combine the minutes of free standing with the minutes of push-in to achieve the mandated number of minutes per week for each student. In classes where there are mixed proficiency levels, we ensure that the number of service hours meets the mandates for the lowest level of ELL in that class. For example, a 10th grade class with mixed ELL levels receives 540 minutes of instruction because of the beginners in the class. We believe that the higher levels in the class will only benefit from the additional

time. Two teachers divide the grade levels of ESL. One teacher handles the 9th and 11th grade; the other teacher is responsible for the 10th and 12th grade. Each teacher has free standing classes with her students as well as pushing into the content area classes. Both teachers teach the maximum program load in order to ensure that the students are receiving their mandated minutes of instruction as per CR Part 154.

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

The free standing ESL classes are designed around developing the four language skills. The ELL teachers use a variety of resources to develop students' language skills as well as vocabulary and grammar. The objectives of the class are based on the NYS ESL learning standards as well as the Common Core State Standards. The ESL free standing classes also serve as support for the content area classes. In ESL class, the teacher supports the students on their projects, homework, class assignments, etc. The ESL teacher supports the content area teacher by presenting lessons on academic vocabulary necessary for the content lesson. The ESL classroom is designed to be the supportive and safe educational environment where each student gets the differentiated instruction he/she needs.

The content area classes are taught by the licensed subject area teacher with a push in by the ELL teacher. The classes are taught in English. Many handouts and worksheets are translated into Spanish for the students. During classwork, the students will have a copy of the material in English, as well as a support copy in Spanish. The classwork is also differentiated so that the content is more comprehensible across the wide array of student levels in the classroom. Beginner and intermediate ELLs will often get the work in their native language or a simplified text version of the material. Vocabulary is reinforced through ExCell strategies. Content is reinforced by both teachers collaborating together on lessons, projects, presentations, and assessments. One of the ESL teachers can communicate in Spanish. For languages other than Spanish, advanced level students volunteer and receive community service to assist in the classroom.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Cypress Hills High School has one foreign language teacher. Additionally, there are a number of teachers who speak Spanish as well as English. All English only speaking teachers consult with and get the assistance of these teachers when it comes to writing assessments and evaluating student work. For Bengali beginning students, we use a former ELL student who assists. The student's work is reviewed and then the teachers consult with each other to determine that the student has been appropriately evaluated.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
As the school continues to focus more on the Common Core State Standards, social studies, science and English teachers give formal oral and written assessments to evaluate their spoken and written proficiency levels. In their freestanding ESL classes, students receive two internal assessments per year that include all four modalities of English acquisition. Results of these assessments are shared with the other teaching staff at the school.

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).

Students of all proficiency levels are exposed to a rigorous and relevant curriculum. All students are expected to participate in grade and age appropriate content. We accomplish this through differentiation for the ELL subgroups. An example of how we differentiate a writing assignment may be the type of graphic organizer given, the length of the assignment, the topic of the assignment, and the assessment. SIFE and beginners are given a more structured and detailed graphic organizer and the length of the required writing can range from a couple of sentences to one paragraph. Advanced students have less structured pre writing and writing assignments. For those students who are newcomers and SIFE, we differentiate instruction in ways such as using native language support in the classroom 25% of the time, modeled writing, guided writing, native language materials and assessments, age appropriate picture books, the use of visuals and realia in the classroom, sentence frames, and a huge focus on vocabulary. One of the ESL teachers is also an experienced ELA teacher and this enables us to help students prepare for the ELA Regents Exam. These instructional lessons are English through ESL. Vocabulary, obviously, is the main concern. Also, instruction is centered

around test taking strategies, note taking skills, getting familiar with NYS exams, and reading, writing, and listening strategies. Beginner students receive different instruction than upper levels of ELLs. With the beginners, we work heavily on vocabulary and oral communication skills. In order for them to understand academic vocabulary, they need to become comfortable using the English language itself. Generally, our ELL students who fall into the 4-6 year range are at the intermediate level. These students receive free standing ESL periods as well as their content area subjects. Their instruction is on a level where they need to practice the vocabulary and have the vocabulary that they have learned reinforced. The advanced students transfer their learned vocabulary to all subject matters.

Cypress Hills Collegiate Prep has a former ELL population of 134 students distributed among the four grades. Teaching staff has received training in QTEL strategies and these are used in all classes to support our former ELL students.

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?

One of the ESL instructors has participated in numerous QTEL training programs and has used the skills gained from those sessions to conduct Professional Development sessions for the other teaching staff at the school in QTEL methodology. These strategies are incorporated into the classroom lessons as a means of supporting both former ESL students as well as ESL students with disabilities.

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?

ELL-SWD's at the school are provided with the opportunity to participate in Title III supplemental instruction that both reinforces material taught in the core subject classes as well as prepares them for the various Regents examinations. These Title III classes are smaller in size than regular classes and allow for more personalization of instruction. In addition, native language support is available in the program through the presence of a dual-certified bilingual special education teacher who serves as one of the instructors. The ELL-SWD population at the school have all achieved performance levels of Intermediate or Advanced, and our curriculum for advanced level ESL classes aligns itself to the Common Core Standards and focuses on topics that are also taught in the core subject 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:	Spanish		
Social Studies:			
Math:			
Science:			

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

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

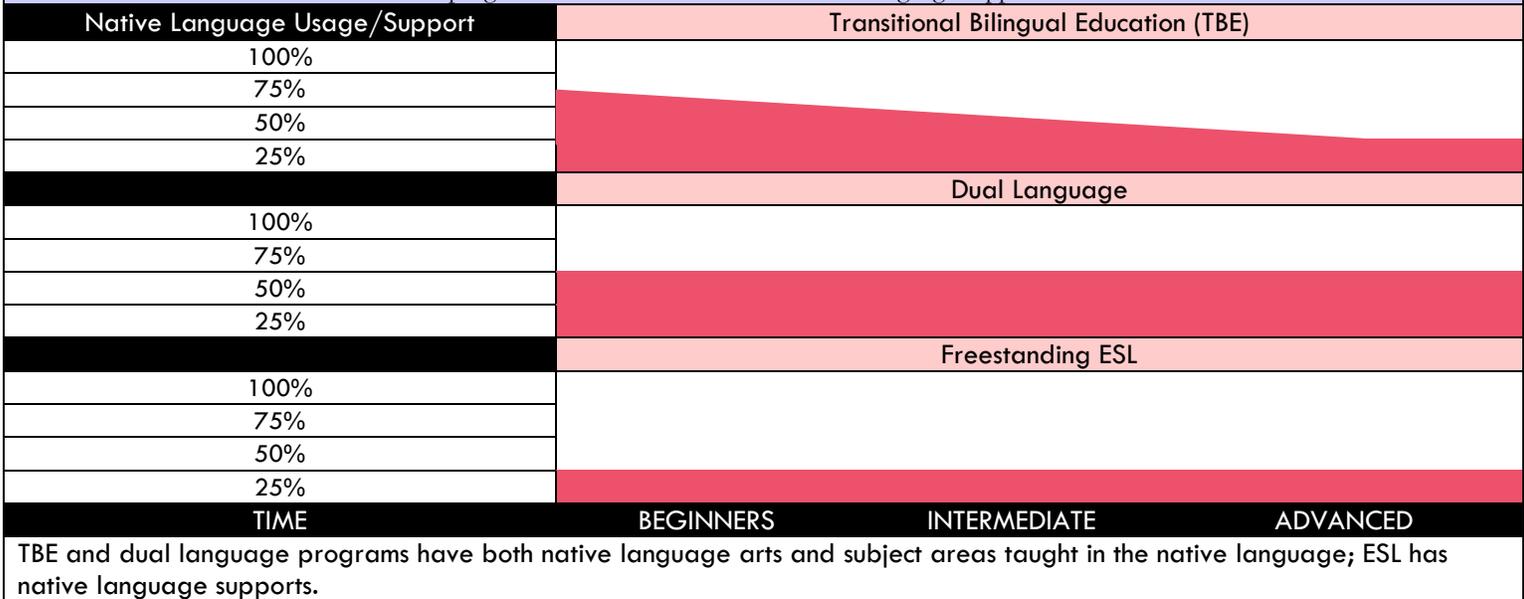
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

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

The school utilizes Intervention Strategies in all content areas. CHCP uses a variety from the list below, which is not all inclusive, for all ELL subgroups.

- data based decision making
- explicit instruction of academic skills
- collaborative teacher planning
- standards based lessons
- research
- cultural awareness
- technology

For the following interventions, the explicitness and level of detail depends on the ELL subgroup in the classroom. For example, cognates are more commonly used in beginner and intermediate ELL classes than in advanced. Other interventions we use are explicit vocabulary instruction, error correction, alternative assessments, heterogeneous and homogeneous grouping, graphic organizers, guided reading and writing, cooperative learning, text modification, and use of visuals to name a few. For instance, in math, the use of visuals considerably assists the learning process. In math, social studies, and science, the students have glossaries available to them. These glossaries, downloaded from the NYS Regents website, are distributed to all levels of ELLs. We use peer-buddy tutoring. We find that this helps the beginner students especially in content areas and helps the advanced level students as well since it reinforces their knowledge and gives them the opportunity to transfer it. Intermediate and advanced level ELLs are generally more open to oral participation in the classroom whereas the newcomers tend to shy away from speaking. They are encouraged in a supportive free standing ESL class to participate and in the content areas, the ESL teacher assists and supports the beginners in classroom participation by standing with them when they speak.

The school's intervention strategies are in English with the exception of the use of native language dictionaries, translated documents, native language textbooks, and bilingual reading books. Each classroom on the fourth floor of our building has a SMARTBoard and the school has laptops available for instructional use. All students, regardless of subgroup level, participate in technologically designed lessons.

Another type of intervention offered is extended day and Saturday academy. These support classes are offered to all current and former ELLs. They may consist of homework assistance, standardized test taking prep, classroom projects, etc.

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

Our current program has demonstrated that we are meeting the needs of our students in their language acquisition and development. On the 2013 NYSESLAT we had 70% of our ELL population demonstrate "adequate progress" in their English language acquisition. In addition we had 18.7% of our ELL population test with a final score of proficient on the NYSESLAT. Both of these percents were above the Annual Measurement Assessment Objectives (AMAO's) set by New York State.

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

The school started using the Rosetta Stone with the ELL population at the end of the 2012-2013 school year. Rosetta Stone will be used again this coming school year. The school is also considering using the Achieve 3000 Reading program to increase the reading levels of our students.

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

There are no programs that will be discontinued.

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

Any program or activity that is a part of CHCP is offered to each and every student in the building. There are no activities specifically designed for an audience that would exclude ELLs. ELL students are offered after school support and a Saturday academy. They may, however, join any after school activity they wish. In fact, they are encouraged to join and unite with native

English speakers as this turns into a great learning opportunity. For example, they may join the art club, the yearbook group, student government, etc.

In a specific ELL afterschool program, the time is used in a variety of ways such as; homework help, extended test taking time, lap top assignments, reading, working on ESL classwork, test preparation, etc. Saturday academy work includes activities such as conversational skills, literacy skill development, projects, and test preparation.

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 teachers at CHCP use a wide variety of resources to support English language instruction. The resources fall into categories of series, textbooks, novels, graphic novels, newspapers, magazines, realia, visuals, recorders, etc.

Series:

Santillana Intensive English - Levels 6, 7, and 8

Milestones (all levels)

Visions - Language Literature Content (textbooks and workbooks)

More Grammar Practice - 1, 2, and 3

Now Hear This - High Beginning Listening, Speaking and Pronunciation

Reading For Today - Themes for Today 1, Insights for Today 2, Issues for Today 3

American Short Stories - Exercises in Reading and Writing

Stories Worth REading / Skills Worth Learning

Oxford Picture Dictionary

Longman Picture Dictionary and workbook

Graphic Novels, Adapted Novels, Novels and Short Story Collections

When the content area textbooks are available in Spanish or another language, they are ordered by the school. Content area teachers do provide material in the native language when possible. In content classes, the students will be given handouts or activities or directions in English as well as native language. There are so many websites available as bilingual presentations that technology is often the best resource for native language instructional material.

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

This question has been addressed in earlier questions in this section.

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

Required support services and resources are age and grade level appropriate. Understanding that part of language acquisition is the affective filter and humanistic factor, the ESL teachers take care not to insult any of the student's intelligence level. The topics read about and discussed are teenage issues that the students can relate to. Even though visuals are used as an ESL strategy, the visuals are age appropriate.

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.

N/A

18. What language electives are offered to ELLs?

Spanish

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

All ELL teachers at Cypress Hills High School are appropriately licensed and certified. The principal is a strong believer in professional development and uses every opportunity to provide such pd. The resources for the pd sessions are as follows: outside consultants, internal staff, community leaders and support organizations, outside consultants, our network, and the DOE staff.

Every day, the staff meets for 42 minutes to work on either common planning with fellow teachers or as part of a data analysis team. Teachers who participate in the common planning team work with their fellow teachers either across the same grade level or subject area. These meetings cover a variety of pd topics such as common core lessons, curriculum map sharing, aligning ESL and English and social studies curricula, designing rubrics, differentiating instruction, and planning strategies and modifications to lessons to assist the ESL and SWD populations. At the beginning of the week the staff meets for 42 minutes at the end of the day to look at past lessons and units taught in the classroom in order to analyze skills and information that the students are not mastering. Teachers will collaborate together in this analysis in order to help guide and plan for future instruction. At the end of the week, the staff comes together for a 45 minute meeting to address various issues in classroom planning and instruction.

For the current semester Dr. John Gunn of Queens College has been collaborating with the Participation in Government teacher to work on the creation of new social studies units. The point is to get the students to understand "the big idea" as research Queens College has done indicates students do better on the NYS Regents if they understand the big ideas.

Another outside resource who presents workshops for us is Aussie Consulting. They are working with the English and Math departments to develop units that are scaffolded for ELL's while at the same time align with the common core standards

Cypress Hills HS is supported by the National Council of La Raza. This organization provides us with professional development activities often specifically designed around an ELL population. Through them, three of our faculty have been trained in EXCell strategies developed by Margarita Calderon and Associates. Another two faculty members received extended training in QTEL strategies taught directly by Aida Walqui, one of the originators of the methodology. The faculty who participated in this training in turn taught the rest of the school teachers what they learned in half day pd's. We are anticipating having our staff continue to receive training through NCLR in the future.

Our own faculty provides professional development as well. Those who attend workshops and conferences always come back and share what knowledge they have gained. Topics have been and will continue to be on areas such as differentiated instruction, addressing the needs of SIFE students, and applying/understanding the Common Core Standards.

The ELL teachers attend workshops offered by OELL in order to keep abreast of new ideas in methodologies and techniques. These workshops are designed to share best practices in teaching so that the ELL population can reach its full potential. Information gained from these workshops is shared with the rest of the faculty.

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?

Cypress Hills Collegiate Prep High School has an extremely active outreach program for its parent population. We are fortunate enough to have a parent coordinator, Ms. Elizabeth Guy. Ms. Guy is bilingual in Spanish and English. Starting with the very first day when a student arrives with his/her parent to enroll, our ESL teachers encourage the parents to become active participants in our school community. In addition to the two mandated annual meetings, we offer two additional meetings throughout the year for the purpose of discussing:

student schedules, transcripts, college readiness, Regents, PSATs, SATs, State mandated ELL testing, academic goals, graduation requirements, credits and credit recovery, community service, and social /counseling issues. These meetings are hosted jointly by the ESL teachers and the Parent Coordinator Ms. Guy. Depending on the topics we will have one of the guidance counselors join us, usually Mrs. Mildred Velasquez (who speaks Spanish and English.) We also will invite a bilingual Special Ed teacher since we have special education ELLs in our population. Every document that we distribute is translated from English into Spanish. We send out invitations in English and Spanish and in order to further encourage attendance at these meetings, we make phone calls home to the parents in English and Spanish.

Our local CBO is Cypress Hills Local Development Corporation. This organization offers a wide variety of services to our population. There are a couple of local offices, one on Fulton Avenue and one in Cypress Hills Cemetery that offer assistance to parents as well as students in our school. We are also associated with National Council of La Raza which supports us in our efforts to provide educational services to our students and parents.

This year we have instituted a policy where when a parent enters the building, he/she is first seen by Ms. Guy, our parent coordinator. At that point she inquires about their concerns and if is unable to help him/her, will direct the parent to the appropriate party. Specifically for parents of ELLS, the ESL teacher and guidance counselor get involved. When the parent is here for the first time, the ESL teacher, while doing intake, will converse with the parent. It is in this way, that needs can be determined. If the parent speaks a language that cannot be understood here at the school, we will ask for translation. We know, that newcomers in particular, have specific needs as recent arrivals and we encourage the parents to participate in school activities with their child/children. Everything is translated into their native language when feasible. We have created a checklist of needs which we give to the parents in English and Spanish as a tool to determine their needs and wants. At the first meeting we have, we offer a tour around the building complex and show them the facilities such as the Health Center, the Student Success Center, and the Parent Coordinator's office to name a few.

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.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 19K659 School Name: Cypress Hills Collegiate Prep High

Cluster: IV Network: CFN403

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.

When a new admit to the NYC public schools comes to register at Cypress Hills, the Home Language Survey is administered. Additionally, the ESL teacher and Parent coordinator (or another staff member who speaks the parents' native language) speak with the parent/guardian who has brought the child to register. So there are two ways of assessment to determine the needs of the parents/guardians as far as translation services.

For those students previously in the NYC school system, there are a couple of different methodologies used to assess the needs. First of all, students fill out the Blue emergency cards every year. On these cards, there is a space for preferred oral and preferred written language. Secondly, during Advisory classes, the students are given an internally created survey regarding parental language needs. These surveys are then sorted by parental language preference and a master list is created. All information is maintained by the parent coordinator and the ELL teacher. Oral assessment occurs when phone contact is made with the parent/guardian. When a teacher or guidance counselor makes a phone call and finds that the parent does not speak English, this information is reported to the parent coordinator and ELL teacher. This information is filed along with the other data indicating parents who need native language support for communicative purposes.

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

The sources of data used for analysis to determine language needs are the Blue Emergency cards and an internally designed survey. The results are as follows:

1. The primary language besides English is Spanish.
2. For the Creole speaking parents we rely on the Translation and Interpretation Unit for Creole translations.
3. There are two sets of Arabic speaking students. One of the staff members is able to converse in Arabic with the parents.

4. There is one Romanian set of parents. One of the parents reads Spanish and speaks Italian. There is a staff member at the school who speaks Italian and is able to communicate verbally with the parent.
5. Our information shows that in the Urdu and Bengali speaking cases, one of the parents in each family speaks and reads in English.

The information on our findings of translation and interpretation needs is maintained by the parent coordinator, the ELL teacher, and the Pupil Accounting Secretary. The results are shared with the teaching, guidance, and support staff at the school.

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 written communication forwarded to parents/guardians is written in English and translated into Spanish. Examples of such communication are DOE notifications, invitations to school functions, summer school and credit recovery programs, and monthly school calendars. Documents are translated into Spanish by the internal staff at Cypress Hills High School. The staff members who provide the translation are native Spanish speakers themselves. They include the parent coordinator, school secretary, guidance counselor, special education teacher, and Spanish teacher. The actual procedure is as follows: the communication is written first in English and approved by a member of the school leadership. Then a request for translation is submitted with a return requested date. The communications are then sent out via mail and followed up with a phone call.

For those languages other than Spanish, we use the DOE translation services.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services are provided by in-house school staff. When a parent 'kid talk' is arranged, there is a bilingual guidance counselor always present. When students and families first come to the school, the first people they interact with are the Pupil Accounting Secretary and the Parent Coordinator, both of who are native Spanish speakers.

During open school night and open school day, teachers, guidance counselors, and our school aides are available to join the conference when an oral interpreter is needed. Parents/guardians often bring along a relative or family friend who assists in the discussion of their child's/children's academic progress and performance.

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 first communication sent out is a copy of the Bill of Parent Rights and Responsibilities. This document is sent out in English, Spanish, Chinese, and other languages that our parent population speaks. A letter is also sent out informing the parents that all communication will be sent in Spanish as well as English. For open school night and open school day parent conferences, parents are notified that there will be translators available to them for their discussions. Notices of events and or meetings that are to be held at the school are distributed in both English and Spanish. The parents are made aware that there will be oral translation services available for them to use. Phone calls to homes with non English speaking parents are made by the content area teacher along with a native Spanish speaking teacher who assists. For families whose native language is not Spanish, we rely on the Translation and Interpretation Unit.



Department of English Language Learners and Student Support

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Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Cypress Hills Collegiate Prep	DBN: 19K659
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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 63
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
 # of certified ESL/Bilingual teachers: 2
 # of content area teachers: 2

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: . The supplemental instruction start date is planned for Saturday, January 10th and ends on Saturday, June 13th for a total of seventeen Saturdays. One teacher, licensed in ESL K-12, would be working this schedule. Additionally, a second teacher, licensed in Special Education 7-12 with a bilingual extension, is scheduled for Saturdays during the months of January, May, and June. The language of instruction is English. However, the students will receive needed native language support through the availability of dictionaries, glossaries, native language textbooks, and a teacher who speak Spanish for their content area instruction.

A wide variety of materials will serve as resources for instruction and learning. These include, but are not limited to; NYSESLAT review books, NYS Regents review books, SAT practice booklets, literacy workbooks, graphic novels, and content area consumable workbooks.

The rationale behind this program is basically that the needs of our ELL population are ever increasing and varying. The number of newcomer and SIFE students has been steadily increasing over the past few years. Last year's SIFE population, as reported here, was 37%. This year's level has reached 44%. These students benefit from additional hours and small group/individual instruction. Thr program will run in 2015-16. Additionally, our ELL student population needs extra support for the Regents, particularly the ELA exam.

CHCP's ELL population looks as follows:

Grade	No. of Students	Beginner	Intermediate	Advanced
9	14	9	1	4
10	10	4	0	6
11	23	3	6	14
12	16	4	6	6

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

Part C: Professional Development

- name of provider

Begin description here: Our ELL student population has been changing over the past couple of years. The number of newcomers, combined with the increased SIFE student population has caused a greater need for literacy training. In addition, our population is becoming more diversified in language. It is imperative that our teachers keep up with the latest teaching techniques that are aligned to Common Core Standards. We need more and more Common Core and Danielson training in order to maximize student learning.

With this in mind, the Title III teacher and content area teachers will attend workshops / training sessions offered by DELLSS and outside consultants/organizations such as TESOL, NYC Museums, NYSED, etc. Bank Street College of Education offers a Language Series and Teachers College offers many workshop series for the ELL teacher. Some of these particular offerings are aligned to the Common Core Standards.

The ELL teacher specifically will attend training on Title III Annual Measurement Achievement Objectives (AMAOs) and will be applying knowledge gained to develop and implement goals for the ELL population school wide.

Teachers who attend the training sessions then come back and turnkey the information at school staff meetings.

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: Parental involvement has always been at the top of the list at Cypress Hills and continues to be a priority in our Title III program. We believe in the 'whole child' approach when educating our ELL population. We aim for family support and inclusion in the education process, believing that with more parental support/involvement, the greater the chances for student success. Many times, one or both of the parents/guardians do not speak English. Through our Title III program, we extend language learning opportunities to the entire family. Parents are called to join our Saturday morning classes. Their needs can be quite different than their child/children. However, through Title III resources will be made available to help our ELL parents'. Additionally, parents are strongly encouraged to join us on school trips under the Title III program.

We have a parent coordinator who is bilingual in Spanish. All communication is sent out in English and Spanish. The parent coordinator also assists in making phone calls home in Spanish when needed. Communication via email is also utilized. As our Arabic and Bengali population increases, we will be relying on the office of Translation services to reach out to those families.

Part E: Budget

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

Allocation Amount: \$ _____

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