

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: HIGH SCHOOL FOR LAW AND PUBLIC SERVICE
DBN (i.e. 01M001): 06M467
Principal: NICHOLAS POLITIS
Principal Email: NPOLITI@SCHOOLS.NYC.GOV
Superintendent: FREDERICK WALSH
Network Leader: NANCY SCALA

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Nicholas Politis	*Principal or Designee	
Stuart Kaplan	*UFT Chapter Leader or Designee	
Lisette Marte	*PA/PTA President or Designated Co-President	
Oneida Bonet	DC 37 Representative, if applicable	
Joanne Greene & Tyler Bryant	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Suzanne Anderson	Member/ Guidance Counselor	
Marianthe Serelis	Member/ Teacher	
Lydia Fernandez	Member/ Teacher	
Mayra Jimenez	Member/ Parent	
Maribel Breton	Member/ Parent	
Eugenia Gomez	Member/ Parent	
Meglys Nunez	Member/ Parent	
Pedro Gomez	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, the ELA Regents 2015 student cohort group will demonstrate progress towards achieving state standards as measured by a 1% increase in students scoring at levels 3 & 4 on the NYS ELA Regents Examination.

Comprehensive Needs Assessment

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

After conducting our needs assessment, the School Leadership Team determined that the 2014 ELA cohort results should be higher and *therefore has determined that reaching a 1% increase in the 2015 ELA cohort results as a new school goal.*

Instructional Strategies/Activities

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

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

1. Students are enrolled in a double period ELA and/or ESL class.
2. Alignment of the ELA curricula to the Common Core Standards.
3. Continue afterschool program and provide students with additional support by offering tutoring services.
4. Assess needs of students at the start of the school year; address student needs; reinforce student strengths during class time, in after school activities, and on homework assignments.

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

1. All teachers of the Professional Learning Communities including the Assistant Principal ELA/ESL/ Native Language Arts.

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

1. The data specialist will conduct an analysis of the ELA results of the cohort and develop a needs-to-take target list of cohort students.

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

1. A minimum of twice a year between October 2014 and June 2015.

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

1. Students scheduled for 90 minutes of ELA and ESL instruction.
2. 5 teachers meet twice a week in PLC's X 3 months for 3 hour session at the per-session rate
3. Teacher tutoring schedule developed for the 2014-2015 school year.

Strategies to Increase Parental Involvement

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

Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
-

SEE Parental Activities below.

Budget and Resource Alignment

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

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

NYSTL Funds

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, the Algebra Common Core Regents student cohort group will demonstrate progress towards achieving state standards as measured by a 1% increase in students scoring at levels 3 & 4 on the NYS Integrated Algebra Regents Examination.

Comprehensive Needs Assessment

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

After conducting our needs assessment the SLT determined that the 2014 Integrated Algebra cohort Regents results should be higher and therefore has determined that reaching a 1% increase in the 2015 Integrated Algebra cohort results as a new school goal

Instructional Strategies/Activities

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

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

Instructional Materials/Texts: Algebra—Prentice Hall

Planning Guide – Pacing and Alignment Calendar

New Common Core Mathematics Curricula aligned to State standards.

Intensive Professional Development, including:

1. School-based Professional Development Team, which includes the Principal, the AP Supervision Mathematics, Network Instructional Coach, and other essential participants who will demonstrate outstanding classroom, practices to other teachers in the school.
2. Ongoing PD for all teachers, coaches, and school administrators.
Additional Support for Students (when necessary)

Prentice Hall Integrated Algebra (Grades 9 – 12) is a rich and demanding high school mathematics program that is fully aligned to the New York State Core Curriculum for Algebra I. The program provides test-taking strategies and practice preparation for the Algebra I examination.

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

1. All teachers of the Professional Learning Communities and Assistant Principal of Mathematics, Network Instructional Mathematics Coach.

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

1. The data specialist will conduct an analysis of the Algebra I results of the cohort and develop a needs to take target list of cohort students.

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

1. A minimum of twice a year between October 2014 and June 2015.

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

1. Students scheduled for 90 minutes of Algebra I instruction.
2. 5 teachers meet twice a week in PLC's X 3 months for 3 hour session at the per-session rate
3. Teacher tutoring schedule developed for the 2014-2015 school year.

Strategies to Increase Parental Involvement

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

Our school will support parents and families of Title I students by:

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

SEE Parental Involvement Activities below.

Budget and Resource Alignment

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

Goal and Action Plan #3

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

Annual Goal #3

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

- By June 2015, the Global History and United History Regents student cohort group will demonstrate progress towards achieving state standards as measured by a 2% increase in students scoring at levels 3 & 4 on the NYS Integrated Algebra Regents Examination

Comprehensive Needs Assessment

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

- After conducting our needs assessment the SLT determined that the 2014 Global History and US History cohort Regents results should be higher and therefore has determined that reaching a 2% increase in the 2015 Global History and US History cohort results as a new school goal.***

Instructional Strategies/Activities

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

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

- Bring technology into the Social Studies classrooms
- Use the Common Core instructional Shifts in Social Studies to align the curricula.
- Replicate Regents Document Based Questions in class work, homework assignments, and exams.
- Encourage project-based learning, and inclusion of NYC Writing Project strategies for essay writing.
- Conference with guidance counselors, parents, and students about students' progress
- Refer students in need of improvement to guidance counselor and after school/Saturday School tutoring
- Continue to offer professional development activities

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

- All teachers of the Professional Learning Communities and Assistant Principal of Social Studies & Network Instructional Coach

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

- The data specialist will conduct an analysis of the Global & United States History results of the cohort and develop a needs to take target list of cohort students

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

- A minimum of twice a year between October 2013 and June 2014

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

- Students scheduled for Global & United History Regents review class during the day.
- 5 teachers meet twice a week in PLC's X 3 months for 3 hour session at the per-session rate
- Teacher tutoring schedule developed for the 2014-2015 school year.

Strategies to Increase Parental Involvement

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

Strategies to increase parental involvement:

Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

SEE PARENTAL INVOLVEMENT ACTIVITIES SECTION BELOW

Budget and Resource Alignment

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

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

X—NYSTL /Funds

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, 100% of teachers will have implemented teacher strategies from the Danielson Framework therefore increasing student engagement and assessment in instruction by 3% as evidenced and recommended on the latest Quality Review.

Comprehensive Needs Assessment

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

Evaluating the 2014-2015 NYC Instructional Outcomes, the SLT after conducting a needs assessment.

Instructional Strategies/Activities

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

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

1. All teachers will participate in professional practices that shift teaching practice,

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

1. All teachers in PLC's including all Assistant principals.

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

1. An analysis will be made of the results of the internal assessments as compared to the external assessment (Regents) to evaluate the alignment between the internal and external assessment data with a target of no more than 10% in the scoring alignment.

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

A minimum of three years between October 2014 and October 2017

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

1. Professional Learning Communities, 42 teachers and 5 Assistant Principals for four teams meet 2 times a week X 9 months for a 3 hour per-session;

Strategies to Increase Parental Involvement

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

N/A

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	X	Grants

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

NYSTL FUNDING, MOSL FUNDNG

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>11th and 12th grade students who did not pass the ELA Regents are programmed into an ELA</p> <p>Prep course during the school day.</p> <p>Saturday School Regents review and preparation classes.</p>	<p>Small group, one to one tutoring. Saturday Regent Review Classes</p>	<p>During school days and after school.</p>
Mathematics	<p>Students who did not pass the Algebra Common Core Math Regents are programmed into an Algebra Regents Preparatory course during the school day.</p> <p>Identify and recruit teachers to participate in Homework helpers and tutoring sessions after school.</p> <p>Saturday School Regents review and preparation classes.</p>	<p>Small group e, one to one tutoring. Saturday Regent Review Classes</p>	<p>During school days and after school.</p>
Science	<ul style="list-style-type: none"> • Students who did not pass the Living Environment or Earth Science Regents are programmed into a Living Environment or Earth Science Preparatory course during the school day. • Identify and recruit teachers to participate in Homework helpers and tutoring sessions after school. <p>Saturday School Regents review and preparation classes.</p>	<p>Small group e, one to one tutoring. Saturday Regent Review Classes</p>	<p>During school days and after school.</p>
Social Studies	<ul style="list-style-type: none"> • Students who did not pass the Global History or United States History Regents are programmed into a Global Preparatory or United States History 	<p>Small group e, one to one tutoring. Saturday Regent Review Classes</p>	<p>During school days and after school.</p>

	<p>Preparatory course during the school day.</p> <ul style="list-style-type: none"> Identify and recruit teachers to participate in Homework helpers and tutoring sessions after school. <p>Saturday School Regents review and preparation classes.</p>		
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>Social-emotional health and well being</p>	<ul style="list-style-type: none"> Guidance staff reviews the records of all students; identify students who have exhibited at-risk behavior, such as, habitual tardiness, excessive absenteeism, patterns of cutting, and lack of credit accumulation; meet with parents; schedule small group guidance sessions; hold individual guidance sessions. Arrange for case conferences and include parent(s)/guardian(s), student, dean and teachers in these conferences. AP reviews attendance procedures with attendance coordinator, guidance counselors, dean, family assistants, and school aides. <p>Continue early morning, early evening and Saturday morning telephone outreach program</p>	<p>During the school day or after school.</p>

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. School-wide reform strategies that:
 - Incorporate NYC DOE Instructional Expectations for 2014-2015
3. Instruction by highly qualified staff.
 - a. On-going site based professional development support for all teachers through subject area team meetings and professional learning communities.
 - b. Integrate ELL content literacy strategies across the content areas including:
 - i. The writing process
 - ii. Read Aloud/Think Aloud
 - iii. Graphic Organizers
 - On-going support from ELA and Math Assistant Principal
 1. AP will demonstrate effective strategies
 2. AP will support teachers to develop effective classroom management skills
 3. AP will work with teachers in lesson planning and other instructional procedures
 4. AP will do professional development for teachers in the City and State ELA and Math Standards.
 - Create study groups in each content area during common planning time.
 - Develop interdisciplinary curricula
 - Mentoring of new teachers

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).

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.

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

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

We are a conceptually consolidated school; we use our Title I, Title IIA, and Title III funds for any purpose allowable under the

cost factor, as long as they uphold the intent and purpose of each program.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers use a combination of pre-made, normed assessment and homegrown unit assessments to measure student learning and academic growth. Teachers are offered professional development on how to analyze students' assessment results and use that data to inform instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP)

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

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

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

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

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

who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact

and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 06M467

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	Funding Amount:	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 #
	(i.e. Federal, State or Local)	Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY ’15 school	references where a related program activity has been described in this plan.

		allocation amounts.)	Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$356,426.73	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$35,044.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,686,844.00	X	See action plan

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:

- 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.
- 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:

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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: High School for Law and Public	DBN: 06m467
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: 165
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: 13
of certified ESL/Bilingual teachers: 7
of content area teachers: 6

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: Saturday school has served as the cornerstone of our supplemental programs for ELLs and will continue to do so in our school's Title III Plan plan for 2014-16. Title III funds will support our supplemental ESL, NLA, Math, Science and Social Studies content based classes where direct instruction using ELL level appropriate texts and resources and based on Common Core Learning Standards and Regents based content, are central to the Saturday program curricula. All Saturday program teachers for ELLs will be ESL or Bilingual certified or co-planned and co-taught by ESL or Bilingual certified teachers. We have seats for up to 125 ELL students, grades 9-12, in our Saturday school program, or approximately two-thirds of our entire school's ELL population. Special recruitment efforts are made to encourage SIFE, Long Term ELLs and Newcomers to attend the program and follow-up outreach to families is made throughout the year by a bilingual Saturday school administrator to sustain attendance. In the past, on average, we have maintained a weekly attendance of 90-100 students or approximately 75-80% of our student body capacity. The subject area classes run for 4 hours each Saturday, for a total of 20 class sessions from early November through June from 9:00 a.m. – 1:00 p.m. Small tutorial groups will be organized 4 weeks prior to each ELA Regents administration date and will be co-planned and co-taught by an ELA teacher and a certified ESL teacher. Teachers will plan targeted instruction for each special learning group based on analysis of prior Regents data. In addition, in order to reinforce STEM concepts, we will also incorporate 3 full day Saturday field trip to the Taconic Outdoor Education Center, Sandy Hook Environmental Center and other similar environmental, science, and math centers. These excursions will support direct instruction for language acquisition in Living Environment, Earth Science and Math. Lastly, as part of the Saturday program's language acquisition focus in all core content areas, teachers will use Achieve 3000, an online, research based differentiated literacy program in both English and Spanish languages. This program utilizes informational texts to provide development in reading comprehension, analysis, language development and writing skills. Since this program will be used both during the regular school day and as an important component of the Saturday program, only a portion of the fee for the program and for several additional computers will be funded through Title III funding. The need to increase proficiency in reading and writing English as reflected in NYSESLAT data and to increase passing rates for ELLs on the English and subject area Regents exams serve as primary rationale for the design of our Saturday school program. After school opportunities for students to receive direct instruction in sciences using supplemental curriculum resources such as visual learning tools, will also be incorporated throughout the year and taught by a certified bilingual science teacher. These sessions will run once per month for 2 hours after school and will be offered to ELLs who need extra instruction based on marking period grade analysis.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Some of our most productive professional development for all of our teachers emerges from our practice of Professional Learning Communities (PLCs). The ESL and bilingual teachers work within PLC's with their general education colleagues on a variety of topics brainstormed and selected by the teachers, including "Student-Centered Discussions", "Social-Emotional Learning", "Technology Infusion in the Classroom", "Culturally Relevant Educations (CRE)", and "College and Career Readiness in the Curriculum". Teachers elect to participate in two of these groups throughout the school year. The learning is inquiry based and teachers do research, share best practices, and implement and assess new practices. These groups meet within the regular school day. In our Title III plan, we propose to fund a sub-group of bilingual certified and ESL certified teachers to meet after school twice per month to research and plan activities specific to language acquisition pedagogy that connect with the PLC topic they are a part of. This group will lead PD activities geared toward the support of ELLs for their colleagues in each PLC group. In addition, we will hire a consultant from Morningside Center for Teaching Social Responsibility for 8 sessions to provide this sub-group of teachers professional development around social-emotional learning topics. Since the consultant will be hired to provide direct services to students in ESL classes and consulting sessions during the school day, Title III funds will only be used to fund the portion of their visits after school and to fund the teachers, guidance counselors and administrators who participate in the after school sessions. The 8 sessions will comprise 10 teachers, 1 guidance counselor and 3 administrators for 1.5 hours each. Morningside Center will commence work in our school in mid-November and run for 8 consecutive weeks through mid-January: Wednesdays - November 5, 12, 19, December 3, 10, 17, January 7, 14 (dates subject to change.) The professional development described above will target both Common Core Standards and instructional foci consistent with the DOE goals as well as SEL training. This plan supports all ELLs and particularly subgroups that tend to suffer the most academic and emotional challenges, SIFE, LT ELLs and Newcomers to secondary school in the U.S.

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: In addition to the annual orientation, we will utilize Title III Supplemental funding to attempt to engage parents in four primary ways. We would like to provide parents with support in managing the social-emotional aspects of their teens, we would like to introduce and train parents on the online differentiated literacy program, Achieve 3000, and we would like to provide a college process orientation and trip. We will also introduce a new Community Newsletter in our school

Part D: Parental Engagement Activities

for all stakeholders providing information and updates about the school's programs, policies and events.

We will employ a consultant from Morningside Center for Teaching Social Responsibility to run a 4 part series on workshops entitled "Peace in the Family". We will pay for half of the sessions through a SIFE grant from the DELL if we are awarded this year and the other half will be funded through Title III funds. A certified ESL and/or certified bilingual teacher will be present and co-facilitate. Our school will also be participating in a series of Restorative Practices PDs for teachers through Morningside Center and we would like to involve parents in an introduction to those practices as well.

We will provide a training session with follow-up practice sessions on Achieve 3000. This program provides students with access codes to allow family members to register and use the differentiated literacy program online at home. Siblings and even parents can engage in literacy development activities at no additional fee. In the spring, a practice session will be provided along with information and support regarding the NYSESLAT. The use of some additional mobile laptops will be utilized and funded through Title III funds. A certified ESL teacher will facilitate these parent workshops.

We will also have two college process workshops and one trip exclusively for parents and students in our transitional bilingual program. The trip transportation will be funded through a SIFE grant if we are awarded this grant by DELL and special efforts will be made to recruit and contact families of SIFE. Title III funds will be used for lunch expenses and per session for our Spanish certified college advisor, a guidance counselor, and a certified ESL teacher.

Lastly, we will fund a staff member to fully translate five community newsletters this year. We will be piloting this new communications format this year and will publish and print these materials (and all materials used in the parent meetings described above) in English and Spanish.

These meeting themes and the newsletter will be reintroduced in academic year 2015-16 as well.

General Calendar of Events:

October: Curriculum Night

November: Peace in the Family Part I (Newsletter Issue 1)

December: Achieve 3000 Intro

January: Peace in the Family Part II (Newsletter Issue 2)

February: College Process Part I

March: Peace in the Family Part III (Newsletter Issue 3)

April: Achieve 3000 Practice and NYSESLAT Info.

May: College Process II and Trip (Newsletter Issue 4)

Part D: Parental Engagement Activities

June: Peace in the Family IV and Restorative Practices (Newsletter Issue 5)

Part E: Budget

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

Allocation Amount: \$ _____

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

**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 06	Borough Manhattan	School Number 467
School Name High School for Law and Public Service		

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 Nicholas Politis	Assistant Principal Alexandra Brown
Coach Elish Sari	Coach type here
ESL Teacher Robert O'Leary	Guidance Counselor Suzanne Anderson
Teacher/Subject Area Lydia Fernandez	Parent Leonida Polanco
Teacher/Subject Area Jacqueline Silverio	Parent Coordinator Nelia Polanco
Related Service Provider Christopher Garcia	Other type here
Network Leader(Only if working with the LAP team) Nancy Scala	Other type here

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.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified NLA/foreign language teachers	3	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	681	Total number of ELLs	186	ELLs as share of total student population (%)	27.31%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input 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%)										1	1	1	0	3
Dual Language (50%:50%)										0	0	0	0	0
Freestanding ESL														
Discrete ESL class										12	12	12	12	48
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	13	13	13	12	51

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	186	Newcomers (ELLs receiving service 0-3 years)	110	ELL Students with Disabilities	36
SIFE	51	ELLs receiving service 4-6 years	34	Long-Term (completed 6+ years)	42

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	110	15	7	15	7	3	5	0	5	130
Dual Language										0
ESL	0	0	0	19	5	5	37	2	16	56

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	110	15	7	34	12	8	42	2	21	186
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										40	38	21	0	99
Chinese														0
Bengali														0
TOTAL	0	40	38	21	0	99								

*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										23	20	12	25	80
Chinese												1		1
Russian														0
Bengali													1	1
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian											1			1
Other											1		1	2
TOTAL	0	24	22	13	27	86								

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)										17	13	10	3	43
Intermediate(I)										18	24	7	8	57
Advanced (A)										18	16	15	13	62
Total	0	53	53	32	24	162								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B										0	0	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I										0	0	0	0
	A										0	0	0	0
	P										0	0	0	0
READING/ WRITING	B										0	0	0	0
	I										0	0	0	0
	A										0	0	0	0
	P										0	0	0	0

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	74	0	27	0
Integrated Algebra	1	64	1	27
Geometry	29	0	5	0
Algebra 2/Trigonometry	6	0	1	0
Math _____				
Biology				
Chemistry	8	0	2	0
Earth Science	0	33	0	5
Living Environment	10	50	4	25
Physics	3	0	0	0
Global History and Geography	3	70	3	37
US History and Foreign Language	3	34	3	26
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	31	25	22	25				
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.
The ESL Coordinator conducts an initial interview combined with a writing sample. These samples are evaluated by the ESL Coordinator. Together with the LAB-R results, our students are then placed in the appropriate level. Students are then evaluated through classroom assessments, as well as the NYSESLAT, and their class levels may move up or down accordingly. In sum, multiple

efforts are made to assess and re-assess each student early in the year to establish appropriate placements.

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

When comparing last year's NYSESLAT/LAB-R data across grade levels with this year, as our rate of proficiency progressed steadily with nearly 16% passing the NYSESLAT and 46% increasing at least one level from spring 2012 to spring 2013. We are running a Saturday Academy for 12th grade students whose growth is remaining stagnant. This program involves one ESL certified teacher and one ELA teacher. Students use the Achieve 3000 program during this academy to address reading and writing skills deficiencies and receive ELA Regents coaching. Also, seniors who have not passed the English Regents Exam take an additional Regents prep class during the middle of the school day 5 days per week.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our slowest growth in levels of proficiency remains in the reading/writing modality for each grade level. The Achieve 3000 on-line differentiated literacy program is uniformly utilized by all ESL teachers as well as NLA teachers in the Spanish language version to address this issue. We are also targeting native language literacy deficiencies by teaching reading strategies through independent reading activities utilizing newly purchased differentiated Spanish language libraries in the NLA classrooms. All ELL's are programmed for AP Spanish Language in their 11th grade year and most go on to take AP Spanish Literature in their 12 grade year.

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. Patterns: For our TBE program, issues of patterns across proficiencies are addressed above. We had steady growth for approximately 50% of our population across proficiencies and grade levels. Our long tern ELL's tend to do better on tests given in English since their exposure has been longer. Our older students who remain at the beginner and intermediate have great difficulty passing exams in English, especially the ELA Regents exam, but they have far greater success at passing the content area regents exams as they have access to the exam in both English and their native language.

b. Periodic assessment: We did not utilize a ELL Periodic Assessment last year.

c. N/A

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

N/A

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

We offer 12 levels of English as a Second Language Instruction in our school annually Second. Through bi-weekly meetings, bilingual content area teachers are exploring methods of increasing the use of English in the classroom. Code-switching as a strategy is avoided at all times. Language development is the primary concern in programming all of our ELLs' schedules. Decisions regarding ESL level placement are made entirely by the ESL coordinator based on achievement data and in consultation with the other ESL instructors. Students are re-assessed and moved into new levels if need arises.

7. For dual language programs, answer the following:

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

N/A

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

We evaluate our program for ELL's by utilizing several sources of testing data including the NYSESLAT, Regents exams and classroom tests. We also used data driven on-line programs like Achieve 3000. We evaluate disaggregated data for scholarship reports including marking period report cards, progress report cards and attendance data. We also closely monitor graduation rates as well as college acceptances for our ELLs. Finally, we do formative assessment in grade teams to evaluate their writing proficiencies so we can target writing skills as a coordinated team. This assessments includes Common Core aligned tasks.

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](#).)

The High School for Law and Public Service follows a standard protocol for identifying newly admitted English Language Learners. When parents bring their children for registration they are escorted to the guidance department. If the student has not already been in the New York City public school system, a Home Language Identification Survey (HLIS) is immediately administered by the presiding guidance counselor. If the HLIS indicates a second language spoken at home, the student and family are then referred directly to our 9th grade guidance counselor, Suzanne Anderson, assisted by our Spanish speaking bilingual school aide. Our bilingual ESL Coordinator Elish Sari, who is a certified ESL teacher, w interviews the student and their parent(s)/caregivers in English and Spanish, and assesses the results of the HLIS. (If a different language is identified other than Spanish, we seek to locate the written information for parents on the DOE website for that particular language.) If it is determined, based on the HLIS and interview, that the student is possibly an English Language Learner, the ESL Coordinator Ms. Sari, administers the LAB-R exam immediately while the parent(s)/caregiver(s) wait in the guidance office. The LAB-R is then hand-scored by Ms. Sari. Ms. Sari also collects a small writing sample, usually a question such as, Describe a person who is important to you from the student. Based on the interview, the LAB-R score, and the writing sample, Ms. Sari confirms placement in the program (or occasionally disconfirms) and assesses the appropriate ESL level. In rare instances, when the LAB-R is not administered on the first day of admittance, the exam is administered within the first ten days of enrollment as per regulations. The Spanish LAB is administered within 10 days of enrollment.

If the student scores proficient on the LAB-R exam, the guidance counselor, Ms. Block, and the parent are immediately informed that the student will not require placement in an ESL program. If the Lab-R exam assessment determines that the student is an English Language Learner, then the parent is directed to the parent coordinators office where the video provided by the DOE is shown to the parent(s)/caregiver(s). The ESL Coordinator, Ms. Sari, also provides information, including relevant research regarding ESL program choices (see question 2 for further detail.) We also provide an additional opportunity to view the video within the first 2 weeks of school during a parent meeting sponsored by the PTA especially designed for new incoming parents of ELLs.

Parents, having been fully informed of their choices, receive an enrollment letter and choice letters on school letterhead. The letters are signed by the parents and a copy is kept in the students confidential file in the ESL office which is securely locked when the ESL office or school is closed. Translated informational materials and letters are provided when appropriate. Based on the parent choice of program and level recommendation of the ESL Coordinator, Ms. Sari, the student is programmed by the intake guidance counselor, Ms. Anderson. Thus the student and family usually complete the process within the day of enrollment and all documents are exchanged and filed promptly.

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.

Our intake guidance counselor, Sue Block, and our ESL certified Coordinator, Elish Sari, are responsible for ensuring that every family is fully informed of the three ESL program choices offered citywide: dual language, free-standing ESL, and transitional bilingual. We currently do not offer a dual language program and have no current plans to add one. We offer fully developed transitional bilingual and free-standing ESL programs. The information about all three choices, including relevant and current research about each, is provided orally as well as in translated brochures and a DVD presentation. There is a question and answer opportunity for families with Ms. Sari and/or the guidance counselor, Ms. Block as well as during the special PTA meeting organize for this purpose. If a family chooses dual language, Ms. Sari provides contacts and locations for other schools with dual language programs in the city. The decision making process occurs within the first day of enrollment so that we can collect program choice letters and exchange signed enrollment letter on this day and file them securely and confidentially in the ESL office. The student is then placed and programmed in the appropriate ESL program of choice. If parents do not complete the form immediately, students are placed, by default, in the transitional bilingual program in order to provide the most basic language support.

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 [\[see tool kit\]](#).)

As described in question 2, the parent language survey, enrollment letter and choice letters are signed, collected and filed in the ESL office on the day of the new student enrollment. For students already within the NYC system, Ms. Sari reviews their file and, if necessary, contacts the student's prior school to retrieve relevant documentation. Every year, each student's family is informed of their status in terms of continued entitlement, based on the NYSESLAT results, and the program they will be programmed for in the

fall. Parents are given the opportunity to change their program selection, if they so choose. Ms. Sari, our ESL Coordinator and Ms. Nelia Polanco, our bilingual (English/Spanish) Parent Coordinator, make outreach to parents through phone calls for the return of all entitlement forms that were not completed on site. Ms. Sari follows up with each student's file to ensure that all documents are signed and filed properly and makes note of which families need further follow-up at future meetings, or personal appointments when necessary. Parent Association meetings, planned by our Parent Coordinator, occur monthly and she provides outreach to these families, translations when necessary, and documentation collection at these meetings when necessary.

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.
- At the beginning of each year, and when necessary as new students who are identified as ELLs enroll, our Parent Coordinator, Nelia Polanco, and ESL Coordinator, Elish Sari, schedule orientation sessions for all parents of newly enrolled ELLs. These PTA sponsored sessions occur in the early evening as well as in the morning so as to maximize attendance. The ESL Coordinator explains all of the program options available at our school and the ways in which programs currently not offered at our school can be available to parents. All presentations are made in English and Spanish. As described in question #1, the guidance counselor and ESL coordinator also interview and consult with the families and describe program choices during the registration process. We use the city's informational materials and DVD to provide the information and further discuss program choices with them at these sessions. In this way, the family receives research based, non-biased information as well as some well measured advice. The ELPC screen in ATS is updated to reflect the parent choice within the 20 days following the student's arrival.

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

The New York State English as Second Language Achievement Test (NYSESLAT) is administered each spring (within the testing date window) in each ESL class by Ms. Elish Sari, Mr. Robert O'Leary, Courtney Hillesheim, and Aminatu Feinberg (the licensed ESL instructors) and they are assisted at times by the licensed Native Language Arts instructors. All students listed on ATS as eligible for the NYSESLAT are tested. The test is administered early enough to allow ample time to administer sections of the test to students who were absent for one or more parts. Students are set up in a quiet space to take the exam parts with their teacher while the class is monitored in working on a long term project. The completed tests are sorted, packed and returned to the testing agency by the ESL Coordinator.

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. 
- For newcomers into the New York City public school system, 95% of our newly arrived students choose our transitional bilingual program. For data concerning this trend, please consult the ELPC screen in ATS. The few who choose the free-standing programming are students who come from an African or Caribbean country other than Spanish speaking, of which we have only one or two students per year. Receiving the native language support across subject areas, as well as a sound native language arts education helps reinforce English language literacy. The ratio between native language instruction and English language instruction broadens over each year so that by their 3rd and 4th year, the language of instruction has transitioned to at least three-quarters in English. The free standing ESL program appears to be less popular since at the high school level much of the subject area disciplines have fairly specialized language and the curriculum must move at a fast enough pace to cover the curriculum assessed in the Regents exams.

Our educational program offerings and parent choice is very well aligned. We plan for and provide enough classrooms with certified bilingual teachers in order to program each student in their program of choice and at their appropriate level. The area where we will look forward to developing is our lowest level ESL student's English classes. We combine levels 1 and 3 into one double period Beginners class because of resource limitations. It would be far better to provide our lowest level students with a classroom experience of their own. We are offering tutoring with our ESL Coordinator, Ms. Sari, twice per week during a mandatory additional 45 minute period at the end of the school day (10th period) for these students. One session of 45 minute tutoring after school is offered to our highest level beginners who could move forward a bit quicker.

If a parent indicates a program choice other than the two we offer, Ms. Sari provides contact information and locations for program choice alternatives at other DOE high schools. Unfortunately, these schools tend to have full enrollments or they are far for students to travel. Through the LAP Committee, consisting of both the Parent Coordinator, a parent representative, certified teachers, coordinators, administrators and counselors, we discuss our programs, the needs of families, and evaluate effectiveness. The inclusion of a wide variety of stakeholders on the committee allows for constant evaluation of our current programs and future programming needs. This committee meets monthly.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

a. Organizational Models

Our academic program for ELLs is based on a self-contained model; a singular instructor teaches a self-contained classroom of students.

b. Program Models

We offer two program options: transitional bilingual and free standing ESL.

All of our ESL classes are in homogeneous groupings based on English proficiency level, not grade level. Instruction and groupings are based on the NYSESLAT, an informal written English assessment, a brief oral interview and native language proficiency.

Other bilingual content area classes are heterogeneous proficiency level groupings based on grade level since they are subject and state exam specific classes. The exception to this design is when a student fails a subject area class one year and must repeat it the following year, then they may be in a class with students other than their grade peers.

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

All academic courses offered in the general education program are offered to ELLs in addition to ESL instruction. Regarding instruction in ESL, beginners receive 540 minutes, intermediate 360 minutes and advanced 180 minutes. The advanced students receive one unit of ELA and one unit of NLA taught by a licensed teacher. Students at the intermediate level of ESL receive a 90 minute ESL block and one unit of native language arts instruction. All incoming students are given an in-house placement interview and test upon arrival at our school. This data analyzed along with NYSESLAT scores so that students are grouped appropriately. The school administrators create a program according to the amount of students we have at each level. Additionally, ESL teachers administer a brief in-class assessment within the first week of school in order to assess students' abilities to ensure that placements are correct. Finally, the ESL Coordinator checks all ELL's programs at the beginning of each semester to make sure that they are correctly placed in classes and that they are receiving the mandated minutes. All students receive the mandated minutes. Once

ELLs reach the 12th grade, if they have not passed the ELA Regents exam, they are programmed for an additional ELA Regents preparation support class, in addition to their ESL and ELA classes, in order to better prepare them for the ELA Regents examination.

Art classes enrich

a. ESL / ELA / NLA

Native Language Instruction and English instruction is fully aligned with New York City's Language Allocation Policy and reflects 40%/60% instruction in English and Native language for beginners; 50%/50% for intermediate and 25%/75% or advanced. All students, regardless of English proficiency have a minimum of 45 instructional minutes in Native Language Arts instruction each day.

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

All bilingual content area classes (science, math, social studies and art) are taught using ESL methodology including an emphasis on word knowledge to increase reading and writing accuracy, visual learning tools to provide additional scaffolding, and differentiated instruction. Bilingual content area courses use ESL strategies such as sequencing, multiple and varied exposures to new words, graphic organizers and mapping to enhance language acquisition while focusing on content specific course work parallel to the general education curriculum in order to prepare students for the Regents examinations. Illustrated dictionaries and Longman texts series, designed specifically for ELL content support, are utilized in the classroom and during Saturday school literacy enhancement classes. ELLs who are at risk of failing ESL or a content area class are targeted for Saturday Academy classes. Outreach to families is made by guidance counselors and administrators to ensure Saturday Academy attendance. Instruction is delivered in one language at a time (avoiding code-switching) with increasing dependence on English as the dominant language of delivery as the year progresses. Native Language supplement materials and instruction is provided during after-school tutoring as the year progresses and English becomes more dominant in the content area classrooms. Content in art classes also support content in some social studies classes. Art teachers and social studies teachers work together to share content information and resources.

Content area teachers are working towards mapping language objectives aligned with the Common Core standards into their subject area curricula. In addition, all content area teachers, ESL teachers and NLA teachers implement Common Core aligned tasks into their curricula. An inquiry team comprised of bilingual content teachers, ESL teachers and NLA teachers meet monthly to co-map Common Core skills so that common skills are covered across subject areas whenever possible. Increasingly, ESL teachers work with ELA teachers to consult on Common Core task designs and assessments.

Enrichment/elective classes such as art, music, P.E. and Law classes are taken in English with the General Education population. ESL classes are taught by licensed ESL teachers. The Title III Program is supervised by a licensed administrator. All bilingual content area classes are taught by highly qualified teachers with state certification and bilingual extensions except where current budget constrains our ability to hire a new teacher. One social studies content area teacher is presently pursuing a bilingual extension. Art, Law, Drama and other elective courses are taught utilizing visual aids and collaborative group work approaches.

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

All students in our transitional bilingual program receive instructional materials (primary and supplementary) in their native language whenever available, including assessment tests. Every ELL, including former ELL's are given the option to take their content area Regents Examinations in their native language. They are provided with both the English as well as the Spanish version when requested. All ELLs are notified of their options before the test dates by their guidance counselor, their classroom teaching and by announcements made by the ESL Coordinator.

When students are admitted, they are asked to write a sample of English and Spanish. Most 9th grade ESL students are placed in Native Language Arts level 3 and continue a sequence through level 6 and then on to AP Spanish language and AP Spanish Literature by the time they are seniors. Adjustments to native language level are made based on teacher in-class assessments (both formal and informal) within the first two weeks of school.

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

ESL classes are designed to offer explicit instruction for students based on the level of the class. All four skills (reading, writing, speaking and listening) are addressed in the classes and teachers closely follow the ESL Standards. Teachers use a variety of methods including CALLA, Readers/Writers Workshop model, the Language Experience Approach and content integration. Every classroom is designed around a language objective and a content objective. ELA and NLA classes use the workshop model and serve as the forum for literature exploration and analysis. NLA classrooms are equipped with differentiated classroom libraries for independent reading activities. We utilize an on-line differentiated literacy program, Achieve 3000, in both the English and Spanish language versions to further stimulate growth in reading and writing skills. We expect all ESL classes to experience 90 minutes per week of Achieve 3000 activities and all NLA classes to experience 45 minutes per week of Achieve 3000 activities. The ESL instructors adhere to a language and grammar pacing calendar that spans 12 levels of ESL. They co-

develop mid-year and final exams for each level. These exams focus on the language and grammar objectives for each level. This year the ESL teachers will expand the exam content to reflect reading and writing objectives spanning 12 levels of ESL. Throughout the year, speaking and listening skills are assessed informally throughout a lesson. Student discourse is a strong instructional focus in the ESL classrooms and active engagement in discussions and formal oral presentations are regular parts of each unit of learning.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. SIFE

Currently SIFE students are integrated into all of the bilingual and ESL classes depending on their current level of proficiency according to the NYSESLAT. We have fully integrated the differentiated literacy program, Achieve 3000, which was specifically acquired, along with a classroom set of Macintosh laptop computers, to support both long-term LEP students and Students with Interrupted Formal Education (SIFE). This program is designed to develop both English language and native language proficiency in reading and writing. After an initial formal assessment, students are provided with daily texts adapted to their respective reading levels and followed by a series of activities culminating in a writing activity which is then assessed by the ESL teacher. The students' progress is continuously monitored by the teacher, who provides regular instructional feedback. Additional instructional lesson elements are integrated into the class time to further support SIFE. Native Language Arts teachers use the program in the same way. The students are exposed to this software an average of one 90 minute periods per week during the regular school day in addition to one 45 minute NLA period per week.

SIFE students also receive support in other subject areas through a Visual Learning series as well as other age appropriate texts designed to support ELLs in the content areas are purchased specifically for the bilingual classroom for social studies and science. Interactive Smartboard technology is utilized in math and social studies classes to motivate active participation and provide visual supports for demonstrations. Oral presentations are an integral component of these classrooms as well.

After school tutoring is extended to SIFE and Long-Term ELLs at least once per week by every bilingual and ESL instructor. Saturday school is also offered to SIFE and LT-ELLs by our bilingual 9th grade science teacher and one of our NLA teachers.

We partner with Morningside Center for Teaching Social Responsibility to assist in addressing the additional social and emotional needs of this population. Conflict resolution, communication skills, anger management along with other character building skills will be addressed.

b. Newcomers (less than 3 years in US schools)

Our newcomers are programmed into ESL classes according to their literacy needs. We follow the protocols outlined in the section above to determine if they are ELLs and then assess their proficiency level. In response to an increase of newcomers to our school over the past several years, this we have partnered with the Morningside Center for Teaching Social Responsibility to help us address the additional social and emotional needs of this population (see above SIFE section). An after-school literacy class, taught by an ESL certified instructor, utilizes an age appropriate text, Inside USA, to further support newcomer language learning.

c. ELLs with 4-6 Years

For ELL students receiving 4-6 years of service, differentiated instruction takes place in each classroom. Collaborative group work is a regular feature in order to encourage verbal communication and collaboration. Mock trials, debates and other forms of class presentations are implemented as long-term projects and forms of assessment. ESL teachers often choose literature for this subgroup in several typically high interest genres including mystery, horror, science fiction and romance. Graphic novels are also utilized which supports language acquisition as well as engages students who are traditionally visual learners and/or interested in art. Students in this subgroup also take the appropriate level native language arts to support their native language literacy.

d. Long-Term ELLs

Differentiated methodology targeting this subgroup is similar to that of our SIFE students in the ESL classes. We purchased the research-based English 3D curriculum materials for use in our transitional ESL classes where many of our Long term ELLs are placed. In addition, we are using Kinsella's Academic Language Toolkit series in Saturday Academy classes where several Long Term ELLs attend for additional support. We expose them to 90 minutes of Achieve 3000 per week in the English language version and this year we will implement 45 minutes per week in the Spanish language version. We are also continuing to develop a balanced literacy approach in the NLA classes to support our long-term ELLs who vary in their native language proficiency. Well organized group work, close reading activities, and providing print rich environments are other methodologies stressed for this subgroup.

e. Former ELLs

Former ELLs receive the same test accommodations as the current ELLs. They are tested in the same rooms as the other ELLs and receive the same time accommodations, reading accommodations, and glossary accommodations for 2 years after they test on the proficient level. We provide an additional English Regents prep class that meets on period per day for ELLs and former ELLs in their senior year if they have not yet passed the exam. This is in addition to their regular English class. ELLs who have recently passed the NYSESLAT with a score of proficient are placed in transitional ESL classes until the teacher assess, through various class assessments (writing, reading, speaking, listening) that they are ready for a general education class. Through inter-disciplinary Professional Learning Communities teachers consult with one another regarding the progress former ELLs are making, general education teachers differentiate instruction to try to meet the needs of formal ELLs and course adjustments are made if necessary.

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?

Students who are identified as ELLs having special needs receive ESL and bilingual services based on each student's Individual Education Plan. Students who have resource room supports on their IEP receive those services in content area classes. Visual Learning materials play a prominent role in instruction for this population as well as hand-on projects and multiple exposures to words in a variety of contexts.

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?

As faculty receives additional training in CTT, we have been able to increase the effectiveness of our inclusion classrooms. If a student is identified as struggling in the environment, we convene a meeting of all of the student's teachers and counselor and discuss possible instructional approaches or alternative settings. If necessary we re-convene an IEP meeting with the parent to discuss alternative classroom settings, but only when many instructional supports in the CTT classroom have been exhausted.

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:	Spanish		
Math:	Spannish		
Science:	Spanish		

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

	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

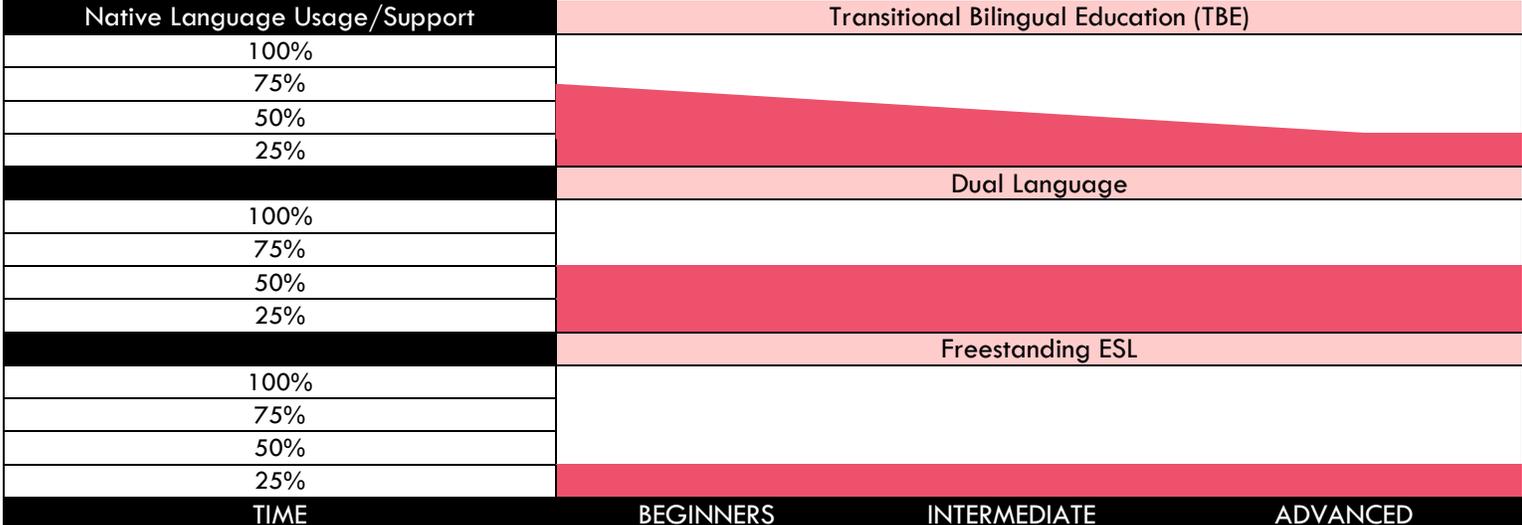
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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

B. Programming and Scheduling Information--Continued

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

The principal's cabinet has organized the faculty into small professional learning communities (PLCs) organized based on grade level instruction. ESL and bilingual subject area teachers are integrated into different grade-based PLC's. In this model, all teachers are exposed to the best practices of teachers of ELLs as well as general education and special education teachers. The Common Core Learning Standards and the Danielson's Framework for Teaching serve as common areas of study and discourse. In addition to sharing best practices, the PLC's analyze achievement data, analyze and discuss student work, read pedagogical research based literature and make decisions regarding the type and implementation of targeted interventions. Typical interventions range from small advisory groups which meet once per week to discuss common academic and socio-emotional issues to specific remedial writing skills taught across subject areas, to peer mentor programs and finally incentive programs to reward positive change and celebrate achievement. Every PLC meets for two 45 minute periods per week and functions as a school inquiry team.

Regarding newcomers, presently 100% of our newly arrived parents of 9th graders choose to enroll their children in the bilingual program. We include ample field activities around the New York City as well as surrounding rural counties so that students gain insight into their new culture and learn about their new country as part of the educational program. Our largest group in need continues to be our long-term ELL population. This group has continues to show the least progress on the NYSESLAT achievement measures as well as the lowest achievement on English Regents exam. These measures do not bode well for successful and timely graduation. Despite these concerning results, our Long-Term ELLs continue to show annual progress in most modalities of the NYSESLAT and have increased, often times, 10-20 points in a year on the English Regents. Seniors who have not passed the English regents are scheduled for an additional 3rd 45 minute period of English specifically designed to support preparation for the regents exam. The teacher utilizing prior English regents exam data for each student to design a differentiated approach tailored for that student's areas for growth. The students utilize Achieve 3000 in this course as well as during the ESL and NLA classes. Some students who began the year having earned a 30 – 40 on the Regents exam the prior year, end the year with a 55-60, short of a passing grade, yet still reflecting tremendous growth. As a result, we will continue to develop native language literacy. The NLA teachers are implementing a an NLA curriculum which is modeled around the common core standards and is organized thematically, eventually leading to Advanced Placement courses in Spanish Language and Literature. We are also implement a Spanish language balanced literacy program which is modeled after the NCEE Ramp-Up to literacy. We have developed a multi-level Spanish language classroom library for this purpose. We also offer targeted after-school tutoring, Saturday Academy programs and additional Regents preparation. We currently have 35 special needs ELLs. This represents almost a tripling of our IEP/ELL population last year. These students are grouped according to ESL level, as are all of our ELLs. Therefore, some students are in classrooms where we have enough special education students to have a team teacher in the room while others may receive a self-contained program. All of our teachers have the opportunity to review student's IEPs and design their instruction to fit a student's needs.

Targeted interventions in subject areas such as science and social studies include mandated after school tutoring and/or Saturday School tutoring. Tutoring is provided in native language. We also run a Saturday Academy for additional credit accumulation for a target population of ELLs who would benefit from such a program. The classes offered include a social studies elective which supports the Global and U.S. History curriculum as well as English language.

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

There are several areas of quantitative data which indicates program effectiveness for our ELLs. ELLs are accumulating credits at a similar overall rate as their general education peers, even when desegregated for grade level. The results of the NYSESLAT reflect strong and steady growth for a large majority of our students. Most students increased by one proficiency level in most modalities and several progressed more than one level. Our rate of proficiency also is progressing steadily with nearly 16% passing the NYSESLAT and 46% increasing at least one level from spring 2012 to spring 2013. Furthermore, as described above, ELLs are making significant progress on the English Regents exam, even when a student repeats the exam and does not pass, he/she is making 10-20 points progress between attempts. ELLs are also meeting the achievement rates of their non-ELL peers on most content area Regents exams. Based on data collected by Achieve 3000, our ELLs are increasing their Lexile levels often by two grades in one year. Finally, our ELLs are showing college readiness regarding their achievement on the Spanish Language and Spanish Literature Advanced Placement exams. These measures all point to a robust and successful program. Our current data reflects a more concerning note when it comes to 4-year graduation rates. Our students, especially those that are newcomers, SIFE and LT ELLs, are lagging behind in passing the English regents exam. Even though they make significant progress on their score,

they struggle to make the 65+ necessary for earning a diploma. When they score a 20-40 on their first attempt, the gap is often too wide to bridge within one year. We will continue to implement our intervention strategy which includes a 45 minute Regents prep class differentiated for specific target skills and are adding a Saturday Academy component for our 11th grade cohort. We have found that a differentiated literacy approach based on specific exam data can make a 10-20 point increase in a student's performance during their senior year, so we are adding a junior year pre-Regents intervention with the goal of bridging the achievement gap earlier.

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

This year we are implementing several new common core aligned curriculum resources for ELLs in ESL classes based on the Strengthening Bilingual Programs Grant from the Office of ELLs. Transitional ESL classes are using a 9th grade Common Core aligned ELA textbook published by Holt MacDougal and an accompanying workbook differentiated for ELLs. This curriculum is also using Kinsella's English 3D curriculum and workbooks. Intermediate ESL classes will be utilizing National Geographic's Reading Explorer and Reading Adventures texts which present informational texts with visual supports. Beginners and Newcomers will be using Inside the U.S.A. as a supplemental after school text for students at risk of failing. Additionally, through the Bilingual Student Credit Accumulation Grant from the Office of ELLs, we are implementing a Saturday school program in social studies, English and physical education. These classes are utilizing common core aligned newly purchased texts as well including Kinsella's Academic Toolkit and Pearson/Longman social studies texts.

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

There are no programs that we plan to discontinue this year.

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

There are essentially no school programs that we offer that are not available to our ELL groups. For example, all clubs including the after school theater group and cooking classes are open to all. After school tutoring is provided by all teachers whether on a regular basis or on an appointment basis. Saturday school is an important supplement to our ELL program supplemental piece. We offer bilingual content area tutoring on this extra day of instruction. Our advanced ESL students may take a law sequence although our law classes are not taught by bilingual certified instructors. Finally, our public service component is an integral part of our school and everyone in the school community is expected to participate in-house or out-of-house.

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

Picture dictionaries, Spanish/English dictionaries and spelling dictionaries as well as an array of visual rich reference materials are available and utilized in our lowest level ESL classrooms. Subject specific visual learning resources are utilized in the bilingual science and social studies classrooms. Interactive Smartboard technology is often utilized in the bilingual mathematics classroom. Achieve 3000, the differentiated literacy online program is utilized by all bilingual students in ESL and NLA classes. We have a large library of literature for full classroom use for all levels of ESL. Many adapted titles are included in this library. A wide variety of new common core aligned texts for all levels of ESL have been purchased for use this year including an ELA textbook published by Holt MacDougal and an accompanying workbook differentiated for ELLs, Kate Kinsella's English 3D curriculum and workbooks, National Geographic's Reading Explorer and Reading Adventures texts, Inside the U.S.A. and Kinsella's Academic Toolkit and Pearson/Longman social studies texts. We have a Spanish language balanced literacy classroom library that is varied by genre and well differentiated by reading level in the NLA classrooms.

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

All of our native Spanish speaking ELLs receive Spanish language/literature classes through the 12th grade, including Advanced Placement. We believe that with the added support provided in a language classroom, our students will be better served.

We offer a full program of study of Spanish Native Language Arts with the opportunity for our students to not only fulfill their basic Spanish language requirement but also to take Advanced Placement Spanish Language and Literature classes during their high school career. Spanish/English dictionaries classroom sets are available to students in NLA classrooms, and a balanced literature library in Spanish language is utilized by multi levels. The Spanish language version of Achieve 3000 is implemented in every NLA class for 45 minutes per week.

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

As a high school, all classes across subject area are grade and age appropriate. Texts are NYSTL approved and aligned to grade band common core standards for ELLs.

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.

An incoming 9th grade orientation meeting is planned in the June preceding the new academic school year. This is an orientation for monolingual and bilingual students. All ninth grade teachers are invited to participate and provide an overview of our school course offering and expectations. Students also take a math placement test and complete a brief writing sample for teachers to review.

For the past two summers, we have run a summer bridge program during the last two weeks of August. All Freshmen including ELLs are invited to attend. The program involves general orientation activities, academic classes, advisory classes, social-emotional lessons and public service and field trips to a college and outdoor education center. We have ESL teachers included among the staff of summer bridge faculty. We also have a team of upperclassmen peer mentors, including bilingual students, who lead activities and assist in running the program. The program is funded by the Expanded Success Initiative grant.

There is another orientation planned by the Parent Coordinator, Nelia Polanco, in August preceding the school year. The presentation of our ELL program choices as well as a viewing of the video is provided. This orientation also takes place within the first ten days of the school year to serve our newcomers as well.

18. What language electives are offered to ELLs?

We offer a full array of Spanish Native Language Arts classes including Advanced Placement Spanish Language and Advanced Placement Language Spanish Literature.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1. Professional Development Plan

We regularly share best practices during a common planning period Professional Learning Community (PLC) meeting twice per week. These groups are organized by grade level and one ESL, one NLA and at least one bilingual content area teacher sits on each grade level group. Every teacher of bilingual students attend one of the PLC's. A second inquiry team comprised only of ESL and bilingual content area teachers meet twice per month after school to share best practices, read current research and professional literature, and collect and analyze student data. These meetings help inform instruction and curricular choices as well as testing preparation supports. The ESL department (all 4 licensed instructors) also meets on a bi-weekly basis to discuss strategies for specific at-risk students, align curriculum to the common core standards, co-design mid-year and final year class assessments, and organize the administration of the NYSESLAT.

All ESL and NLA instructors will also participate in professional development with our consultant from Achieve 3000 on two separate days in the Fall (one in October and one in November). This will facilitate our initial implementation of this on-line literacy three times throughout the school year.

PD days will be dedicated, in part, to the school-wide instructional focus: "student discourse" as well as Danielson's Framework for Teaching. Teachers will receive support through network run PD sessions and DOE webinars and power point presentations.

We will also collaborate with the Morningside Center for Teaching Social Responsibility who provide social-emotional learning support for the school community. We believe that our immigrant population will benefit from not only language acquisition interventions but also supports regarding their social-emotional and character development. School, neighborhood and home life can be stressful for any teenager, but compounded by the issues accompanying the immigrant experience, students can buckle under pressure and confusion. We aim to provide supports through a sound research-based curriculum to help students, particularly in the 9th and 10th graders, negotiate conflict, make good, informed decisions and develop good interpersonal skills. A series of 8 trainings will take place between January and May and will be implemented in the classroom through their ESL classes.

2. Specific Common Core Standards PD

As stated above, the ESL department (all 4 licensed instructors) also meets on a bi-weekly basis and address the alignment of curriculum to the common core standards. NLA teachers also meet once per month to develop common core aligned tasks and discuss the new curriculum developed by the Office of ELLs. This year our network is providing curriculum and instructional support to all bilingual content area teachers on a weekly basis. Our network specialist is providing support through workshops on curriculum and lesson planning, classroom observations with feedback and sharing of materials and resources aligned to the common core standards.

3. Supporting Transition from Middle to High School

For the past two summers, we have run a summer bridge program during the last two weeks of August. All Freshmen including ELLs are invited to attend. The program involves general orientation activities, academic classes, advisory classes, social-emotional lessons and public service and field trips to a college and outdoor education center. We have ESL teachers included among the staff of summer bridge faculty. We also have a team of upperclassmen peer mentors, including bilingual students, who lead activities and assist in running the program. The program is funded by the Expanded Success Initiative grant.

The school also provides a targeted intervention for 9th grade students who rare identified as "underachieving" based on qualitative reports from their teachers as well as an analysis of student progress reports written within the first 6 weeks of the school year. The ninth grade Professional Learning Community identifies the students in a collaborative effort. All targeted students (general education and ELL) are interviewed by a sub-team of these teachers and invited to join a peer mentor program. Upperclassmen who volunteer to act as peer mentors participate in activities with their mentee including college conversations, school beautification projects and other public service opportunities. The mentor/mentee groups meet one-two lunch periods per week and are organized around activities to specifically address the transition from middle school to high school (organizational skills, social skills, study skills communication skills and leadership skills). The team of teachers follows these students' progress throughout the year, adjusting the curriculum to suit the needs of the students.

4. Minimum Requirement for ELL Training for General Education Faculty

Professional development for the entire staff (general education teachers, special education teachers, teachers of ELLs, paraprofessionals, parent coordinator, secretaries, school aides, assistant principals and principal) participate in faculty meetings during 2 professional development days. This year we will focus on Danielson's Framework for Teaching with a focus on differentiation for students with learning needs and ELLs, common core standards alignment and finally our instructional focus, student discourse and what this looks like for ELLs. Between the two PD days, we exceed 7.5 hours.

Records for professional development are maintained in binders: Professional Learning Communities, organized by grade level teams, meet twice per week and keep daily agendas and minutes in a binder, department chairs also maintain records of agendas for all Subject Area Team Meetings and Professional Development activities. Teachers sign-in at each of these meetings and activities and these records are also maintained in binders. The binders are submitted to the principal twice per year (once at the end of each semester) for review for Jose P. credit among other mandated trainings.

D. Parental Involvement

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

1. Parent Involvement for Parents of ELLs

All newly arrived ELL students' parents are given a parent orientation upon intake including a discussion of programs available at the school. Parent orientation sessions are held at the beginning of the school year at a variety of times to accommodate parent schedules. The Parent Coordinator and/or ELL Coordinator run the sessions in Spanish. Parents are invited to special classroom presentations as well as semi-annual awards ceremonies. All outgoing correspondence to parents is sent in both English and Spanish. Monthly PTA meetings are run by our Parent Coordinator, Nelia Polanco, and are translated in Spanish. At each PTA meeting a representative from one subject area presents curriculum overviews and takes questions.

Through the Morningside Center for Teaching Social Responsibility, we will provide a series of 2 workshops on "Peace in the Family". Each workshop is an intensive 3 hour meeting once per month from January-May. According to the program, this workshop "helps parents develop social and emotional skills and strengthen their relationships with their adolescent children." Communication skills and problem solving strategies are covered. The workshops delve into important issues experienced by immigrant families, but also families with adolescents in general, including punishment versus discipline, active listening skills, advocating effectively for your child and assertiveness. We will notify parents through mailings from our Parent Coordinator, Nelia Polanco, as well as through announcements on our school website.

2. Partnerships with CBO's

We partner with Morningside Center for Teaching Social Responsibility as described above. We also partner with Kaplan who provide test prep for the PSAT and SATs. We are piloting a course specifically designed for ELLs in their junior year to prepare for the PSAT and SAT. With this program, we will have a parent informational meeting focusing on the college process as well as a trip for juniors and their parents to a local college.

3. Evaluating Needs of Parents of ELLs

Every year, at an early PTA meeting, a survey is completed by our ELL parents about their needs as parents of ELL students. The PTA president Carlos Silver and Parent Coordinator, Nelia Polanco, have a question and answer table at every Parent/Teacher conference. Another source of feedback is the Parent Learning Environment Survey which is used as a tool to analyze the overall needs of our parent body.

Our guidance department makes formal ongoing outreach via telephone to parents of students "at risk". We work very hard to communicate issues at school with parents and we listen to their concerns. Through these qualitative evaluations we understand that there is a need to provide information regarding the developmental experience of adolescents.

4. Addressing Needs of ELL Parents

Our parent activities are well aligned with parent needs. PTA meetings are well attended by English and non-English speaking parents alike. In response to questions about mental and physical health of their teenage children, we are providing workshops facilitated by health professionals from Columbia Presbyterian Health Center on hormonal changes in adolescents. The Peace in the Family workshop by Morningside Center for Teaching Social Responsibility is in part a response to this need as well.

E. Additional Information

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

Paste response to question here:

School Name: High School for Law and Public

School DBN: 06M467

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nicholas Politis	Principal		1/28/01
Alexandra Brown	Assistant Principal		1/28/01
Nelia Polanco	Parent Coordinator		1/28/01
Robert O'Leary	ESL Teacher		1/28/01
Leonida Polanco	Parent		1/28/01
Lydia Fernandez	Teacher/Subject Area		1/28/01
Jacqueline Silverio	Teacher/Subject Area		1/28/01
Elish Sari	Coach		1/28/01
	Coach		1/1/01
Susan Anderson	Guidance Counselor		1/28/01
Nancy Scala	Network Leader		1/28/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 06M467 School Name: High School for Law Public Service

Cluster: 1 Network: 107

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.

We have surveyed our parents and used the Home Language Survey as well as the ATS Parent Preferred Language report to assess our parents' needs. Over 85% of our parents speak Spanish as their native language. 14% of our parents' home language is English, and the last 1 % is as follows: 1 parent Arabic, 2 parents Bengali, 1 parent Dutch, 1 Parent Haitian Creole, 1 parent French, 2 parents Fulani, 2 parents Mandarin and 1 parent Urdu. Through the parent coordinator, we have confirmed that the 1% of parents also speak English, therefore written and oral translations are not needed.

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.

In order for us to communicate with our parents and school community, we have determined that we need to have everything translated into the Spanish language. We also need to have translators on hand for our guidance counselors, teachers, PA meetings and School Leadership Team meetings. For any school events that involve parents, we must provide translation services.

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.

We currently have four licensed Spanish teachers on staff and one Bilingual Spanish guidance counselors. The teachers and bilingual guidance counselors readily provide written and oral translation services for all official correspondence coming from our school. In addition, our parents coordinator also provides written translations as needed. Once the translations of the documents have been done, they are kept on file for future reference. New correspondence is translated on an as needed basis. Teachers and staff members are compensated for the extra time providing translation and interpretation services. Section VII of Chancellor's Regulation A-663 and documents such as parents bill of rights, interpretation notice signs and safety plan procedures are provided in above languages.

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.

Our bilingual school staff is able to provide oral interpretation services. In addition to the Spanish licensed teachers and bilingual guidance counselors, we have full time school aides and family paraprofessionals to provide on call translations for parents. Our parent coordinator is also bilingual.

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>.

We provide our parents with written (in Spanish) notification of the translation and oral interpretation services provided at our school. We will print documents for our written and spoken languages of our school. Parents are also kept informed through PA meetings and other events that keep communication channels open for parents.